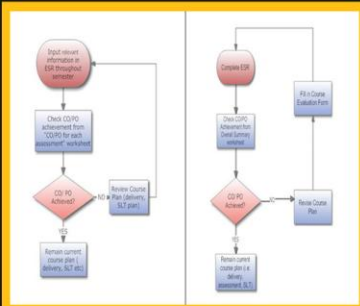
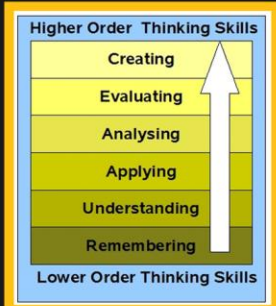




# END SEMESTER REPORT (ESR) HANDBOOK

Curriculum Development and  
Innovation Unit

Faculty of Engineering  
Universiti Malaysia Sarawak



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## PREFACE

This handbook is a reference for faculty members about the End Semester Report(ESR) used at Faculty of Engineering, UNIMAS. ESR is used to help the implementation of Outcome-based Education (OBE) approach. All academic staff is required to use it to monitor the student's outcomes attainment. This handbook introduces ESR to the readers and comes with the "*PanduanMenggunakan ESR*" as the user manual. The handbook serves as a valuable guide for the faculty to develop an assessment plan in the process of continuous quality improvement (CQI).

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## ACKNOWLEDGMENTS

MEMBERS OF OBE COMMITTEE 2009/2010. FACULTY OF ENGINEERING

Faculty of Engineering would also like to acknowledge the contributions of various individuals and organizations in helping up the preparation of this handbook directly or indirectly. Their contribution to the faculty is highly appreciated.

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## GLOSSARY

### ACRONYMS

ESR	:	End of Semester Report
UPIK	:	Unit PerkembangandanInovasiKurikulum
CO	:	Course Outcomes
PO	:	Programme Outcomes
CQI	:	Continuous Quality Improvement
CICTS	:	Center for Information & Communication Technology Services
BPPS	:	BahagianPengajianPra-Siswazah

## **1.0 INTRODUCTION TO END SEMESTER REPORT (ESR)**

### **1.1 INTRODUCTION**

ESR is a direct tool for analyzing the CO and PO achievement for a particular course.

### **1.2 WHO SHOULD USE ESR?**

ESR should be used by all lecturers as the method to keep track of all assessments for their courses every semester.

### **1.3 WHERE TO GET ESR TEMPLATE?**

ESR template can be downloaded from Feng's website at <http://www.feng.unimas.my/> using staff network ID and password.

### **1.4 WHEN TO KEY-IN ESR?**

Ideally, ESR should be key-in continuously throughout the semester after every assessment is done.

### **1.5 HOW TO USE ESR?**

Please refer to *Panduan Menggunakan "End Semester Report (ESR) Version 4.0"* – available from Feng's website

### **1.6 WHAT SHOULD I DO IF ENCOUNTER ANY PROBLEMS?**

For enquiries, seek assistance from your respective department's Curriculum Development and Innovation Unit (*Unit Perkembangan Dan Inovasi Kurikulum*).

## 2.0 FUNCTIONS OF ESR

### 2.1 WHY ESR IS IMPORTANT?

ESR is important because;

- It provides a method for lecturer to assess and monitor the CO and PO achievement for a particular course throughout the semester, and
- At the end of semester ESR serves as a tool for CQI of the CO and PO achievement.

### 2.2 WHAT IS THE INFORMATION AVAILABLE IN ESR?

The information available in ESR is;

