



جامعة أم القرى  
UMM AL-QURA UNIVERSITY

College of  
**Engineering and Architecture**

Department of  
**Architecture**

Samples of  
**Course Report**  
**Architectural Design Studio Courses**

2022-2023



Samples of  
**Course Report**  
**Architectural Design Studio Courses**  
2022-2023



Programme of  
**Islamic Architecture**  
(Architecture)



T-107

2022

# Course Report

Course Title:	Architectural Design Studio 3		
Course Code:	8011116-5		
Department:	Islamic Architecture		
Program:	Bachelor of Islamic Architecture (Architecture) - Plan 37		
College:	College of Engineering and Islamic Architecture		
Institution:	Umm Al-Qura University		
Academic Year:	2022-2023		
Semester:	First Semester (Fall)	[44	1]
Course Instructor(s):	Ali Abdullah Elmansoury	Abdulhafeez Ahmad Alwafi	
	Farag Mohamed Zaki	Fares Saad M Al-Saygh	
	Ahmed Hassan Jaad	Mohamed Abubaker Bakader	
	Husam Ahmed Kheder Murad		
Course Coordinator:			
Location:	Main campus <input checked="" type="checkbox"/>	branch	<input type="checkbox"/>
Number of Section(s):			
Number of Students (Starting the Course):			
Number of Students (Completed the Course):			
Report Date:	Dec. 23, 2022		



## Table of Contents:

Content	Page
<b>A. Student Results</b>	2
1. Grades Distribution	2
2. Comment on Student Grades	2
<b>B. Course Learning Outcomes</b>	3
1. Course Learning Outcomes Assessment Results	3
2. Recommendations	5
<b>C. Topics not covered</b>	6
<b>D. Course Improvement Plan</b>	6

## Appendices:

- Appendix (a): Students Satisfaction Survey.
- Appendix (b): Histogram of Module Results.
- Appendix (c): Measuring of Course Learning Outcomes CLOs (Score Input).
- Appendix (d): Contribution of CLOs in PLOs Assessment.
- Appendix (e): Consistency with Test Standards Report.
- Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course.





## A. Student Results

### 1. Grade Distribution

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
<b>Number of Students</b>	19	20	21	11	2	1	1	2	1	0	0	0	77	1	0
<b>Percentage</b>	24%	26%	27%	14%	3%	1%	1%	3%	1%	0%	0%	0%	99%	1%	0%

Average of the course from the grades: **78%**

### 2. Comment on Student Grades

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

- 50%** of students attended the classes regularly, submitted the required assignment on time with excellent level.
- 41%** of students attended the classes regularly, submitted the required assignment on time with very good level.
- 4%** of students attended the classes regularly to some extent, submitted the required assignment on time with good level.
- 4%** of students attended the classes regularly to some extent, and assignment were submitted irregularly with fair level of quality.
- 1%** of students irregularly attended classes, performance was much lower than standard and some assignments were not submitted





## B. Course Learning Outcomes

### 1. Course Learning Outcomes Assessment Results

Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>1 Knowledge and Understanding:</b>					
1.1 Demonstrate an understanding of processes and methods of design. (K1-a)	K1	Assignments & Tasks	70% of students scoring 70%+	100%	
1.2 Demonstrate an understanding of architectural shapes and forms, and ways of presentation. (K1-c)	K1	Drawing Exam	70% of students scoring 70%+	94%	
1.3 ()					
1.4 ()					
1.5 ()					
1.6 ()					
1.7 ()					
1.8					

\* Scores include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

#### PLOs (Knowledge and Understanding)

**K1** Demonstrate a comprehensive understanding of the built environment.

**K2** Demonstrate in-depth understanding of systems, technologies, and assemblies of construction process.

**K3** Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.



**K4** Explain concepts of mathematics and scientific theories relevant to architecture.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target level/ Criterion for Success	% of Students Got Target		
<b>2 Skills:</b>						
2.1	Make design decisions considering user requirements, site analysis, and environmental impacts. (S1-a)	S1	Presentation	70% of students scoring 70%+	100%	
2.2	Apply the knowledge of design theories and methods. (S1-c)	S1	Eval. of Research Paper	70% of students scoring 70%+	97%	
2.3	Employ manual skills to develop and present projects. (S1-h)	S1	Oral Exam	70% of students scoring 70%+	97%	
2.4	Communicate effectively using oral and written forms. (S5-a)	S5	Eval. of Project(s)	70% of students scoring 70%+	97%	
2.5	()					
2.6	()					
2.7						
2.8						

\* Scores include indirect assessment

 Equal or above the target level.  
 Lower than the target level.

### PLOs (Skills)

- S1** Make decisions for complex design problems in creative and scientific manners.
- S2** Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- S3** Apply scientific research for complex issues of the built environment.
- S4** Execute drawings, craftworks and physical models efficiently.
- S5** Communicate in oral & written forms; & use mathematics & information technology to process & analyze data.







Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>3 Values, autonomy, and responsibility:</b>					
3.1 Demonstrate persistence on achievement and distinction. (V2-d)	V2	Eval. of Project(s)	70% of students scoring 70%+	86%	
3.2 ()					
3.3 ()					
3.4 ()					
3.5 ()					
3.6 ()					
3.7					
3.8					

\* Scores include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

## PLOs (Values)

**V1** Demonstrate self-discipline, punctuality and commitment to all required tasks.

**V2** Demonstrate personal, professional and social responsibility.

## 2. Recommendations





## 2. Recommendations

### C. Topics not covered

Topic	Reason for Not Covering/discrepancies	Extent of their Impact on Learning Outcomes	Compensating Action
None	None	None	None

### D. Course Improvement Plan (if any)

Recommendations	Actions	Needed Support

Improvement plan should be discussed at the department council and included in the annual program report

Course Instructor/ Coordinator

Head of Department



Dr. Ibraheem Nooruddeen Al-Bukhari

## Appendix (a): Students Satisfaction Survey

### Academic Staff

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The teacher always attends the lectures on time	29	12	2	2	1
He presents objectives and content of the course in the first lecture	35	8	2	1	0
The lecturer invests lecture time in a good manner	29	5	9	3	0
He presents the content in an interesting & thought-provoking manner	30	7	8	1	0
The lecture encourages discussions during lecture	32	8	6	0	0
The lecture respects students opinion	30	10	4	2	0
The lecturer answers questions during office hours	33	7	2	3	1

### Evaluation System

Number of projects and assignments is appropriate	26	9	8	3	0
Time allotted for projects and assignments is appropriate	22	8	14	1	1
Assessment is generally fair	23	8	10	2	3

### Equipment and Facilities

Space area seems adequate	32	11	2	1	0
The cleanliness seems good	30	5	9	2	0
The equipment seems adequate	31	4	7	3	1
References are available	29	12	4	1	0

### How Well Students have Learned CLOs

(K1-a) Demonstrate an understanding of processes and methods of design.	32	11	3	0	0
(K1-c) Demonstrate an understanding of architectural shapes and forms, and ways of presentation.	36	10	0	0	0
(S1-a) Make design decisions considering user requirements, site analysis, and environmental impacts.	29	13	4	0	0
(S1-c) Apply the knowledge of design theories and methods.	28	14	4	0	0
(S1-h) Employ manual skills to develop and present projects.	31	14	1	0	0
(S5-a) Communicate effectively using oral and written forms.	34	10	2	0	0
(V2-d) Demonstrate persistence on achievement and distinction.	36	10	0	0	0

### أراء أخرى

### Other opinions

Satisfaction Percentage % **88.5**

ما أكثر شيء أعجبك في هذا المقرر؟

What did you like the most in this course?

تعامل الدكتور مع الطلاب بالطيب  
التفكير بشكل عميق للمنافسة على التصميم  
تفاهم اساتذة الدكتور  
التصميم  
تعون الدكتور  
بناي افكر في تصميم للواجهات  
فكر التصميم و الابداع  
معلومات جديدة قيمة ومفيدة.  
تعاون الدكتور مع الطلاب  
احترافية الدكتور  
الابداع في النيزاين  
تعلم التصميم في ارض الواقع  
التطور الفكري من تصميم مباني سكنيه الى مباني عامه  
مقرر ممتاز  
سلاسة العمل  
تفاهم الدكتور وضع الطلاب بسبب الضغط الكبير الس كلن موجود  
تعهد الدكتور وطريقة التدريس  
روح التعاون بين الطلاب و الافكار الرهيبه في المشاريع  
سرعه التعلم  
تعاون اعضاء التدريس  
التصميم على ارض حقيقي، التوجيه من قبل الدكتور، واسلوب شرح المعلومات  
التساعد والتطوير  
انو بندينا ندخل في الاشياء الاكثر واقعيه

زيادة عدد الطلاب بالشعب

تخفيف المطلوب

اعطاء معلومات عن برامج افضل في التصميم

اعادة النظر في جدولة المادة بسبب انشغال الطلبة في المواد الاخرى

عمل pdf مسبقاً يوضح فيه للطلاب جميع المتطلبات خلال الفصل الدراسي والاهداف ونموذج للطلبة الذين اكملو المادة عن طريق وضع صورته مثال للجوري النهائي والوضوح في المنهج اكثر والم تليل المهام

مشاريع اكثر

تنظيم الوقت لان الانتظار لين يجي دورك عشان قيمك الدكتور ويوجهك في التصميم يضيع وقت كثير في العادة انتظر ٣-٤ ساعات من بداية المحاضرة من دون اي شي فقط انتظر الدكتور ينتهي م

تعليم وتطوير الطلاب على البرامج الحاسوبية

تقليل المنهج الدراسي

المقرر جميل ولايتحتاج لتعديل

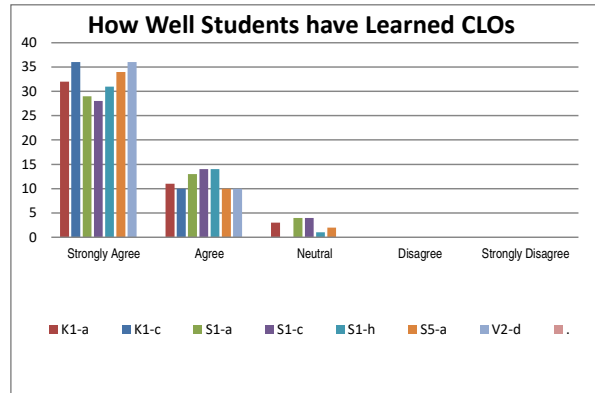
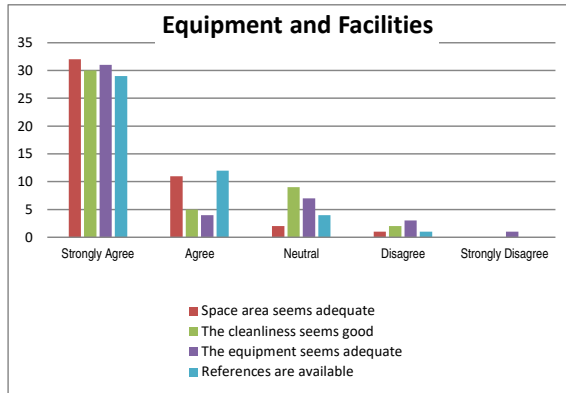
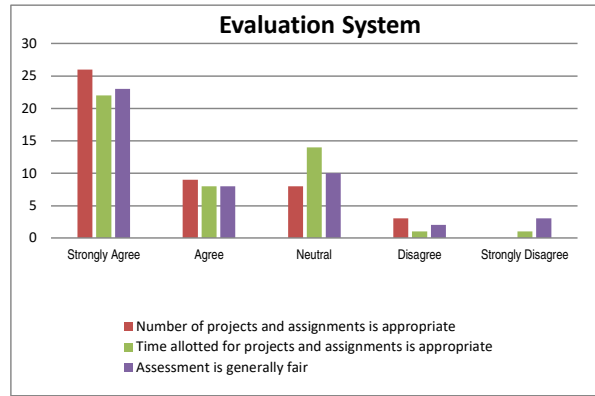
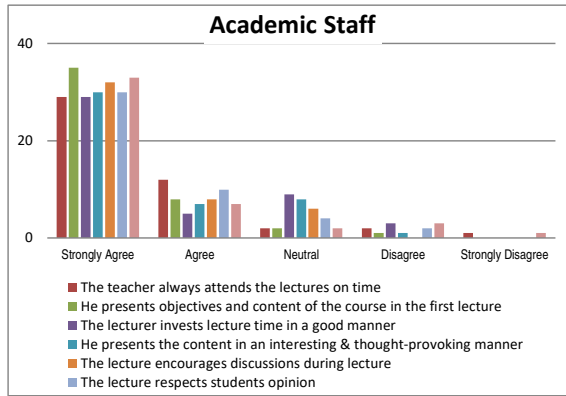
بس اذا الدكتور اتفقو و اشتغلو مع بعض كلو حيصير تمام

الدوام يكون مسائي للاستوديو على طول

الغاء ال ٣ اترام

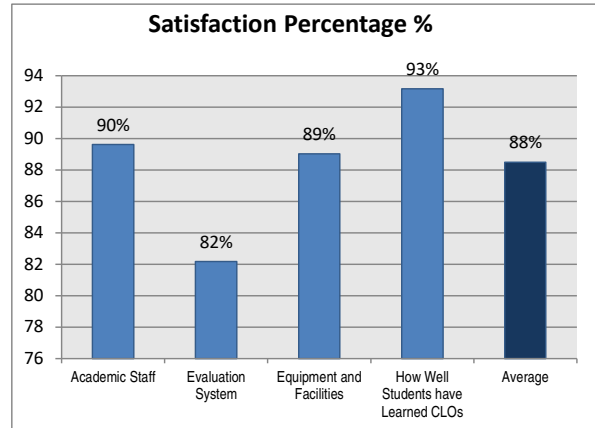
تعليم حساب توزيع الاعداد، تعليم مبني لإستخدام برامج التصميم. \*\*\*ملاحظة جانبية:(الرجاء ايجاد حل لتكثيف قسم العمارة جد بالارد).

وجود الدكتور الى نهاية المحاضرة



### Course Learning Outcomes (CLOs)

- K1-a Demonstrate an understanding of processes and methods of design.
- K1-c Demonstrate an understanding of architectural shapes and forms, and ways of presentation.
- S1-a Make design decisions considering user requirements, site analysis, and environmental impacts.
- S1-c Apply the knowledge of design theories and methods.
- S1-h Employ manual skills to develop and present projects.
- S5-a Communicate effectively using oral and written forms.
- V2-d Demonstrate persistence on achievement and distinction.

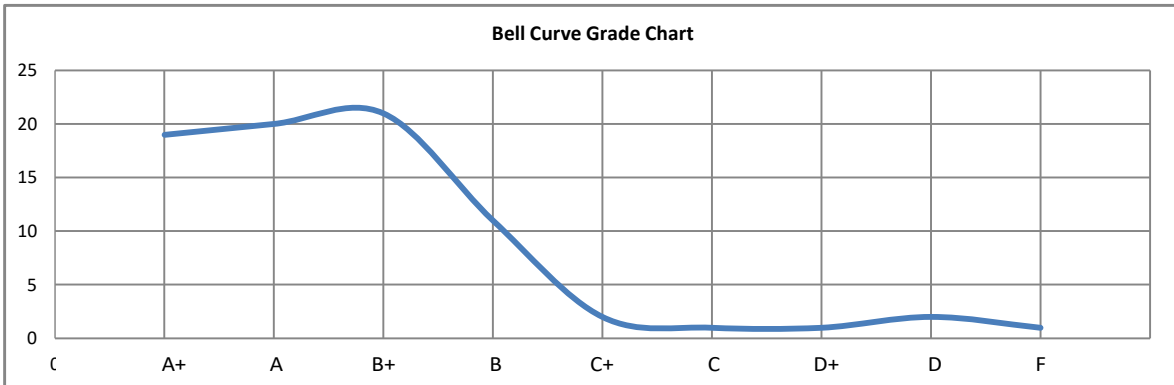


## Appendix (b): Histogram of Module Results

### 1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomp.	Pass	Fail	Withdrawn
Number of Students	19	20	21	11	2	1	1	2	1				77	1	
Percentage	24%	26%	27%	14%	3%	1%	1%	3%	1%	0%	0%	0%	99%	1%	0%







### 2. Bell Curve Grade Chart



### 3. ECTS Scale

Mark	Number of Students	Percent	ECTS scale
Less than 60	1		
60	1	1	
61		0	
62	1	1	
63		0	
64		0	
65		0	
66		0	
67		0	
68	1	1	
69		0	
70	1	1	
71		0	
72		0	
73		0	
74		0	
75		0	
76		0	
77	2	3	
78		0	
79		0	

Mark	Number of Students	Percent	ECTS scale
80	3	4	
81	5	6	
82	1	1	
83	2	3	
84		0	
85	10	13	
86	2	3	
87	8	10	
88	1	1	
89		0	
90	9	12	
91	6	8	
92	5	6	
93		0	
94		0	
95	8	10	
96	4	5	
97	5	6	
98	1	1	
99	1	1	
100		0	

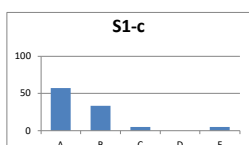
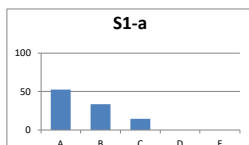
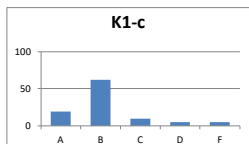
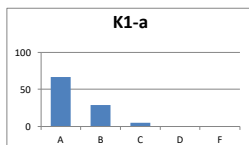
	<b>A</b> top 10% (91%–100%)		<b>C</b> next 30% (36%–65%)		<b>E</b> next 10% (0%–10%)
	<b>B</b> next 25% (66%–90%)		<b>D</b> next 25% (11%–35%)		<b>F</b> -



## Appendix (c): Measuring of Course Learning Outcomes (Score Input)

No.	Student's Name or ID	Continuous Assessment	Midterm Exam	Final Exam	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment																	Total
		K1-a	K1-c	S1-a	S1-c	S1-h	S5-a	V2-d	Q (1)	Q (2)	Q (3)	Q (4)	Q (5)	Q (6)	Q (7)	Q (8)	Q (9)	Q (10)	Q (11)	Q (12)	Q (13)	Q (14)	Q (15)	Q (16)	
		Q (15)	Q (10)	Q (20)	Q (5)	Q (15)	Q (15)	Q (20)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)	
1	439005814	15	8	20	4.5	14	14	19																	95
2	441018002	15	10	20	5	15	15	19																	99
3	442003497	15	9	19	4.5	15	15	20																	97
4	442003973	12.5	6	18	5	15	14.5	17																	90
5	442010036	15	10	20	5	15	15	19																	99
6	443000091	15	9.5	20	4.5	14	14	20																	97
7	443006295	12	8.5	16	4	12	12.5	15																	80
8	443007851	12	8	17	4.5	13	13	17																	85
9	443007885	14	8.5	18	4	15	15	19.5																	94
10	443007916	11.5	8	16	4	14	13	19																	86
11	438009821	15	8.5	17.5	3.5	15	15	15																	90
12	442002113	15	7.5	14.5	4	12	12	12																	77
13	442025260	14	8.5	19	4	15	15	15																	91
14	443002879	15	7	18	4.5	13	14	13																	85
15	443005206	14	8.5	16	2.5	13	13	13																	80
16	443005289	13	8.5	17	4.5	13	13	13																	82
17	443005927	15	8.5	15	4	10	10	10																	73
18	443006851	15	0	18	4.5	15	15	15																	83
19	443008901	13	8.5	17	4.5	15	15	15																	88
20	443009090	13	8.5	15	5	15	15	15																	87
21	443009609	14	6.5	18	4	13	14	15																	85

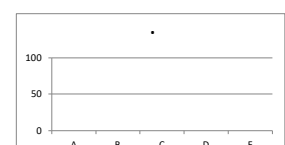
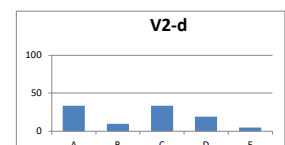
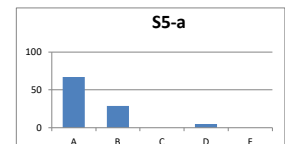
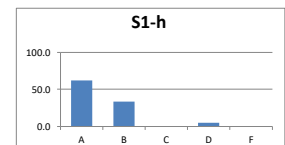
Total 21



Students' performance for each CLO

K1-a	K1-c	S1-a	S1-c	S1-h	S5-a	V2-d
15	10	20	5	15	15	20
100	80	100	90	93	93	95
100	100	100	100	100	100	95
100	90	95	90	100	97	100
83	80	90	100	100	97	85
100	100	100	100	100	100	95
100	95	100	90	93	93	100
80	85	80	80	80	83	75
90	80	85	90	87	87	85
93	85	90	80	100	100	98
77	80	80	80	93	87	95
100	85	88	70	100	100	75
100	75	73	80	80	80	60
93	85	95	80	100	100	75
100	70	90	90	87	93	65
93	85	80	50	87	87	65
87	85	85	90	87	87	65
100	85	75	80	67	67	50
100	90	90	100	100	100	75
87	85	85	90	100	100	75
87	85	75	100	100	100	75
93	65	90	80	87	93	75

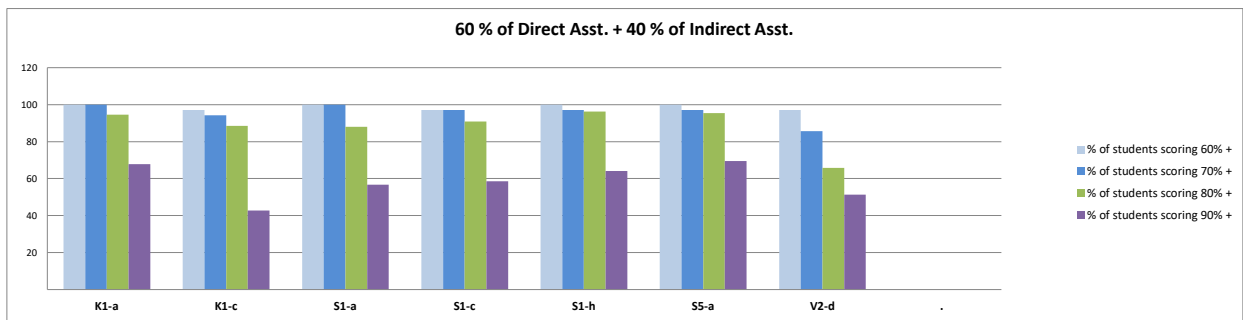
Average 93 80 88 86 92 93 80



	Direct Assessment						V2-d
	K1-a	K1-c	S1-a	S1-c	S1-h	S5-a	
% of students scoring 60% +	100	95	100	95	100	100	95
% of students scoring 70% +	100	90	100	95	95	95	75
% of students scoring 80% +	95	81	86	90	95	95	43
% of students scoring 90% +	67	19	52	57	62	67	33

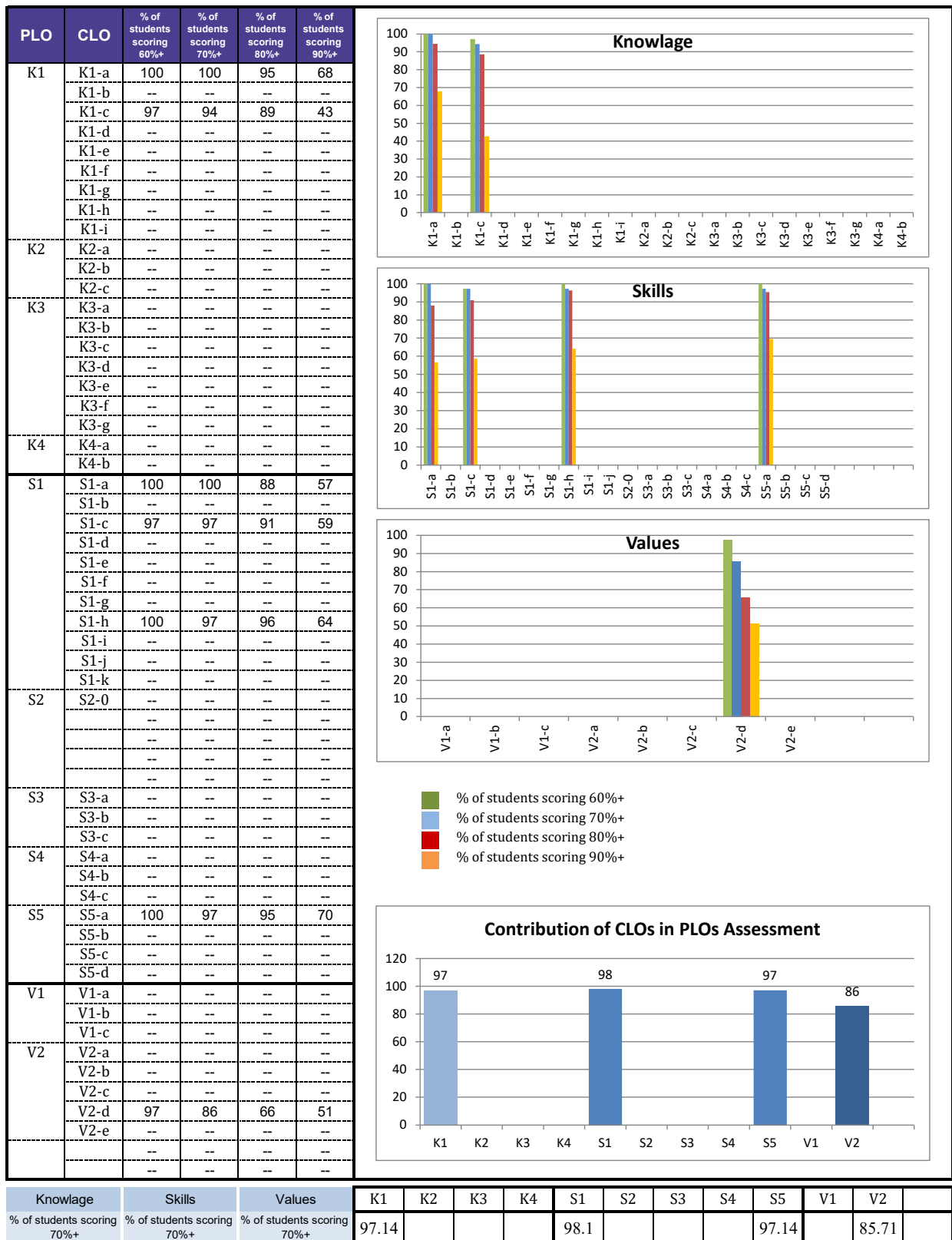
	Indirect Assessment						
	K1-a	K1-c	S1-a	S1-c	S1-h	S5-a	V2-d
% of students scoring 60% +	100	100	100	100	100	100	100
% of students scoring 70% +	100	100	100	100	100	100	100
% of students scoring 80% +	93	100	91	91	98	96	100
% of students scoring 90% +	70	78	63	61	67	74	78

	60% of Direct Asst. + 40% of Indirect Asst.						
	K1-a	K1-c	S1-a	S1-c	S1-h	S5-a	V2-d
% of students scoring 60% +	100	97	100	97	100	100	97
% of students scoring 70% +	100	94	100	97	97	97	86
% of students scoring 80% +	95	89	88	91	96	95	66
% of students scoring 90% +	68	43	57	59	64	70	51



## Appendix (d): Contribution of CLOs in PLOs Assessment

### Architectural Design Studio 3





## Appendix (e): Consistency with Test Standards Report

**Program:** Bachelor of Islamic Architecture (Architecture) - Plan 37  
**Academic Year:** 2022-2023  
**Semester:** First Semester (Fall)  
**Course Title:** Architectural Design Studio 3  
**Course Code:** 8011116-5

**Prepared by:** Ali Abdullah Elmansoury  
 Abdulhafeez Ahmad Alwafi  
 Farag Mohamed Zaki  
 Fares Saad M Al-Saygh

Ahmed Hassan Jaad  
 Mohamed Abubaker Bakader  
 Husam Ahmed Kheder Murad

**Reviewed by:** Ehab Farouk Rached

**Academic degree:** Professor

1. Formatting and Editing of the Question Paper	Excellent	Very good	Good	Faire	Poor
Basic Information Fulfillment (Date, time, total marks, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formatting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printing Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of Questions (Each question gives one meaning)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Typing Mistakes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existence of Marks Distribution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Content of the Question Paper	Excellent	Very good	Good	Faire	Poor
<b>Comprehensiveness</b> The extent to which the questions cover all course topics and the targeted learning outcomes. (Pooe = 40%, Excellent = 80% &	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Objectivity</b> Questions measure targeted learning outcomes and require specific answers that can be measured and assessed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Diversity</b> Diversity of types of questions. (Poor = 1 style, Excellent = 5 &	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Distinguishing</b> Take into account individual differences between students and distinguish between their levels of achievement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Question Paper Reviewer

**Ehab Farouk Rached**



T-107

2022

# Course Report

Course Title:	Architectural Design Studio 4		
Course Code:	8011121-5		
Department:	Islamic Architecture		
Program:	Bachelor of Islamic Architecture (Architecture) - Plan 37		
College:	College of Engineering and Islamic Architecture		
Institution:	Umm Al-Qura University		
Academic Year:	2022-2023		
Semester:	First Semester (Fall)	[44	1]
Course Instructor(s):	Ali Abdullah Elmansoury	Abdulhafeez Ahmad Alwafi	
	Farag Mohamed Zaki	Fares Saad M Al-Saygh	
	Ahmed Saleh Ahmed Aljuhani	Faisal M. Al-Sherif	
	Fahmi Foud Ahmed Bahmdan		
Course Coordinator:	Ali Abdullah Elmansoury		
Location:	Main campus <input checked="" type="checkbox"/>	branch	<input type="checkbox"/>
Number of Section(s):			
Number of Students (Starting the Course):	78		
Number of Students (Completed the Course):			
Report Date:	Dec. 24, 2022		



## Table of Contents:

Content	Page
<b>A. Student Results</b>	2
1. Grades Distribution	2
2. Comment on Student Grades	2
<b>B. Course Learning Outcomes</b>	3
1. Course Learning Outcomes Assessment Results	3
2. Recommendations	5
<b>C. Topics not covered</b>	6
<b>D. Course Improvement Plan</b>	6

## Appendices:

- Appendix (a): Students Satisfaction Survey.
- Appendix (b): Histogram of Module Results.
- Appendix (c): Measuring of Course Learning Outcomes CLOs (Score Input).
- Appendix (d): Contribution of CLOs in PLOs Assessment.
- Appendix (e): Consistency with Test Standards Report.
- Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course.





