|  |  |  |
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| **الـمـمـلكـة الـعـربـيـة الـسـعـوديـة وزارة الـتـعـلـيـم الـعـالـي جـامـعـة الـمـجـمـعـة كليـــة العلــــــــوم بالزلفي**  **قسم علوم الحاسب والمعلومات** |  | **Kingdom of Saudi Arabia**  **Ministry of Higher Education**  **Majmaah University**  **Zulfi, College of Sciences**  **Computer Science & Information Department** |

**Student Course Evaluation Form**

The purpose of this evaluation is to collect instructor feedback for improving this course and the computer science & information program. Information will also be used for program accreditation purposes.

1. **Program Learning Outcomes Evaluations**

|  |  |  |  |
| --- | --- | --- | --- |
| Course Number/Name |  | Semester | Year |
| Instructor: |  | Second | 1434/1435 |
| **The course listed above is designed for students to achieve the following outcomes at a Not At All, Low, Low- Medium, Medium, Medium-High or High level.** | | | |
| **Please mark (or type) High (5), Medium-High (4), Medium (3), Low-Medium (2), Low (1) or Not At All (0) indicating the level to which you believe, as an instructor, the students have achieved these outcomes in this course.** | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Learning Outcomes** | | **5** | **4** | **3** | **2** | **1** | **0** |
| a1 | Acquire knowledge of computing ‎and ‎mathematics appropriate to the ‎discipline including ‎simulation and ‎modeling.‎ |  |  |  |  |  |  |
| a2 | Recognize the need for and an ‎ability to engage in ‎continuing ‎professional development.‎ |  |  |  |  |  |  |
| a3 | Understand of best practices and ‎standards and ‎their application.‎ |  |  |  |  |  |  |
| b1 | Analyze a problem to identify and ‎define the ‎computing requirements ‎appropriate to its solution.‎ |  |  |  |  |  |  |
| b2 | Design, implement, develop and ‎evaluate ‎complicated computer-‎based system, process ‎component, ‎or program to meet desired needs.‎ |  |  |  |  |  |  |
| b3 | Use and apply current technical ‎concepts and ‎practices in the core ‎information technologies of ‎human ‎computer interaction, ‎information ‎management, ‎programming, networking, ‎web ‎systems and technologies.‎ |  |  |  |  |  |  |
| b4 | Identify and analyze user needs and ‎take them ‎into account in the ‎selection, creation, evaluation ‎and ‎adminstration of computer-based ‎systems.‎ |  |  |  |  |  |  |
| b5 | Integrate IT-based solutions into the ‎user ‎environment‏ ‏‎ effectively.‎ |  |  |  |  |  |  |
| c1 | Adhere professional, ethical, legal, ‎security, and ‎social issues and their ‎responsibilities.‎ |  |  |  |  |  |  |
| c2 | Analyze the local and global impact ‎of computing ‎on individuals, ‎organization, and society.‎ |  |  |  |  |  |  |
| c3 | Use current techniques, skills, and ‎tools nessary ‎for computing practice.‎ |  |  |  |  |  |  |
| d1 | Function effectively on teams to ‎accomplish a ‎common goal.‎ |  |  |  |  |  |  |
| d2 | Communicate effectively with a ‎range of ‎audiences.‎ |  |  |  |  |  |  |
| d3 | Apply advanced numerical methods.‎ |  |  |  |  |  |  |
| e | NA |  |  |  |  |  |  |

1. **Catalog Description , and**  **Course Prerequisites Evaluations:**

**Based on your experiences in the course, please respond by circling the most appropriate number. Circle N/A for items that are not applicable, or if you have no opinion.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Catalog Description**  **1434-1435** | * ‎Giving the students the insights of the Internet programming and how to design and ‎implement complete applications over the web.‎ * ‎It covers the notions of Web servers and Web Application Servers, Design ‎Methodologies with concentration on Object-Oriented concepts, Client-Side ‎Programming, Server-Side Programming, Active Server Pages, Database Connectivity ‎to web applications, Adding Dynamic content to web applications, Programming ‎Common Gateway Interfaces, Programming the User Interface for the web applications.‎ * ‎• It also concentrates on the usage of recent platforms used in developing web ‎applications such as the .Net environment like C#, XML, and ASP.Net.‎ | | | | | | |
| Course Prerequisites: | Programming2 (CSI 221)‎ | **Circle One (5=Strongly Agree; 1=Strongly** **disagree)** | | | | | |
| 2a. Do you believe that the catalog description (above) is accurate for this course? | | 5 | 4 | 3 | 2 | 1 | N/A |
| 2b. Do you believe that the course prerequisites (above) are appropriate for this course? | | 5 | 4 | 3 | 2 | 1 | N/A |
| 2c. If not, please list any prerequisites you believe are not appropriate for this course. | |  | | | | | |

## Textbook(s) and/or Lab Manuals (if applicable) Evaluations:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Textbook(s) and/or Lab Manuals (if applicable): | * **John Sharp, Microsoft Visual C# 2010 Step By Step, Third Edition. Microsoft Press, ‎‎2010‎** | Circle One (5=Strongly Agree; 1=Strongly Disagree) | | | | | |
| 3a. In general, do you believe this to be an appropriate  textbook for this course? | | 5 | 4 | 3 | 2 | 1 | N/A |
| 3b. Was the organization of the textbook appropriate for this  course? | | 5 | 4 | 3 | 2 | 1 | N/A |
| 3c. Was the level of the textbook appropriate for this course? | | 5 | 4 | 3 | 2 | 1 | N/A |

1. **Computer usage (if applicable) Evaluations:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Computer usage (if applicable):** |  | **Circle One (5=Strongly Agree; 1=Strongly**  **Disagree)** | | | | | | | |
| 5a. Was the use of computer well integrated with the course? | | 5 | | | 4 | 3 | 2 | 1 | N/A |
| 5b. Was the computer lab adequately equipped with well-maintained and updated computers? | | 5 | 5 | 5 | 4 | 3 | 2 | 1 | N/A |
|  | | |
| 5c. Was the computer lab equipped with sufficient number of computers? | | 5 | | | 4 | 3 | 2 | 1 | N/A |
| 5d. Were the special software packages (MATLAB,  SPSS, C+, FORTRAN, etc) available and accessible? | | 5 | 5 | 5 | 4 | 3 | 2 | 1 | N/A |
|  | | |
| 5e. Was adequate technical support available when needed? | | 5 | | | 4 | 3 | 2 | 2 | N/A |