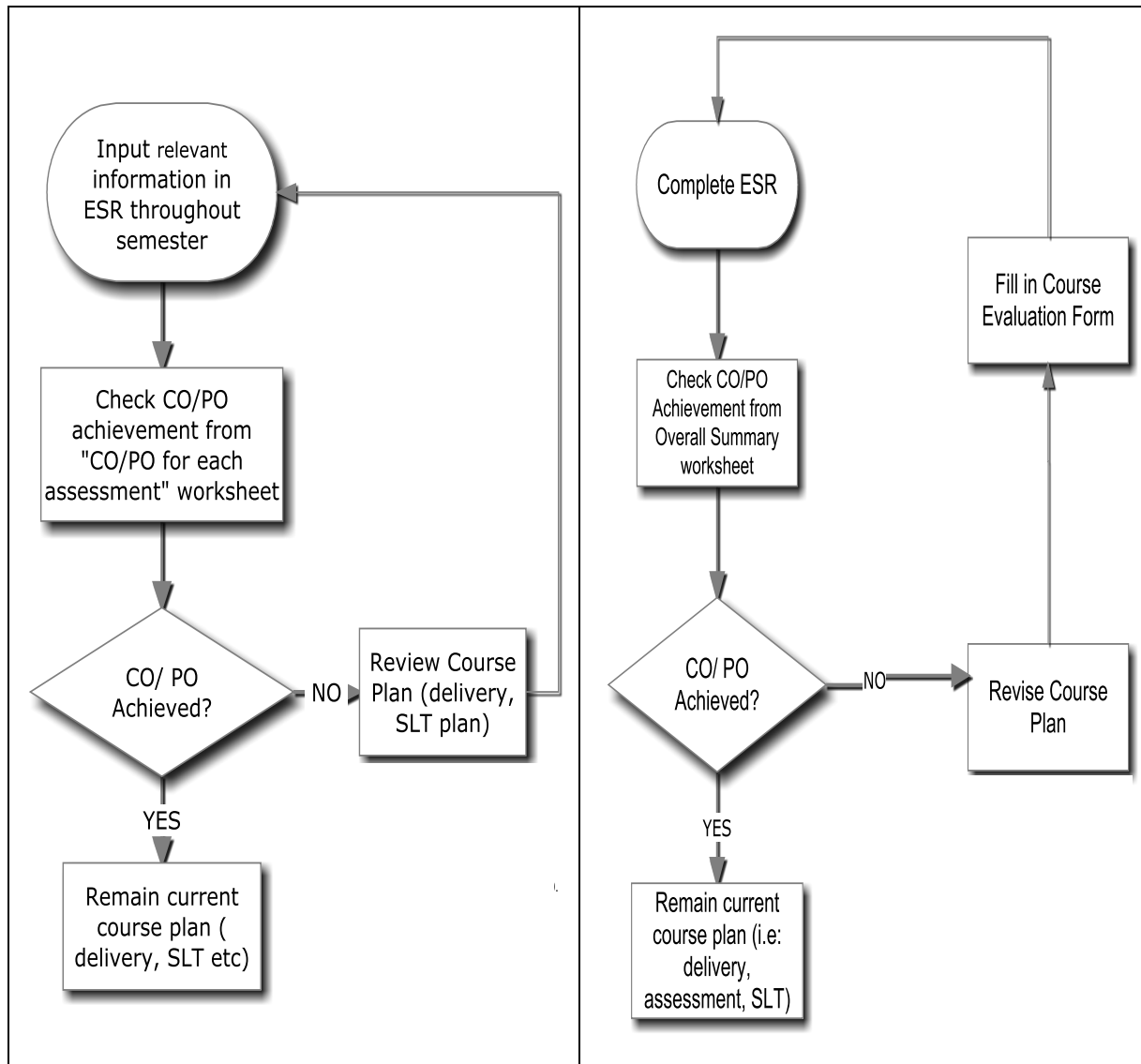
- CO and PO achievement for each assessment method (i.e. assignment, test, quiz, etc)
- Overall CO and PO achievement for each course
- Student's grade
- CO and PO achievement for each student

### 2.3 HOW TO INTERPRET THE ANALYSIS AVAILABLE?

To interpret the analysis produced by ESR, lecturer should open the *OVERALL SUMMARY* worksheet. From the information in the worksheet you can determine which CO and PO are achieved or vice versa (as indicated by tick mark  $\checkmark$  and X mark). The threshold percentage for CO/PO achievement is 60% of students' enrolment (i.e. if  $> 60\%$  of the total students achieved the passing mark, a tick mark  $\checkmark$  is displayed) Meanwhile, for the PO assessment for each student, threshold percentage for PO achievement is 60% of total marks. The PO achievement for each student can be viewed from the *PO\_Summary* worksheet.

## 2.4 HOW CAN WE USE INFORMATION IN ESR FOR CQI PROCESS?

Lecturers should start key-in the ESR form at the beginning of the semester so that the CO and PO achievement for each assessment can be identified earlier. This enables the lecturers to improve their delivery and assessment method accordingly if any of the CO or PO is not achieved. The CQI process can be carried in two (2) cycles; lecturer level and course level.