## A. Student Results

### 1. Grade Distribution

	Grades										Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fall	Withdrawn	
<b>Number of Students</b>	20	20	17	6	5	4	2	1	3	0	0	0	75	3	0	
<b>Percentage</b>	26%	26%	22%	8%	6%	5%	3%	1%	4%	0%	0%	0%	96%	4%	0%	

Average of the course from the grades: **75%**

### 2. Comment on Student Grades

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

- 51%** of students attended the classes regularly, submitted the required assignment on time with excellent level.
- 29%** of students attended the classes regularly, submitted the required assignment on time with very good level.
- 12%** of students attended the classes regularly to some extent, submitted the required assignment on time with good level.
- 4%** of students attended the classes regularly to some extent, and assignment were submitted irregularly with fair level of quality.
- 4%** of students irregularly attended classes, performance was much lower than standard and some assignments were not submitted





## B. Course Learning Outcomes

### 1. Course Learning Outcomes Assessment Results

Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target level/ Criterion for Success	% of Students Got Target		
<b>1 Knowledge and Understanding:</b>						
1.1	Define functional requirements for different sectors of the built environment. (K1-b)	K1	Drawing Exam	70% of students scoring 70%+	95%	
1.2	Demonstrate an understanding of architectural shapes and forms, and ways of presentation. (K1-c)	K1	Presentation	70% of students scoring 70%+	91%	
1.3	()					
1.4	()					
1.5	()					
1.6	()					
1.7	()					
1.8						

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

#### PLOs (Knowledge and Understanding)

**K1** Demonstrate a comprehensive understanding of the built environment.

**K2** Demonstrate in-depth understanding of systems, technologies, and assemblies of construction process.

**K3** Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.



**K4** Explain concepts of mathematics and scientific theories relevant to architecture.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>2 Skills:</b>					
2.1	S1	Eval. of Research Paper	70% of students scoring 70%+	82%	
2.2	S1	Assignments & Tasks	70% of students scoring 70%+	100%	
2.3	S1	Assignments & Tasks	70% of students scoring 70%+	100%	
2.4					
2.5					
2.6					
2.7					
2.8					

\* Scores did not include indirect assessment

 Equal or above the target level.  
 Lower than the target level.

### PLOs (Skills)

- S1** Make decisions for complex design problems in creative and scientific manners.
- S2** Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- S3** Apply scientific research for complex issues of the built environment.
- S4** Execute drawings, craftworks and physical models efficiently.
- S5** Communicate in oral & written forms; & use mathematics & information technology to process & analyze data.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>3 Values, autonomy, and responsibility:</b>					
3.1 Demonstrate self-discipline and punctuality. (V1-a)	V1	Assignments & Tasks	70% of students scoring 70%+	100%	
3.2 Complete tasks under pressure and within the expected time frame. (V2-e)	V2	Assignments & Tasks	70% of students scoring 70%+	100%	
3.3 ()					
3.4 ()					
3.5 ()					
3.6 ()					
3.7					
3.8					

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

## PLOs (Values)

- V1** Demonstrate self-discipline, punctuality and commitment to all required tasks.
- V2** Demonstrate personal, professional and social responsibility.

## 2. Recommendations





## 2. Recommendations

### C. Topics not covered

Topic	Reason for Not Covering/discrepancies	Extent of their Impact on Learning Outcomes	Compensating Action
None	None	None	None

### D. Course Improvement Plan (if any)

Recommendations	Actions	Needed Support

Improvement plan should be discussed at the department council and included in the annual program report

Course Instructor/ Coordinator

Ali Abdullah Elmansoury

Head of Department

Dr. Ibraheem Nooruddeen Al-Bukhari



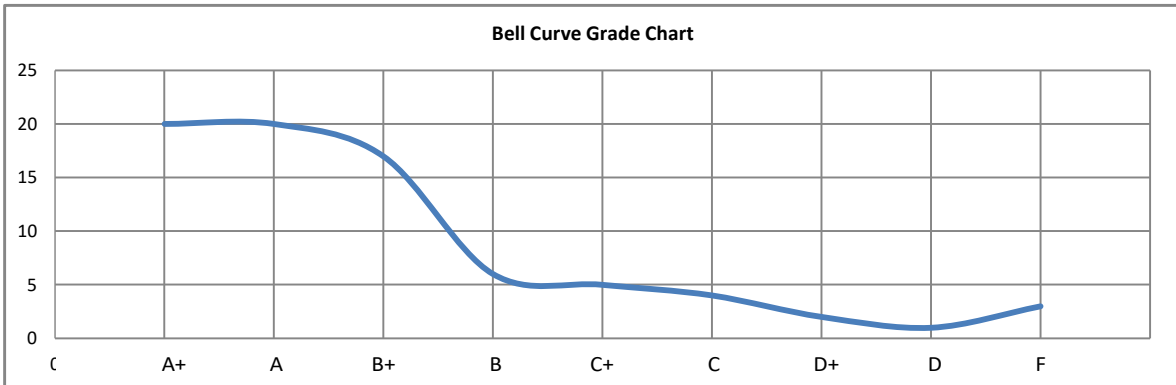


## Appendix (b): Histogram of Module Results

### 1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomp.	Pass	Fail	Withdrawn
Number of Students	20	20	17	6	5	4	2	1	3				75	3	
Percentage	26%	26%	22%	8%	6%	5%	3%	1%	4%	0%	0%	0%	96%	4%	0%







### 2. Bell Curve Grade Chart



### 3. ECTS Scale

Mark	Number of Students	Percent	ECTS scale
Less than 60	3		
60	1	1	
61		0	
62		0	
63		0	
64		0	
65	1	1	
66		0	
67	1	1	
68		0	
69		0	
70	3	4	
71	1	1	
72		0	
73		0	
74		0	
75	2	3	
76	1	1	
77	2	3	
78		0	
79		0	

Mark	Number of Students	Percent	ECTS scale
80	4	5	
81		0	
82	2	3	
83		0	
84		0	
85	11	15	
86	2	3	
87	4	5	
88		0	
89		0	
90	8	11	
91	5	7	
92	5	7	
93	2	3	
94		0	
95	6	8	
96	4	5	
97	5	7	
98	4	5	
99	1	1	
100		0	

	<b>A</b> top 10% (91%–100%)		<b>C</b> next 30% (36%–65%)		<b>E</b> next 10% (0%–10%)
	<b>B</b> next 25% (66%–90%)		<b>D</b> next 25% (11%–35%)		<b>F</b> -





## Appendix (d): Contribution of CLOs in PLOs Assessment

### Architectural Design Studio 4

PLO	CLO	% of students scoring 60%+	% of students scoring 70%+	% of students scoring 80%+	% of students scoring 90%+	
K1	K1-a	--	--	--	--	
	K1-b	100	95	73	41	
	K1-c	95	91	68	32	
	K1-d	--	--	--	--	
	K1-e	--	--	--	--	
	K1-f	--	--	--	--	
	K1-g	--	--	--	--	
	K1-h	--	--	--	--	
	K1-i	--	--	--	--	
K2	K2-a	--	--	--	--	
	K2-b	--	--	--	--	
	K2-c	--	--	--	--	
K3	K3-a	--	--	--	--	
	K3-b	--	--	--	--	
	K3-c	--	--	--	--	
	K3-d	--	--	--	--	
	K3-e	--	--	--	--	
	K3-f	--	--	--	--	
	K3-g	--	--	--	--	
K4	K4-a	--	--	--	--	
	K4-b	--	--	--	--	
S1	S1-a	100	82	73	64	
	S1-b	--	--	--	--	
	S1-c	100	100	100	77	
	S1-d	100	100	100	77	
	S1-e	--	--	--	--	
	S1-f	--	--	--	--	
	S1-g	--	--	--	--	
	S1-h	--	--	--	--	
	S1-i	--	--	--	--	
	S1-j	--	--	--	--	
	S1-k	--	--	--	--	
	S2	S2-0	--	--	--	--
			--	--	--	--
S3	S3-a	--	--	--	--	
	S3-b	--	--	--	--	
	S3-c	--	--	--	--	
S4	S4-a	--	--	--	--	
	S4-b	--	--	--	--	
	S4-c	--	--	--	--	
S5	S5-a	--	--	--	--	
	S5-b	--	--	--	--	
	S5-c	--	--	--	--	
	S5-d	--	--	--	--	
V1	V1-a	100	100	100	77	
	V1-b	--	--	--	--	
	V1-c	--	--	--	--	
V2	V2-a	--	--	--	--	
	V2-b	--	--	--	--	
	V2-c	--	--	--	--	
	V2-d	--	--	--	--	
	V2-e	100	100	91	86	
	--	--	--	--		
	--	--	--	--		

■ % of students scoring 60%+  
■ % of students scoring 70%+  
■ % of students scoring 80%+  
■ % of students scoring 90%+

Knowledge	Skills	Values
% of students scoring 70%+	% of students scoring 70%+	% of students scoring 70%+
93.18		93.94

K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2
93.18				93.94					100	100

## Appendix (e): Consistency with Test Standards Report

**Program:** Bachelor of Islamic Architecture (Architecture) - Plan 37  
**Academic Year:** 2022-2023  
**Semester:** First Semester (Fall)  
**Course Title:** Architectural Design Studio 4  
**Course Code:** 8011121-5

**Prepared by:** Ali Abdullah Elmansoury

**Reviewed by:** Ehab Farouk Rached

**Academic degree:** Professor

1. Formatting and Editing of the Question Paper	Excellent	Very good	Good	Faire	Poor
Basic Information Fulfillment (Date, time, total marks, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formatting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printing Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of Questions (Each question gives one meaning)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Typing Mistakes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existence of Marks Distribution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Content of the Question Paper	Excellent	Very good	Good	Faire	Poor
<b>Comprehensiveness</b> The extent to which the questions cover all course topics and the targeted learning outcomes. (Pooe = 40%, Excellent = 80% &	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Objectivity</b> Questions measure targeted learning outcomes and require specific answers that can be measured and assessed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Diversity</b> Diversity of types of questions. (Poor = 1 style, Excellent = 5 &	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Distinguishing</b> Take into account individual differences between students and distinguish between their levels of achievement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Question Paper Reviewer

*Ehab Rached*

**Ehab Farouk Rached**

## Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course

**Program:** Bachelor of Islamic Architecture (Architecture) - Plan 37  
**Academic Year:** 2022-2023  
**Semester:** First Semester (Fall)  
**Course Title:** Architectural Design Studio 4  
**Course Code:** 8011121-5

**Corrected by:** Ali Abdullah Elmansoury

**Reviewed by:** Ehab Farouk Rached  
**Academic degree:** Professor  
**Type:** Internal reviewer

1. Number and Percentage of Sample Sheets	No. of Samples	Percentage	Notes
A+ and A	41	53	
B+ and B	22	28	
C+ and C	9	12	
D+ and D	3	4	
F	3	4	
Total No. of random samples	78	100	

Total No. of Examinees	78	100	No Less than 10%
------------------------	----	-----	------------------

2. Results of Random Sample Correction		Notes
There is a model answer to be corrected accordingly.	<input checked="" type="checkbox"/>	
Correction is accurate and fair	<input checked="" type="checkbox"/>	
Correction is accurate & fair to some extent and needs revision	<input checked="" type="checkbox"/>	
Correction is inaccurate, unfair and needs re-correction	<input checked="" type="checkbox"/>	

Other notes on correction:

The Reviewer of the Random Sample

**Ehab Farouk Rached**



T-107

2022

# Course Report

Course Title:	Architectural Design Studio 5		
Course Code:	8012126-5		
Department:	Islamic Architecture		
Program:	Bachelor of Islamic Architecture (Architecture) - Plan 37		
College:	College of Engineering and Islamic Architecture		
Institution:	Umm Al-Qura University		
Academic Year:	2022-2023		
Semester:	Third Semester (Spring)	[44	3]
Course Instructor(s):	Mohamed Atef Elhamy Kamel	Ahmed M. A. Shehata	
	Ali Abdullah Elmansoury	Farang Mohamed Zaki	
	Naif Sultan Alaboud	Faisal M. Al-Sherif	
	Ahmed Hassan Jaad	Fahmi Foud Ahmed Bahmdan	
Course Coordinator:	Ahmed M. A. Shehata		
Location:	Main campus <input checked="" type="checkbox"/>	branch	<input type="checkbox"/>
Number of Section(s):	8		
Number of Students (Starting the Course):	77		
Number of Students (Completed the Course):	74		
Report Date:	June 22, 2023		



## Table of Contents:

Content	Page
<b>A. Student Results</b>	٢
1. Grades Distribution	٢
2. Comment on Student Grades	٢
<b>B. Course Learning Outcomes</b>	٣
1. Course Learning Outcomes Assessment Results	٣
2. Recommendations	٥
<b>C. Topics not covered</b>	٦
<b>D. Course Improvement Plan</b>	٦

## Appendices:

- Appendix (a): Students Satisfaction Survey.
- Appendix (b): Histogram of Module Results.
- Appendix (c): Measuring of Course Learning Outcomes CLOs (Score Input).
- Appendix (d): Contribution of CLOs in PLOs Assessment.
- Appendix (e): Consistency with Test Standards Report.
- Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course.







## A. Student Results

### 1. Grade Distribution

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
<b>Number of Students</b>	6	10	10	18	13	7	6	4	3	0	0	0	74	3	0
<b>Percentage</b>	8%	13%	13%	23%	17%	9%	8%	5%	4%	0%	0%	0%	96%	4%	0%

Average of the course from the grades: **58%**

### 2. Comment on Student Grades

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

- 21%** of students attended the classes regularly, submitted the required assignment on time with excellent level.
- 36%** of students attended the classes regularly, submitted the required assignment on time with very good level.
- 26%** of students attended the classes regularly to some extent, submitted the required assignment on time with good level.
- 13%** of students attended the classes regularly to some extent, and assignment were submitted irregularly with fair level of quality.
- 4%** of students irregularly attended classes, performance was much lower than standard and some assignments were not submitted

The "Bell Curve Grade Chart" has a high consistency. The results are within the normal distribution. Results are calculated based on number of students attended the final exam. The pass percent. is very good & there is no need for further recommendations or actions.





## B. Course Learning Outcomes

### 1. Course Learning Outcomes Assessment Results

Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>1 Knowledge and Understanding:</b>					
1.1 Define functional requirements for different sectors of the built environment. (K1-b)	K1	Presentation Eval. of Project(s)	70% of students scoring 70%+	91%	Students found this CLO most interesting among all.
1.2 Differentiate between various types of building materials, building technologies and structural systems. (K2-a)	K2	Eval. of Project(s) Eval. of Project(s)	70% of students scoring 70%+	79%	Students well understood and performed this CLO.
1.3 ()					
1.4 ()					
1.5 ()					
1.6 ()					
1.7 ()					
1.8					

\* Scores include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

#### PLOs (Knowledge and Understanding)

- K1** Demonstrate a comprehensive understanding of the built environment.
- K2** Demonstrate in-depth understanding of systems, technologies, and assemblies of construction process.
- K3** Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.
- K4** Explain concepts of mathematics and scientific theories relevant to architecture.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target level/ Criterion for Success	% of Students Got Target		
<b>2 Skills:</b>						
2.1	Apply the knowledge of bearing structure and materials selection. (S1-d)	S1	Eval. of Project(s) Eval. of Research Paper	70% of students scoring 70%+	78%	Students well understood and performed this CLO.
2.2	Create innovative architectural concepts and forms. (S1-k)	S1	Eval. of Project(s) Presentation	70% of students scoring 70%+	92%	Students found this CLO most interesting among all.
2.3	()					
2.4	()					
2.5	()					
2.6	()					
2.7						
2.8						

\* Scores include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

## PLOs (Skills)

- S1** Make decisions for complex design problems in creative and scientific manners.
- S2** Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- S3** Apply scientific research for complex issues of the built environment.
- S4** Execute drawings, craftworks and physical models efficiently.
- S5** Communicate in oral & written forms; & use mathematics & information technology to process & analyze data.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>3 Values, autonomy, and responsibility:</b>					
3.1 Demonstrate self-discipline and punctuality. (V1-a)	V1	Teamwork Assignments	70% of students scoring 70%+	91%	Students found this CLO most interesting among all.
3.2 Work collaboratively and constructively, and lead diverse teams to perform a wide range of tasks with responsibility. (V2-c)	V2	Eval. of Project(s)	70% of students scoring 70%+	88%	Students well understood and performed this CLO.
3.3 ()					
3.4 ()					
3.5 ()					
3.6 ()					
3.7					
3.8					

\* Scores include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

## PLOs (Values)

- V1** Demonstrate self-discipline, punctuality and commitment to all required tasks.
- V2** Demonstrate personal, professional and social responsibility.

## 2. Recommendations



## 2. Recommendations

### C. Topics not covered

Topic	Reason for Not Covering/discrepancies	Extent of their Impact on Learning Outcomes	Compensating Action
None	None	None	None

### D. Course Improvement Plan (if any)

Recommendations	Actions	Needed Support

Improvement plan should be discussed at the department council and included in the annual program report

Course Instructor/ Coordinator

Ahmed M. A. Shehata

Head of Department

يُعتمد

Dr. Ibraheem Nooruddeen Al-Bukhari



## Appendix (a): Students Satisfaction Survey

### Academic Staff

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The teacher always attends the lectures on time	29	6	9	4	9
He presents objectives and content of the course in the first lecture	23	16	6	2	10
The lecturer invests lecture time in a good manner	19	7	9	10	12
He presents the content in an interesting & thought-provoking manner	19	6	9	10	13
The lecture encourages discussions during lecture	21	7	7	11	11
The lecture respects students opinion	20	4	15	6	12
The lecturer answers questions during office hours	25	7	9	6	10

### Evaluation System

Number of projects and assignments is appropriate	22	7	9	8	11
Time allotted for projects and assignments is appropriate	19	6	9	13	10
Assessment is generally fair	14	4	7	11	21

### Equipment and Facilities

Space area seems adequate	28	12	3	4	10
The cleanliness seems good	23	9	10	2	13
The equipment seems adequate	19	7	14	4	13
References are available	20	12	10	3	12

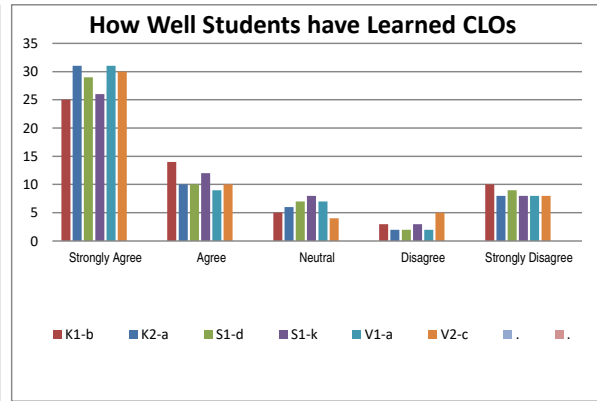
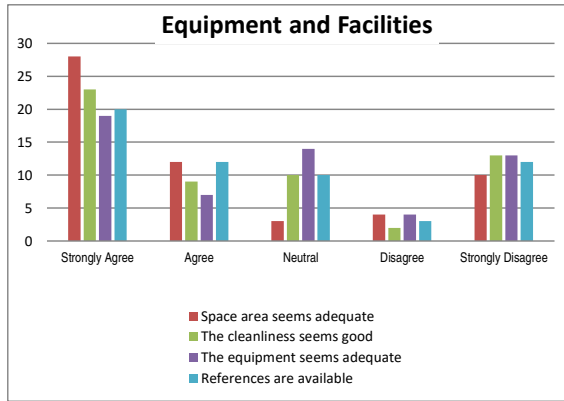
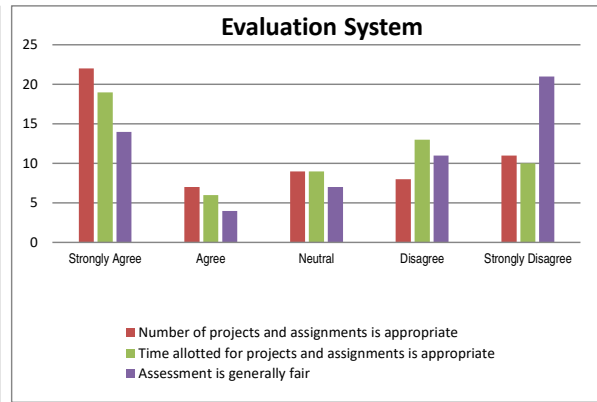
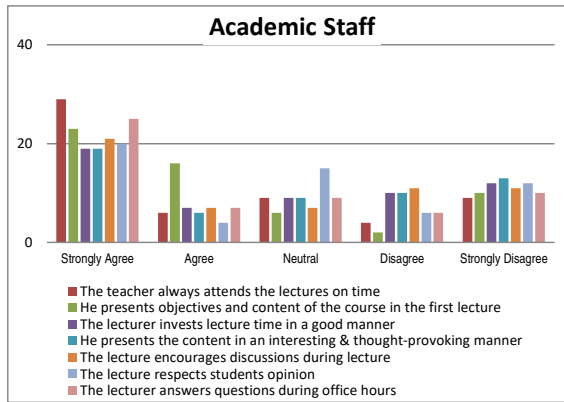
### How Well Students have Learned CLOs

(K1-b) Define functional requirements for different sectors of the built environment.	25	14	5	3	10
(K2-a) Differentiate between various types of building materials, building technologies and structural systems.	31	10	6	2	8
(S1-d) Apply the knowledge of bearing structure and materials selection.	29	10	7	2	9
(S1-k) Create innovative architectural concepts and forms.	26	12	8	3	8
(V1-a) Demonstrate self-discipline and punctuality.	31	9	7	2	8
(V2-c) Work collaboratively and constructively, and lead diverse teams to perform a wide range of tasks with responsibility.	30	10	4	5	8
	0	0	0	0	0
	0	0	0	0	0

أراء أخرى	Other opinions	Satisfaction Percentage %	69.0
ما أكثر شيء أعجبك في هذا المقرر؟	What did you like the most in this course?		

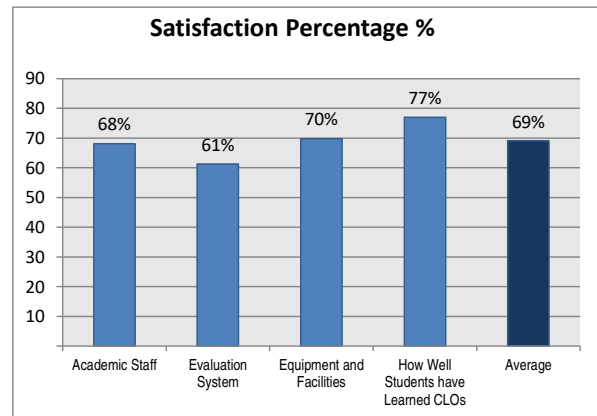
مسيء جدا  
 اهداف المقرر  
 تطبيق النظم الانشائية  
 المعلومات الجديدة  
 تعاون الدكتوراه  
 لاشيء  
 جميل  
 العمل كفريق كانت تجربة جيدة  
 لاشيء يذكر  
 لا يوجد شيء  
 مادة الاستديو  
 فكرة المشروع و الخطة  
 اسبوع اللاند سكيب  
 التعاون مع زميل وتطوير الافكار والمناقشة بين الطلاب  
 المقرر كامل  
 لا يوجد  
 جميل  
 الاهتمام تفاصيل النظام الإنشائي  
 انه الطالب يبدأ يختار قراراته من نفسه  
 التعاون مع الزملاء و مساعدتهم  
 فهم تصميم التغطيات  
 شرح الدكتوراه للمقرر  
 المشروع  
 تصميم التغطيات

كل شيء  
تغير طريقة النقيم الاسبوعية بحيث تقتصر على دكتورين او دكتور  
مقترحي انه يكون كل شعبية مع دكتور واحد محدد  
تعليم برامج لرفع الكونكتور  
لا يكونون الطلاب في مجموعات الا عندما تناسب اعدادهم  
لا يوجد  
تقليل عدد ساعاته  
ممتاز  
عمل كل طالب منفرد  
جعل المراجعة عند دكتور واحدلان اختلاف آراء الدكاترة والزام الطالب بتشكيل او تصميم مختلف عند كل دكتور سيكون نتيجتها هبوط في الدرجات وتجعل الطالب بلا رأي ، فقط منفذ لما يقال اما منا  
ارجو تخفيف المتطلبات اثناء المراجعة  
اعطاء وقت مافي  
تغير بعض الدكاترة للضرورة  
لا شيء  
التثبيت عند دكتور محدد  
لا شيء



### Course Learning Outcomes (CLOs)

- K1-b Define functional requirements for different sectors of the built environment.
- K2-a Differentiate between various types of building materials, building technologies and structural systems.
- S1-d Apply the knowledge of bearing structure and materials selection.
- S1-k Create innovative architectural concepts and forms.
- V1-a Demonstrate self-discipline and punctuality.
- V2-c Work collaboratively and constructively, and lead diverse teams to perform a wide range of tasks with responsibility.

