

Guidelines for Course Report

Undergraduate
Programs

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Quality Assurance Center



Introduction

The course report (see [T7](#)) is a document prepared by the course instructors 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. Course content coverage
2. Grade distribution
3. Course learning outcome results.
4. Verification of students' achievement
5. Issues encountered while delivering a Course.
6. Status of actions of improvement taken during the academic year/ semester
7. 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 on preparing the Course Report:

1. Every Course Instructor is responsible for preparing a course report for all the sections he/she is 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.

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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 CLOs 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 finalized 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.

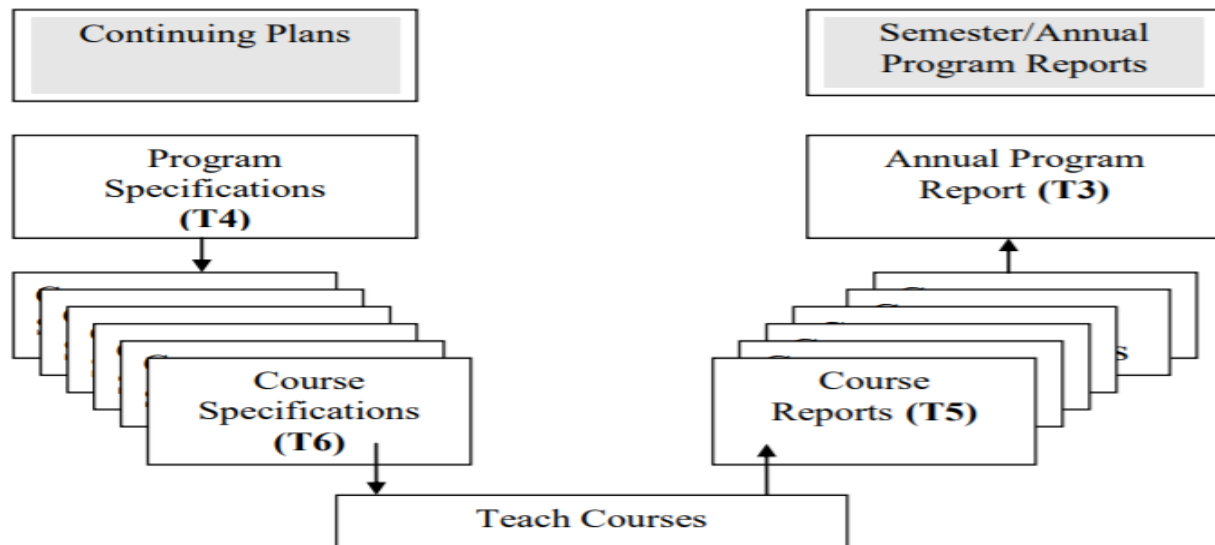
Benefits of writing a Course Report

At the end of each year (or each time the course is taught), course reports are prepared by the instructor for each course, indicating the strengths and weaknesses as it was taught and providing a summary of student results.

These reports must be shared with the program 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 any adjustments required in the Course Specifications

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6. Recommendations

C. Student Results

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3. Recommendations

D. Course Learning Outcomes

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E. Course Quality Evaluation

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2. Other Evaluations
3. Recommendations:

F. Difficulties and Challenges

G. Course Improvement Plan

1. Course Improvement Actions
2. Action Plan for Next Semester/Year

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.

Course Title:	Enter the Course Title as mentioned in the University Bulletin, e.g. Introduction to Database Systems
Code:	Enter the Course Title as mentioned in the University Bulletin, e.g. CS340
Program:	Write the name of the Program offering the course, e.g., Computer Science
Department:	Write the name of the Department offering the Program, e.g. Department of Computer Science
Institution:	Write the name of the Institution (Prince Sultan University)
Academic Year:	Write the Academic Year e.g. AY2022-2023
Semester:	Write the name of the semester e.g., 1st semester
Course Coordinator:	Write the name of the Course Coordinator, e.g. Dr. xxx
Date:	Write the date of submission. e.g. 30th December 2022

Section A

Course Identification

Instructor(s): Write the name of each course instructor teaching this course on both campuses

Location: Write the name of the campus along with the section number and campus.

Number of Sections: Write the number of course sections and the course-section number the course instructor has taught.

