**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**COURSE REPORT**

**(CR)**

**104 phys General Physics (2) Section: 21769**

**Dr. Abdullah R. Alsemari**

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.**

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| **Institution** : KSU **Date of Course Report**: Jan 7, 2014 |
| **College/ Department**: Faculty of Science/Physics and Astronomy Department |

1. **Course Identification and General Information**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Course title : General Physics (2) Code # 104 Phys. Section # 21769--- | | | | | | |
| 2. Name of course instructor Dr. Abdullah R. Alsemari Location: Main camps | | | | | | |
| 3. Year and semester to which this report applies: 2013-2014, first semester | | | | | | |
| 38  26  4. Number of students starting the course? Students completing the course? | | | | | | |
| 5. Course components (actual total contact hours and credits per semester): --- hours | | | | | | |
|  |  |  |  |  |  |  |
|  | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact  Hours | 45 | 0 | 20 | - | - | 65 |
| Credit | 45 | - | 10 | - | - | 55 |

1. **- Course Delivery**

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| --- | --- | --- | --- |
| 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 |
|  |  |  |  |
|  |  |  |  |
| Electric Fields, Gauss' Law, Electric Potential | 15 | 15 |  |
| Capacitance and dielectric | 3 | 3 |  |
| Currents, Resistance, Electric Energy, Power and direct current circuita. | 6 | 6 |  |
| Magnetic Fields and sources of magnetic field | 9 | 9 |  |
| Faraday's Law of Induction, Inductance | 6 | 6 |  |
| Alternating Current circuits, the RLC series circuit, power in an A.C. circuit, resonance in RLC services circuit. | 3 | 3 |  |

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| --- | --- | --- |
| 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 |
| - | - | - |
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**3. Course learning outcome assessment.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | List course learning outcomes | List methods of assessment | Summary analysis of assessment results |
| 1 |  | Quizzes - reports - exams |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | |
|  | |  |  | |  | | | |
| Domains | | List Teaching Strategies 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 |  |
| a. Knowledge | | 1- Demonstrating the basic information and principles through lectures and lab  2- Discussing phenomena with illustrating pictures, diagrams and models  3- Lecturing method:  a) Blackboard  b) e-learning | | |  | | **yes**  **yes**  **yes** |  |
| b. Cognitive Skills | | 1. Home work assignments at each topic 2. Preparing main outlines for topic 3. Discussing electrical observations and the related theories | | |  | | **yes**  **yes**  **yes** |  |
| c. Interpersonal Skills and Responsibility | | 1. Learn how to search the internet and use the library. 2. Learn how to cover missed lectures. 3. Learn how to summarize lectures or to collect materials of the course. 4. Learn how to solve difficulties in learning : solving problems – enhance educational skills. 5. Develop his interest in Science through : (lab work, solving problems)   .   1. Encourage the student to attend lectures regularly by giving marks for attendance. 2. Encourage students to improve their English language. 3. give students tasks of duties. | | |  | | **Yes**  **Yes**  **Yes**  **Yes**  **Yes**  **Yes**  **Yes**  **Yes** |  |
| d. Numerical and  Communication Skills | | 1. Learn students to solve their educational problems by communication with peers or with the instructor.. 2. Encourage students to populate his knowledge in physics to the community. 3. Asking students to prepare report by searching the internet or using the library independently or through groups.     Give the student tasks to develop his computer skills  give the students tasks in:  a) Problem solving  b) Data representation  c) Focusing on some real results  and its physical meaning. | | |  | | **yes**  **yes**  **no**  **yes**  **yes**  **no**  **yes**  **yes** | **Due to lose of time**    **Due to lose of time** |
|  | |  |  | |  | | | |
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**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 | 8% |  | | B | 7 | 27% |  | | C | 6 | 23% |  | | D | 6 | 23% |  | | F | 5 | 19% |  | | Denied  Entry | 0 |  |  | | In Progress | 26 |  |  | | Incomplete | 0 |  |  | | Pass | 21 | 81% |  | | Fail | 5 | 19% |  | | Withdrawn | 12 | 32% |  | |
| 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**

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| --- | --- |
| 1. Difficulties in access to resources or facilities (if any) | 2. Consequences of any difficulties experienced for student learning in the course. |

**E. Administrative Issues**

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| --- | --- |
| 1 Organizational or administrative difficulties encountered (if any) | 2. Consequences of any difficulties experienced for student learning in the course. |

**F Course Evaluation**

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| 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**

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| --- | --- | --- | --- |
| 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. |  |  |  |

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| 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. |  |  |  |  |
| b. |  |  |  |  |
| c. |  |  |  |  |
| d. |  |  |  |  |
| e. |  |  |  |  |

**Name of Course Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**