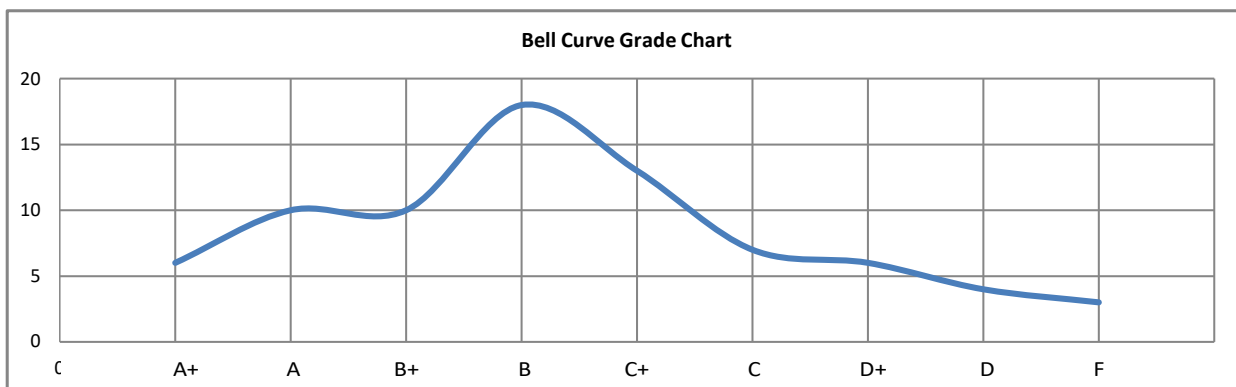


## Appendix (b): Histogram of Module Results

### 1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomp.	Pass	Fail	Withdrawn
Number of Students	6	10	10	18	13	7	6	4	3				74	3	
Percentage	8%	13%	13%	23%	17%	9%	8%	5%	4%	0%	0%	0%	96%	4%	0%







### 2. Bell Curve Grade Chart



### 3. ECTS Scale

Mark	Number of Students	Percent	ECTS scale
Less than 60	3		
60	1	1	1
61		0	1
62	1	1	3
63	2	3	5
64		0	5
65	3	4	9
66	1	1	11
67	1	1	12
68	1	1	14
69		0	14
70	4	5	19
71	2	3	22
72	1	1	23
73		0	23
74		0	23
75	9	12	35
76	1	1	36
77	2	3	39
78	1	1	41
79		0	41

Mark	Number of Students	Percent	ECTS scale
80	16	22	62
81	1	1	64
82	1	1	65
83		0	65
84		0	65
85	6	8	73
86		0	73
87	3	4	77
88	1	1	78
89		0	78
90	7	9	88
91	1	1	89
92	2	3	92
93		0	92
94		0	92
95	6	8	100
96		0	100
97		0	100
98		0	100
99		0	100
100		0	100

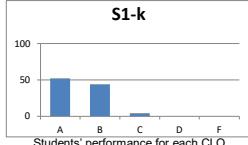
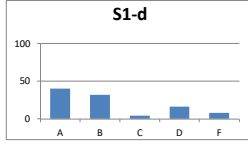
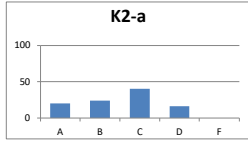
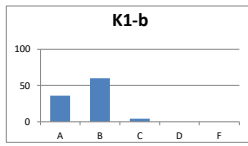
	A top 10% (91%–100%)		C next 30% (36%–65%)		E next 10% (0%–10%)
	B next 25% (66%–90%)		D next 25% (11%–35%)		F -





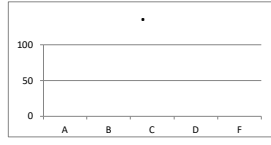
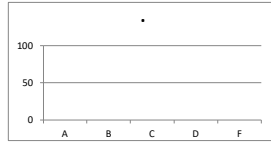
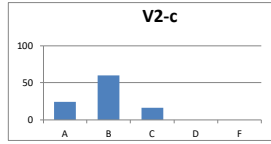
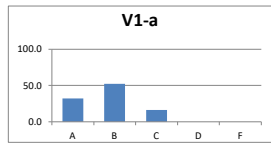
## Appendix (c): Measuring of Course Learning Outcomes (Score Input)

No.	Student's Name or ID	Final Exam	Final Exam	Midterm Exam	Midterm Exam	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Total					
		K1-b	S1-k	K2-a	S1-d	S1-k	V1-a	V2-c	K1-b	K2-a	Q (1)	Q (1)	Q (1)	Q (1)		Q (1)	Q (1)	Q (1)	Q (1)	Q (1)
		Q1 (10)	Q2 (10)	Q1 (10)	Q2 (10)	Q1 (5)	Q2 (10)	Q3 (10)	Q4 (20)	Q5 (10)	Q6 (10)									
1	عقل عبدالله عجيل المولد	8.5	8.5	5	2.45	3.5	7.5	8.5	16	8	8									100
2	مهدى ممدوح عبدالقادر زويره	8.5	8.5	7	3.5	4.5	6.5	8.2	16	8.1	8									76
3	فهيبي احمد علي العنزي	8.5	8.5	6.5	3	3.5	7.5	7.8	15	7.5	7									75
4	زيد محمد سالم الصنبري	8	8	6	3	2.5	8.5	8	16	8.2	8									76
5	فيهد طراد فهد الركبتي	8.5	8.5	6	3	5	7.75	8.2	16.4	8.1	8									79
6	فيصل سلطان مسفر الدهاسي	8.5	8.5	6	3.2	5	7.75	8	16.6	8.2	8									80
7	عصام محمد حسين بيجر	9	9	6	3	3	9.5	7.3	15	7.5	7									76
8	عصام محمد ابراهيم قزاز	8	8	7.4	4	2.5	8.5	7.8	16	8	8									78
9	عبدالله احمد جميل وزان	10	10	6	3	4.75	9	7	14	7.2	7									78
10	ريان فهد عبدالخالق الزهراني	8.5	8.5	7.7	4	2.75	7.75	8	16	8	8									79
11	ساري محمد مسفر العتيبي	10	10	6.7	4	5	9.25	8	17	8.3	8									86
12	بدر عثمان احمد باقمي	8.5	8.5	9	5	4.5	7.75	9	17	9	9									87
13	فارس عبدالوهاب حسن الجفري	7.5	7.5	8	5	4	9.75	8	17	8.4	9									84
14	ربيع طه صالح الترتيف	9.5	9.5	7.5	4	4.5	8.5	8	16.4	8.2	8									84
15	مسالغ بن مرشد مويش الزحمرن عالم	9	9	9	5	5	9	9	19	9.3	9									92
16	زيد غازي علي كقور	9.5	9.5	7	3.5	5	8.5	8	17	8.3	8									84
17	عبدالله وليد عبدالله البدراني	9.5	9.5	8	4	5	7.75	9	18	8.6	9									88
18	عبد العزيز خالد حمدان السوراني	9.5	9.5	8.5	4.4	4.5	8.5	8	15	8	8									84
19	حمادي مسعد سعد اللحاني	9.5	9.5	8	4	4.5	8.75	8	16	8	8									84
20	محمد مزحم حاجي ابراهيم	10	10	7	3.7	4.75	9.5	9	17	8.5	8									87
21	عبدالله عمر سليم الجريبي	9.5	9.5	8.4	4.4	5	8.5	9	18	9	9									90
22	محمد ناصر زيدان الجريبي	9.5	9.5	9	5	5	7.75	8	17	8.7	9									88
23	احمد راضي شخص الجحاني	9	9	9.4	5	4.5	9.75	10	20	9.6	10									96
24	عبدالله اسماعيل محمد العتيبي	10	10	8.5	5	4.75	9.5	9	18	8.7	9									92
25	ريان علي عطلي المالكي	9	9	8.8	4.6	4.5	9.75	9	20	10	10									95
Total	25																			



Students' performance for each CLO

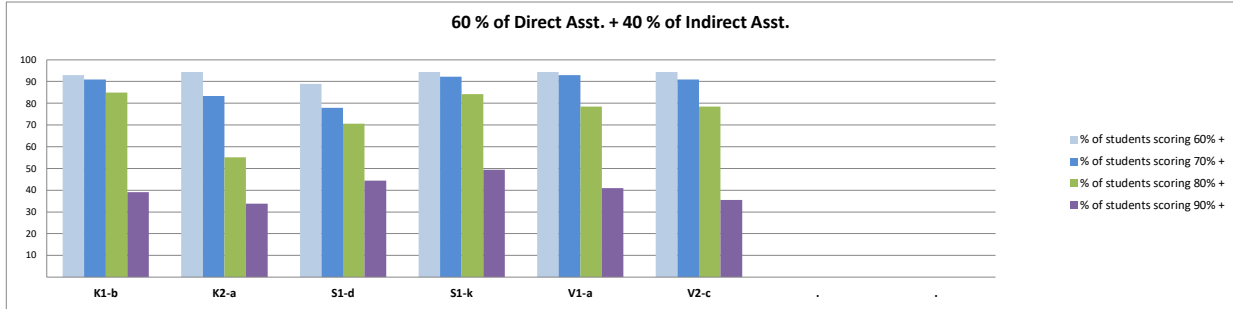
	K1-b	K2-a	S1-d	S1-k	V1-a	V2-c
20	20	10	20	10	20	
83	65	60	80	85	80	
83	75	80	75	82	80	
80	68	65	80	78	75	
81	70	55	83	80	80	
83	70	80	81	82	82	
84	70	82	81	80	83	
83	65	60	93	73	75	
80	77	65	83	78	80	
86	65	78	95	70	70	
83	79	68	81	80	80	
92	74	90	96	80	85	
88	90	95	81	90	85	
80	85	90	86	80	85	
89	78	85	90	80	82	
92	90	100	90	90	95	
89	75	85	90	80	85	
91	85	90	86	90	90	
88	83	89	90	80	75	
88	80	85	91	80	80	
93	75	85	98	90	85	
93	87	94	90	90	90	
91	90	100	86	80	85	
93	97	95	94	100	100	
94	88	98	98	90	90	
95	94	91	94	90	100	
Average	87	79	83	88	83	84



	Direct Assessment					
	K1-b	K2-a	S1-d	S1-k	V1-a	V2-c
% of students scoring 60% +	100	100	92	100	100	100
% of students scoring 70% +	100	84	76	100	100	100
% of students scoring 80% +	96	44	72	96	84	84
% of students scoring 90% +	36	20	40	52	32	24

	Indirect Assessment					
	K1-b	K2-a	S1-d	S1-k	V1-a	V2-c
% of students scoring 60% +	82	86	84	86	86	86
% of students scoring 70% +	77	82	81	81	82	77
% of students scoring 80% +	68	72	68	67	70	70
% of students scoring 90% +	44	54	51	46	54	53

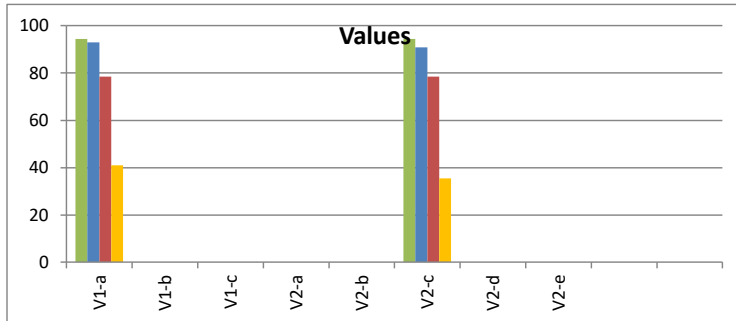
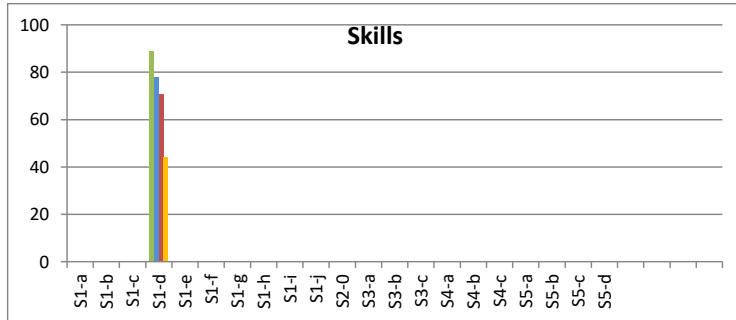
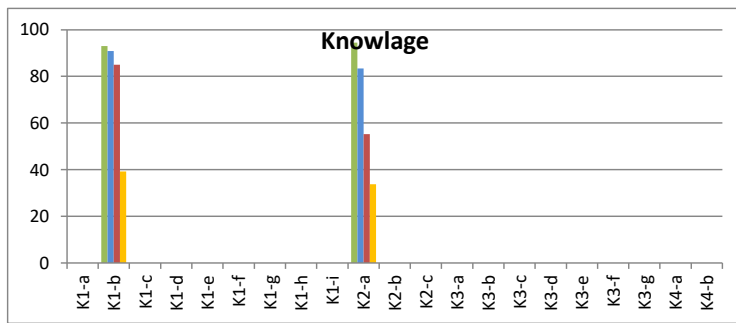
	60 % of Direct Asst. + 40 % of Indirect Asst.					
	K1-b	K2-a	S1-d	S1-k	V1-a	V2-c
% of students scoring 60% +	93	94	89	94	94	94
% of students scoring 70% +	91	83	78	92	93	91
% of students scoring 80% +	85	55	71	84	78	78
% of students scoring 90% +	39	34	44	49	41	35



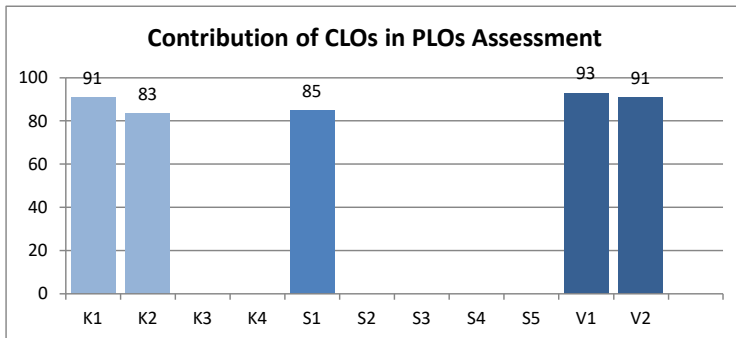
## Appendix (d): Contribution of CLOs in PLOs Assessment

### Architectural Design Studio 5

PLO	CLO	% of students scoring 60%+	% of students scoring 70%+	% of students scoring 80%+	% of students scoring 90%+	
K1	K1-a	--	--	--	--	
	K1-b	93	91	85	39	
	K1-c	--	--	--	--	
	K1-d	--	--	--	--	
	K1-e	--	--	--	--	
	K1-f	--	--	--	--	
	K1-g	--	--	--	--	
	K1-h	--	--	--	--	
	K1-i	--	--	--	--	
	K2	K2-a	94	83	55	34
K2-b		--	--	--	--	
K2-c		--	--	--	--	
K3	K3-a	--	--	--	--	
	K3-b	--	--	--	--	
	K3-c	--	--	--	--	
	K3-d	--	--	--	--	
	K3-e	--	--	--	--	
	K3-f	--	--	--	--	
	K3-g	--	--	--	--	
K4	K4-a	--	--	--	--	
	K4-b	--	--	--	--	
S1	S1-a	--	--	--	--	
	S1-b	--	--	--	--	
	S1-c	--	--	--	--	
	S1-d	89	78	71	44	
	S1-e	--	--	--	--	
	S1-f	--	--	--	--	
	S1-g	--	--	--	--	
	S1-h	--	--	--	--	
	S1-i	--	--	--	--	
	S1-j	--	--	--	--	
	S1-k	94	92	84	49	
	S2	S2-0	--	--	--	--
			--	--	--	--
S3	S3-a	--	--	--	--	
	S3-b	--	--	--	--	
	S3-c	--	--	--	--	
S4	S4-a	--	--	--	--	
	S4-b	--	--	--	--	
	S4-c	--	--	--	--	
S5	S5-a	--	--	--	--	
	S5-b	--	--	--	--	
	S5-c	--	--	--	--	
	S5-d	--	--	--	--	
V1	V1-a	94	93	78	41	
	V1-b	--	--	--	--	
	V1-c	--	--	--	--	
V2	V2-a	--	--	--	--	
	V2-b	--	--	--	--	
	V2-c	94	91	78	35	
	V2-d	--	--	--	--	
	V2-e	--	--	--	--	



■ % of students scoring 60%+  
■ % of students scoring 70%+  
■ % of students scoring 80%+  
■ % of students scoring 90%+



Knowledge	Skills	Values	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2
% of students scoring 70%+	% of students scoring 70%+	% of students scoring 70%+	91, 88	83, 78			85, 78					93, 91	91, 88

## Appendix (e): Consistency with Test Standards Report

**Program:** Bachelor of Islamic Architecture (Architecture) - Plan 37  
**Academic Year:** 2022-2023  
**Semester:** Third Semester (Spring)  
**Course Title:** Architectural Design Studio 5  
**Course Code:** 8012126-5

**Prepared by:** Ahmed M. A. Shehata

**Reviewed by:** Ehab Farouk Rached  
**Academic degree:** Professor

1. Formatting and Editing of the Question Paper	Excellent	Very good	Good	Faire	Poor
Basic Information Fulfillment (Date, time, total marks, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formatting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printing Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of Questions (Each question gives one meaning)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Typing Mistakes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existence of Marks Distribution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Content of the Question Paper	Excellent	Very good	Good	Faire	Poor
<b>Comprehensiveness</b> The extent to which the questions cover all course topics and the targeted learning outcomes. (Pooe = 40%, Excellent = 80% &	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Objectivity</b> Questions measure targeted learning outcomes and require specific answers that can be measured and assessed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Diversity</b> Diversity of types of questions. (Poor = 1 style, Excellent = 5 &	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Distinguishing</b> Take into account individual differences between students and distinguish between their levels of achievement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Question Paper Reviewer

**Ehab Farouk Rached**

## Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course

**Program:** Bachelor of Islamic Architecture (Architecture) - Plan 37

**Academic Year:** 2022-2023

**Semester:** Third Semester (Spring)

**Course Title:** Architectural Design Studio 5

**Course Code:** 8012126-5

**Corrected by:** Ahmed M. A. Shehata

**Reviewed by:** Mohamed Wahba Ibrahim Khalil

**Academic degree:** Professor

**Type:** Internal reviewer

1. Number and Percentage of Sample Sheets	No. of Samples	Percentage	Notes
A+ and A	8	35	
B+ and B	8	35	
C+ and C	5	22	
D+ and D	2	9	
F		0	
Total No. of random samples	23	100	

Total No. of Examinees	77	30	No Less than 10%
------------------------	----	----	------------------

2. Results of Random Sample Correction		Notes
There is a model answer to be corrected accordingly.	<input checked="" type="checkbox"/>	
Correction is accurate and fair	<input checked="" type="checkbox"/>	
Correction is accurate & fair to some extent and needs revision	<input checked="" type="checkbox"/>	
Correction is inaccurate, unfair and needs re-correction	<input checked="" type="checkbox"/>	

Other notes on correction:

The Reviewer of the Random Sample

**Mohamed Wahba Ibrahim Khalil**



T-107

2022

# Course Report

Course Title:	Architectural Design Studio 6		
Course Code:	8012131-5		
Department:	Islamic Architecture		
Program:	Bachelor of Islamic Architecture (Architecture) - Plan 37		
College:	College of Engineering and Islamic Architecture		
Institution:	Umm Al-Qura University		
Academic Year:	2022-2023		
Semester:	Second Semester (Winter) [44 2]		
Course Instructor(s):	Mohamed Atef Elhamy Kamel	Ahmed M. A. Shehata	
	Wadia Ali Al-Barqawi	Naif Sultan Alaboud	
	Ahmed Saleh Ahmed Aljuhani		
Course Coordinator:	Ahmed M. A. Shehata		
Location:	Main campus <input checked="" type="checkbox"/>	branch <input type="checkbox"/>	
Number of Section(s):	5		
Number of Students (Starting the Course):	57		
Number of Students (Completed the Course):	56		
Report Date:	March 12, 2023		



## Table of Contents:

Content	Page
<b>A. Student Results</b>	٢
1. Grades Distribution	٢
2. Comment on Student Grades	٢
<b>B. Course Learning Outcomes</b>	٣
1. Course Learning Outcomes Assessment Results	٣
2. Recommendations	٥
<b>C. Topics not covered</b>	٦
<b>D. Course Improvement Plan</b>	٦

## Appendices:

- Appendix (a): Students Satisfaction Survey.
- Appendix (b): Histogram of Module Results.
- Appendix (c): Measuring of Course Learning Outcomes CLOs (Score Input).
- Appendix (d): Contribution of CLOs in PLOs Assessment.
- Appendix (e): Consistency with Test Standards Report.
- Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course.





## A. Student Results

### 1. Grade Distribution

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
<b>Number of Students</b>	8	7	9	12	10	4	4	2	1	0	0	0	56	1	0
<b>Percentage</b>	14%	12%	16%	21%	18%	7%	7%	4%	2%	0%	0%	0%	98%	2%	0%

Average of the course from the grades: **63%**

### 2. Comment on Student Grades

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

- 26%** of students attended the classes regularly, submitted the required assignment on time with excellent level.
- 37%** of students attended the classes regularly, submitted the required assignment on time with very good level.
- 25%** of students attended the classes regularly to some extent, submitted the required assignment on time with good level.
- 11%** of students attended the classes regularly to some extent, and assignment were submitted irregularly with fair level of quality.
- 2%** of students irregularly attended classes, performance was much lower than standard and some assignments were not submitted

The "Bell Curve Grade Chart" has a high consistency. The results are within the normal distribution. Results are calculated based on number of students attended the final exam. The pass percent. is very good & there is no need for further recommendations or actions.







## B. Course Learning Outcomes

### 1. Course Learning Outcomes Assessment Results

Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>1 Knowledge and Understanding:</b>					
1.1 Demonstrate a broad range of understanding of the impact of environmental conditions on the built environment. (K1-d)	K1	Eval. of Project(s) Eval. of Project(s)	70% of students scoring 70%+	68%	Students found this CLO most interesting among all.
1.2 Illustrate fundamentals of computer applications in simulation and presentation of design concepts. (K4-b)	K4	Eval. of Project(s) Eval. of Project(s)	70% of students scoring 70%+	80%	Students found this CLO most interesting among all.
1.3 ()					
1.4 ()					
1.5 ()					
1.6 ()					
1.7 ()					
1.8					

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

#### PLOs (Knowledge and Understanding)

- K1** Demonstrate a comprehensive understanding of the built environment.
- K2** Demonstrate in-depth understanding of systems, technologies, and assemblies of construction process.
- K3** Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.
- K4** Explain concepts of mathematics and scientific theories relevant to architecture.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target level/ Criterion for Success	% of Students Got Target		
<b>2 Skills:</b>						
2.1	Make design decisions considering user requirements, site analysis, and environmental impacts. (S1-a)	S1	Presentation Eval. of Project(s)	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
2.2	Apply various means to achieve sustainable design. (S1-j)	S1	Oral Exam Eval. of Project(s)	70% of students scoring 70%+	80%	Students found this CLO most interesting among all.
2.3	()					
2.4	()					
2.5	()					
2.6	()					
2.7						
2.8						

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

### PLOs (Skills)

- S1** Make decisions for complex design problems in creative and scientific manners.
- S2** Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- S3** Apply scientific research for complex issues of the built environment.
- S4** Execute drawings, craftworks and physical models efficiently.
- S5** Communicate in oral & written forms; & use mathematics & information technology to process & analyze data.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>3 Values, autonomy, and responsibility:</b>					
3.1 Demonstrate self-discipline and punctuality. (V1-a)	V1	Eval. of Research Paper	70% of students scoring 70%+	96%	Students found this CLO most interesting among all.
3.2 Work collaboratively and constructively, and lead diverse teams to perform a wide range of tasks with responsibility. (V2-c)	V2	Direct Observation	70% of students scoring 70%+	96%	Students found this CLO most interesting among all.
3.3 ()					
3.4 ()					
3.5 ()					
3.6 ()					
3.7					
3.8					

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

## PLOs (Values)

- V1** Demonstrate self-discipline, punctuality and commitment to all required tasks.
- V2** Demonstrate personal, professional and social responsibility.

## 2. Recommendations



## 2. Recommendations

### C. Topics not covered

Topic	Reason for Not Covering/discrepancies	Extent of their Impact on Learning Outcomes	Compensating Action
None	None	None	None

### D. Course Improvement Plan (if any)

Recommendations	Actions	Needed Support

Improvement plan should be discussed at the department council and included in the annual program report

Course Instructor/ Coordinator

Ahmed M. A. Shehata

Head of Department

يُعتمد

Dr. Ibraheem Nooruddeen Al-Bukhari

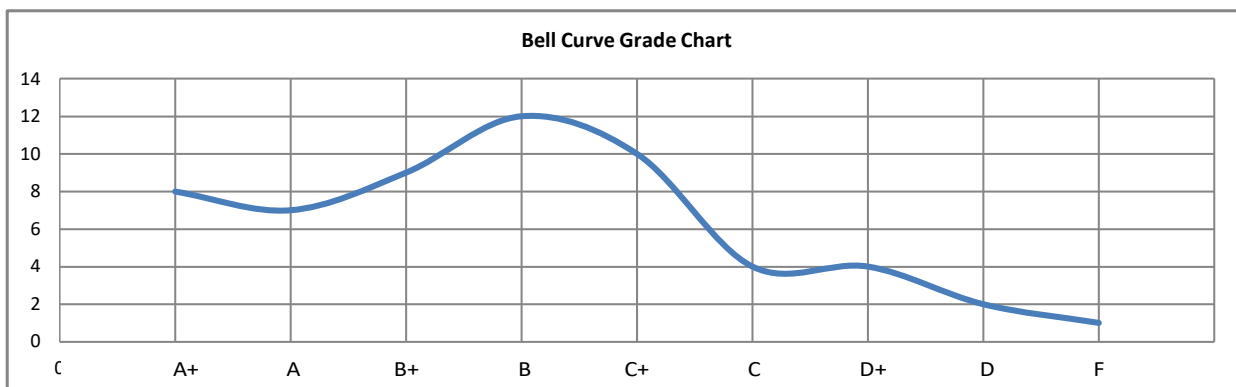


## Appendix (b): Histogram of Module Results

### 1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomp.	Pass	Fail	Withdrawn
Number of Students	8	7	9	12	10	4	4	2	1				56	1	
Percentage	14%	12%	16%	21%	18%	7%	7%	4%	2%	0%	0%	0%	98%	2%	0%







### 2. Bell Curve Grade Chart



### 3. ECTS Scale

Mark	Number of Students	Percent	ECTS scale
Less than 60	1		
60	2	4	4
61		0	4
62		0	4
63		0	4
64		0	4
65	2	4	7
66	1	2	9
67	1	2	11
68		0	11
69		0	11
70		0	11
71	2	4	14
72	1	2	16
73	1	2	18
74		0	18
75	6	11	29
76	2	4	32
77	1	2	34
78	1	2	36
79		0	36

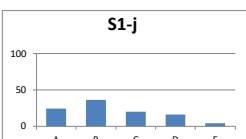
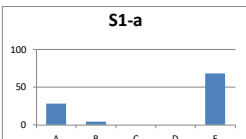
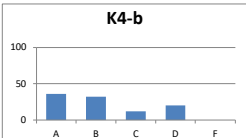
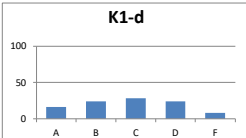
Mark	Number of Students	Percent	ECTS scale
80	5	9	45
81		0	45
82	3	5	50
83	4	7	57
84		0	57
85	5	9	66
86	3	5	71
87	1	2	73
88		0	73
89		0	73
90	2	4	77
91		0	77
92	5	9	86
93		0	86
94		0	86
95	3	5	91
96	3	5	96
97		0	96
98	1	2	98
99	1	2	100
100		0	100

	A top 10% (91%–100%)		C next 30% (36%–65%)		E next 10% (0%–10%)
	B next 25% (66%–90%)		D next 25% (11%–35%)		F -



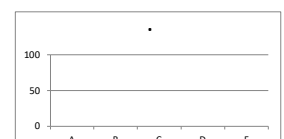
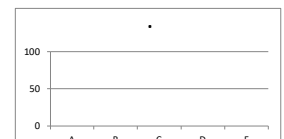
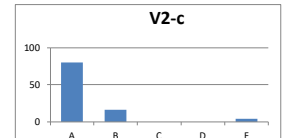
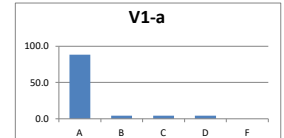
## Appendix (c): Measuring of Course Learning Outcomes (Score Input)

No.	Student's Name or ID	Final Exam	Final Exam	Final Exam	Midterm Exam	Midterm Exam	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Total	
		K1-d	S1-a	S1-j	K4-b	S1-j	K1-d	K4-b	S1-a	K4-b	S1-j	V1-a	V2-c	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)		Q (1)
		Q10 (10)	Q10 (5)	Q10 (5)	Q10 (10)	Q2 (5)	Q1 (10)	Q2 (10)	Q3 (15)	Q4 (10)	Q5 (10)	Q6 (5)	Q7 (5)	Q (1)	Q (1)	Q (1)	Q (1)	Q (1)		Q (1)
1	أحمد بدر شريف الله القاشي	7.75	8	4	7	4	5	8	10.25	7.8	6	3	0							100
2	أحمد خليل عطية المالكي	6.75	7	4	5	3	2	7	11.5	7.2	5	3.5	5							71
3	مازن حمدان عطية الله الفارحي	6.75	7	4	4	2	4	8.2	10.75	8.3	6	4.5	4.5							67
4	وسام عبدالعزیز عطية الصاعدتي	6	6	3	3	1	7	7.5	12.25	7.5	5.5	4.5	4.5							70
5	محمد نجيب عبدالله الزمزمي	7.25	8	4	5	3	6	8	11.25	7.8	6.5	5	4							68
6	عمر محمد فهد العتيبي	7.5	8	4	6	3	6.5	8	11.75	8.2	7	4	4							76
7	عمر حسين ايوب حسين	6	6	3	7	3.5	7	9	12.25	9	5.5	4.5	4.5							78
8	يوسف هادي محمد الحبيشي	7	7	3.5	7	3.5	6	9	13	8.8	9	5	4.5							77
9	أسامة سلطان اسلام حاجي	8.25	9	4	8	4	5	8	13	7.8	6.5	5	5							83
10	طلال منصور عبدالله سالم	9	9	4.5	6	3	7.5	9	11.75	9	8	4.5	4.5							84
11	معاذ عبد الحميد الديسبي عبد الحميد	8.25	9	4	7	4	8.5	9	13.5	8.8	7	5	4.5							86
12	ياسر محمد مزروق طويرقي	9	9	4.5	8	4	6.5	8	13.25	8.2	7.5	4.5	4.5							89
13	محمد فارس حمزة سنان	7.75	8	4	10	5	6.5	9	12.25	8.8	8.5	5	4							87
14	الوحيد طلال عبدالملك فادن	9	9	4.5	7	3.5	6.5	10	13.25	9	8.5	5	4.5							89
15	الوحيد نائف مزروق الزيدني العتيبي	9.5	10	5	6	3	6	9	13.75	9	8.5	4.5	5							92
16	ريان عبدالكريم ابراهيم شتارتي	9.25	10	5	7	3	8	9	13.5	9	9	4.5	4.25							89
17	مساج عبدالكريم مساج علي	8.25	9	4	10	5	8.5	10	13.5	9	7	5	4.5							94
18	عبدالله طارق عبدالله بن داود	9.5	10	5	9	4	6	10	13.75	9	8.5	4.5	5							94
19	عبد الملك منصور حسن الميمان	9.5	9	5	8	4	9	9.5	13.75	9.5	9	5	4.75							97
20	حمزة ايدان احمد جند	9.25	9	5	8.3	4	8	10	14.25	9.7	9.5	5	5							96
21	يوسف عثمان احمد عيسى	8.75	9	4	9	5	9.5	10	14.5	9.7	9	5	4.5							97
22	احمد صفوان احمدامين فيلياري	9	9	4.5	10	5	8	10	14.5	10	9.5	5	5							98
23	الحسن سعد علي بركي	9	9	4.5	9	4.5	10	10	14.75	10	9.5	5	4.75							100
24	ادهم رشاد عطية خليفة	9	9	4.5	10	5	10	9	14.75	9	9.5	5	4.75							100
25	الوحيد طلال عبدالملك فادن	9	9	4.5	7	4	6.5	6	13.25	6	8.5	5	4.5							83
Total	25																			