Starting the course: Number of students who started the course (including P, W, DN, and F) in each course section

Completing the course: Number of students who passed the course (P) in each course section.

No	Instructor(s)	Location	Number of Sections	Number of Students	
				Starting the course	Completing the course
1.	Dr. xxx	Male Campus	1 Sec-599	27	27
2	Ms. xxx	Women Campus	1 Sec-846/847	18	18

Section B

Course Delivery

1. Course Contact Hours (per semester)

Planned: Write the planned hours for each of the approved activities. The planned hours have been mentioned in the course specification.

Actual: Write the actual number of hours that have been spent in completing the planned activities.

No.	Activity	Planned	Actual
Write the planned hours for each of the approved activities. The planned hours have been mentioned in the course specification.			
Write the actual hours that have been spent in completing the planned activities.			
1	Lecture,	e.g., 45,	e.g., 41
2	Laboratory/Studio	NA	
3	Tutorial,	e.g., 15,	e.g., 12
4	Others (Specify)	NA	
Total			

2. 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

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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 has an impact on a CLO.
3. The Department Curriculum/Quality Committee consolidates the information of section B.2 and proposes a compensating strategy (if required) in coordination with the course coordinators for the following semester.

Topics	Reason for Not Covering	Extent of their Impact on Learning Outcomes	Compensating Action*
Relational Calculus (RC)	The final exams were scheduled earlier by two weeks due to the shortening of the 212 semester. Time did not allow to complete Relational Calculus (RC)	<i>CLO5: Explain the use of the relational algebra and relational calculus operations developed specifically for relational databases</i> Part of the chapter (Relational Algebra). The chapter's main focus is on procedural language, which is Relational Algebra (RA), taught in detail in addition to SQL. This helped the instructors	A video and ppt lecture slides explaining the concepts of Relational Calculus that were shared with the students.

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Topics	Reason for Not Covering	Extent of their Impact on Learning Outcomes	Compensating Action*
		cover the corresponding CLO. The impact on student learning will be marginal.	

3. Teaching Strategies

Planned Teaching Strategies	Were They Implemented?		Difficulties Experienced (if any) in Implementation	Suggested Action
	Yes	No		
Refer to Section D of the Course Specification shown below, and write all teaching strategies in this section.	Write "Yes" or "No" based on whether the teaching strategy was implemented or not.		If "yes," as a course instructor, write if you have experienced any difficulty in implementing that teaching strategy.	Write suggestions on how these difficulties can be overcome in case the same situation arises.
e.g., Flipped Classroom	Yes		It was a challenge to bring all the students at the same level of active participation during the flipped class activities using a virtual	Explore different features of LMS such as wiki, online forums, allowing students to interact during the flipped class session.

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Planned Teaching Strategies	Were They Implemented?		Difficulties Experienced (if any) in Implementation	Suggested Action
	Yes	No		
			medium of interaction	

