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الهيئــة الوطنيــة للتقويــم
والاعــتمــاد الأكــاديــمــي

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

T5. 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.

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Course Report

For guidance on the completion of this template refer to the NCAAA handbooks.

Institution: **Umm Al-Qura University.**	Date of CR: **First Term 381.**
College/ Department: **Faculty of Applied Science, Biology Department.**	

A Course Identification and General Information

1. Course title: **Biostatistics.**	Code : **4012161-2.**	Section: **(1, 2 & 3)**
2. Name of course instructor: **Prof. Shady M. ElShehawy.**		Location: **Al-Abedia campus.**

3. Year and semester to which this report applies.
First semester, academic year 1438/1439H (381).

4. Number of students starting the course? **108** Students completing the course? **108**

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

	Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	**32**	**-**	**-**	**-**	**-**	**32**
Credit	**32**	**-**	**-**	**-**	**-**	**32**

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	**2**	**2**	
Descriptive statistics: data as a simple/grouped frequency tables. Data presentation (frequency distribution) and box-plot.	**2**	**2**	
Data presentation different types bars and histograms. Data presentation by pie and graphs.	**2**	**2**	
Measure of central tendency.	**2**	**2**	
Measures of dispersion.	**2**	**2**	
Midterm test.	**2**	**2**	
F test.	**2**	**2**	
T test : t-test for single sample, two equal samples and t-test for two non-equal samples and non-pared samples.	**2**	**2**	
Chi-square test.	**2**	**2**	

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والاعـتـمــاد الأكــاديـمــي

One way analysis of variance, two way analysis of variance.	**2**	**2**
Some biological indices.	**2**	**2**
Use Excel program to present data.	**4**	**4**
Use SPSS version 17 to analyze data.	**4**	**4**
Review	**2**	**2**
Total	**32**	**32**

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
There is no.	**There is no.**	**There is no.**

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment for each LO	Summary analysis of assessment results for each LO
1	**Knowledge**	**Short discussions.** **Short essay questions.** **Term activities.** **Final and midterm exam.**	
2	**Cognitive Skills**	**Short discussions.** **Short essay questions.** **Term activities.** **Final and midterm exam.**	
3	**Interpersonal Skills and Responsibility**	**Periodical exams.**	
4	**Numerical and Communication Skills**	**Oral presentation.** **Assessment of presentations.** **Term activities.**	
5	**Psychomotor Skills**	**Oral exam.**	

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

There is no.

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	Were They Effective?	Difficulties Experienced (if any) in Using the Strategy and Suggested

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الهيئــــة الوطنيـــــة للتقويـــم
والاعـتـمـــاد الأكـاديـمـــي

Specification	No	Yes	Action to Deal with Those Difficulties.
Lectures **Home works**		√	
Oral discussion		√	
Periodical reports **Home works** **Grouping works**		√	
Periodical reports **Home works**		√	
Practical work in computer Lab		√	

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	Analysis of Distribution of Grades
A	7	6.48%	
B	4	3.70%	
C	21	19.44%	
D	42	38.89%	
F	19	17.60%	
Denied Entry	10	9.30%	
Absent	2	1.85%	
Incomplete	3	2.80%	
Pass	74	68.52%	
Fail	19	17.60%	
Withdrawn	0	0	

2. Analyze special factors (if any) affecting the results
There is no.

3. Variations from planned student assessment processes (if any) (see Course Specifications).
There is no.

a. Variations (if any) from planned assessment schedule (see Course Specifications)

Variation	Reason
There is no.	**There is no.**

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specifications)

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والاعـتـمـاد الأكـاديـمـي

Variation	Reason
There is no.	**There is no.**

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).

Method(s) of Verification	Conclusion
There is no.	**There is no.**

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.
There is no.	**There is no.**

E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
There is no.	**There is no.**

F Course Evaluation

1 Student evaluation of the course (Attach summary of survey results)
There is no.

a. List the most important recommendations for improvement and strengths:
1- Trying to give more times for exercises. **2- Give more times for computer skills improvement.**

b. Response of instructor or course team to this evaluation:
There is no.

2. Other Evaluation (eg. by head of department, peer observations, accreditation review, other stakeholders) **There is no.**

a. List the most important recommendations for improvement and strengths:
There is no.

b. Response of instructor or course team to this evaluation:
There is no.

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	Action Results	Action Analysis
a. **There is no.**	**There is no.**	**There is no.**	**There is no.**

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

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والاعـتـمــاد الأكـاديـمـــي

There is no.

3. Action Plan for Next Semester/Year				
Actions Recommended for Further Improvement	Intended Action Points (should be measurable)	Start Date	Completion Date	Person Responsible
a. **Development and update the course topics and represented the notes in English language.**	**Development and update the course topics and represented the notes in English language.**	**Second semester (382)**	**First semester (391)**	**Course Instructor**

Name of Course Instructor: **Prof. Shady M. ElShehawy.**

Signature: Date Report Completed: 0**7/05/1439H.**

Program Coordinator: _____

Signature: _____   Date Received: _____