جامعة المجمعة
Majmaah University

Course Report

College:	**Engineering**
Program:	**Electrical**
Course :	**Electric Circuits Analysis EE 202**

Muharram 1437 H

Course Report

Institution :	Majmaah University	Date of CR	08/05/2016
College/ Department	Engineering / Electrical Engineering		

A Course Identification and General Information

1. Course title: Electric Circuits Analysis	Code EE 202 Section 401
2. Name of course instructor Dr. Fathi KALLEL	Location : Complex Building
3. Year and semester to which this report applies: 2016/2017-Second Semester	

4. Number of students starting the course? **15** Students completing the course? **10**

5. Course components:

	Lecture	Tutorial	Laboratory/ Studio	Practical	Other	Total
Contact Hours	45	15	0	0	0	60
Credit	3	0	0	0	0	3

B- Course Delivery:

1. Coverage of Planned Program

Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations (*)
Revision of fundamentals of electric circuits	4	4	None
Power in ac circuits	8	8	None
Frequency response of RLC circuits	4	4	None
Series and parallel resonance	4	4	None
Laplace transform and circuits analysis	4	4	None
Transient analysis of 1-st and 2-nd order circuits using Laplace transform	4	4	None
Introduction to frequency selective circuits: Low-pass & high-pass filters	4	4	None
Passive filters: Band-pass filter and band-reject filter	4	4	None
Two-port networks	4	4	None
Mutual inductance and transformers	4	4	None
Transient analysis of first-order circuits	4	4	None
Transient analysis of second-order circuits	4	0	Early termination of the semester
Three-phase circuits	4	0	Early termination of the semester
Introduction to operational amplifier	4	0	Early termination of the semester

(*) if there is a difference of more than 25% of the hours planned

2. Consequences of Non-Coverage of Topics

Topics not Fully Covered (if any)	Effected Learning Outcomes	Possible Compensating Action
Mutual inductance and transformers	No much effect	This topic is also covered by Electrical Machines course (EE 398)
	……………………………	……………………………

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment for each LO	Summary analysis of assessment results for each LO
1.0	**Knowledge**		
1.1	……………………………………………	………………	………………
1.2	……………………………………………	………………	………………
1.3	……………………………………………	………………	………………
1.4	……………………………………………	………………	………………
1.5	……………………………………………	………………	………………
1.6	……………………………………………	………………	………………
2.0	**Cognitive Skills**		
2.1	Design RLC and resonance circuits.	Final Exam	Average = 67%
2.2	Design different types of filters		
2.3	……………………………………………	………………	………………
2.4	……………………………………………	………………	………………
2.5	……………………………………………	………………	………………
2.6	……………………………………………	………………	………………
3.0	**Interpersonal Skills & Responsibility**		
3.1	……………………………………………	………………	………………
3.2	……………………………………………	………………	………………
3.3	……………………………………………	………………	………………
3.4	……………………………………………	………………	………………
3.5	……………………………………………	………………	………………
3.6	……………………………………………	………………	………………
4.0	**Communication, Information Technology, Numerical**		
4.1	Analyze two port network circuits.	Final Exam	Average = 87%
4.2	Analyze first and second order circuits.		
4.3	Analyze circuits including Mutual inductance and transformers		
4.4	Solve problems related to three phase circuits		
4.5	Distinguish Op-Amp characteristics with simple applications		
4.6	Analyze diode circuits for clipping and rectification.		
5.0	**Psychomotor**		

List course learning outcomes	List methods of assessment for each LO	Summary analysis of assessment results for each LO
5.1	....	....
5.2	....	....
5.3	....	....
5.4	....	....
5.5	....	....
5.6	....	....

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

The assigned teaching strategies are more than enough. Lab demonstration can be removed as a teaching strategy because the Lab related to this course is a separate course with other course specifications.
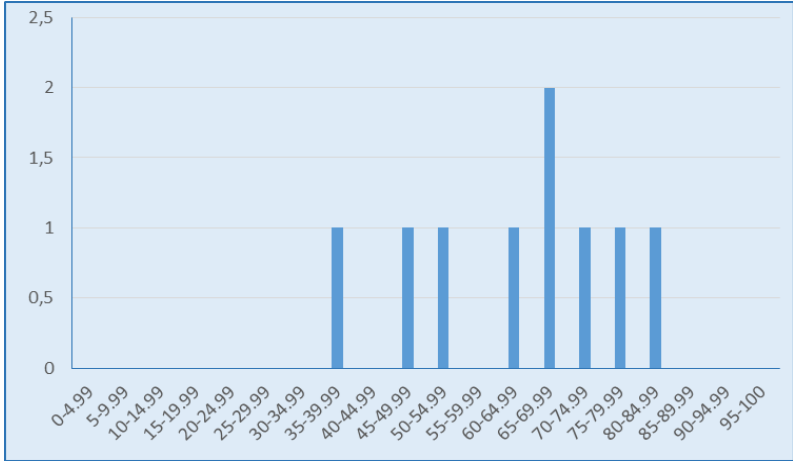
4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification

List Teaching Methods set out in Course Specification	Were They Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
Lecture		X	………….……………………………
research activities		X	………….……………………………
lab demonstrations	X		Lab demonstration can be removed as a teaching strategy because the Lab related to this course is a separate course with other course specifications.
projects		X	………….……………………………
case studies		X	………….……………………………
memorization and individual presentation		X	

C. Results
1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Analysis of Distribution of Grades
A+	0	0%	The results are within the normal distribution. Results are calculated based on the number of students that are attended the final exam (10 students). The following figure illustrates the distribution of grades.
A	0	0 %	
B+	0	0 %	
B	2	20%	
C+	0	0%	
C	1	10%	
D+	3	30%	
D	1	10%	
F	3	30%	
Denied Entry	2	13%	
In Progress	0	0%	Results are calculated based on the number of students that are registered in the course (15 students). The pass percentage is good and there is no need for further recommendations or actions.
Incomplete	0	0%	
Pass	07	47%	
Fail	3	20%	
Withdrawn	3	20%	

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

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

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

Variation	Reason
Second Mid-term	Early termination of the semester
None	……………………………………………
None	……………………………………………

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

Variation	Reason
None	……………………………………………
None	……………………………………………
None	……………………………………………

4. Student Grade Achievement Verification:

Method(s) of Verification	Conclusion
All final papers are reviewed by independent reviewer from the department who will double check the sum of the total marks.	Level of fairness in correction is fairly high
Grades approved by Head of department and the dean of the EC.	Approved
D2L is used for verifications of sum.	Verified

D. Resources and Facilities

Difficulties in access to resources or facilities (if any)	Consequences of any difficulties experienced for student learning in the course
The classroom was not equipped with operated smart board.	The learning process was not completely effective.
The required textbook is not available for students and instructor	---------

E. Administrative Issues

Organizational or administrative difficulties encountered (if any)	Consequences of any difficulties experienced for student learning in the course
None	……………………………………………
None	……………………………………………
None	……………………………………………

F Course Evaluation

1 Student evaluation of the course (Attach summary of survey results) [Will be attached next semester]

a. List the most important recommendations for improvement and strengths
- Motivate students by varying instructional strategies: use lectures, demonstrations, discussions, case studies, groups...
- Review the learning objectives with students and be sure that students know what they are expected to learn, to do, to know, etc.
- Give more examples for some topics which students have problems
- Provide more opportunities for students to speak to the class and encourage them to share their ideas and comments.

b. Response of instructor or course team to this evaluation
- ……………………………………………………………………………………………………
- ……………………………………………………………………………………………………
- ……………………………………………………………………………………………………
- ……………………………………………………………………………………………………

2. Other Evaluation:

SLO evaluation program is used to evaluate the assigned SLO (a, e and k) for the course. The results of evaluation are included in the course file.

a. List the most important recommendations for improvement and strengths
- Many topics could be removed from the course description because there are covered by others courses, especially: Diode characteristics, clipping and rectification (covered by EE 111 course).
- Many topics are indicated in the course description but there are not included in the course objectives, like three and single phase circuits topic.

b. Response of instructor or course team to this evaluation:
- Course description should be reviewed.
- Course objectives should be reviewed.

G Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).

Actions recommended from the most recent course report(s)	Actions Taken	Action Results	Action Analysis
a) Reviewing the course description	No action taken	In PROGRESS	…………………
b) Reviewing the course objectives	No action taken	In PROGRESS	…………………

2. List what other actions have been taken to improve the course

- ……………………………………………………………………………………………………
- ……………………………………………………………………………………………………
- ……………………………………………………………………………………………………
- ……………………………………………………………………………………………………

3. Action Plan for Next Semester/Year

Actions Recommended for Further Improvement	Intended Action Points (should be measurable)	Start Date	Completion Date	Person Responsible
a) Reviewing the course description	SLOs a and c	20/10/2017	31/01/2018	……..…
b) Reviewing the course objectives	SLOs a and c	20/10/2017	31/01/2018	……..…
c) SLO 'e' should be instead of SLO 'a'.	---	20/10/2017	31/01/2018	

Course Instructor:

Name: Dr. Fathi Kallel

Signature: …………..…………   Date Report Completed: 28/05/2016

Program Coordinator:

Name: ……………..…………

Signature: …………..…………   Date Received :   ....../…../2016

Important Notes:

- A separate Course Report (CR) should be submitted for every course and for each (section " Male & Female" or Academic Programme 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 (Separate reports attached) and given to the program coordinator At the end of each course
- Course Reports are to discuss by the academic (Programme) Department Council