

**ATTACHMENT 2 (g)**

**Course Report**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**COURSE REPORT  
(CR)**

**Civil Engineering Drawing  
(CE 102)**

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.



## Course Report

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

Institution	Majmaah University	Date of Course Report	23 Jan 2015
College/ Department	College of Engineering/ Civil & Environmental Engineering Department		

### A. Course Identification and General Information

1. Course title:	Civil Eng. Drawing	Code #	CE 102	Section #	873	
2. Name of course instructor:	DR. C. Raza Mirza		Location:	Majmaah		
3. Year and semester to which this report applies:	1436 First semester					
4. Number of students starting the course?	19	Students completing the course?	17			
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	15	-	60	-	-	75
Credit	3	0	1	-	-	4

### B. - Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Introduction: Scope and general principles; conventions in civil engineering drawing.	5	5	
Steel Structures Drawings	10	10	
Building drawing planning and Design	5	5	
Foundation types and their drawing practices	10	10	
Retaining Walls and their drawing practices (Masonry & Concrete)	10	10	
Culvert drawing practices	5	5	
Canal embankments	10	10	
Architectural drawings	10	10	
Reinforced concrete detailing	10	10	



<p>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.</p>		
Topics (if any) not Fully Covered	Effectuated Learning Outcomes	Possible Compensating Action

### 3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	An ability to apply principles of engineering, mathematics, and science in application of Engineering & Technology	<ul style="list-style-type: none"> <li>• Mid term and final examinations</li> <li>• Assignments, quizzes, and group discussions</li> </ul>	Students grasping ability of technical drawing have been assimilated with the concepts and design considerations of various civil engineering construction components.
2	An ability to present technical & communication skills effectively	<ul style="list-style-type: none"> <li>• Demonstration of written and graphical communication skills to communicate mathematical and scientific knowledge.</li> </ul>	AUTOCAD training and exercises played a vital role for improving the graphical communication skills of students.
3	An ability to engage in life-long learning	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Description / discussion of use of external sources of information to complete class projects and other problem solving tasks.</li> <li>• Awareness of learning activities outside of the classroom, including participation in professional and technical societies learning, communities, industry experiences.</li> </ul>	AUTOCAD/manual drawing training and exercises in group of students have increased the understandings of students and practical application of this knowledge in the various fields of engineering.
4	An ability to demonstrate knowledge of contemporary	<ul style="list-style-type: none"> <li>• Solving engineering problems by applying theoretical knowledge and technical software's</li> <li>• Undertake special</li> </ul>	Students are able to extract various information (dimensions) by using design codes and formulas of civil



	engineering issues	<p>projects/research projects to deal with contemporary issues</p> <ul style="list-style-type: none"> <li>• Design of products and software's according to industrial need</li> </ul>	<p>construction components. Students experience of using AUTOCAD has drastically improved.</p>
5	An ability to use engineering skills, tools and techniques necessary for engineering practices.	<ul style="list-style-type: none"> <li>• Open ended assignments that make students to think rationally</li> <li>• Midterm and Final Examinations and evaluation of report and presentation</li> <li>• Selection and application of modern engineering tools and standards (such SAB and Primavera - AutoCAD)</li> <li>• Techniques and skills (such as modeling, simulation, experimentation, measurement, and data analysis)</li> </ul>	<p>Assignments of manual and AUTOCAD drawing have improved the potential of students and their problem solving skills. They learnt effectively about how to use AUTOCAD technically in case of complex projects in future.</p>

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

**Strategy (1):** There is need to explain the basic design concepts of construction/structural components. It will help students to calculate the missing dimensions of structural components in case of need.

**Strategy (2):** It's extremely important to disseminate the knowledge of raster to vector drawing conversion by AUTOCAD.

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	
• Use of real structural examples and drawings		Yes	
• Emphasis on understanding concepts and illustrating applications to problems.		Yes	
• Solving problems through assignments on each topic.		Yes	
• Assignment problems, Exercise problems for applications to force the students to think and apply the knowledge gained.		Yes	
• Setting Mid-term exams & quizzes in order to practically apply the knowledge gained.		Yes	



• Solve the problems by asking sequential questions.		Yes	
• Paying personal attention to each student and caring about his situation.		Yes	
• Make the class attractive and full of activations by raising questions and discussions that requires straight and reverse thinking.		Yes	

**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	7	41%	90 ~ 100 Marks (Grade : A)
B	9	53%	80 ~ 89 Marks (Grade : B)
C	1	6%	70 ~ 79 Marks (Grade : C)
D	0		60 ~ 69 Marks (Grade : D)
F	0		0 ~ 59 Marks (Grade : F)
Denied Entry	-		
In Progress	-		
Incomplete	-		
Pass	17		
Fail	0		
Withdrawn	2	10%	

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

None

#### 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



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
Moderation by other faculty members	Level of fairness in correction is fairly high
Moderation of overall result by Dean	Result fair across the c-s of students and earlier results

#### D. Resources and Facilities

<p>1. Difficulties in access to resources or facilities (if any)</p> <ul style="list-style-type: none"> <li>• Lack of library facilities</li> <li>• Lack of reading room facilities</li> </ul>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p> <ul style="list-style-type: none"> <li>• Students have more diverted interest towards AUTOCAD rather than manual drawing.</li> <li>• Lack of drafting/technical thinking skills during first month.</li> <li>• Need of good Math background of students.</li> </ul>
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#### E. Administrative Issues

<p>1 Organizational or administrative difficulties encountered (if any)</p> <p>None</p>	<p>2. Consequences of any difficulties experienced for student learning in the course.</p> <p>None</p>
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#### F Course Evaluation

1 Student evaluation of the course (Attach survey results report)	N/A
<p>a. List the most important recommendations for improvement and strengths</p> <p>More practical examples of structural components must be incorporated. There must be one small drawing project like two storied building cross section, elevation etc...Use of AUTOCAD for raster images' vectorization.</p>	



<p>b. Response of instructor or course team to this evaluation</p> <p>Although, the students have shown progressive response during AUTOCAD and technical drafting, but students have to improve their mathematical and problem solving skills further.</p>
<p>2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders) Final results are acceptable without any problems.</p>
<p>a. List the most important recommendations for improvement and strengths</p> <p>More time is needed for AUTOCAD learning.</p>
<p>b. Response of instructor or course team to this evaluation</p> <p>Results of the final examination was satisfactory.</p>

### 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. AUTOCAD must be added in the course contents	AUTOCAD Program has been launched in this semester for first time.	AUTOCAD Program successfully finished.	Students have shown a great interest in AUTOCAD Program and learnt quickly and precisely to use it for drawing the different geometrical and structural components of construction things.



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

Students are advised to prefer the kinesthetic approach rather than just listening or not writing anything during the lecture. By AUTOCAD lectures, the knowledge of Civil drafting is much improved and students got the in depth exposure of details of Civil Engineering construction components and how to draw them perfectly. Architectural prospects are also discussed in general.

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. Vectorization of structural components of construction by AUTOCAD	Use of Scanned images of structural components and vectorization by use of AUTOCAD	Jan, 2015	April, 2015	Dr. C. Raza
b.				
c.				
d.				
e.				

Name of Course Instructor: Dr. C Raza Mirza

Signature: \_\_\_\_\_ Date Report Completed: 23 Jan, 2015

Program Coordinator: Dr. Abdullah Alshehri

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_