4. Activities/Assessment Methods

Activities/Planned Assessment Methods	Were They Implemented?		Difficulties Experienced (if any) in Implementation	Suggested Action																								
	Yes	No																										
<p>Refer to Section D-Teaching and Assessment Part -2 of the Course Specification shown below. Write all the assessment that was planned in the course specification.</p> <table border="1"> <thead> <tr> <th>#</th> <th>Assessment task*</th> <th>Week Due</th> <th>Percentage of Total Assessment Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Quiz 1 & 2</td> <td>Week 4, Week 9</td> <td>10% (5% + 5%)</td> </tr> <tr> <td>2</td> <td>Exam (Major 1 + Major 2)</td> <td>Week 7 and Week 12</td> <td>25% (15% + 10%)</td> </tr> <tr> <td>3</td> <td>Final Lab</td> <td>Week 13</td> <td>10%</td> </tr> <tr> <td>4</td> <td>Group Project</td> <td>Week 14</td> <td>15%</td> </tr> <tr> <td>5</td> <td>Final Exam</td> <td>Week 16 or 17</td> <td>40%</td> </tr> </tbody> </table>	#	Assessment task*	Week Due	Percentage of Total Assessment Score	1	Quiz 1 & 2	Week 4, Week 9	10% (5% + 5%)	2	Exam (Major 1 + Major 2)	Week 7 and Week 12	25% (15% + 10%)	3	Final Lab	Week 13	10%	4	Group Project	Week 14	15%	5	Final Exam	Week 16 or 17	40%	<p>Write "Yes" or "No" based on whether the scheduled assessment was conducted or not.</p>		<p>If "yes," as a course instructor, write if you have experienced any difficulty in conducting the planned assessment.</p>	<p>Write suggestions on how you can overcome these difficulties in the future in case the same situation arises.</p>
#	Assessment task*	Week Due	Percentage of Total Assessment Score																									
1	Quiz 1 & 2	Week 4, Week 9	10% (5% + 5%)																									
2	Exam (Major 1 + Major 2)	Week 7 and Week 12	25% (15% + 10%)																									
3	Final Lab	Week 13	10%																									
4	Group Project	Week 14	15%																									
5	Final Exam	Week 16 or 17	40%																									
Quiz 1(5%)	Yes																											
Major I (15%)	Yes																											
Quiz 2 (5%)	Yes																											
Major II (10%)	Yes																											
Assignment (5%)	Yes																											
Final lab (10%)		No	Due to the short term the final lab was not conducted.	Final lab (10%) grades were added to course project																								
Group Project (10%)	Yes			Group Project (20%)																								
Final Exam (40%)	Yes																											

5. Verification of Credibility of Students' Results

Method(s) of Verification:

Write the approved process/method followed by the department for preparing the assessments (major, finals, and projects) and validating the students' results.

Mention the acceptable criteria for approving the major or final exam.

Good Practices for writing assessments:

- Unified final exam, if possible.
- Peer-reviewed final exam
- Comprehensive summative exam, coverage of all CLOs (Preferably those aligned with Knowledge and Skills)
- Assessment aligned with Bloom's Taxonomy.
- Exam papers should have questions of varied difficulty levels.
- Availability of the Exam Answer Key.
- Possibility of an average student solving the exam within 2 hours.

Good Practices for verification of students' Results:

- Blind marking/cross-grading
- Random checking of a few graded exams.
- Co-signing of the final exam and midterm grades (Ensure the final marks have been correctly aggregated)

Conclusions: The methods of verification mentioned improve the quality of assessments by validating the following:

- The course specification is completely adhered to.
- The final exam is comprehensive and assesses all the relevant CLOs.
- The quality of the exam questions meets the standards.
- There is a common understanding of the rubrics and the answers to all questions.
- The exam questions are answered within the stipulated time.
- Blind marking or random checking of a few graded exams will avoid lenient or strict course grading.

Recommendations

Write any recommendations for improving the method of verification in your course or continue using the same verification strategy.

Method(s) of Verification	Conclusions

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Method(s) of Verification	Conclusions
<p>Before the Final Exam:</p> <p>The structure and the difficulty level of each question of the final exam were finalized together by the CS340 course instructors. Since the final exams were conducted earlier than the scheduled date, it was not possible to have a common date for the CS340 exam across the campuses.</p> <p>However, the final exam question papers were peer-reviewed by the CS340 course instructors at both campuses. The peer review form is available in the course folders. The purpose of a peer review is to validate the quality and suitability.</p> <p>The answer key, as well as the marking scheme, were also reviewed by the respective peer reviewers.</p> <p>The methods of verification used in the course contributed to improving the quality of assessments by validating</p> <ul style="list-style-type: none">● The course specification is completely adhered to.● The final exam is comprehensive and assesses all the relevant CLOs.● The quality of the exam questions meets the standards.● There is a common understanding of the rubrics and the answers to all questions.● The exam questions are answered within the stipulated time.● The difficulty level of the assessments was aligned with the female campus.● Possibility of solving the question by an average student within 2 hours of exam duration. <p>After the Exam</p> <p>The final grades were reviewed by the co-signer and the chairperson before they were approved in the e-register system.</p>	<p>Peer reviewing has helped the course instructors ensure that the exam papers are of standard quality and assess all relevant CLOs during the summative assessments.</p>

Section C

Student Results

1. Distribution of Grades

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:

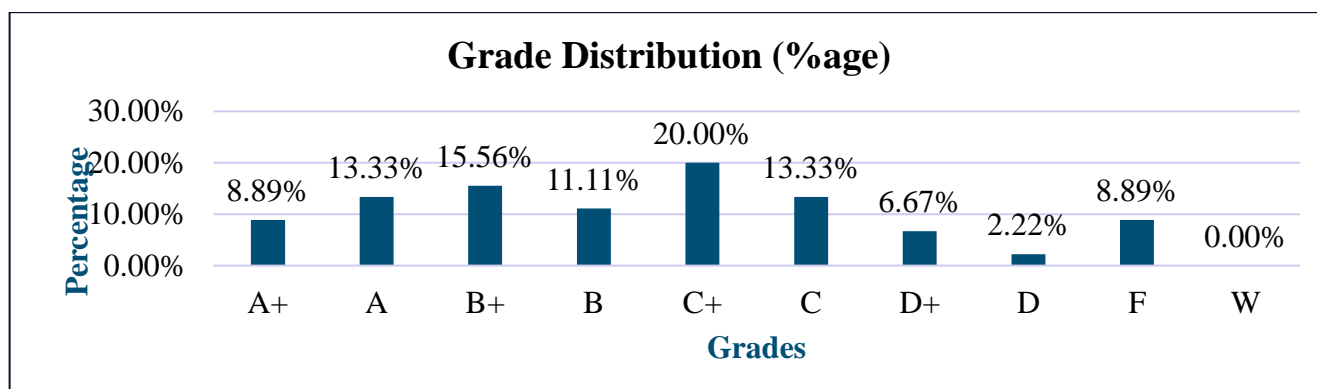
- The grade distribution (# of A+, A...) will be for the entire course in the combined course report (including both campuses). However, the combined course report will reference the individual course-section reports.
- The analysis of grade distribution will be done at the course level.
- In contrast, the grade distribution analysis for every course section will be available in the course section report.
- 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	Denie d Entr y	In Prog ress	Inco mplet e	Pass	Fail	With draw n
Section xxx Number of Students	4	1	5	4	6	0	2	1	4	0	0	0	23	4	0
Percentage	14.8 1%	3.1 %	18.5 1%	14.8 1%	22.2 2%	0%	7%	3.1 %	14.8 1%	0%	0%	0%	85%	14.8 1%	0%

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	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denie d Entr y	In Pro gress	Inco mple te	Pass	Fail	With draw n
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	8.89 %	13.3 3%	15.5 6%	11.1 1%	20.0 0%	13.3 3%	6.67 %	2.22 %	8.8 9%	0.00 %	0.00 %	0.00 %	91.1 1%	8.89 %	0.00 %



2. Comment on Student Results

(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.

Grade Inflation Criteria:

Percentage of students receiving (A+, A, and B+) $\geq 50\%$ for the number of students > 10 .

Percentage of students receiving (A+, A, and B+) $\geq 70\%$ for the number of students ≤ 10 .

Grade Deflation Criteria:

Percentage of students receiving (D, F) $\geq 50\%$

3. Recommendations

Write any recommendations for improving the assessment strategy based on the level of the students.

Section D

Course Learning Outcomes

Reference: Refer to Section D- Teaching and Assessment Part 1 of Course Specification - Alignment of the Course Learning Outcomes with Teaching Strategies and Assessment Methods

D. Teaching and Assessment

I. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1	Knowledge and Understanding		
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.	Concept presentation, Lectures, Group Discussions, Flipped Class	Direct Assessment Tool Quiz Exams Assignments Project Indirect Assessment Tool Course Exit Survey

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Course Learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target Level/ Criterion for Success	Actual Level	
<p>Course Learning Outcomes (CLOs): Write the CLO mapped to Knowledge Learning Domain</p> <p>PLOs Code: Write the PLO Code or # with which it is mapped</p> <p>Assessment Methods: 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>Assessment Results:</p> <ol style="list-style-type: none"> Target Level/ Criterion for Success: Write the target level, which is an indicator for measuring the success of student learning Actual Level: Write the CLO result <p>Comment on Assessment Results: Analyze the CLO results. Compare it with the target level. Compare the CLO result obtained from direct and indirect methods. Even if it is achieved, comment on what best practices you have adopted which helped the students to that helped the students accomplish this CLO what best practices you have adopted which helped the students to accomplish this CLO.</p> <p>Note:</p> <ol style="list-style-type: none"> The CLO assessment should be based on a course instead of a course section in a combined course report. 					