Students' performance for each CLO

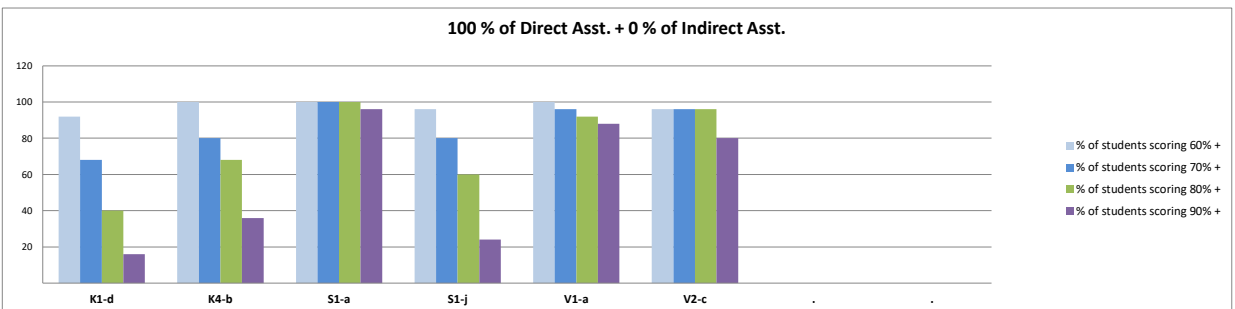
	K1-d	K4-b	S1-a	S1-j	V1-a	V2-c
20	30	20	20	5	5	
64	76	91	70	60		
44	64	93	60	70	100	
54	68	89	60	90	90	
65	60	91	48	90	90	
66	69	96	68	100	80	
70	74	99	70	80	80	
65	83	91	60	90	90	
65	83	100	80	100	90	
66	79	110	73	100	100	
83	80	104	78	90	90	
84	83	113	75	100	90	
78	81	111	80	90	90	
71	93	101	88	100	80	
78	87	111	83	100	90	
78	80	119	83	90	100	
86	83	118	85	90	85	
84	97	113	80	100	90	
78	93	119	88	90	100	
93	90	114	90	100	95	
86	93	116	93	100	100	
91	96	118	90	100	90	
85	100	118	95	100	100	
95	97	119	93	100	95	
95	93	119	95	100	95	
78	63	111	85	100	90	
Average	76	83	107	79	93	88



	Direct Assessment					
	K1-d	K4-b	S1-a	S1-j	V1-a	V2-c
% of students scoring 60% +	92	100	100	96	100	96
% of students scoring 70% +	68	80	100	80	96	96
% of students scoring 80% +	40	68	100	60	92	96
% of students scoring 90% +	16	36	96	24	88	80

	Indirect Assessment					
	K1-d	K4-b	S1-a	S1-j	V1-a	V2-c
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0

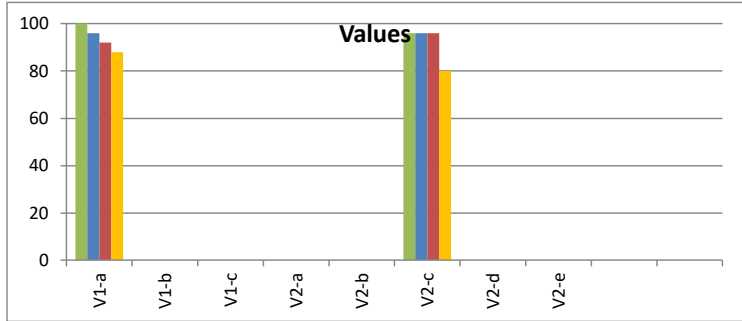
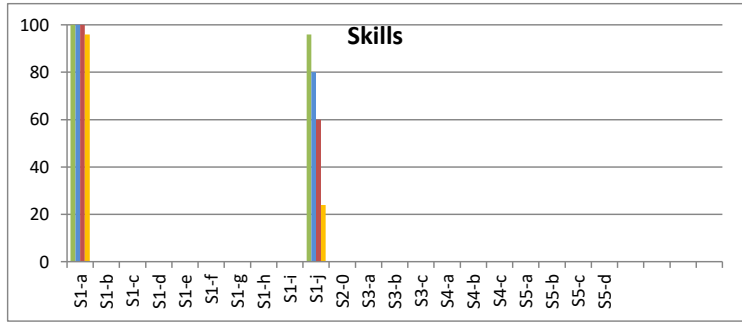
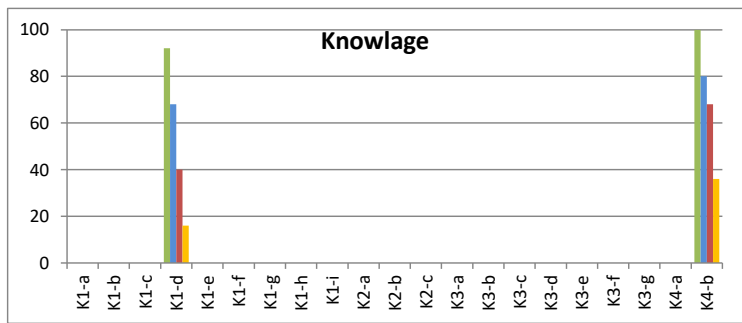
	100 % of Direct Asst. + 0 % of Indirect Asst.					
	K1-d	K4-b	S1-a	S1-j	V1-a	V2-c
% of students scoring 60% +	92	100	100	96	100	96
% of students scoring 70% +	68	80	100	80	96	96
% of students scoring 80% +	40	68	100	60	92	96
% of students scoring 90% +	16	36	96	24	88	80



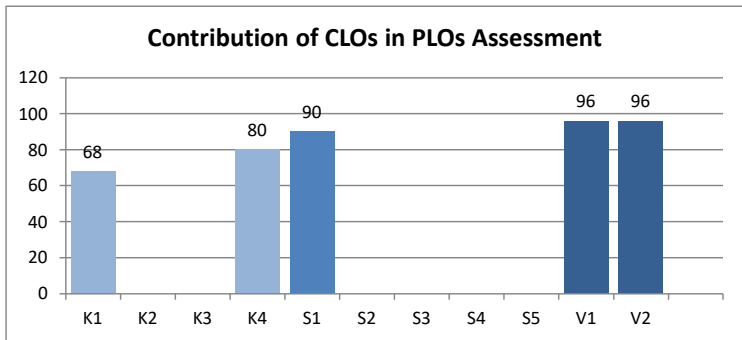
## Appendix (d): Contribution of CLOs in PLOs Assessment

### Architectural Design Studio 6

PLO	CLO	% of students scoring 60%+	% of students scoring 70%+	% of students scoring 80%+	% of students scoring 90%+
K1	K1-a	--	--	--	--
	K1-b	--	--	--	--
	K1-c	--	--	--	--
	K1-d	92	68	40	16
	K1-e	--	--	--	--
	K1-f	--	--	--	--
	K1-g	--	--	--	--
	K1-h	--	--	--	--
	K1-i	--	--	--	--
	K2	K2-a	--	--	--
K2-b		--	--	--	--
K2-c		--	--	--	--
K3	K3-a	--	--	--	--
	K3-b	--	--	--	--
	K3-c	--	--	--	--
	K3-d	--	--	--	--
	K3-e	--	--	--	--
	K3-f	--	--	--	--
	K3-g	--	--	--	--
K4	K4-a	--	--	--	--
	K4-b	100	80	68	36
S1	S1-a	100	100	100	96
	S1-b	--	--	--	--
	S1-c	--	--	--	--
	S1-d	--	--	--	--
	S1-e	--	--	--	--
	S1-f	--	--	--	--
	S1-g	--	--	--	--
	S1-h	--	--	--	--
	S1-i	--	--	--	--
	S1-j	96	80	60	24
	S1-k	--	--	--	--
S2	S2-0	--	--	--	--
	--	--	--	--	--
	--	--	--	--	--
	--	--	--	--	--
S3	S3-a	--	--	--	--
	S3-b	--	--	--	--
	S3-c	--	--	--	--
S4	S4-a	--	--	--	--
	S4-b	--	--	--	--
	S4-c	--	--	--	--
S5	S5-a	--	--	--	--
	S5-b	--	--	--	--
	S5-c	--	--	--	--
	S5-d	--	--	--	--
V1	V1-a	100	96	92	88
	V1-b	--	--	--	--
	V1-c	--	--	--	--
V2	V2-a	--	--	--	--
	V2-b	--	--	--	--
	V2-c	96	96	96	80
	V2-d	--	--	--	--
	V2-e	--	--	--	--



■ % of students scoring 60%+  
■ % of students scoring 70%+  
■ % of students scoring 80%+  
■ % of students scoring 90%+



Knowledge	Skills	Values
% of students scoring 70%+	% of students scoring 70%+	% of students scoring 70%+

K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2
68			80	90					96	96



## Appendix (e): Consistency with Test Standards Report

**Program:** Bachelor of Islamic Architecture (Architecture) - Plan 37  
**Academic Year:** 2022-2023  
**Semester:** First Semester (Fall)  
**Course Title:** Architectural Design Studio 6  
**Course Code:** 8012131-5

**Prepared by:** Ahmed M. A. Shehata

**Reviewed by:** Mohamed Wahba Ibrahim Khalil  
**Academic degree:** Professor

1. Formatting and Editing of the Question Paper	Excellent	Very good	Good	Faire	Poor
Basic Information Fulfillment (Date, time, total marks, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formatting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printing Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of Questions (Each question gives one meaning)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Typing Mistakes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existence of Marks Distribution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Content of the Question Paper	Excellent	Very good	Good	Faire	Poor
<b>Comprehensiveness</b> The extent to which the questions cover all course topics and the targeted learning outcomes. (Pooe = 40%, Excellent = 80% &	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Objectivity</b> Questions measure targeted learning outcomes and require specific answers that can be measured and assessed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Diversity</b> Diversity of types of questions. (Poor = 1 style, Excellent = 5 &	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Distinguishing</b> Take into account individual differences between students and distinguish between their levels of achievement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Question Paper Reviewer

**Mohamed Wahba Ibrahim Khalil**

## Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course

**Program:** Bachelor of Islamic Architecture (Architecture) - Plan 37  
**Academic Year:** 2022-2023  
**Semester:** First Semester (Fall)  
**Course Title:** Architectural Design Studio 6  
**Course Code:** 8012131-5

**Corrected by:** Ahmed M. A. Shehata

**Reviewed by:** Ehab Farouk Rached  
**Academic degree:** Professor  
**Type:** Internal reviewer

1. Number and Percentage of Sample Sheets	No. of Samples	Percentage	Notes
A+ and A	4	25	
B+ and B	4	25	
C+ and C	4	25	
D+ and D	4	25	
F		0	
Total No. of random samples	16	100	

Total No. of Examinees	57	28	No Less than 10%
------------------------	----	----	------------------

2. Results of Random Sample Correction		Notes
There is a model answer to be corrected accordingly.	<input checked="" type="checkbox"/>	
Correction is accurate and fair	<input checked="" type="checkbox"/>	
Correction is accurate & fair to some extent and needs revision	<input checked="" type="checkbox"/>	
Correction is inaccurate, unfair and needs re-correction	<input checked="" type="checkbox"/>	

Other notes on correction:

The Reviewer of the Random Sample

**Ehab Farouk Rached**



T-107

2022

# Course Report

Course Title:	Architectural Design Studio 7		
Course Code:	8013136-5		
Department:	Islamic Architecture		
Program:	Bachelor of Islamic Architecture (Architecture) - Plan 37		
College:	College of Engineering and Islamic Architecture		
Institution:	Umm Al-Qura University		
Academic Year:	2022-2023		
Semester:	Third Semester (Spring)	[44	3]
Course Instructor(s):	Omar Adnan Abdullah Osra		
Course Coordinator:			
Location:	Main campus <input type="checkbox"/>	branch	<input type="checkbox"/>
Number of Section(s):			
Number of Students (Starting the Course):			
Number of Students (Completed the Course):			
Report Date:	June 20, 2023		



## Table of Contents:

Content	Page
<b>A. Student Results</b>	2
1. Grades Distribution	2
2. Comment on Student Grades	2
<b>B. Course Learning Outcomes</b>	3
1. Course Learning Outcomes Assessment Results	3
2. Recommendations	5
<b>C. Topics not covered</b>	6
<b>D. Course Improvement Plan</b>	6

## Appendices:

- Appendix (a): Students Satisfaction Survey.
- Appendix (b): Histogram of Module Results.
- Appendix (c): Measuring of Course Learning Outcomes CLOs (Score Input).
- Appendix (d): Contribution of CLOs in PLOs Assessment.
- Appendix (e): Consistency with Test Standards Report.
- Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course.



## A. Student Results

### 1. Grade Distribution

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
<b>Number of Students</b>	15	15	10	4	4	1	5	1	0	0	0	0	55	0	0
<b>Percentage</b>	27%	27%	18%	7%	7%	2%	9%	2%	0%	0%	0%	0%	100%	0%	0%

Average of the course from the grades: **76%**

### 2. Comment on Student Grades

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

- 55%** of students attended the classes regularly, submitted the required assignment on time with excellent level.
- 25%** of students attended the classes regularly, submitted the required assignment on time with very good level.
- 9%** of students attended the classes regularly to some extent, submitted the required assignment on time with good level.
- 11%** of students attended the classes regularly to some extent, and assignment were submitted irregularly with fair level of quality.
- 0%** of students irregularly attended classes, performance was much lower than standard and some assignments were not submitted

The "Bell Curve Grade Chart" has a fair consistency. Results are calculated based on number of students attended the final exam. The pass percentage is good and there is no need for further recommendations or actions.



## B. Course Learning Outcomes

### 1. Course Learning Outcomes Assessment Results

Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target level/ Criterion for Success	% of Students Got Target		
<b>1 Knowledge and Understanding:</b>						
1.1	Define functional requirements for different sectors of the built environment. (K1-b)	K1	Eval. of Report	70% of students scoring 70%+	70%	Students well understood and performed this CLO.
1.2	Identify the relevant laws, rules and legislations that regulate the built environment. (K3-c)	K3	Assignments & Tasks	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
1.3	()					
1.4	()					
1.5	()					
1.6	()					
1.7	()					
1.8						

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

#### PLOs (Knowledge and Understanding)

- K1** Demonstrate a comprehensive understanding of the built environment.
- K2** Demonstrate in-depth understanding of systems, technologies, and assemblies of construction process.
- K3** Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.
- K4** Explain concepts of mathematics and scientific theories relevant to architecture.

Nothing to mention.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target level/ Criterion for Success	% of Students Got Target		
<b>2 Skills:</b>						
2.1	Make design decisions considering user requirements, site analysis, and environmental impacts. (S1-a)	S1	Assignments & Tasks	70% of students scoring 70%+	100%	Students well understood and performed this CLO.
2.2	Apply various means to achieve sustainable design. (S1-j)	S1		70% of students scoring 70%+	0%	Students did not take interest in the course.
2.3	Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales. (S2-0)	S2	Drawing Exam	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
2.4	()					
2.5	()					
2.6	()					
2.7						
2.8						

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

### PLOs (Skills)

- S1** Make decisions for complex design problems in creative and scientific manners.
- S2** Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- S3** Apply scientific research for complex issues of the built environment.
- S4** Execute drawings, craftworks and physical models efficiently.
- S5** Communicate in oral & written forms; & use mathematics & information technology to process & analyze data.

Nothing to mention.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>3 Values, autonomy, and responsibility:</b>					
3.1 Demonstrate respect to different points of view. (V1-b)	V1	Oral Exam	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
3.2 Actively participate in finding effective solutions to social issues related to the built environment. (V2-a)	V2		70% of students scoring 70%+	0%	Students had some difficulties in understanding this CLO.
3.3 ()					
3.4 ()					
3.5 ()					
3.6 ()					
3.7					
3.8					

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

## PLOs (Values)

- V1** Demonstrate self-discipline, punctuality and commitment to all required tasks.
- V2** Demonstrate personal, professional and social responsibility.

## 2. Recommendations

Nothing to mention.





## 2. Recommendations

Nothing to mention.

## C. Topics not covered

Topic	Reason for Not Covering/discrepancies	Extent of their Impact on Learning Outcomes	Compensating Action
None	None	None	None

## D. Course Improvement Plan (if any)

Recommendations	Actions	Needed Support
None		

Improvement plan should be discussed at the department council and included in the annual program report

Course Instructor/ Coordinator



Head of Department



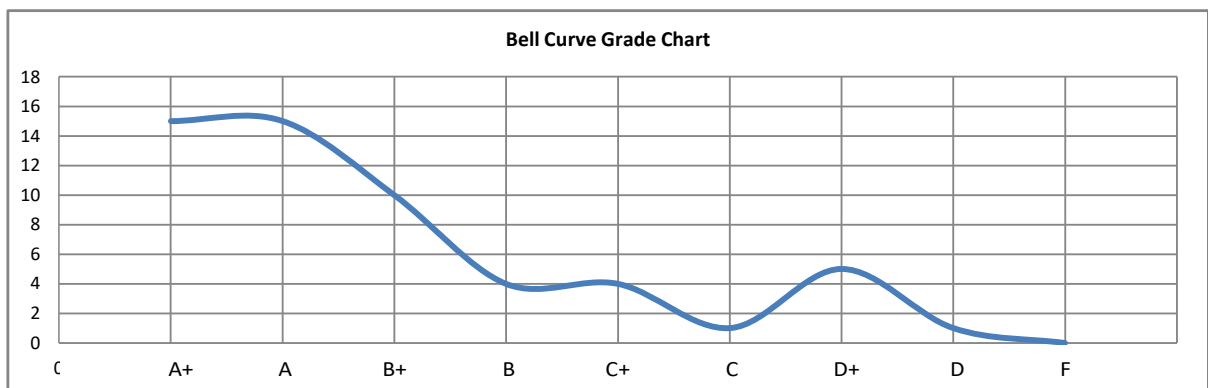

Dr. Ibraheem Nooruddeen Al-Bukhari

## Appendix (b): Histogram of Module Results

### 1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomp.	Pass	Fail	Withdrawn
Number of Students	15	15	10	4	4	1	5	1	0				55	0	
Percentage	27%	27%	18%	7%	7%	2%	9%	2%	0%	0%	0%	0%	100%	0%	0%







### 2. Bell Curve Grade Chart



### 3. ECTS Scale

Mark	Number of Students	Percent	ECTS scale
Less than 60			
60	1	2	
61		0	
62		0	
63		0	
64		0	
65	3	5	
66	1	2	
67	1	2	
68		0	
69		0	
70	1	2	
71		0	
72		0	
73		0	
74		0	
75	3	5	
76		0	
77		0	
78	1	2	
79		0	

Mark	Number of Students	Percent	ECTS scale
80	2	4	
81		0	
82	1	2	
83	1	2	
84		0	
85	7	13	
86	1	2	
87		0	
88	2	4	
89		0	
90	5	9	
91		0	
92	4	7	
93	2	4	
94	4	7	
95	4	7	
96	4	7	
97	2	4	
98	2	4	
99	2	4	
100	1	2	

	A top 10% (91%–100%)		C next 30% (36%–65%)		E next 10% (0%–10%)
	B next 25% (66%–90%)		D next 25% (11%–35%)		F -

## Appendix (c): Measuring of Course Learning Outcomes (Assessment Design)

### Architectural Design Studio 7

No.	Assessment Breakdown	Assessment Method	Question No.	Specified Mark	CLO Code	Notes
1	Evaluation of a research	Eval. of Report		5	K1-b	
2	Continuous Assessment	Assignments & Tasks		40	K3-c	
3	2 Assignments	Assignments & Tasks		20	S1-a	
4	Midterm Exam	Drawing Exam		15	S2-0	
5	Final oral exam	Oral Exam		20	V1-b	
<b>Total marks (100)</b>				<b>100</b>	marks	

<b>Distribution of assessment methods:</b>	<b>Direct</b>	100%	<b>Indirect</b>	0%
--	---------------	------	-----------------	----

#### Course Learning Outcomes CLOs:

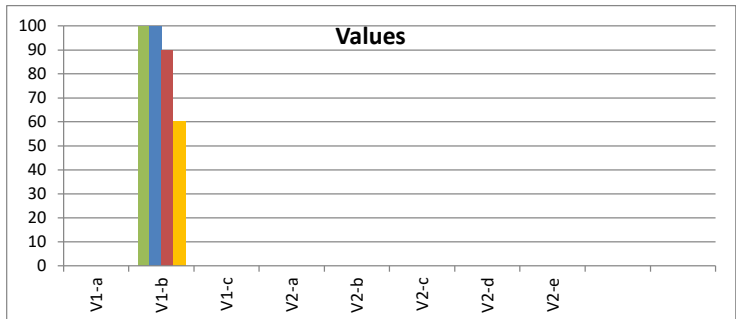
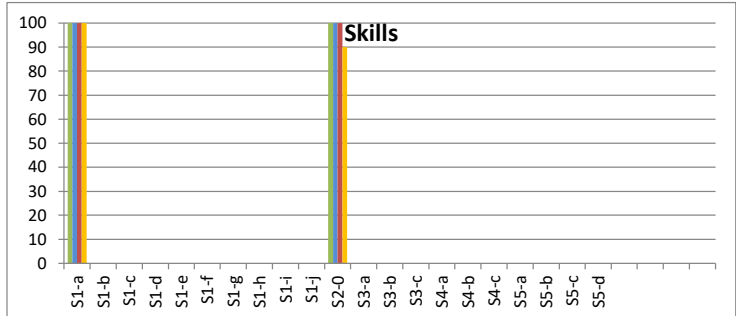
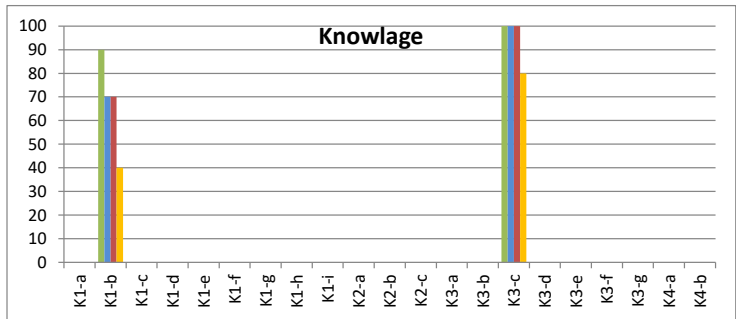
- K1-b Define functional requirements for different sectors of the built environment.
- K3-c Identify the relevant laws, rules and legislations that regulate the built environment.
- S1-a Make design decisions considering user requirements, site analysis, and environmental impacts.
- S1-j Apply various means to achieve sustainable design.
- S2-0 Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- V1-b Demonstrate respect to different points of view.
- V2-a Actively participate in finding effective solutions to social issues related to the built environment.



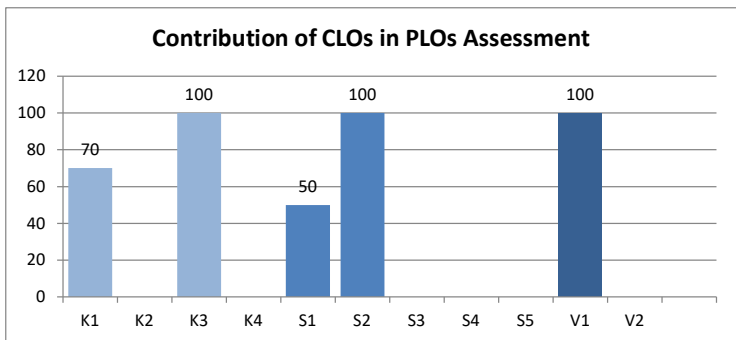
## Appendix (d): Contribution of CLOs in PLOs Assessment

### Architectural Design Studio 7

PLO	CLO	% of students scoring 60%+	% of students scoring 70%+	% of students scoring 80%+	% of students scoring 90%+	
K1	K1-a	--	--	--	--	
	K1-b	90	70	70	40	
	K1-c	--	--	--	--	
	K1-d	--	--	--	--	
	K1-e	--	--	--	--	
	K1-f	--	--	--	--	
	K1-g	--	--	--	--	
	K1-h	--	--	--	--	
	K1-i	--	--	--	--	
	K2	K2-a	--	--	--	--
K2-b		--	--	--	--	
K3	K3-a	--	--	--	--	
	K3-b	--	--	--	--	
	K3-c	100	100	100	80	
	K3-d	--	--	--	--	
	K3-e	--	--	--	--	
	K3-f	--	--	--	--	
	K3-g	--	--	--	--	
K4	K4-a	--	--	--	--	
	K4-b	--	--	--	--	
S1	S1-a	100	100	100	100	
	S1-b	--	--	--	--	
	S1-c	--	--	--	--	
	S1-d	--	--	--	--	
	S1-e	--	--	--	--	
	S1-f	--	--	--	--	
	S1-g	--	--	--	--	
	S1-h	--	--	--	--	
	S1-i	--	--	--	--	
	S1-j	0	0	0	0	
	S1-k	--	--	--	--	
	S2	S2-0	100	100	100	90
			--	--	--	--
S3	S3-a	--	--	--	--	
	S3-b	--	--	--	--	
	S3-c	--	--	--	--	
S4	S4-a	--	--	--	--	
	S4-b	--	--	--	--	
	S4-c	--	--	--	--	
S5	S5-a	--	--	--	--	
	S5-b	--	--	--	--	
	S5-c	--	--	--	--	
	S5-d	--	--	--	--	
V1	V1-a	--	--	--	--	
	V1-b	100	100	90	60	
	V1-c	--	--	--	--	
V2	V2-a	0	0	0	0	
	V2-b	--	--	--	--	
	V2-c	--	--	--	--	
	V2-d	--	--	--	--	
	V2-e	--	--	--	--	



■ % of students scoring 60%+  
■ % of students scoring 70%+  
■ % of students scoring 80%+  
■ % of students scoring 90%+



Knowledge	Skills	Values	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2
% of students scoring 70%+	% of students scoring 70%+	% of students scoring 70%+	70		100		50	100				100	0

T-107

2022

# Course Report

Course Title:	Architectural Design Studio 8
Course Code:	8013141-5
Department:	Islamic Architecture
Program:	Bachelor of Islamic Architecture (Architecture) - Plan 37
College:	College of Engineering and Islamic Architecture
Institution:	Umm Al-Qura University
Academic Year:	2022-2023
Semester:	Second Semester (Winter) [44 2]
Course Instructor(s):	Omar Adnan Abdullah Osra Adnan Yehya Abdullah Alshahrani Mohammad Abdullah M Almahdi Amr Mohammed Roshdy Alabbasi
Course Coordinator:	
Location:	Main campus <input type="checkbox"/> branch <input type="checkbox"/>
Number of Section(s):	
Number of Students (Starting the Course):	
Number of Students (Completed the Course):	
Report Date:	March 11, 2023



## Table of Contents:

Content	Page
<b>A. Student Results</b>	2
1. Grades Distribution	2
2. Comment on Student Grades	2
<b>B. Course Learning Outcomes</b>	3
1. Course Learning Outcomes Assessment Results	3
2. Recommendations	5
<b>C. Topics not covered</b>	6
<b>D. Course Improvement Plan</b>	6

## Appendices:

- Appendix (a): Students Satisfaction Survey.
- Appendix (b): Histogram of Module Results.
- Appendix (c): Measuring of Course Learning Outcomes CLOs (Score Input).
- Appendix (d): Contribution of CLOs in PLOs Assessment.
- Appendix (e): Consistency with Test Standards Report.
- Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course.



## A. Student Results

### 1. Grade Distribution

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
<b>Number of Students</b>	27	5	12	4	6	3	0	0	0	0	0	0	57	0	0
<b>Percentage</b>	47%	9%	21%	7%	11%	5%	0%	0%	0%	0%	0%	0%	100%	0%	0%

Average of the course from the grades: **82%**

### 2. Comment on Student Grades

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

- 56%** of students attended the classes regularly, submitted the required assignment on time with excellent level.
- 28%** of students attended the classes regularly, submitted the required assignment on time with very good level.
- 16%** of students attended the classes regularly to some extent, submitted the required assignment on time with good level.
- 0%** of students attended the classes regularly to some extent, and assignment were submitted irregularly with fair level of quality.
- 0%** of students irregularly attended classes, performance was much lower than standard and some assignments were not submitted

The "Bell Curve Grade Chart" has a fair consistency. Results are calculated based on number of students attended the final exam. The pass percentage is good and there is no need for further recommendations or actions.





