ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course REPORT
(CR)

Data Mining
CSI 512

Dr. Hammad A. Qureshi

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator

A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

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Course Report

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

Institution Almajmaah University	Date of Course Report 20/ 03/ 1436
College/ Department College of Science / Department of Computer science and Information	

A. Course Identification and General Information

1. Course title : Data Mining   Code #   **(CSI-512)**   Section # **114**
2. Name of course instructor   **Dr. Hammad A. Qureshi**   Location   **Az Zulfi**
3. Year and semester to which this report applies.   **1ˢᵗ Semester – 1435/1436**
4. Number of students starting the course?   12   Students completing the course?   12

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	60	-	0	-	-	60
Credit	45	-	0	-	-	45

B. Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
What's data mining all about? Examples, field applications, generalization, and ethics on using data mining discipline.	8	8	
Input: Concepts, instances, and attributes; data preparation and data cleaning	8	8	

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Transformations: Engineering the input and output: attribute selection, discretization,	8	8	
Knowledge representation; clustering and classification	16	16	
Algorithms - The basic methods: inferring rules, statistical modeling, constructing decision trees, constructing rules, mining association rules, linear models, instance based learning, and clustering	12	12	
Weka Machine learning workbench: an introduction and the explorer	8	8	Since more time was taken in the earlier part of the course, some aspects from this could not be covered

2. Consequences of Non Coverage of Topics
For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.

Topics (if any) not Fully Covered	Effected Learning Outcomes	Possible Compensating Action

3.   Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Recall concepts, instances, and attributes; data preparation. Describe knowledge representation; decision tables and trees.	Written Exam Homework assignments Class Activities Quizzes	The average level is 3.54 for 7 students.
2	An ability to extract rules involving relations, trees for numeric prediction, instance based classification.	Written Exam Homework assignments Lab assignments Class Activities Quizzes	

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	An ability to implement and use rules for numeric prediction, instance based representation and cluster data.		
3	Work in a group and learn time management Learn how to search for information through library and internet.	Lab assignments Projects	
4	Communicate with teacher, ask questions, solve problems, and use computers. Illustrate ability to deal confidently with experiments in Weka or Matlab software.	Lab Exam Homework assignments Lab assignments Class Activities	

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.
- Individual presentations
- Brainstorming
- Small group discussion
- Whole group

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

List Teaching Methods set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
• Lectures • Homework • conversation		√	

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		√	
• Conversation among students. • Indirect questions. • Work group for some cases.		√	
• Making groups and distributed tasks. • Presentation skills. • Skill constructive Monetary and dialogue and discussion with others • The ability to clearly express an opinion, and accept the opinions of others		√	
• E-mail • Web sit		√	

Note: In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.

C.   Results

1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A+	0	0.00%	
A	0	0.00%	
B+	3	25%	
B	1	8.3%	
C+	0	14.29%	
C	4	33.33%	
D+	2	16.67%	
D	2	16.67%	
F	0	0.00%	
Denied Entry	0	0%	
In Progress	0	0%	
Incomplete	0	0	
Pass	12	100%	
Fail	0	0%	
Withdrawn	0	0	

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

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

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

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).	
Method(s) of Verification	Conclusion
Interview students, including answers and model answer sheet and learning resources for decision	Good results The average level is 3.21 for 12 students.

D. Resources and Facilities

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

E.   Administrative Issues

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

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F. Course Evaluation

1 Student evaluation of the course (Attach survey results report)
a. List the most important recommendations for improvement and strengths Strengths: - The course encourages students to work as a team. - The course prerequisites are appropriate for the course. - The course is strongly related to the courses in higher levels. - The textbook for this course and the level of the textbook are appropriate for this course. Recommendations for improvement: - Providing students with more practical information related to programming in R and Weka. - Modifying the course content as per the students' abilities. - Encourage students to work as a team to implement real world projects. - Introduce a 2 hour lab to the course - Encourage students to learn to write and speak english.
b. Response of instructor or course team to this evaluation - The course team acknowledges these recommendations for improvement.
2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)
a. List the most important recommendations for improvement and strengths
b. Response of instructor or course team to this evaluation

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G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).			
Actions recommended from the most recent course report(s)	Actions Taken	Results	Analysis
a.			
c.			
d.			

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

- The use of multimedia to enhance student learning.

- Enable students to prepare and make presentations.

- Increase related scientific activities.

- More examples and classwork were introduced.

- Extra exercises and solved problems are added.

- The importance of reading and writing good english was emphasized.

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3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. Bridge the gap between up-to-date information and reference text books	- Give students the formal and theoretical bases in Data Mining. - Give students more implementation exercises that cover their understanding of the course.	1435	1436	Course coordinator
b. Overcome the problem of weak english.	- Conduct a full lecture in English. - Ask and help students to write and speak english more. -Visit my office during office hours to discuss topics in English and understand them better	1435	1436	Course coordinator
c. Overcome the problem of insufficient background in computer science.	- Adding more examples and case studies. - Solving extra exercises.	1435	1436	Course coordinator
d.				
e.				

Name of Course Instructor: Dr. Hammad A. Qureshi

Signature: ……………………….   **Date Report Completed:** 20/ 03/ 1436

Program Coordinator: Prof. Yosry Azzam

Signature: *Yosry Azzam*   **Date Received:** _____