Course learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target Level/ Criterion for Success	Actual Level		
1	Knowledge and Understanding:					
1.1						
2	Skills:					
2.1	CLO 3: Recognize cyber and intellectual property laws to address the misuse of computing technology and its artifacts.	CS & IS: PL O 4	Direct method: Major Exam Final Exam	(ME +AE) % >75 %	Direct Methods: (%ME +AE) = 72%	Analysis: Not shown Recommendation: The student should be given enough practice of using cyber laws to

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Course learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target Level/ Criterion for Success	Actual Level	
ME=Meeting Expectation (2) AE= Above Expectation (3)	SE: PL O 4,7	Indirect method: Course Exit Survey		Indirect Methods: (%ME +AE) = 80%	many cyber violations. It is also recommended to discuss the cybercrimes that are committed in Saudi Arabia and relate them to the penalties issued, as mentioned in Saudi cyber laws.
3	Values:				
3.1					

2. Recommendations

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

Some recommendations that the experts have given are as follows:

1. Use only one instrument, such as a final exam (summative) exam, for measuring CLOs mapped to Knowledge 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 CLO assessment.
2. Check the difficulty level of the question(s) used for CLO assessment. All questions should be easy and straightforward.
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 and compare the results with the previous semester's results and monitor the impact of the changes adopted in teaching and learning strategies.

Example:

To improve CLO5 results:

Maintain the similar teaching practices and tutorial sessions for Relational Algebra (RA) and Calculus (RC).

The equivalence between RA/RC and SQL should be clearly explained while teaching RA/RC concepts. This way the students are able to write queries by understanding every component of the query expression.

Share videos on RA/RC for better understanding.

Section E

Course Quality Evaluation

1. Students Evaluation of the Quality of the Course

NOTE:

- The section must be reported at the course level in the combined course report. The course section reports will include CES evaluation section-wise.
- A detailed set of instructions has been given in the ppt file which shows how to complete Section E (Course Quality Evaluation) by using Course Evaluation Survey Results from the E-Register system. Use the excel workbook prepared by the DQAD.

<p>Date of Survey: Enter the Month of the Semester e.g., May 2021</p>	<p>Number of Participants: Enter the number of participants in all the course sections e.g. 18</p>	<p>Percentage of Participation: Number of responses/Total number of students in your course e.g. 16.</p>	<p>Evaluation Result: Enter the average score of the course evaluation (based on a point -5 scale), e.g., $4.57 + 4.43 = 4.5$ (90%)</p>
<p>Students Feedback</p>		<p>Course Coordinator/Instructor Comments/Response</p>	
<p>Strengths:</p> <ul style="list-style-type: none"> • In case comments are not given by the students, consider criteria having score ≥ 4.25 as strengths. e.g., 95% of the students agreed that the instructor was well prepared for class. 		<p>The course coordinator or course instructor writes comments in response to the strengths.</p>	
<p>Areas for improvement:</p> <ul style="list-style-type: none"> • In case the students do not give the students, consider criteria having a score ≤ 3.50 as weakness e.g. 		<p>The course coordinator or course instructor writes comments in response to the weakness. e.g. The xxxx course specification is recommended to be reviewed in terms of the course workload.</p>	

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<p>The course requirements are more than the credit hours allocated as opinionated by 80% of the students.</p>	
<p>Suggestions for Improvement:</p> <ul style="list-style-type: none"> • Write the suggestion, if any, that have been given by the students. 	<ul style="list-style-type: none"> •The course coordinator or course instructor writes how the course can be further improved to address the concerns or suggestions raised by the students.

2. Other Evaluations

(e.g., Evaluations by faculty, program leaders, peer reviewers, others)

- Based on the classroom observation by the Program Chair OR Director, Course Coordinator, OR peers, write the strengths and areas of improvement, if any.
- The course coordinator or courses instructor writes how the course can be further improved to address the concerns or suggestions raised by one of the mentioned evaluators

Evaluation methods:	Date:
Evaluator(s) Comments	Course Coordinator/Instructor Comments/Response
<p>Strengths: Write the strengths mentioned (if any) in the class-observation report</p>	

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Areas for Improvement: Write the areas of improvement (if any) mentioned in the class-observation report	
Suggestions for Improvement: Write the suggestion, if any, that have been given by the evaluators mentioned above.	The course instructor writes how the course can be further improved to address the concerns or suggestions raised by the evaluator.