## B. Course Learning Outcomes

### 1. Course Learning Outcomes Assessment Results

Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>1 Knowledge and Understanding:</b>					
1.1 Demonstrate an understanding of processes and methods of design. (K1-a)	K1	Eval. of Report	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
1.2 ()					
1.3 ()					
1.4 ()					
1.5 ()					
1.6 ()					
1.7 ()					
1.8					

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

#### PLOs (Knowledge and Understanding)

- K1** Demonstrate a comprehensive understanding of the built environment.
- K2** Demonstrate in-depth understanding of systems, technologies, and assemblies of construction process.
- K3** Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.
- K4** Explain concepts of mathematics and scientific theories relevant to architecture.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target level/ Criterion for Success	% of Students Got Target		
<b>2 Skills:</b>						
2.1	Make design decisions considering user requirements, site analysis, and environmental impacts. (S1-a)	S1	Assignments & Tasks	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
2.2	Apply the knowledge of professional and regulatory requirements. (S1-e)	S1	Direct Observation	70% of students scoring 70%+	100%	Students well understood and performed this CLO.
2.3	Apply various means to achieve sustainable design. (S1-j)	S1		70% of students scoring 70%+	0%	N/A
2.4	Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales. (S2-0)	S2	Drawing Exam	70% of students scoring 70%+	100%	Students well understood and performed this CLO.
2.5	()					
2.6	()					
2.7						
2.8						

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

### PLOs (Skills)

- S1** Make decisions for complex design problems in creative and scientific manners.
- S2** Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- S3** Apply scientific research for complex issues of the built environment.
- S4** Execute drawings, craftworks and physical models efficiently.
- S5** Communicate in oral & written forms; & use mathematics & information technology to process & analyze data.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>3 Values, autonomy, and responsibility:</b>					
3.1 Demonstrate self-discipline and punctuality. (V1-a)	V1	Oral Exam	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
3.2 ()					
3.3 ()					
3.4 ()					
3.5 ()					
3.6 ()					
3.7					
3.8					

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

## PLOs (Values)

**V1** Demonstrate self-discipline, punctuality and commitment to all required tasks.

**V2** Demonstrate personal, professional and social responsibility.

## 2. Recommendations



## 2. Recommendations

Nothing to mention.

## C. Topics not covered

Topic	Reason for Not Covering/discrepancies	Extent of their Impact on Learning Outcomes	Compensating Action
None	None	None	None

## D. Course Improvement Plan (if any)

Recommendations	Actions	Needed Support

Improvement plan should be discussed at the department council and included in the annual program report

Course Instructor/ Coordinator



Head of Department



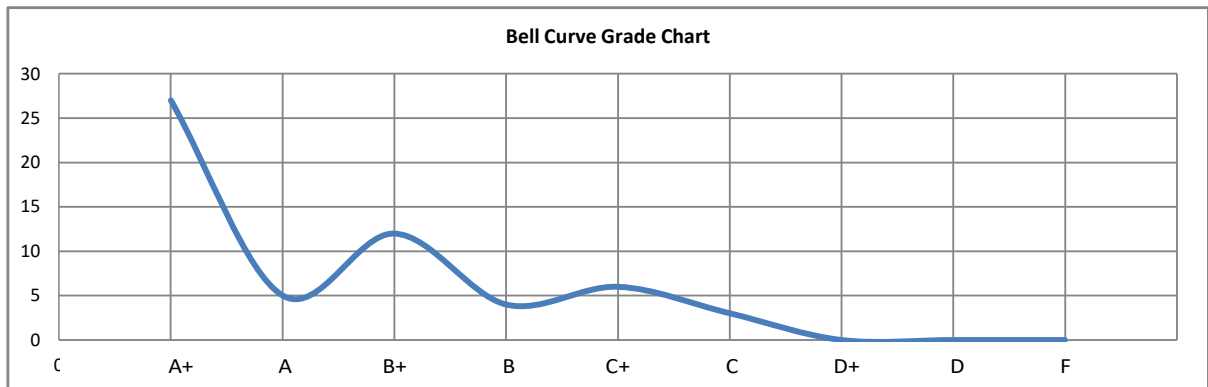

Dr. Ibraheem Nooruddeen Al-Bukhari

## Appendix (b): Histogram of Module Results

### 1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomp.	Pass	Fail	Withdrawn
Number of Students	27	5	12	4	6	3	0	0	0				57	0	
Percentage	47%	9%	21%	7%	11%	5%	0%	0%	0%	0%	0%	0%	100%	0%	0%

### 2. Bell Curve Grade Chart



### 3. ECTS Scale

Mark	Number of Students	Percent	ECTS scale
Less than 60			
60		0	
61		0	
62		0	
63		0	
64		0	
65		0	
66		0	
67		0	
68		0	
69		0	
70	3	5	
71		0	
72		0	
73		0	
74		0	
75	6	11	
76		0	
77		0	
78		0	
79		0	

Mark	Number of Students	Percent	ECTS scale
80	3	5	
81	1	2	
82		0	
83		0	
84		0	
85	10	18	
86	1	2	
87	1	2	
88		0	
89		0	
90	2	#REF!	#REF!
91	1	4	#REF!
92	2	4	#REF!
93		0	#REF!
94		0	#REF!
95	9	16	#REF!
96	7	12	#REF!
97	6	11	#REF!
98	4	7	#REF!
99	1	2	#REF!
100		0	#REF!

<span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> A top 10% (91%–100%)	<span style="background-color: lightblue; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> C next 30% (36%–65%)	<span style="background-color: purple; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> E next 10% (0%–10%)
<span style="background-color: lightgreen; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> B next 25% (66%–90%)	<span style="background-color: orange; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> D next 25% (11%–35%)	<span style="background-color: gray; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> F -

**Appendix (c): Measuring of Course Learning Outcomes (Assessment Design)**

**Architectural Design Studio 8**

No.	Assessment Breakdown	Assessment Method	Question No.	Specified Mark	CLO Code	Notes
1	Evaluation of research	Eval. of Report		5	K1-a	
2	Continuous Assessment	Direct Observation		40	S1-e	
3	2 Assignments	Assignments & Tasks		20	S1-a	
4	Midterm Exam	Drawing Exam		15	S2-0	
5	Final Exam	Oral Exam		20	V1-a	
<b>Total marks (100)</b>				<b>100</b>	marks	

Distribution of assessment methods: Direct 100% Indirect 0%

**Course Learning Outcomes CLOs:**

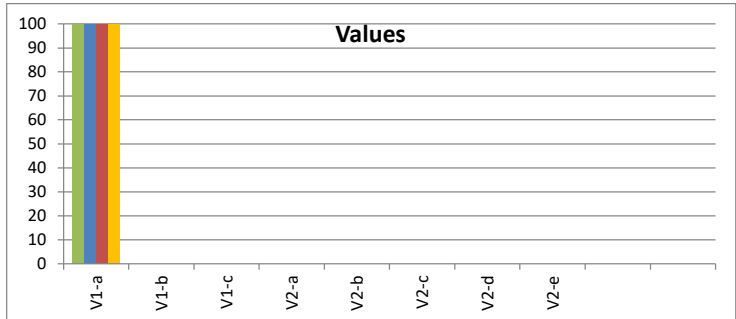
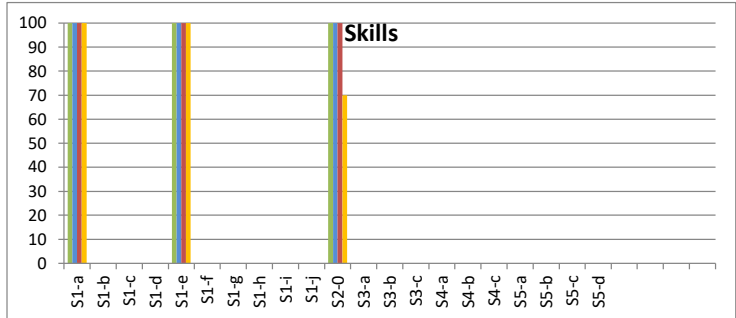
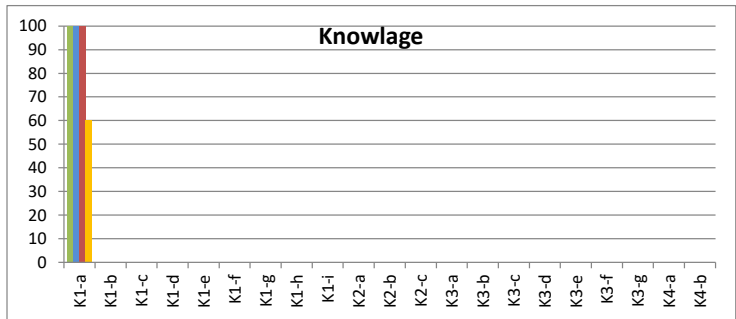
- K1-a Demonstrate an understanding of processes and methods of design.
- S1-a Make design decisions considering user requirements, site analysis, and environmental impacts.
- S1-e Apply the knowledge of professional and regulatory requirements.
- S1-j Apply various means to achieve sustainable design.
- S2-0 Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- V1-a Demonstrate self-discipline and punctuality.



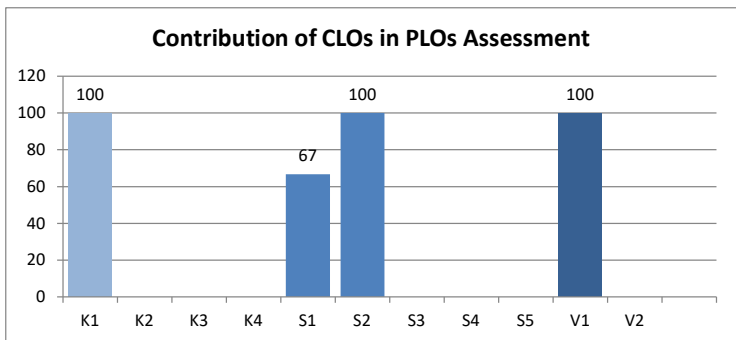
## Appendix (d): Contribution of CLOs in PLOs Assessment

### Architectural Design Studio 8

PLO	CLO	% of students scoring 60%+	% of students scoring 70%+	% of students scoring 80%+	% of students scoring 90%+	
K1	K1-a	100	100	100	60	
	K1-b	--	--	--	--	
	K1-c	--	--	--	--	
	K1-d	--	--	--	--	
	K1-e	--	--	--	--	
	K1-f	--	--	--	--	
	K1-g	--	--	--	--	
	K1-h	--	--	--	--	
	K1-i	--	--	--	--	
	K2	K2-a	--	--	--	--
K2-b		--	--	--	--	
K2-c		--	--	--	--	
K3	K3-a	--	--	--	--	
	K3-b	--	--	--	--	
	K3-c	--	--	--	--	
	K3-d	--	--	--	--	
	K3-e	--	--	--	--	
	K3-f	--	--	--	--	
	K3-g	--	--	--	--	
K4	K4-a	--	--	--	--	
	K4-b	--	--	--	--	
S1	S1-a	100	100	100	100	
	S1-b	--	--	--	--	
	S1-c	--	--	--	--	
	S1-d	--	--	--	--	
	S1-e	100	100	100	100	
	S1-f	--	--	--	--	
	S1-g	--	--	--	--	
	S1-h	--	--	--	--	
	S1-i	--	--	--	--	
	S1-j	0	0	0	0	
	S1-k	--	--	--	--	
	S2	S2-0	100	100	100	70
			--	--	--	--
S3	S3-a	--	--	--	--	
	S3-b	--	--	--	--	
	S3-c	--	--	--	--	
S4	S4-a	--	--	--	--	
	S4-b	--	--	--	--	
	S4-c	--	--	--	--	
S5	S5-a	--	--	--	--	
	S5-b	--	--	--	--	
	S5-c	--	--	--	--	
	S5-d	--	--	--	--	
V1	V1-a	100	100	100	100	
	V1-b	--	--	--	--	
	V1-c	--	--	--	--	
V2	V2-a	--	--	--	--	
	V2-b	--	--	--	--	
	V2-c	--	--	--	--	
	V2-d	--	--	--	--	
	V2-e	--	--	--	--	



■ % of students scoring 60%+  
■ % of students scoring 70%+  
■ % of students scoring 80%+  
■ % of students scoring 90%+



Knowledge	Skills	Values	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2
% of students scoring 70%+	% of students scoring 70%+	% of students scoring 70%+	100				66.67	100				100	





T-107

2022

# Course Report

Course Title:	Architectural Design Studio 9		
Course Code:	8014151-5		
Department:	Islamic Architecture		
Program:	Bachelor of Islamic Architecture (Architecture) - Plan 37		
College:	College of Engineering and Islamic Architecture		
Institution:	Umm Al-Qura University		
Academic Year:	2022-2023		
Semester:	Third Semester (Spring)	[44	3]
Course Instructor(s):	Adel M. Binyaseen	Abdulhafeez Ahmad Alwafi	
	Magdy M. El-Bastawisy	Ahmed Saleh Ahmed Aljuhani	
	Ehab Farouk Rached		
	Khaled M. Samy Hassan Sayed		
Course Coordinator:	Adel M. Binyaseen		
Location:	Main campus <input checked="" type="checkbox"/>	branch <input type="checkbox"/>	
Number of Section(s):			
Number of Students (Starting the Course):			
Number of Students (Completed the Course):			
Report Date:	June 22, 2023		



## Table of Contents:

Content	Page
<b>A. Student Results</b>	2
1. Grades Distribution	2
2. Comment on Student Grades	2
<b>B. Course Learning Outcomes</b>	3
1. Course Learning Outcomes Assessment Results	3
2. Recommendations	5
<b>C. Topics not covered</b>	6
<b>D. Course Improvement Plan</b>	6

## Appendices:

- Appendix (a): Students Satisfaction Survey.
- Appendix (b): Histogram of Module Results.
- Appendix (c): Measuring of Course Learning Outcomes CLOs (Score Input).
- Appendix (d): Contribution of CLOs in PLOs Assessment.
- Appendix (e): Consistency with Test Standards Report.
- Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course.



## A. Student Results

### 1. Grade Distribution

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
<b>Number of Students</b>	24	9	9	7	1	3	1	0	1	0	0	0	54	1	0
<b>Percentage</b>	44%	16%	16%	13%	2%	5%	2%	0%	2%	0%	0%	0%	98%	2%	0%

Average of the course from the grades: **82%**

### 2. Comment on Student Grades

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

- 60%** of students attended the classes regularly, submitted the required assignment on time with excellent level.
- 29%** of students attended the classes regularly, submitted the required assignment on time with very good level.
- 7%** of students attended the classes regularly to some extent, submitted the required assignment on time with good level.
- 2%** of students attended the classes regularly to some extent, and assignment were submitted irregularly with fair level of quality.
- 2%** of students irregularly attended classes, performance was much lower than standard and some assignments were not submitted



## B. Course Learning Outcomes

### 1. Course Learning Outcomes Assessment Results

Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>1 Knowledge and Understanding:</b>					
1.1 Demonstrate an understanding of the mutual integration between human and the environment. (K1-h)	K1	Assignments & Tasks	70% of students scoring 70%+	80%	Students well understood and performed this CLO.
1.2 Differentiate between various types of building materials, building technologies and structural systems. (K2-a)	K2	Assignments & Tasks	70% of students scoring 70%+	82%	Students well understood and performed this CLO.
1.3 Identify the professional ethics and responsibilities of architects. (K3-a)	K3	Assignments & Tasks	70% of students scoring 70%+	82%	Students well understood and performed this CLO.
1.4 ()					
1.5 ()					
1.6 ()					
1.7 ()					
1.8					

\* Scores include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

#### PLOs (Knowledge and Understanding)

- K1** Demonstrate a comprehensive understanding of the built environment.
- K2** Demonstrate in-depth understanding of systems, technologies, and assemblies of construction process.
- K3** Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.
- K4** Explain concepts of mathematics and scientific theories relevant to architecture.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target level/ Criterion for Success	% of Students Got Target		
<b>2 Skills:</b>						
2.1	Make design decisions considering user requirements, site analysis, and environmental impacts. (S1-a)	S1	Assignments & Tasks Drawing Exam	70% of students scoring 70%+	75%	Students well understood and performed this CLO.
2.2	Employ digital skills to analyze, develop and present projects. (S1-i)	S1	Drawing Exam Assignments & Tasks	70% of students scoring 70%+	77%	Students well understood and performed this CLO.
2.3	Effectively create various technical documentations. (S5-b)	S5	Assignments & Tasks Oral Exam	70% of students scoring 70%+	91%	Students found this CLO most interesting among all.
2.4	Utilize computer applications effectively to produce graphics and models of design concepts. (S5-d)	S5	Drawing Exam Assignments & Tasks	70% of students scoring 70%+	77%	Students well understood and performed this CLO.
2.5	()					
2.6	()					
2.7						
2.8						

\* Scores include indirect assessment

Equal or above the target level.  
 Lower than the target level.

### PLOs (Skills)

- S1** Make decisions for complex design problems in creative and scientific manners.
- S2** Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- S3** Apply scientific research for complex issues of the built environment.
- S4** Execute drawings, craftworks and physical models efficiently.
- S5** Communicate in oral & written forms; & use mathematics & information technology to process & analyze data.



## 2. Recommendations

### C. Topics not covered

Topic	Reason for Not Covering/discrepancies	Extent of their Impact on Learning Outcomes	Compensating Action
Intensive evaluation of design details	Emergency vacation	To a small extent	Scheduled meetings during office hours

### D. Course Improvement Plan (if any)

Recommendations	Actions	Needed Support
Textbooks be updated.	Instructor(s) and course coordinator will meet to improve the teaching issues.	holding meetings to discuss textbooks options

Improvement plan should be discussed at the department council and included in the annual program report

Course Instructor/ Coordinator

حادي م. ب. ياسين

Adel M. Binyaseen

Head of Department

إبراهيم نور الدين

Dr. Ibraheem Nooruddeen Al-Bukhari



## Appendix (a): Students Satisfaction Survey

### Academic Staff

The teacher always attends the lectures on time
He presents objectives and content of the course in the first lecture
The lecturer invests lecture time in a good manner
He presents the content in an interesting & thought-provoking manner
The lecture encourages discussions during lecture
The lecture respects students opinion
The lecturer answers questions during office hours

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12	6	0	0	1
11	1	4	1	2
11	3	2	1	2
12	1	1	1	4
11	3	0	2	3
9	3	3	2	2
9	3	2	1	4

### Evaluation System

Number of projects and assignments is appropriate
Time allotted for projects and assignments is appropriate
Assessment is generally fair

9	5	0	1	4
10	2	1	1	5
10	2	3	1	3

### Equipment and Facilities

Space area seems adequate
The cleanliness seems good
The equipment seems adequate
References are available

10	2	2	1	4
7	5	0	3	4
5	1	5	3	5
6	5	2	1	5

### How Well Students have Learned CLOs

(K1-h) Demonstrate an understanding of the mutual integration between human and the environment.
(K2-a) Differentiate between various types of building materials, building technologies and structural systems.
(K3-a) Identify the professional ethics and responsibilities of architects.
(S1-a) Make design decisions considering user requirements, site analysis, and environmental impacts.
(S1-i) Employ digital skills to analyze, develop and present projects.
(S5-b) Effectively create various technical documentations.
(S5-d) Utilize computer applications effectively to produce graphics and models of design concepts.

12	3	1	1	2
12	4	1	1	1
11	3	3	0	2
12	3	1	0	3
13	2	2	0	2
13	2	2	1	1
15	3	1	0	0

أراء أخرى	Other opinions	Satisfaction Percentage	%	76.3
ما أكثر شيء أعجبك في هذا المقرر؟	What did you like the most in this course?			

Working on the project	لا شيء كل شيء التعرف على سلوكيات البيتيم وحاجاته الزيارة الميدانية كل شيء. لا شيء فكرة التعاون مع جهات خارجية للتصميم مبنى حقيقي لآكن لم تكن بطريقه المناسبه لآلسف المشروع محتوى الماده كلن مشروع في مسابقه حقيقيه الهدف من المشروع بالضافه الي اثاره المنافسه بين الطلاب لا يوجد وضوح المعلومات و الاستفاده منها
------------------------	---

ما هي مقترحاتك لتطوير المقرر؟

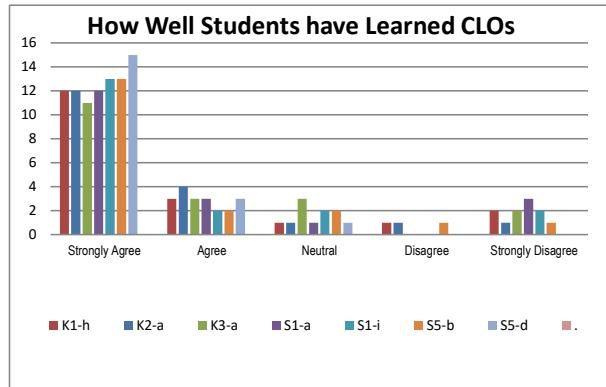
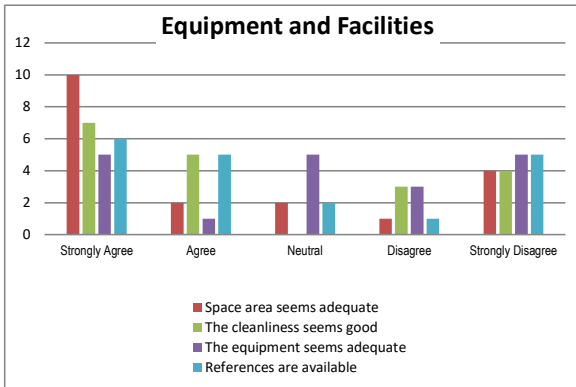
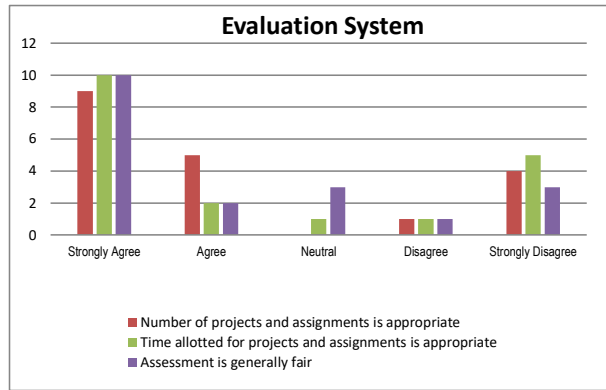
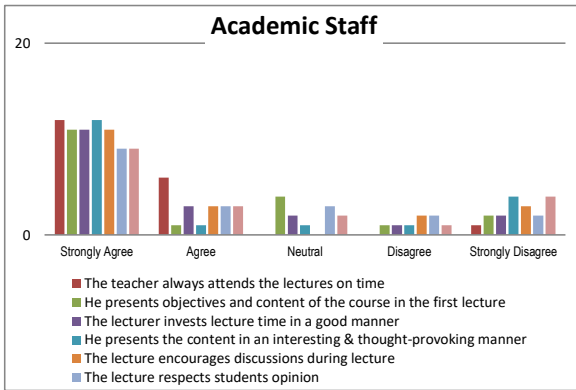
## What are your suggestions to improve the course?

المشروع نفسه غير واقعي لطلاب في المستوى التاسع اذا كان في المستوى الخامس متخف و المستوى السادس برج متعدد الاستخدام كيف ان يكون في المستوى التاسع دار ايتام بمساحة الفين متر مربع اتمنى في المستقبل للطلبة الجدد ان يتم تخصيص اسبوع زيارة لمواقع تشبه المشروع المطروح للطلبة لاخذ فكرة عامة وروية امثلة على الواقع ان وجد تغيير الطاقم بطاقم شباب .

لا يوجد  
لا يوجد

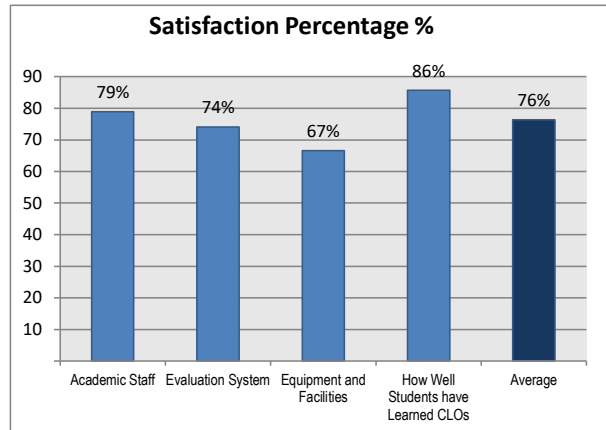
لا يوجد اي فائدة للطلاب من هذا الاستديو اذا كان في كل مستوى يوجد متطلبات يجب ان يفهمها الطالب بعد الانتهاء اما في هذا المستوى لا يوجد شي اعطاء مساحة للطلاب لتصميم ما يريد و تنفيذ افكاره و فلسفته المعيارية اذا كانت لا تحتوي على اخطاء هندسية و عدم فرض رأي و سيطرة الدكتور الفكرية ف المشروع لاظهار قدرات الطالب و تكوين بنا في سوق العمل نحن على كامل الاستعداد لاستقبال طلبات التوظيف لكن لا توجد بادرة من رئيس القسم ولا من اساتذة المقرر، الرجاء الاخذ في الاعتبار اننا اصحاب قدرات كبيرة لم تلقى من يدعها .  
التفاهم بين الدكاتره في محددات المشروع والمطلوب قبل بدء المشروع  
وضع خطة سير المنهج بشكل أوضح وإعطاء الطالب الوقت الكافي لكي يتحدث باريحه  
يتم وجود الية واضحة للتقيم المشروع  
الالتزام بالخطة الاستراتيجية للمقرر  
لا يوجد

More time to work on the project



## Course Learning Outcomes (CLOs)

K1-h	Demonstrate an understanding of the mutual integration between human and the environment.
K2-a	Differentiate between various types of building materials, building technologies and structural systems.
K3-a	Identify the professional ethics and responsibilities of architects.
S1-a	Make design decisions considering user requirements, site analysis, and environmental impacts.
S1-i	Employ digital skills to analyze, develop and present projects.
S5-b	Effectively create various technical documentations.
S5-d	Utilize computer applications effectively to produce graphics and models of design concepts.



