ATTACHMENT 2 (g)

Course Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE REPORT
(CR)

Digital Logic Design

CSI 223

Dr. Yosry A. Azzam

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 : **Majmaa University**	Date of Course Report: **12/3/1436**
College/ Department: **College of Science in Zolfi/ Computer Science & Information**	

A. Course Identification and General Information

1. Course title: Digital Logic Design	Code # CSI 223	Section #**142**

2. Name of course instructor: Dr. Yosry A. Azzam   Location: College of Science in Zolfi

3. Year and semester to which this report applies.: . 1436/ 1st Semester

4. Number of students starting the course?   **17**   Students completing the course?   **10**

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30	0	30	0	0	60
Credit	30	0	15	0	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
Course Introduction Introduction to digital systems and their applications	**4**	**4**	
Binary systems	**8**	**12**	Students are very weak in numerical skills
Boolean Algebra and logic gates	**12**	**16**	Students are very weak in Mathematics
Gate Level Minimization	**12**	**14**	
Combinational Logic	**12**	**14**	
Synchronous Sequential Logic	**12**	**--**	There was no time to teach this chapter

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2. Consequences of Non Coverage of Topics		
For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.		
Topics (if any) not Fully Covered	Effected Learning Outcomes	Possible Compensating Action
Synchronous Sequential Logic	**a.3: Gain knowledge of Sequential synchronous circuits.** **b.3: Analyze and design synchronous sequential circuits**	**They will be covered in the next courses of computer organization & computer Archicture**

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Gain knowledge and understand of Binary Systems, Boolean Algebra, Logic Gates, Canonical and standard forms and Gate level minimization.	1- Written Exam 2-Homeworks 3- Lab assignments 4- Class Activities	
2	Demonstrate the use of number systems and codes as well as explaining the mathematical characteristics of logical gates.		
3	Gain knowledge of Combinational Logic, Storage elements, and Sequential synchronous circuits		
4	Apply truth tables, Boolean algebra, Karnaugh maps, and other methods to the design and characterization of digital circuits as well as to obtain design equations and use them to design combinational systems yielding innovative designs.	1- Written Exam 2-Homeworks 3- Lab assignments 4- Class Activities	The average of results was 70 % for 10 students.
5	Utilize decoders and multiplexers in the design of logic gates and descriptions of the operation of basic memory elements.		
6	Analyze and design synchronous sequential circuits as well as the use of registers and counters in these circuits.		

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7	Submit a group final project at the end of the semester that involves the implementation of design theory, and the use of a simulation package to develop a complex digital circuit.	1- Homeworks 2- Class Activities	
8	Participate and discuss during the lectures through team work activities and use of the internet to search for related topics.	Class Activities and presentations	

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

1- Students have to take condensed mathematics lessons in order to improve their numerical skills.
2- Increase the presentations that students have to do in order to improve their interpersonal and communication skills.

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 **Lab demonstrations**		✓	Some Students sleep during the lecture. Action: They have to be asked to solve problems after explanations given to them relating to a subject.
Case studies		✓	Students usually forget what they have learnt before. Action: Each class students have to be remembered by what being studied before.
Individual presentations		✓	Students are usually ashamed of being in front of their colleagues. Action: They are being encouraged by giving them marks for that presentations.

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Brainstorming		✓	Students find it difficult to make brainstorming. Action: They are being helped by simplifying them the subjects.
Small group discussion		✓	

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

C.   Results

1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A	2	11.7 %	**90-100**
B	2	11.7 %	**80-89**
C	2	11.7 %	**70-79**
D	1	5.9 %	**60-69**
F	3	17.6 %	**< 60**
Denied Entry	4	23.5 %	
In Progress	0	0	
Incomplete	0	0	
Pass	7	70 %	This percentage is out of the 10 students who attended final exam.
Fail	3	30 %	This percentage is out of the 10 students who attended final exam.
Withdrawn	3	17.6 %	

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

3. Variations from planned student assessment processes (if any) (see Course Specifications).

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a. Variations (if any) from planned assessment schedule (see Course Specification)	
Variation	Reason

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

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

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any) None	2. Consequences of any difficulties experienced for student learning in the course.

E.   Administrative Issues

1 Organizational or administrative difficulties encountered (if any) None	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
    a-   Strengths:
        - What I have learnt in this course is important and will be useful in the future.
        -The success requirements in this course (including homeworks upon which evaluation is processed and criteria of evaluation) were clear.
     b- Criticisms:
        - This course helped me to improve my abilities to communicate effectively.
        - This course helped me to improve my skills to work in teams.
           These two points of criticism got the least points of evaluation.

b. Response of instructor or course team to this evaluation - Students have to be more asked to do presentations in front of their colleagues. - Students have to be more subjected to work in groups.
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 Students are very weak in mathematics and numerical skills. So they have to get some courses to improve such skills which will effectively improve their understanding of numbering systems as well as Boolean Algebra.
b. Response of instructor or course team to this evaluation The training unit in the college will be asked to organize such courses.

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. Freeware SW was suggested to enable students implement what they had studied in their lectures	The SW has been put on teacher home page and students were able to download it and use it in their homes	Improvements in their experimental and lab skills.	
b.			

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

3. Action Plan for Improvement for Next Semester/Year				
Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. Give students more questions to solve in their homes				
b. Make monthly online assessment quizzes for students in order to improve their preparations and their use of internet and improve their communication skills.				
c.				
d.				
e.				

Name of Course Instructor: Dr. Yosry A. Azzam

Signature: *Yosry Azzam*   **Date Report Completed: 12/3/1436**

Program Coordinator: Dr. Yosry A. Azzam

Signature: *Yosry Azzam*   **Date Received: 14/3/1436**