* Add a separate table for each evaluation

3.Recommendations:

The course coordinator can write recommendations for improving teaching strategies (if required).

Section F

Difficulties and Challenges

NOTE:

- The combined course report should include difficulties and challenges CAMPUS-WISE.
- The details provided in this section will help the program administrator investigate and take the appropriate actions to overcome such concerns.

Problems and Challenges	Consequences	Actions Taken
Administrative Issues		
<p>Write down any administrative issue in case course instructors have faced while delivering a course.</p>	<p>In case the concern raised in the first column has any consequences on teaching and learning, the course instructor must mention them.</p>	<p>What actions had been taken by the course instructor or coordinator to overcome the issue(s)?</p>
<p>The student integrity during online assessments (quizzes) could not be determined.</p>	<p>There is no control over students cheating on each other, even though the cameras are ON.</p>	<p>The evaluations prepared by the instructors were time-based, and critical thinking questions were given.</p>
Learning Resources		
<p>Write down the issues case course instructors have faced in accessing learning resources.</p>	<p>In case the concern raised in the first column has any consequences on teaching and learning, the course instructor must mention them.</p>	<p>What actions had been taken by the course instructor or coordinator to overcome the issue(s)?</p>

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Problems and Challenges	Consequences	Actions Taken
Sometimes LMS freezes during the exam.	wastage of time.	Extra time was given to students to compensate for the wasted time.
Facilities		
Write down the issues the course instructors have faced with using facilities.	In case the concern raised in the first column has any consequences on teaching and learning, the course instructor must mention them.	What actions had been taken by the course instructor or coordinator to overcome the issue(s)?
Some students had a problem with the Internet connection, so that they couldn't attend class.	Due to the Internet connection problem, some students missed some lessons.	All lectures and online practice labs were recorded and shared with students.

Section G

Course Improvement Plan

1. Course Improvement Actions

This section is used for closing the loop.

Recommended Actions	Actions Taken	Results	Comments
a. Previous course Report Recommendations			
Copy and paste the recommendations from the previous course report (section F-Course Improvement Action Plan -2 nd Table, that were implemented in the current semester.	Copy and paste the actions taken to accomplish the stated recommendations	Write the status of the action plan e.g., Accomplished, Not Started yet, In Progress.	Any comments related to the action plan
Improve students' understanding for CLO 5 (Relational Algebra and Calculus)	Prepare and give students extra exercises on relational algebra and calculus	Partially Accomplished	The unanticipated decision of shortening the semester and conducting the final exams before Eid ul Fitr did not allow the course instructors to complete the concepts of Relational Calculus; however Relational Algebra concepts

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Recommended Actions	Actions Taken	Results	Comments
			were thoroughly explained, but due to the extreme of pending exams, students may have not practiced the concepts of RA thoroughly.
b. Other Improvement Actions*			
Any other additional developmental measures that were taken during the course which are not mentioned above			

* (The developmental measures taken during teaching the course and not included in the development plan of it)

2. Action Plan for Next Semester/Year

Recommendations	Actions	Responsibility For Implementation	Time		Needed Support
			Start	End	
Write down the recommendation for continuous improvement to be implemented 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	Write the term #	Write the term #	Any resource required to accomplish the stated actions

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Recommendations	Actions	Responsibility For Implementation	Time		Needed Support
			Start	End	
e.g. Plan and provide resources for planning, monitoring, and assessing CLO 7 teamwork. (Quality - CLO7)	<ol style="list-style-type: none"> Disseminate Teamwork Assessment Rubric to students in week 1-2. Ask the students to provide evidence for team based on the CLO7 Performance Criteria. Use SLACK or any other relevant tool for monitoring the teamwork in completing the course project. 	Course Instructors and the Coordinator	1st semester of 2020	end of 1st semester of 2020	Need an approval from DQC