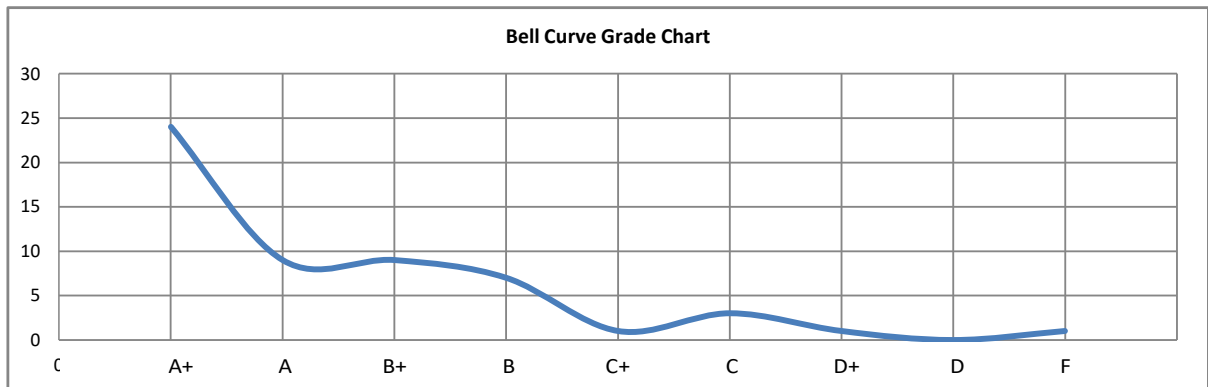


## Appendix (b): Histogram of Module Results

### 1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomp.	Pass	Fail	Withdrawn
Number of Students	24	9	9	7	1	3	1	0	1				54	1	
Percentage	44%	16%	16%	13%	2%	5%	2%	0%	2%	0%	0%	0%	98%	2%	0%

### 2. Bell Curve Grade Chart



### 3. ECTS Scale

Mark	Number of Students	Percent	ECTS scale
Less than 60	1		
60		0	
61		0	
62		0	
63		0	
64		0	
65	1	2	
66		0	
67		0	
68		0	
69		0	
70	1	2	
71		0	
72	1	2	
73	1	2	
74		0	
75		0	
76		0	
77	1	2	
78		0	
79		0	

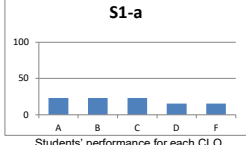
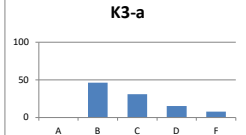
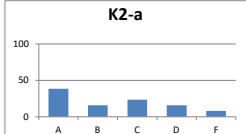
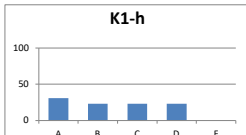
Mark	Number of Students	Percent	ECTS scale
80	7	13	
81		0	
82		0	
83		0	
84		0	
85	7	13	
86	1	2	
87	1	2	
88		0	
89		0	
90	9	17	
91		0	
92		0	
93		0	
94		0	
95	17	31	
96	2	4	
97	5	9	
98		0	
99		0	
100		0	

<span style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black;"></span> A top 10% (91%–100%)	<span style="display: inline-block; width: 15px; height: 15px; background-color: lightblue; border: 1px solid black;"></span> C next 30% (36%–65%)	<span style="display: inline-block; width: 15px; height: 15px; background-color: purple; border: 1px solid black;"></span> E next 10% (0%–10%)
<span style="display: inline-block; width: 15px; height: 15px; background-color: lightgreen; border: 1px solid black;"></span> B next 25% (66%–90%)	<span style="display: inline-block; width: 15px; height: 15px; background-color: orange; border: 1px solid black;"></span> D next 25% (11%–35%)	<span style="display: inline-block; width: 15px; height: 15px; background-color: grey; border: 1px solid black;"></span> F -

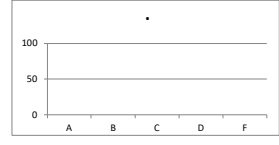
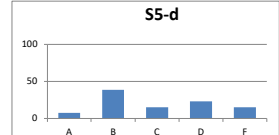
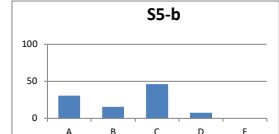
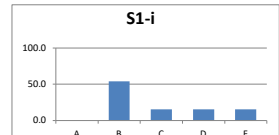


## Appendix (c): Measuring of Course Learning Outcomes (Score Input)

No.	Student's Name or ID	Continuous Assessment		Continuous Assessment		Continuous Assessment		Midterm Exam		Midterm Exam		Midterm Exam		Continuous Assessment		Continuous Assessment		Continuous Assessment		Final Exam		Final Exam		Final Exam		Final Exam		Total
		K1-h	K3-a	S1-a	S1-a	S1-i	S5-d	K2-a	S1-i	S5-b	S5-d	S1-a	S1-i	S5-b	S5-d	S1-a	S1-i	S5-b	S5-d	S1-a	S1-i	S5-b	S5-d	S1-a	S1-i	S5-b	S5-d	
		Q1 (6)	Q2 (4)	Q3 (6)	Q3 (6)	Q4 (6)	Q5 (6)	Q6 (6)	Q4 (6)	Q7 (6)	Q5 (6)	Q3 (6)	Q4 (6)	Q7 (6)	Q5 (6)	Q1 (6)	Q1 (6)	Q1 (6)	Q1 (6)	Q1 (6)	Q1 (6)	Q1 (6)	Q1 (6)	Q1 (6)	Q1 (6)	Q1 (6)	Q1 (6)	
1	439009304	5.5	3.5	7.5	7.5	6.5	7.5	6	7	6	7	6.5	6.5	6.5	6.5	7.5	6.5	5.5	7.5								91	
2	438011158	6	3	7	7.5	6	7	6	6.5	6.5	6.5	6.5	6.5	6.5	7.5	7	6	7.5	5.5	7							89	
3	441001676	5.5	3.5	7	7	7	6.5	5.5	6.5	6	7.5	7	7.5	7	7.5	7	6	6.5	5.5	6							89	
4	441009937	5.5	3.5	6.5	6	7	7	5.5	7.5	5.5	7	6	6.5	5.5	6	6	6.5	5.5	6								85	
5	438018340	5	3	6	8	7	6	5	6.5	5	6.5	8	7	5	6.5	8	7	5	6.5								85	
6	439009789	4.5	3.5	5.5	7.5	6.5	6.5	5.5	7	5	6.5	7	6.5	4.5	5.5												82	
7	442019397	4	3.5	6	7.5	7	7.5	5	7	5.5	6	7.5	6	4	6												83	
8	439007265	5	3	7	6	6.5	7	4.5	6	5	6	6	5.5	5	6.5												79	
9	441001059	4	3	5	6	6	6	4.5	5.5	5.5	5.5	5.5	5.5	4	5												72	
10	441004126	5	3.5	5	5.5	5	5.5	4	5	4.5	5	5.5	5	5	5.5												69	
11	441005561	4	2.5	4.5	5	5	5	4.5	4.5	4.5	5	5	5	4	4.5												63	
12	436006147	4.5	2.5	5	4.5	4.5	4.5	4	4	4	4	4.5	5	4.5	5												61	
13	439005488	4.5	2	4.5	3.5	4	4	3.5	4	3.5	4	3.5	4.5	4.5	4.5												55	
Total		13																										



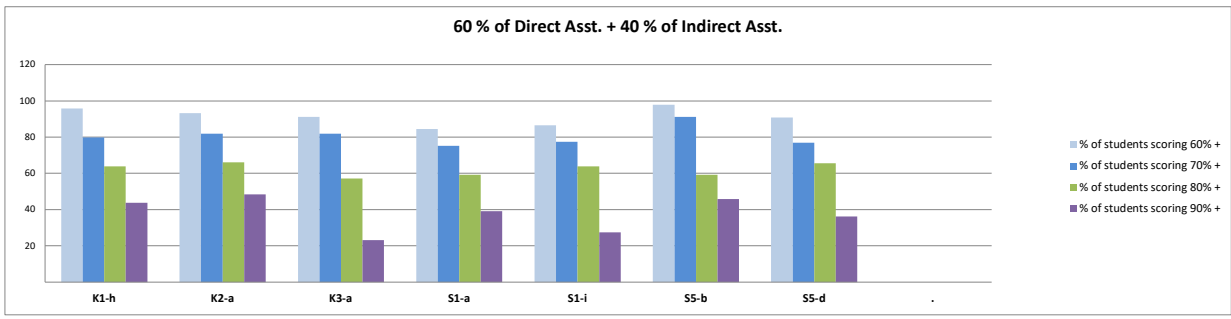
	K1-h	K2-a	K3-a	S1-a	S1-i	S5-b	S5-d
6	6	4	24	24	12	24	
92	100	88	94	83	96	92	
100	100	75	92	81	96	88	
92	92	88	88	88	96	88	
92	92	88	77	88	92	83	
83	83	75	92	85	83	79	
75	92	88	83	83	79	77	
67	83	88	88	83	79	81	
83	75	75	79	75	83	81	
67	75	75	71	71	79	69	
83	67	88	67	63	79	67	
67	75	63	60	60	71	60	
75	67	63	58	56	71	56	
75	58	50	48	52	67	52	
Average							
	81	81	77	77	75	82	75



	K1-h	K2-a	K3-a	S1-a	S1-i	S5-b	S5-d
% of students scoring 60% +	100	92	92	85	85	100	85
% of students scoring 70% +	77	77	77	69	69	92	62
% of students scoring 80% +	54	54	46	46	54	46	46
% of students scoring 90% +	31	38	23	23	31	8	8

	K1-h	K2-a	K3-a	S1-a	S1-i	S5-b	S5-d
% of students scoring 60% +	89	95	89	84	89	95	100
% of students scoring 70% +	84	89	89	84	89	89	100
% of students scoring 80% +	79	84	74	79	79	79	95
% of students scoring 90% +	63	63	58	63	68	68	79

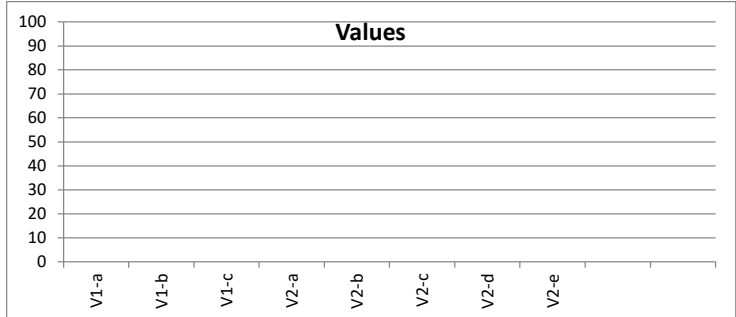
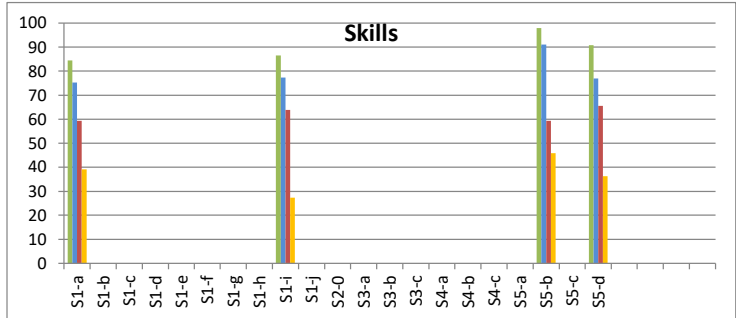
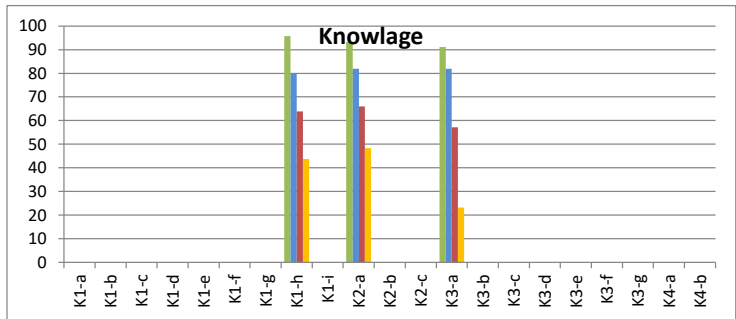
	K1-h	K2-a	K3-a	S1-a	S1-i	S5-b	S5-d
% of students scoring 60% +	96	93	91	84	87	98	91
% of students scoring 70% +	80	82	82	75	77	91	77
% of students scoring 80% +	64	66	57	59	64	59	66
% of students scoring 90% +	44	48	23	39	27	46	36



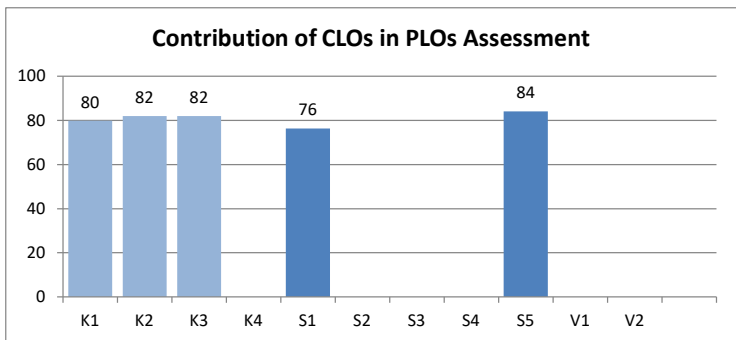
## Appendix (d): Contribution of CLOs in PLOs Assessment

### Architectural Design Studio 9

PLO	CLO	% of students scoring 60%+	% of students scoring 70%+	% of students scoring 80%+	% of students scoring 90%+
K1	K1-a	--	--	--	--
	K1-b	--	--	--	--
	K1-c	--	--	--	--
	K1-d	--	--	--	--
	K1-e	--	--	--	--
	K1-f	--	--	--	--
	K1-g	--	--	--	--
	K1-h	96	80	64	44
	K1-i	--	--	--	--
	K2	K2-a	93	82	66
K2-b		--	--	--	--
K2-c		--	--	--	--
K3	K3-a	91	82	57	23
	K3-b	--	--	--	--
	K3-c	--	--	--	--
	K3-d	--	--	--	--
	K3-e	--	--	--	--
	K3-f	--	--	--	--
	K3-g	--	--	--	--
K4	K4-a	--	--	--	--
	K4-b	--	--	--	--
S1	S1-a	84	75	59	39
	S1-b	--	--	--	--
	S1-c	--	--	--	--
	S1-d	--	--	--	--
	S1-e	--	--	--	--
	S1-f	--	--	--	--
	S1-g	--	--	--	--
	S1-h	--	--	--	--
	S1-i	87	77	64	27
	S1-j	--	--	--	--
	S1-k	--	--	--	--
S2	S2-0	--	--	--	--
S3	S3-a	--	--	--	--
	S3-b	--	--	--	--
	S3-c	--	--	--	--
S4	S4-a	--	--	--	--
	S4-b	--	--	--	--
	S4-c	--	--	--	--
S5	S5-a	--	--	--	--
	S5-b	98	91	59	46
	S5-c	--	--	--	--
	S5-d	91	77	66	36
V1	V1-a	--	--	--	--
	V1-b	--	--	--	--
	V1-c	--	--	--	--
V2	V2-a	--	--	--	--
	V2-b	--	--	--	--
	V2-c	--	--	--	--
	V2-d	--	--	--	--
	V2-e	--	--	--	--



■ % of students scoring 60%+  
■ % of students scoring 70%+  
■ % of students scoring 80%+  
■ % of students scoring 90%+



Knowledge	Skills	Values	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2
% of students scoring 70%+	% of students scoring 70%+	% of students scoring 70%+	79.84	81.94	81.94		76.28				84.05		



T-107

2022

# Course Report

Course Title:	Architectural Design Studio 10	
Course Code:	8014161-7	
Department:	Islamic Architecture	
Program:	Bachelor of Islamic Architecture (Architecture) - Plan 37	
College:	College of Engineering and Islamic Architecture	
Institution:	Umm Al-Qura University	
Academic Year:	2022-2023	
Semester:	Second Semester (Winter)	[44 2]
Course Instructor(s):	Adel M. Binyaseen	
	Magdy M. El-Bastawisy	Abdulhafeez Ahmad Alwafi
	Ehab Farouk Rached	Husam Ahmed Kheder Murad
	Khaled M. Samy Hassan Sayed	
Course Coordinator:	Adel M. Binyaseen	
Location:	Main campus <input checked="" type="checkbox"/>	branch <input type="checkbox"/>
Number of Section(s):		
Number of Students (Starting the Course):		
Number of Students (Completed the Course):		
Report Date:	March 11, 2023	



## Table of Contents:

Content	Page
<b>A. Student Results</b>	2
1. Grades Distribution	2
2. Comment on Student Grades	2
<b>B. Course Learning Outcomes</b>	3
1. Course Learning Outcomes Assessment Results	3
2. Recommendations	5
<b>C. Topics not covered</b>	6
<b>D. Course Improvement Plan</b>	6

## Appendices:

- Appendix (a): Students Satisfaction Survey.
- Appendix (b): Histogram of Module Results.
- Appendix (c): Measuring of Course Learning Outcomes CLOs (Score Input).
- Appendix (d): Contribution of CLOs in PLOs Assessment.
- Appendix (e): Consistency with Test Standards Report.
- Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course.





## A. Student Results

### 1. Grade Distribution

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
<b>Number of Students</b>	18	8	4	11	5	0	0	0	0	0	0	0	46	0	0
<b>Percentage</b>	39%	17%	9%	24%	11%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%

Average of the course from the grades: **81%**

### 2. Comment on Student Grades

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

- 57%** of students attended the classes regularly, submitted the required assignment on time with excellent level.
- 33%** of students attended the classes regularly, submitted the required assignment on time with very good level.
- 11%** of students attended the classes regularly to some extent, submitted the required assignment on time with good level.
- 0%** of students attended the classes regularly to some extent, and assignment were submitted irregularly with fair level of quality.
- 0%** of students irregularly attended classes, performance was much lower than standard and some assignments were not submitted

The "Bell Curve Grade Chart" has a fair consistency. Results are calculated based on number of students attended the final exam. The pass percentage is good and there is no need for further recommendations or actions.

The student performance during the course was maostly satisfactory, in terms of attendance and submitting course requirements.





## B. Course Learning Outcomes

### 1. Course Learning Outcomes Assessment Results

Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>1 Knowledge and Understanding:</b>					
1.1 Demonstrate an understanding of the mutual integration between human and the environment. (K1-h)	K1	Direct Observation	70% of students scoring 70%+	80%	Students well understood and performed this CLO.
1.2 Differentiate between various types of building materials, building technologies and structural systems. (K2-a)	K2	Direct Observation	70% of students scoring 70%+	70%	Students had some difficulties in understanding this CLO.
1.3 ()					
1.4 ()					
1.5 ()					
1.6 ()					
1.7 ()					
1.8					

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

#### PLOs (Knowledge and Understanding)

- K1** Demonstrate a comprehensive understanding of the built environment.
- K2** Demonstrate in-depth understanding of systems, technologies, and assemblies of construction process.
- K3** Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.
- K4** Explain concepts of mathematics and scientific theories relevant to architecture.







Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target level/ Criterion for Success	% of Students Got Target		
<b>2 Skills:</b>						
2.1	Make design decisions considering user requirements, site analysis, and environmental impacts. (S1-a)	S1	Direct Observation Drawing Exam	70% of students scoring 70%+	80%	Students well understood and performed this CLO.
2.2	Employ digital skills to analyze, develop and present projects. (S1-i)	S1	Direct Observation Oral Exam	70% of students scoring 70%+	90%	Students found this CLO most interesting among all.
2.3	Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales. (S2-0)	S2	Oral Exam	70% of students scoring 70%+	80%	Students well understood and performed this CLO.
2.4	Utilize computer applications effectively to produce graphics and models of design concepts. (S5-d)	S5	Direct Observation Drawing Exam	70% of students scoring 70%+	80%	Students well understood and performed this CLO.
2.5	()					
2.6	()					
2.7						
2.8						

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

### PLOs (Skills)

- S1** Make decisions for complex design problems in creative and scientific manners.
- S2** Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- S3** Apply scientific research for complex issues of the built environment.
- S4** Execute drawings, craftworks and physical models efficiently.
- S5** Communicate in oral & written forms; & use mathematics & information technology to process & analyze data.





Course Learning Outcomes	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>3 Values, autonomy, and responsibility:</b>					
3.1 Demonstrate persistence on achievement and distinction. (V2-d)	V2	Direct Observation Drawing Exam	70% of students scoring 70%+	80%	Students well understood and performed this CLO.
3.2 ()					
3.3 ()					
3.4 ()					
3.5 ()					
3.6 ()					
3.7					
3.8					

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

## PLOs (Values)

**V1** Demonstrate self-discipline, punctuality and commitment to all required tasks.

**V2** Demonstrate personal, professional and social responsibility.

## 2. Recommendations





## 2. Recommendations

### C. Topics not covered

Topic	Reason for Not Covering/discrepancies	Extent of their Impact on Learning Outcomes	Compensating Action
Intensive evaluation of design details	Emergency vacation	To a small extent	Scheduled meetings during office hours

### D. Course Improvement Plan (if any)

Recommendations	Actions	Needed Support
Textbooks be updated.	Instructor(s) and course coordinator will meet to improve the teaching issues.	holding meetings to discuss textbooks options

Improvement plan should be discussed at the department council and included in the annual program report

Course Instructor/ Coordinator

Adel M. Binyaseen

Head of Department

Dr. Ibraheem Nooruddeen Al-Bukhari

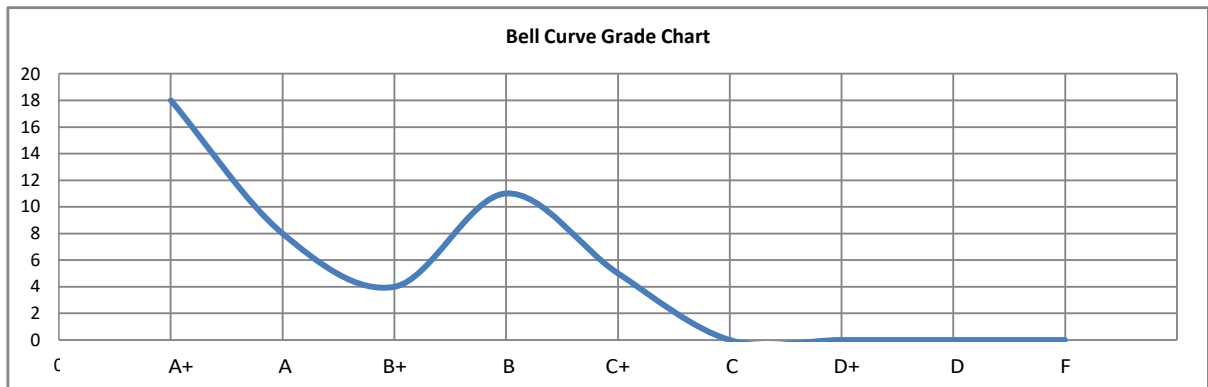


## Appendix (b): Histogram of Module Results

### 1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomp.	Pass	Fail	Withdrawn
Number of Students	18	8	4	11	5	0	0	0	0				46	0	
Percentage	39%	17%	9%	24%	11%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%

### 2. Bell Curve Grade Chart



### 3. ECTS Scale

Mark	Number of Students	Percent	ECTS scale
Less than 60			
60		0	
61		0	
62		0	
63		0	
64		0	
65		0	
66		0	
67		0	
68		0	
69		0	
70		0	
71		0	
72		0	
73		0	
74		0	
75	2	4	
76	2	4	
77	1	2	
78		0	
79		0	

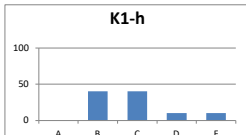
Mark	Number of Students	Percent	ECTS scale
80	6	13	
81	1	2	
82	3	7	
83	1	2	
84		0	
85	3	7	
86		0	
87	1	2	
88		0	
89		0	
90	6	13	
91	1	2	
92	1	2	
93		0	
94		0	
95	5	11	
96		0	
97	1	2	
98	12	26	
99		0	
100		0	

<span style="display:inline-block; width:15px; height:15px; background-color:yellow; border:1px solid black;"></span> A top 10% (91%–100%)	<span style="display:inline-block; width:15px; height:15px; background-color:lightblue; border:1px solid black;"></span> C next 30% (36%–65%)	<span style="display:inline-block; width:15px; height:15px; background-color:purple; border:1px solid black;"></span> E next 10% (0%–10%)
<span style="display:inline-block; width:15px; height:15px; background-color:lightgreen; border:1px solid black;"></span> B next 25% (66%–90%)	<span style="display:inline-block; width:15px; height:15px; background-color:orange; border:1px solid black;"></span> D next 25% (11%–35%)	<span style="display:inline-block; width:15px; height:15px; background-color:gray; border:1px solid black;"></span> F -

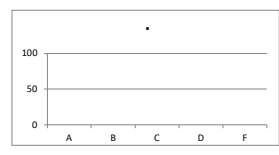
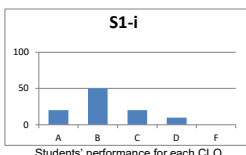
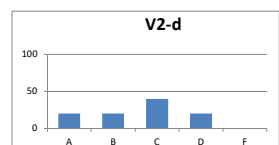
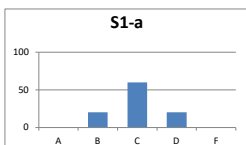
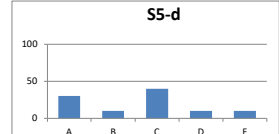
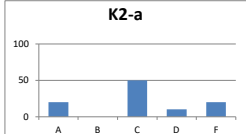
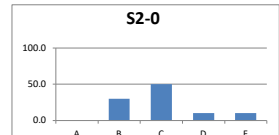


## Appendix (c): Measuring of Course Learning Outcomes (Score Input)

No.	Student's Name or ID	Continuous Assessment	Continuous Assessment	Continuous Assessment	Midium Exam	Midium Exam	Midium Exam	Continuous Assessment	Continuous Assessment	Continuous Assessment	Final Exam	Final Exam	Final Exam	Final Exam	Final Exam	Total
		S1-a	S5-d	V2-d	S1-a	S5-d	V2-d	K1-h	S1-i	K2-a	S1-a	S1-i	S2-0	S5-d	V2-d	
		Q01 (9)	Q02 (7)	Q03 (5)	Q01 (9)	Q02 (7)	Q03 (5)	Q04 (9)	Q05 (7)	Q06 (7)	Q01 (9)	Q05 (7)	Q06 (7)	Q02 (7)	Q03 (5)	
1	438003880	7.5	6	4	7.5	6.5	5	8	6.5	7	7	7	6	6.5	4.5	89
2	439010407	7	6.5	4	8.5	6.5	4.5	8	6	6.5	6	6.5	6	6	4.5	87
3	439000863	6	6	4	8	7	3	7.5	6	5.5	6.5	5.5	5.5	6	3	80
4	439006450	7	6	3	6	7	4.5	6.5	5.5	5	6	6	5	5.5	4	77
5	439007705	7.5	5.5	4	8	6	3	7	6	5.5	7	7	5	5	3.5	80
6	439003401	7	5	3.5	8.5	5.5	3.5	6.5	5.5	5	6	6	6	5.5	3	77
7	439010812	6.5	5	5	8.5	6	4	6	6	5	6.5	5	5.5	5	4	78
8	435025809	7	4	4	8	5.5	5	6.5	5	4.5	6	6.5	5	5	5	77
9	437001135	6	4	4	6	5	3.5	7.5	5	4	5.5	5	4.5	6	3.5	70
10	439003510	5	4	3	7	4	4	5	4.5	3.5	5	5	4	4	4	62
Total		10														



K1-h	K2-a	S1-a	S1-i	S2-0	S5-d	V2-d
9	7	27	14	7	21	15
89	100	81	96	86	90	90
89	93	80	89	86	90	87
83	79	76	82	79	90	67
72	71	70	82	71	88	77
78	79	83	93	71	79	70
72	71	80	82	86	76	67
67	71	80	79	79	76	87
72	64	78	82	71	69	93
83	57	65	71	64	71	73
56	50	63	68	57	57	73

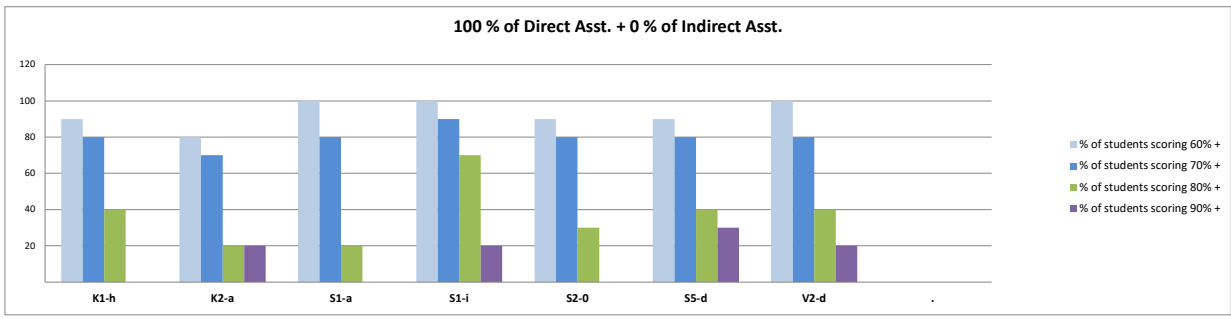


Average	K1-h	K2-a	S1-a	S1-i	S2-0	S5-d	V2-d
	76	74	76	83	75	79	78

	Direct Assessment						
	K1-h	K2-a	S1-a	S1-i	S2-0	S5-d	V2-d
% of students scoring 60% +	90	80	100	100	90	90	100
% of students scoring 70% +	80	70	80	90	80	80	80
% of students scoring 80% +	40	20	20	70	30	40	40
% of students scoring 90% +	20	20	20	20	30	20	20

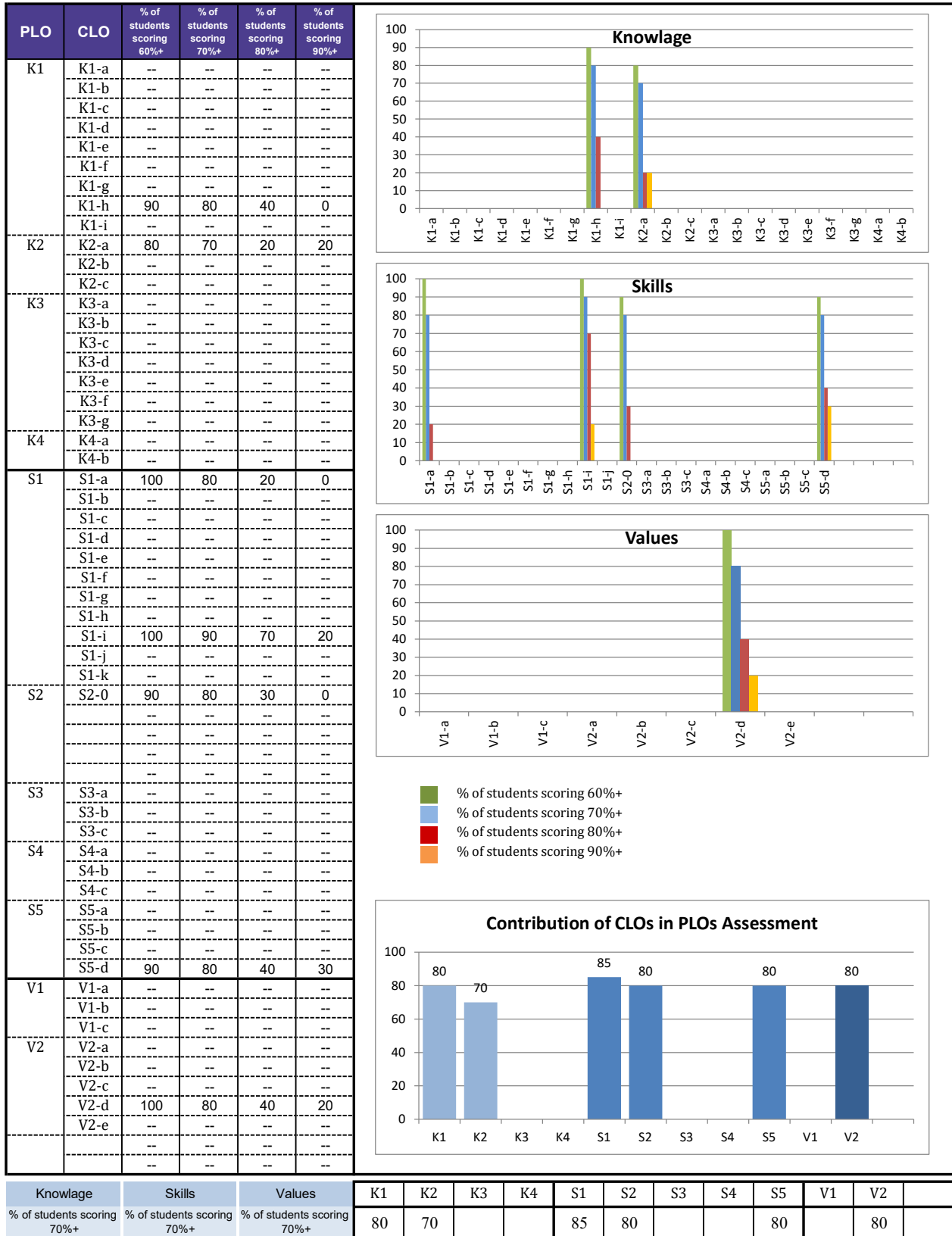
	Indirect Assessment						
	K1-h	K2-a	S1-a	S1-i	S2-0	S5-d	V2-d
% of students scoring 60% +	0	0	0	0	0	0	0
% of students scoring 70% +	0	0	0	0	0	0	0
% of students scoring 80% +	0	0	0	0	0	0	0
% of students scoring 90% +	0	0	0	0	0	0	0

100 % of Direct Asst. + 0 % of Indirect Asst.							
	K1-h	K2-a	S1-a	S1-i	S2-0	S5-d	V2-d
% of students scoring 60% +	90	80	100	100	90	90	100
% of students scoring 70% +	80	70	80	90	80	80	80
% of students scoring 80% +	40	20	20	70	30	40	40
% of students scoring 90% +	20	20	20	20	30	20	20



## Appendix (d): Contribution of CLOs in PLOs Assessment

### Architectural Design Studio 10





Programme of  
**Architecture and Planning**



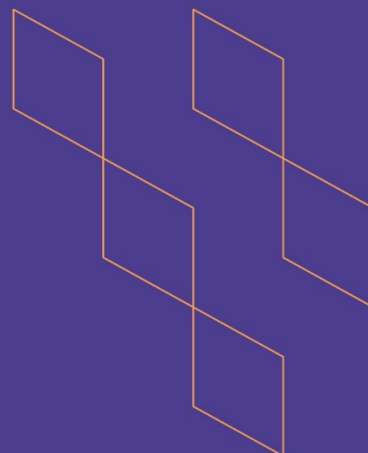




T-107

2022

# Course Report



Course Title:	Architectural Formation Principles Studio 1		
Course Code:	ARC 1001		
Department:	Islamic Architecture		
Program:	Bachelor of Architecture and Planning (Architecture)		
College:	College of Engineering and Islamic Architecture		
Institution:	Umm Al-Qura University		
Academic Year:	2022-2023	[44	1]
Semester:	First Semester (Fall)		
Course Instructor(s):	Mohamed Wahba Ibrahim Khalil	Mohammad Altaher AlJifri	
	Abdullah Abdulhameed Bagasi	Mohammed Dakhilallah Alharthi	
	Saleh Farook Saleh Salamah		
Course Coordinator:	Mohamed Wahba Ibrahim Khalil		
Location:	Main campus <input checked="" type="checkbox"/>	branch	<input type="checkbox"/>
Number of Section(s):			
Number of Students (Starting the Course):	55		
Number of Students (Completed the Course):	50		
Report Date:	Dec. 24, 2022		





## Table of Contents:

Content	Page
A. Student Results	٢
1. Grades Distribution	٢
2. Comment on Student Grades	٢
B. Course Learning Outcomes	٣
1. Course Learning Outcomes Assessment Results	٣
2. Recommendations	٥
C. Topics not covered	٦
D. Course Improvement Plan	٦

## Appendices:

- Appendix (a): Students Satisfaction Survey.
- Appendix (b): Histogram of Module Results.
- Appendix (c): Measuring of Course Learning Outcomes CLOs (Score Input).
- Appendix (d): Contribution of CLOs in PLOs Assessment.
- Appendix (e): Consistency with Test Standards Report.
- Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course.



## A. Student Results

### 1. Grade Distribution

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
<b>Number of Students</b>	13	16	7	9	3	1	0	1	5	0	5	0	0	5	0
<b>Percentage</b>	24%	29%	13%	16%	5%	2%	0%	2%	9%	0%	0%	0%	91%	9%	0%

Average of the course from the grades: **73%**

### 2. Comment on Student Grades

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

53% of students attended the classes regularly, submitted the required assignment on time with excellent level.

29% of students attended the classes regularly, submitted the required assignment on time with very good level.

7% of students attended the classes regularly to some extent, submitted the required assignment on time with good level.

2% of students attended the classes regularly to some extent, and assignment were submitted irregularly with fair level of quality.

9% of students irregularly attended classes, performance was much lower than standard and some assignments were not submitted

The "Bell Curve Grade Chart" has a high consistency. The results are within the normal distribution. Results are calculated based on number of students attended the final exam. The pass percent. is very good & there is no need for further recommendations or actions.





## B. Course Learning Outcomes

### 1. Course Learning Outcomes Assessment Results

Course Learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>1 Knowledge and Understanding:</b>					
1.1 Demonstrate an understanding of the basics of architectural formation. (K1-c)	K1	Assignments & Tasks	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
1.2 Demonstrate an understanding of the fine arts as an influence on the quality of the design. (K1-o)	K1	Assignments & Tasks	70% of students scoring 70%+	95%	Students well understood and performed this CLO.
1.3 ()					
1.4 ()					
1.5 ()					
1.6 ()					
1.7 ()					
1.8					

\* Scores include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

#### PLOs (Knowledge)



- K1** Demonstrate a comprehensive understanding of the built environment.
- K2** Demonstrate an in-depth understanding of systems, technologies, safety and assemblies of the built environment.
- K3** Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.
- K4** Explain concepts of mathematics and scientific theories relevant to architecture.





2	Course Learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
				Target level/ Criterion for Success	% of Students Got Target	
2.1	Employ manual skills to develop and present projects. (S4-a)	S4	Assignments & Tasks	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
2.2	Perform drawings efficiently and accurately. (S4-c)	S4	Drawing Exam	70% of students scoring 70%+	95%	Students well understood and performed this CLO.
2.3	()					
2.4	()					
2.5	()					
2.6	()					
2.7						
2.8						

\* Scores include indirect assessment

 Equal or above the target level.  
 Lower than the target level.

### PLOs (Skills)

- S1 Make decisions for complex design problems in creative and scientific manners.
- S2 Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- S3 Apply scientific research for complex issues of the built environment.
- S4** Execute drawings, craftworks and physical models efficiently.
- S5 Communicate in different forms to demonstrate understanding and transfer knowledge.



Course Learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>3 Values, autonomy, and responsibility:</b>					
3.1 Demonstrate self-discipline and punctuality. (V1-a)	V1	Direct Observation	70% of students scoring 70%+	94%	Students' performance was much lower than standard.
3.2 Demonstrate persistence on achievement and distinction. (V2-d)	V2	Direct Observation	70% of students scoring 70%+	95%	Students had some difficulties in understanding this CLO.
3.3 Complete tasks under pressure and within the expected time frame. (V2-e)	V2	Direct Observation	70% of students scoring 70%+	94%	Students had some difficulties in understanding this CLO.
3.4 ()					
3.5 ()					
3.6 ()					
3.7					
3.8					

\* Scores include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

### PLOs (Values)

- V1** Demonstrate self-discipline, punctuality and commitment to all required tasks.
- V2** Demonstrate personal, professional and social responsibility.



## 2. Recommendations

### C. Topics not covered

Topics	Reason for Not Covering	Extent of their Impact on Learning Outcomes	Compensating Action*
None	None	None	None

### D. Course Improvement Plan (if any)

Recommendations	Actions	Needed Support
Textbooks be updated.	Instructor(s) and the head of the department will meet to solve problems.	Textbooks be updated.at the library

Improvement plan should be discussed at the department council and included in the annual program report

Course Instructor/ Coordinator

Mohamed Wahba Ibrahim Khalil

Head of Department

Dr. Ibraheem Nooruddeen Al-Bukhari



## Appendix (a): Students Satisfaction Survey

### Academic Staff

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The teacher always attends the lectures on time	35	7	1	1	0
He presents objectives and content of the course in the first lecture	38	4	2	0	0
The lecturer invests lecture time in a good manner	33	6	4	1	0
He presents the content in an interesting & thought-provoking manner	36	4	3	1	0
The lecture encourages discussions during lecture	34	6	4	0	0
The lecture respects students opinion	31	9	3	0	1
The lecturer answers questions during office hours	35	7	1	0	1

### Evaluation System

Number of projects and assignments is appropriate	18	9	12	2	3
Time allotted for projects and assignments is appropriate	13	13	13	3	2
Assessment is generally fair	21	11	7	2	3

### Equipment and Facilities

Space area seems adequate	30	8	5	1	0
The cleanliness seems good	16	6	17	4	1
The equipment seems adequate	18	13	7	4	2
References are available	21	14	8	1	0

### How Well Students Have Learned CLOs

(K1-c) Demonstrate an understanding of the basics of architectural formation.	23	19	2	0	0
(K1-o) Demonstrate an understanding of the fine arts as an influence on the quality of the design.	22	15	7	0	0
(S4-a) Employ manual skills to develop and present projects.	23	19	2	0	0
(S4-c) Perform drawings efficiently and accurately.	29	13	2	0	0
(V1-a) Demonstrate self-discipline and punctuality.	30	9	4	1	0
(V2-d) Demonstrate persistence on achievement and distinction.	28	12	4	0	0
(V2-e) Complete tasks under pressure and within the expected time frame.	25	8	10	1	0

### آراء أخرى

### Other opinions

Satisfaction Percentage % **85.7**

ما أكثر شيء أعجبك في هذا المقرر؟

What did you like the most in this course?

تدرج دروس المقرر بحيث بدأت بالسهل ثم الصعب.  
العمل الجماعي وبيئة العمل  
التنوع في التعلم  
معرفة والله  
أكثر شيء أعجبني ف المقرر تعاون الدكتورة مع الطلاب  
العمل الجماعي وشرح الدكتور الممتاز للمقرر  
الجزء العملي فيه كان جدا ممتع  
كل شيء  
الإبداع  
الحصول على معرفة شاملة بنقاصيل المشروع  
كل شيء جميل في المقرر.

Draw

تعلم طرق الرسم الهندسي وطريقة تعلم الرسم المعماري  
الرسم و المناقشه مع الآخرين  
أن هذا المقرر يكسب الطالب المهارات الأساسية للرسم ويعطيه فكرة عامة عن التخصص  
المساعدة على الابتكار  
التعاون بين الزملاء  
الدكتورة  
ولاشي محدد بعينه  
لانه في ابداع  
الفن و الإبداع و الحريه ف التعبير  
المرونة من جانب بعض الاساتذة  
متعم ورشة العمل والجو العام للمقرر  
الإبداع وينتمي عند الطالب دون اين يشعر



ما هي مقترحاتك لتطوير المقرر؟

## What are your suggestions to improve the course?

لا أملك اي مقترحات.

لا يحتاج الال مهله بين كل تمرين و تمرين

اعطاء وقت استراحة اكثر

اشوف صراحه تغييرو من نظام الرسومات هذي وندخل على طول فالاشياء حقت الهندسة

للان اشوف وضع المقرر ممتاز ممكن ف المستقبل يحتاج الي تطوير حاليا مايجتاح

لا شيء كل شيء جيد ونوجه الشكر لاساتذة المقرر والمنظمين على جهودهم

تطوير بعض الدكاترة وترك مساحة ابداعية للطلاب

لا يوجد

time increase

اعطاء وقت كافي للمقرر لانه تشكك الضغط علينا قليلا

لا يوجد

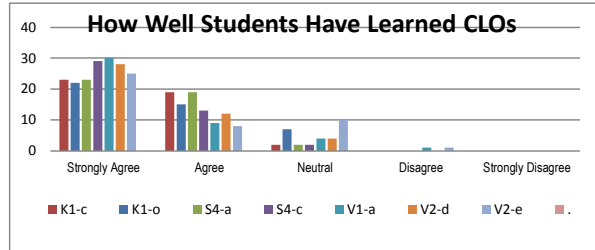
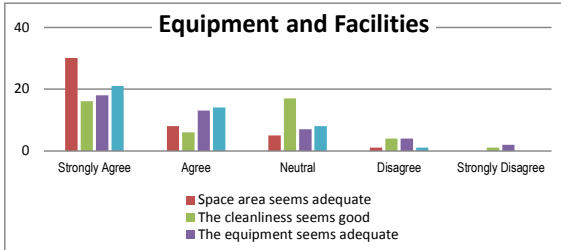
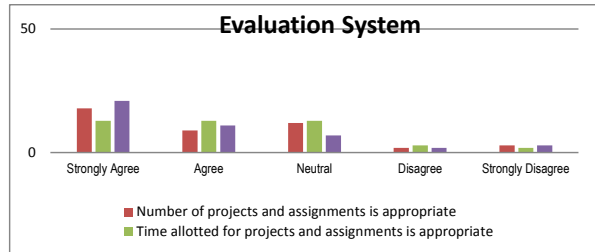
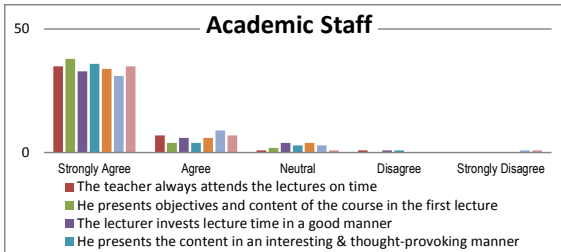
لايوجد

تجديد الاستديوهات

مراجعته هيكل استديو ١ لانه متعب و ممل

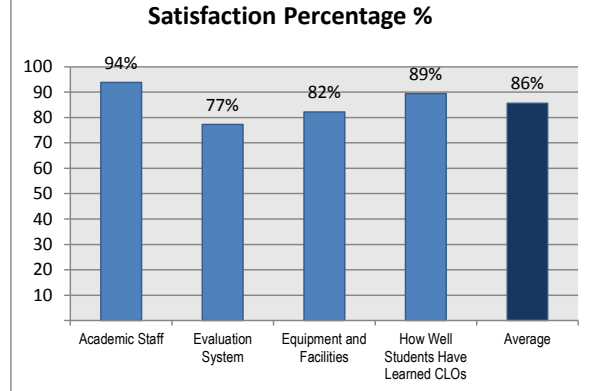
اضافة الالوان اضافة رسمية

اعطاء الحرية للطلاب في التصميم



## Course Learning Outcomes (CLOs)

- K1-c Demonstrate an understanding of the basics of architectural formation.
- K1-o Demonstrate an understanding of the fine arts as an influence on the quality of the design.
- S4-a Employ manual skills to develop and present projects.
- S4-c Perform drawings efficiently and accurately.
- V1-a Demonstrate self-discipline and punctuality.
- V2-d Demonstrate persistence on achievement and distinction.
- V2-e Complete tasks under pressure and within the expected time frame.

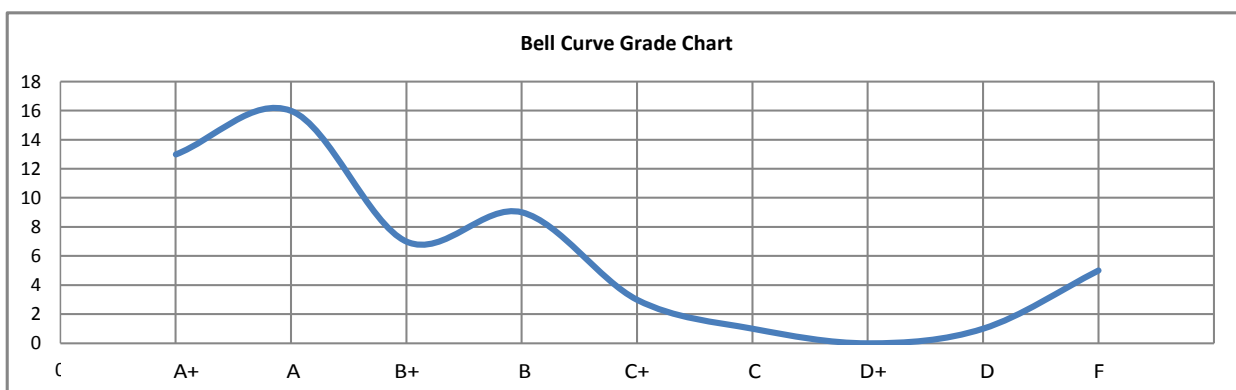


## Appendix (b): Histogram of Module Results

### 1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomp.	Pass	Fail	Withdraw n
Number of Students	13	16	7	9	3	1	0	1	5				50	5	
Percentage	24%	29%	13%	16%	5%	2%	0%	2%	9%	0%	0%	0%	91%	9%	0%







### 2. Bell Curve Grade Chart



### 3. ECTS Scale

Mark	Number of Students	Percent	ECTS scale
Less than 60	5		
60	1	2	2
61		0	2
62		0	2
63		0	2
64		0	2
65		0	2
66		0	2
67		0	2
68		0	2
69		0	2
70		0	2
71	1	2	4
72		0	4
73		0	4
74		0	4
75	1	2	6
76	2	4	6
77		0	6
78		0	6
79		0	6

Mark	Number of Students	Percent	ECTS scale
80	4	8	8
81	2	4	8
82	2	4	8
83	1	2	8
84	0	0	8
85	2	4	8
86	1	2	8
87	3	6	8
88	1	2	8
89	0	0	8
90	9	18	8
91	3	6	8
92	2	4	8
93	2	4	8
94	0	0	8
95	7	14	8
96	1	2	8
97	1	2	8
98	3	6	8
99	1	2	8
100		0	8

	<b>A</b> top 10% (91%–100%)		<b>C</b> next 30% (36%–65%)		<b>E</b> next 10% (0%–10%)
	<b>B</b> next 25% (66%–90%)		<b>D</b> next 25% (11%–35%)		<b>F</b> -

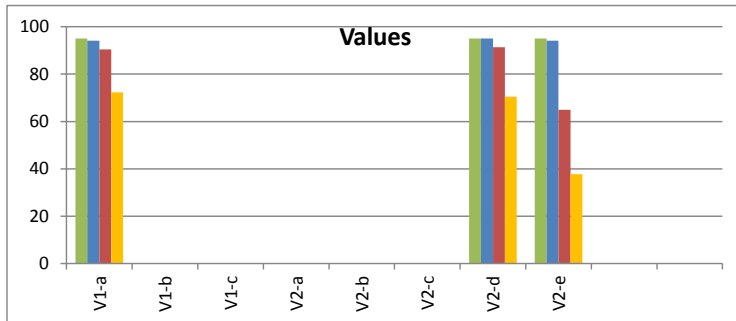
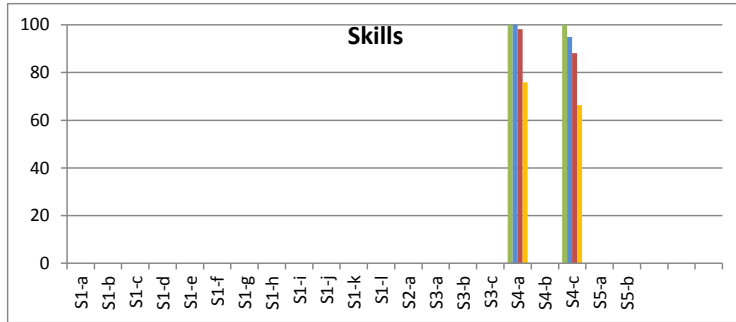
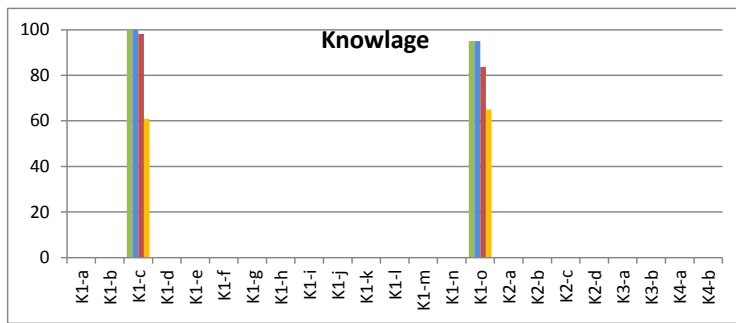




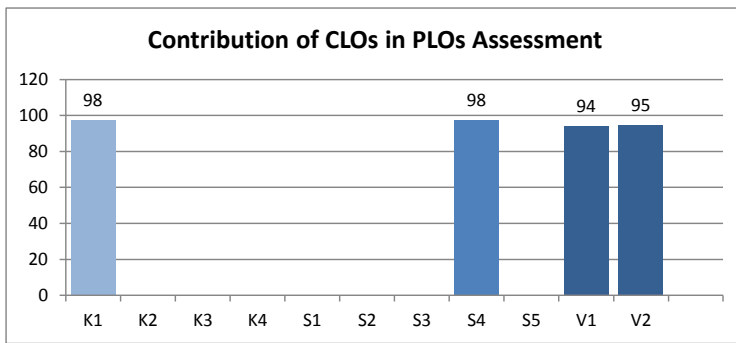
## Appendix (d): Contribution of CLOs in PLOs Assessment

### Architectural Formation Principles Studio 1

PLO	CLO	% of students scoring 60%+	% of students scoring 70%+	% of students scoring 80%+	% of students scoring 90%+
K1	K1-a	--	--	--	--
	K1-b	--	--	--	--
	K1-c	100	100	98	61
	K1-d	--	--	--	--
	K1-e	--	--	--	--
	K1-f	--	--	--	--
	K1-g	--	--	--	--
	K1-h	--	--	--	--
	K1-i	--	--	--	--
	K1-j	--	--	--	--
	K1-k	--	--	--	--
	K1-l	--	--	--	--
	K1-m	--	--	--	--
	K1-n	--	--	--	--
	K1-o	95	95	84	65
K2	K2-a	--	--	--	--
	K2-b	--	--	--	--
	K2-c	--	--	--	--
	K2-d	--	--	--	--
K3	K3-a	--	--	--	--
	K3-b	--	--	--	--
K4	K4-a	--	--	--	--
	K4-b	--	--	--	--
S1	S1-a	--	--	--	--
	S1-b	--	--	--	--
	S1-c	--	--	--	--
	S1-d	--	--	--	--
	S1-e	--	--	--	--
	S1-f	--	--	--	--
	S1-g	--	--	--	--
	S1-h	--	--	--	--
	S1-i	--	--	--	--
	S1-j	--	--	--	--
	S1-k	--	--	--	--
	S1-l	--	--	--	--
S2	S2-a	--	--	--	--
S3	S3-a	--	--	--	--
	S3-b	--	--	--	--
	S3-c	--	--	--	--
S4	S4-a	100	100	98	76
	S4-b	--	--	--	--
	S4-c	100	95	88	66
S5	S5-a	--	--	--	--
	S5-b	--	--	--	--
V1	V1-a	95	94	90	72
	V1-b	--	--	--	--
	V1-c	--	--	--	--
V2	V2-a	--	--	--	--
	V2-b	--	--	--	--
	V2-c	--	--	--	--
	V2-d	95	95	91	70
	V2-e	95	94	65	38



■ % of students scoring 60%+  
■ % of students scoring 70%+  
■ % of students scoring 80%+  
■ % of students scoring 90%+



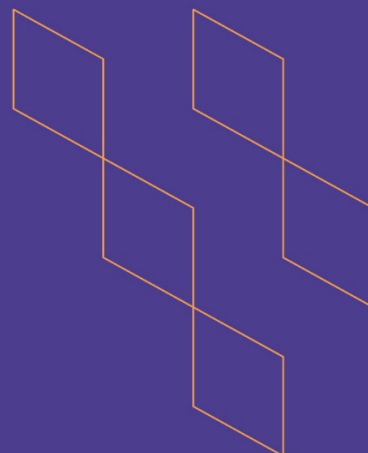
Knowledge	Skills	Values	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2
% of students scoring 70%+	% of students scoring 70%+	% of students scoring 70%+	94,0							94,0		94,0	94,0



T-107

2022

# Course Report



Course Title:	Architectural Formation Principles Studio 2		
Course Code:	ARC 1002		
Department:	Islamic Architecture		
Program:	Bachelor of Architecture and Planning (Architecture)		
College:	College of Engineering and Islamic Architecture		
Institution:	Umm Al-Qura University		
Academic Year:	2022-2023	[44 2]	
Semester:	Second Semester (Winter)		
Course Instructor(s):	Mohamed Wahba Ibrahim Khalil	Mohammad Altaher AlJifri	
	Abdullah Abdulhameed Bagasi	Mohammed Dakhilallah Alharthi	
	Saleh Farook Saleh Salamah		
Course Coordinator:			
Location:	Main campus <input checked="" type="checkbox"/>	branch <input type="checkbox"/>	
Number of Section(s):			
Number of Students (Starting the Course):	46		
Number of Students (Completed the Course):	45		
Report Date:	March 10, 2023		



## Table of Contents:

Content	Page
<b>A. Student Results</b>	٢
1. Grades Distribution	٢
2. Comment on Student Grades	٢
<b>B. Course Learning Outcomes</b>	٣
1. Course Learning Outcomes Assessment Results	٣
2. Recommendations	٥
<b>C. Topics not covered</b>	٦
<b>D. Course Improvement Plan</b>	٦

## Appendices:

- Appendix (a): Students Satisfaction Survey.
- Appendix (b): Histogram of Module Results.
- Appendix (c): Measuring of Course Learning Outcomes CLOs (Score Input).
- Appendix (d): Contribution of CLOs in PLOs Assessment.
- Appendix (e): Consistency with Test Standards Report.
- Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course.





## A. Student Results

### 1. Grade Distribution

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
<b>Number of Students</b>	14	9	6	8	5	2	1	0	0	0	0	0	0	0	0
<b>Percentage</b>	31%	20%	13%	18%	11%	4%	2%	0%	0%	0%	0%	0%	0%	0%	0%

Average of the course from the grades: **78%**

### 2. Comment on Student Grades

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

51% of students attended the classes regularly, submitted the required assignment on time with excellent level.

31% of students attended the classes regularly, submitted the required assignment on time with very good level.

16% of students attended the classes regularly to some extent, submitted the required assignment on time with good level.

2% of students attended the classes regularly to some extent, and assignment were submitted irregularly with fair level of quality.

0% of students irregularly attended classes, performance was much lower than standard and some assignments were not submitted

The "Bell Curve Grade Chart" has a high consistency. The results are within the normal distribution. Results are calculated based on number of students attended the final exam. The pass percent. is very good & there is no need for further recommendations or actions.







## B. Course Learning Outcomes

### 1. Course Learning Outcomes Assessment Results

Course Learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>1 Knowledge and Understanding:</b>					
1.1 Demonstrate an understanding of the basics of architectural formation. (K1-c)	K1	Assignments & Tasks	70% of students scoring 70%+	92%	Students well understood and performed this CLO.
1.2 Demonstrate an understanding of various ways of representing the built environment. (K1-d)	K1	Assignments & Tasks	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
1.3 ()					
1.4					
1.5 ()					
1.6					
1.7 ()					
1.8					

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

#### PLOs (Knowledge)

- K1** Demonstrate a comprehensive understanding of the built environment.
- K2** Demonstrate an in-depth understanding of systems, technologies, safety and assemblies of the built environment.
- K3** Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.
- K4** Explain concepts of mathematics and scientific theories relevant to architecture.





Course Learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target level/ Criterion for Success	% of Students Got Target		
<b>2 Skills:</b>						
2.1	Create innovative concepts and forms for the built environment. (S1-c)	S1	Assignments & Tasks	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
2.2	Employ manual skills to develop and present projects. (S4-a)	S4	Direct Observation	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
2.3	Perform drawings efficiently and accurately. (S4-c)	S4	Assignments & Tasks	70% of students scoring 70%+	100%	Students well understood and performed this CLO.
2.4	()					
2.5	()					
2.6	()					
2.7						
2.8						

\* Scores did not include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.



### PLOs (Skills)

- S1** Make decisions for complex design problems in creative and scientific manners.
- S2** Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- S3** Apply scientific research for complex issues of the built environment.
- S4** Execute drawings, craftworks and physical models efficiently.
- S5** Communicate in different forms to demonstrate understanding and transfer knowledge.



Course Learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>3 Values, autonomy, and responsibility:</b>					
3.1 Demonstrate self-discipline and punctuality. (V1-a)	V1	Direct Observation	70% of students scoring 70%+	75%	Students had some difficulties in understanding this CLO.
3.2 ()					
3.3 ()					
3.4 ()					
3.5 ()					
3.6 ()					
3.7					
3.8					

\* Scores did not include indirect assessment

 Equal or above the target level.  
 Lower than the target level.

### PLOs (Values)

- V1** Demonstrate self-discipline, punctuality and commitment to all required tasks.
- V2** Demonstrate personal, professional and social responsibility.



## 2. Recommendations

### C. Topics not covered

Topics	Reason for Not Covering	Extent of their Impact on Learning Outcomes	Compensating Action*
Architectural drawing of isometric	Students didn't attend as they register late	None	Extra Lectures were given during breaks

### D. Course Improvement Plan (if any)

Recommendations	Actions	Needed Support
More application of active learning techniques be provided.	Instructor(s) and course coordinator will meet to improve the teaching issues.	

Improvement plan should be discussed at the department council and included in the annual program report

Course Instructor/ Coordinator

Head of Department

يعتمد



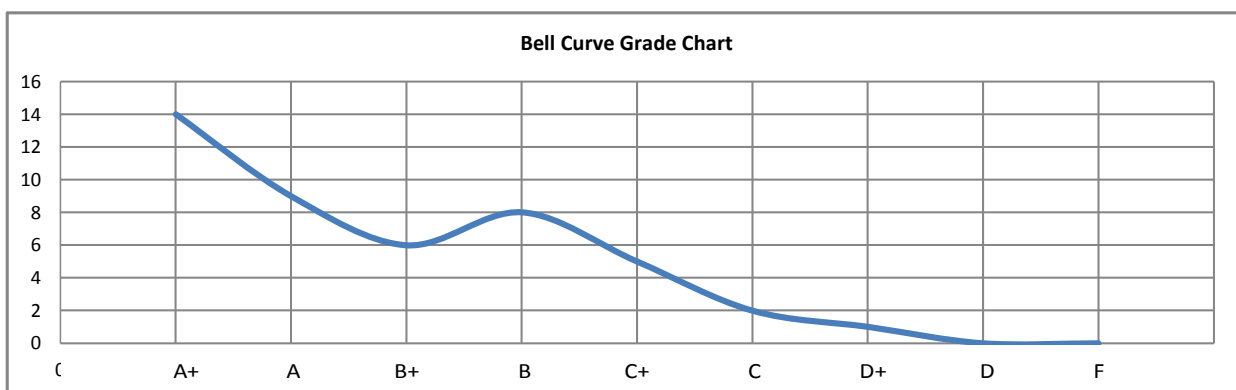
Dr. Ibraheem Nooruddeen Al-Bukhari

## Appendix (b): Histogram of Module Results

### 1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomp.	Pass	Fail	Withdrawn
Number of Students	14	9	6	8	5	2	1	0	0				45	0	
Percentage	31%	20%	13%	18%	11%	4%	2%	0%	0%	0%	0%	0%	100%	0%	0%







### 2. Bell Curve Grade Chart



### 3. ECTS Scale

Mark	Number of Students	Percent	ECTS scale
Less than 60			
60		0	0
61		0	0
62		0	0
63		0	0
64		0	0
65	1	2	2
66		0	2
67		0	2
68		0	2
69		0	2
70		0	2
71		0	2
72	2	4	2
73		0	2
74		0	2
75	2	4	2
76	1	2	2
77	2	4	2
78		0	2
79		0	2

Mark	Number of Students	Percent	ECTS scale
80	5	11	3
81		0	3
82	3	7	3
83		0	3
84		0	3
85	5	11	3
86		0	3
87	1	2	3
88		0	3
89		0	3
90	9	20	3
91		0	3
92		0	3
93		0	3
94		0	3
95	9	20	3
96	2	4	3
97	1	2	3
98	2	4	3
99		0	3
100		0	3

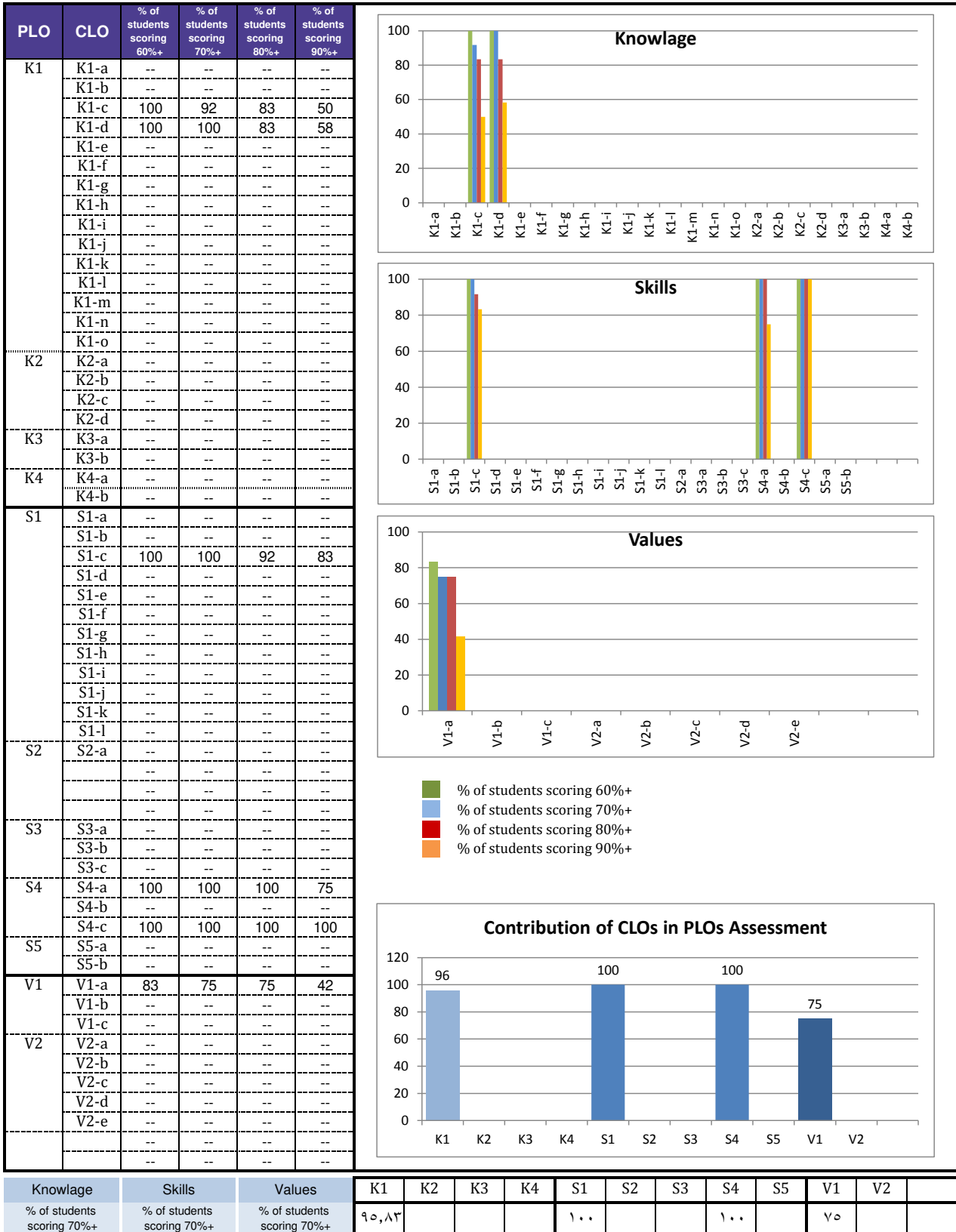
	A	top 10% (91%–100%)		C	next 30% (36%–65%)		E	next 10% (0%–10%)
	B	next 25% (66%–90%)		D	next 25% (11%–35%)		F	-





## Appendix (d): Contribution of CLOs in PLOs Assessment

### Architectural Formation Principles Studio 2



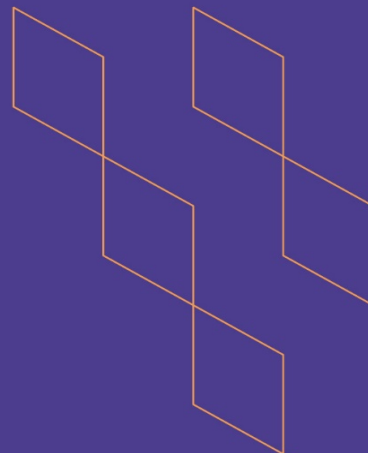




T-107

2022

# Course Report



Course Title:	Fundamental Design Principles Studio	
Course Code:	ARC 1003	
Department:	Islamic Architecture	
Program:	Bachelor of Architecture and Planning (Architecture)	
College:	College of Engineering and Islamic Architecture	
Institution:	Umm Al-Qura University	
Academic Year:	2022-2023	[44 3]
Semester:	Third Semester (Spring)	
Course Instructor(s):	Mohamed Wahba Ibrahim Khalil	Faisal M. Al-Sherif
	Abdullah Abdulhameed Bagasi	Mohammad Altaher AlJifri
	Mohamed Abubaker Bakader	Saleh Farook Saleh Salamah
Course Coordinator:	Mohamed Wahba Ibrahim Khalil	
Location:	Main campus <input checked="" type="checkbox"/>	branch <input type="checkbox"/>
Number of Section(s):		
Number of Students (Starting the Course):	45	
Number of Students (Completed the Course):	45	
Report Date:	June 21, 2023	



## Table of Contents:

Content	Page
<b>A. Student Results</b>	٢
1. Grades Distribution	٢
2. Comment on Student Grades	٢
<b>B. Course Learning Outcomes</b>	٣
1. Course Learning Outcomes Assessment Results	٣
2. Recommendations	٥
<b>C. Topics not covered</b>	٦
<b>D. Course Improvement Plan</b>	٦

## Appendices:

- Appendix (a): Students Satisfaction Survey.
- Appendix (b): Histogram of Module Results.
- Appendix (c): Measuring of Course Learning Outcomes CLOs (Score Input).
- Appendix (d): Contribution of CLOs in PLOs Assessment.
- Appendix (e): Consistency with Test Standards Report.
- Appendix (f): Correction Report for Random Sample of Student Answers in Studied Course.





## A. Student Results

### 1. Grade Distribution

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomplete	Pass	Fail	Withdrawn
<b>Number of Students</b>	6	16	9	8	6	0	0	0	0	0	0	0	0	0	0
<b>Percentage</b>	13%	36%	20%	18%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Average of the course from the grades: **77%**

### 2. Comment on Student Grades

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

49% of students attended the classes regularly, submitted the required assignment on time with excellent level.

38% of students attended the classes regularly, submitted the required assignment on time with very good level.

13% of students attended the classes regularly to some extent, submitted the required assignment on time with good level.

0% of students attended the classes regularly to some extent, and assignment were submitted irregularly with fair level of quality.

0% of students irregularly attended classes, performance was much lower than standard and some assignments were not submitted

The "Bell Curve Grade Chart" has a high consistency. The results are within the normal distribution. Results are calculated based on number of students attended the final exam. The pass percent. is very good & there is no need for further recommendations or actions.





## B. Course Learning Outcomes

### 1. Course Learning Outcomes Assessment Results

Course Learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>1 Knowledge and Understanding:</b>					
1.1 Define functional requirements and relationships for different sectors of the built environment. (K1-b)	K1	Eval. of Project(s)	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
1.2 Demonstrate an understanding of various ways of representing the built environment. (K1-d)	K1	Assignments & Tasks	70% of students scoring 70%+	100%	Students well understood and performed this CLO.
1.3 ()					
1.4					
1.5 ()					
1.6					
1.7 ()					
1.8					

\* Scores include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.

#### PLOs (Knowledge)

- K1** Demonstrate a comprehensive understanding of the built environment.
- K2** Demonstrate an in-depth understanding of systems, technologies, safety and assemblies of the built environment.
- K3** Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.
- K4** Explain concepts of mathematics and scientific theories relevant to architecture.





Course Learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results	
			Target level/ Criterion for Success	% of Students Got Target		
<b>2 Skills:</b>						
2.1	Make design decisions considering user requirements and various environmental impacts. (S1-a)	S1	Direct Observation	70% of students scoring 70%+	100%	Students well understood and performed this CLO.
2.2	Employ manual skills to develop and present projects. (S4-a)	S4	Eval. of Project(s)	70% of students scoring 70%+	100%	Students found this CLO most interesting among all.
2.3	()					
2.4	()					
2.5	()					
2.6	()					
2.7						
2.8						

\* Scores include indirect assessment

■ Equal or above the target level.  
■ Lower than the target level.



### PLOs (Skills)

- S1** Make decisions for complex design problems in creative and scientific manners.
- S2** Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.
- S3** Apply scientific research for complex issues of the built environment.
- S4** Execute drawings, craftworks and physical models efficiently.
- S5** Communicate in different forms to demonstrate understanding and transfer knowledge.



Course Learning Outcomes (CLOs)	PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Target level/ Criterion for Success	% of Students Got Target	
<b>3 Values, autonomy, and responsibility:</b>					
3.1 Demonstrate respect to different points of view. (V1-b)	V1	Direct Observation	70% of students scoring 70%+	100%	Students well understood and performed this CLO.
3.2 ()					
3.3 ()					
3.4 ()					
3.5 ()					
3.6 ()					
3.7					
3.8					

\* Scores include indirect assessment

 Equal or above the target level.  
 Lower than the target level.

### PLOs (Values)

**V1** Demonstrate self-discipline, punctuality and commitment to all required tasks.

**V2** Demonstrate personal, professional and social responsibility.





## 2. Recommendations

### C. Topics not covered

Topics	Reason for Not Covering	Extent of their Impact on Learning Outcomes	Compensating Action*
None	None	None	None

### D. Course Improvement Plan (if any)

Recommendations	Actions	Needed Support
None		

Improvement plan should be discussed at the department council and included in the annual program report

Course Instructor/ Coordinator

Head of Department

Mohamed Wahba Ibrahim Khalil

يُعتمد



Dr. Ibraheem Nooruddeen Al-Bukhari

## Appendix (a): Students Satisfaction Survey

### Academic Staff

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The teacher always attends the lectures on time	34	4	2	0	0
He presents objectives and content of the course in the first lecture	36	3	0	0	1
The lecturer invests lecture time in a good manner	29	6	3	1	1
He presents the content in an interesting & thought-provoking manner	31	7	0	2	0
The lecture encourages discussions during lecture	30	4	4	2	0
The lecture respects students opinion	28	6	5	0	1
The lecturer answers questions during office hours	36	3	1	0	0

### Evaluation System

Number of projects and assignments is appropriate	21	9	9	0	1
Time allotted for projects and assignments is appropriate	18	10	7	3	2
Assessment is generally fair	22	9	5	3	1

### Equipment and Facilities

Space area seems adequate	24	8	5	2	1
The cleanliness seems good	17	7	6	5	5
The equipment seems adequate	21	6	3	6	4
References are available	26	9	4	0	1

### How Well Students Have Learned CLOs

(K1-b) Define functional requirements and relationships for different sectors of the built environment.	25	13	2	0	0
(K1-d) Demonstrate an understanding of various ways of representing the built environment.	24	15	1	0	0
(S1-a) Make design decisions considering user requirements and various environmental impacts.	27	11	2	0	0
(S4-a) Employ manual skills to develop and present projects.	26	12	2	0	0
(V1-b) Demonstrate respect to different points of view.	30	9	1	0	0

### آراء أخرى

### Other opinions

Satisfaction Percentage % **87.5**

ما أكثر شيء أعجبك في هذا المقرر؟

What did you like the most in this course?

الدكتور  
محتوى المقرر  
اتاحه الفرصه للتفكير فالتصاميم  
الابداع  
ممتاز  
التعاون من قبل الاساتذة  
تعلم التصميم وتخطيط  
اخراج المشروع والتفكير في عدة تصاميم  
كل شي كان ممتاز ف المقرر و بلاخص شرح الدكتور يوصل لك المعلومه بسرعه  
اختلاف الافكار لكل مشروع والاهتمام الكبير من اساتذة المقرر  
لا اعلم  
تعلم كيفية التنسيق المناسب للاحتياجات  
طرق توصيل المعلومة بشكل عام من قبل أساتذة المقرر جزاهم الله خيرا  
اعطى حرية اكبر في التصميم وتدخل الاساتذة فقط للتعديل  
تصميم الواجهات والظلال  
تفرد افكار كل طالب عن الآخر  
تطوير مهارات الطالب  
الاخذ برأيي في تنفيذ التصميم  
الطرق الجديدة اللي تعلمتها في المقرر من طرق التصميم والطرق الجديدة من الدكتورة مثل الدكتور محمد الجفري والمهندس صالح سلامه  
الدكتور  
كل شي رائع وخاصتا اساتذة المقرر بلا استثناء متفهمون لا بعد حد.  
تتات  
تعاون المحاضرين والطلاب وطرق الشرح المبسطة والممتعة  
الحقيقة لا يوجد شيء مختلف عن الانترام الماضية  
ملم كل ما احتاجه



ما هي مقترحاتك لتطوير المقرر؟

### What are your suggestions to improve the course?

لا يوجد

اعطاء وقت اضافي

لا يوجد

تقليص عدد ساعات الشرح النظري

ترتيب جدول زمني يساعد الطالب ولا تجهد

لاثني

تغيير بعض الاساتذة الغير مهتمة في الطلاب

تجديد الاستديوهات

توفير تصاريح للدخول الى الجامعة في اي وقت

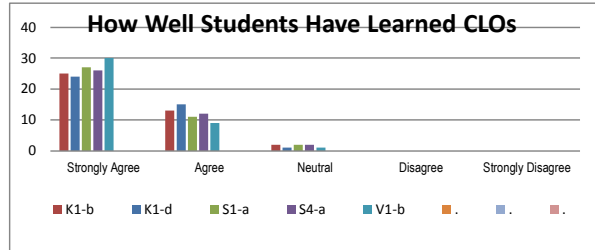
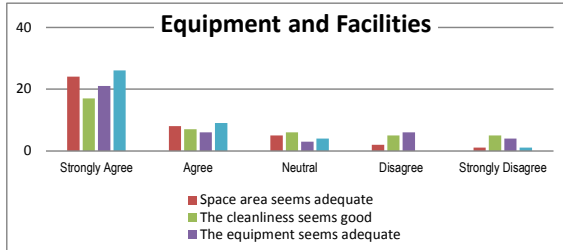
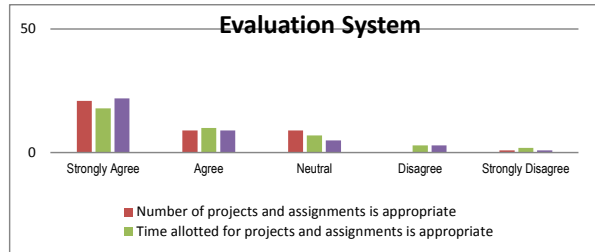
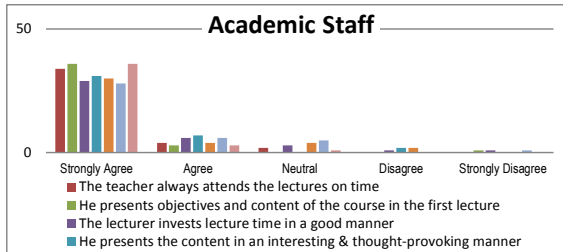
اعطاء الطالب ارباحه فالعمل

تنظيم حظه افضل في تنفيذ المشروع

تفعيل المحاضرات عن بعد في حال التأخر في الجدول الزمني ارفاق مقاطع فيديو ومقالات تساعد على توصيل المعلومة ومشابهة للمطلوب

اعطى وقت كافي للعمل والتسليمات

لا



### Course Learning Outcomes (CLOs)

K1-b Define functional requirements and relationships for different sectors of the built environment.

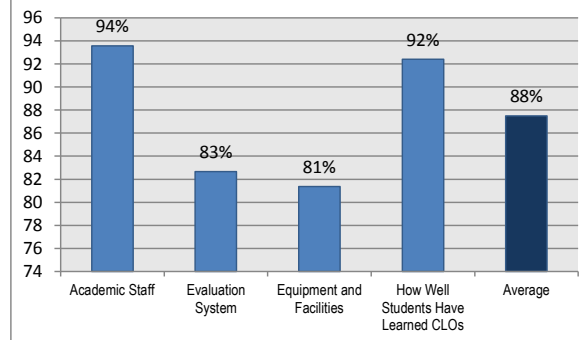
K1-d Demonstrate an understanding of various ways of representing the built environment.

S1-a Make design decisions considering user requirements and various environmental impacts.

S4-a Employ manual skills to develop and present projects.

V1-b Demonstrate respect to different points of view.

### Satisfaction Percentage %

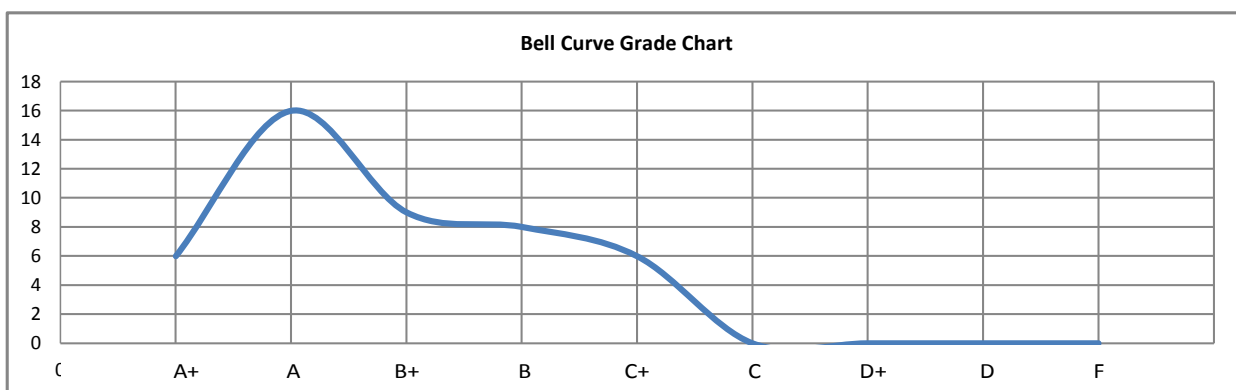


## Appendix (b): Histogram of Module Results

### 1. Distribution of Grades

	Grades									Status Distributions					
	A+	A	B+	B	C+	C	D+	D	F	Denied Entry	In Progress	Incomp.	Pass	Fail	Withdrawn
Number of Students	6	16	9	8	6	0	0	0	0				45	0	
Percentage	13%	36%	20%	18%	13%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%







### 2. Bell Curve Grade Chart



### 3. ECTS Scale

Mark	Number of Students	Percent	ECTS scale
Less than 60			
60		0	
61		0	
62		0	
63		0	
64		0	
65		0	
66		0	
67		0	
68		0	
69		0	
70		0	
71		0	
72		0	
73		0	
74		0	
75	4	9	
76		0	
77	2	4	
78		0	
79		0	

Mark	Number of Students	Percent	ECTS scale
80	7	16	
81		0	
82	1	2	
83		0	
84		0	
85	5	11	
86	1	2	
87	3	7	
88		0	
89		0	
90	8	18	
91	4	9	
92	4	9	
93		0	
94		0	
95	4	9	
96	1	2	
97	1	2	
98		0	
99		0	
100		0	

	A	top 10% (91%–100%)		C	next 30% (36%–65%)		E	next 10% (0%–10%)
	B	next 25% (66%–90%)		D	next 25% (11%–35%)		F	-

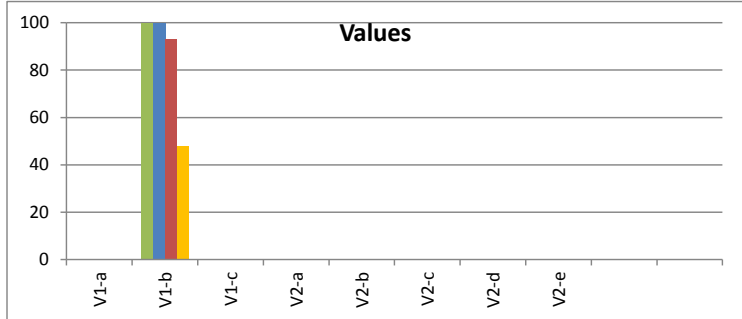
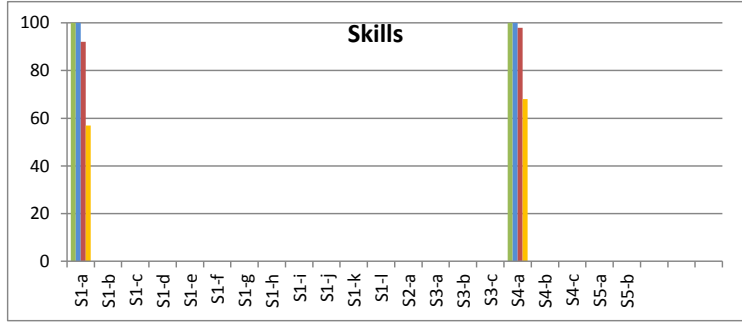
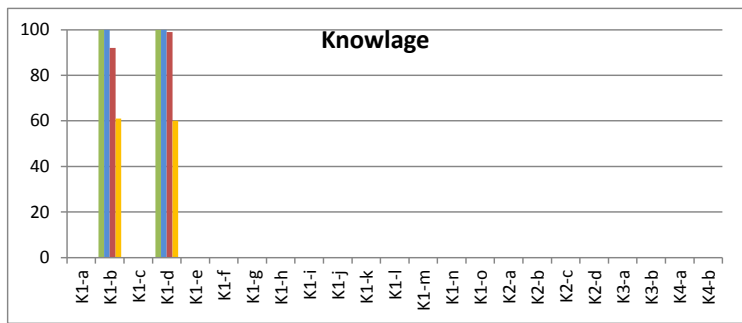




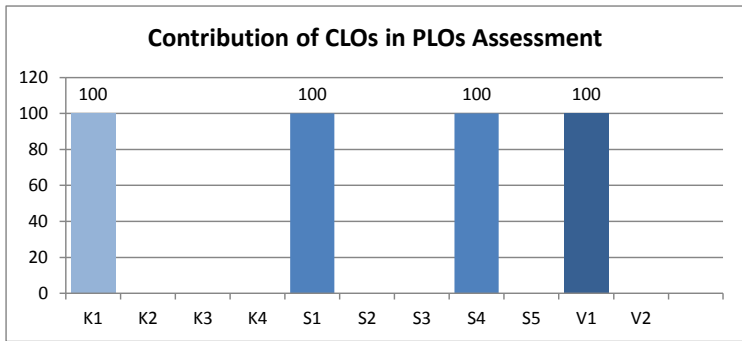
## Appendix (d): Contribution of CLOs in PLOs Assessment

Fundamental Design Principles Studio

PLO	CLO	% of students scoring 60%+	% of students scoring 70%+	% of students scoring 80%+	% of students scoring 90%+
K1	K1-a	--	--	--	--
	K1-b	100	100	92	61
	K1-c	--	--	--	--
	K1-d	100	100	99	60
	K1-e	--	--	--	--
	K1-f	--	--	--	--
	K1-g	--	--	--	--
	K1-h	--	--	--	--
	K1-i	--	--	--	--
	K1-j	--	--	--	--
	K1-k	--	--	--	--
	K1-l	--	--	--	--
	K1-m	--	--	--	--
	K1-n	--	--	--	--
	K1-o	--	--	--	--
K2	K2-a	--	--	--	--
	K2-b	--	--	--	--
	K2-c	--	--	--	--
	K2-d	--	--	--	--
K3	K3-a	--	--	--	--
	K3-b	--	--	--	--
K4	K4-a	--	--	--	--
	K4-b	--	--	--	--
S1	S1-a	100	100	92	57
	S1-b	--	--	--	--
	S1-c	--	--	--	--
	S1-d	--	--	--	--
	S1-e	--	--	--	--
	S1-f	--	--	--	--
	S1-g	--	--	--	--
	S1-h	--	--	--	--
	S1-i	--	--	--	--
	S1-j	--	--	--	--
	S1-k	--	--	--	--
S1-l	--	--	--	--	
S2	S2-a	--	--	--	--
S3	S3-a	--	--	--	--
	S3-b	--	--	--	--
	S3-c	--	--	--	--
S4	S4-a	100	100	98	68
	S4-b	--	--	--	--
	S4-c	--	--	--	--
S5	S5-a	--	--	--	--
	S5-b	--	--	--	--
V1	V1-a	--	--	--	--
	V1-b	100	100	93	48
	V1-c	--	--	--	--
V2	V2-a	--	--	--	--
	V2-b	--	--	--	--
	V2-c	--	--	--	--
	V2-d	--	--	--	--
	V2-e	--	--	--	--



■ % of students scoring 60%+  
■ % of students scoring 70%+  
■ % of students scoring 80%+  
■ % of students scoring 90%+



Knowledge	Skills	Values	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2
% of students scoring 70%+	% of students scoring 70%+	% of students scoring 70%+	100	100	100	100	100	100	100	100	100	100	100

© 2023

College of

**Engineering and Architecture**

Department of

**Architecture**