(a) CQI Process at lecturer level

(b) CQI Process at course level

Figure 2.1 How to use the ESR Information for CQI Process



### 3.0 ROLES OF LECTURER

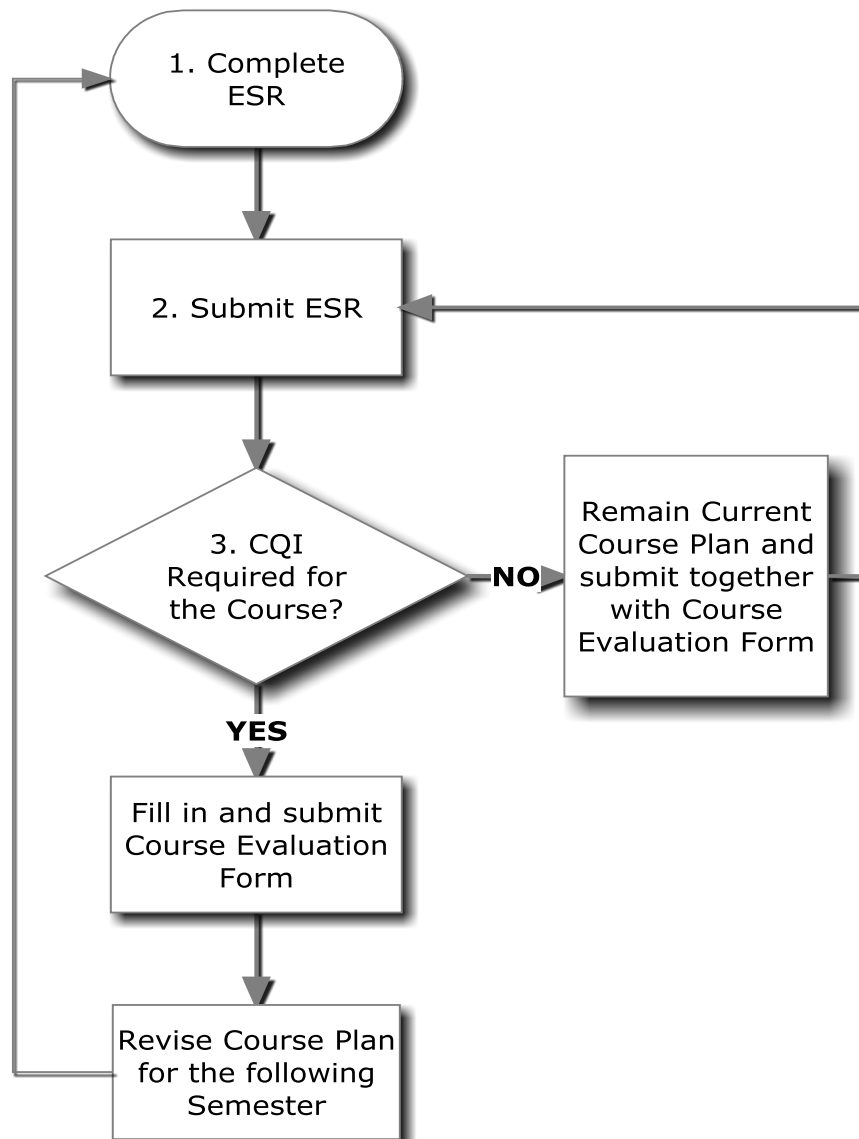


Figure 3.1 Flowchart of the roles of lecturers in ESR

1. At the **beginning** of a semester, lecturers must key-in the carry marks worksheet and overall summary worksheet which include the following:
  - Input the students' names and matrix numbers
  - Input the weightage of each relevant assessment method
  - Input the course code and name
  - Change the data range according to the number of students in the class
  - Input the CO vs PO matrix (according to the course syllabus)

At the **mid** of a semester, lecturers must continuously carry out the following:

- Key-in the marks for each assessment that has been carried out
- Interpret the analysis of CO and PO achievement for the particular assessment
- Improve the delivery and assessment methods accordingly if any of the CO or PO are not achieved

At the **end** of a semester, lecturers must perform the following:

- Complete the comment section of the overall summary worksheet
  - Print and sign the overall summary worksheet, and compile in the course file
2. The completed ESR must be submitted at the end of the semester by emailing the softcopy of the completed ESR to your UPIK representative.  
Before submitting the ESR, ensure that the data range (for all relevant worksheets) are tally with the number of students in your class
3. CQI process is carried out based on the ESR analysis (refer to Figure 2.1)

## 4.0 ROLES OF PROGRAMME COORDINATORS & UPIK REPRESENTATIVES

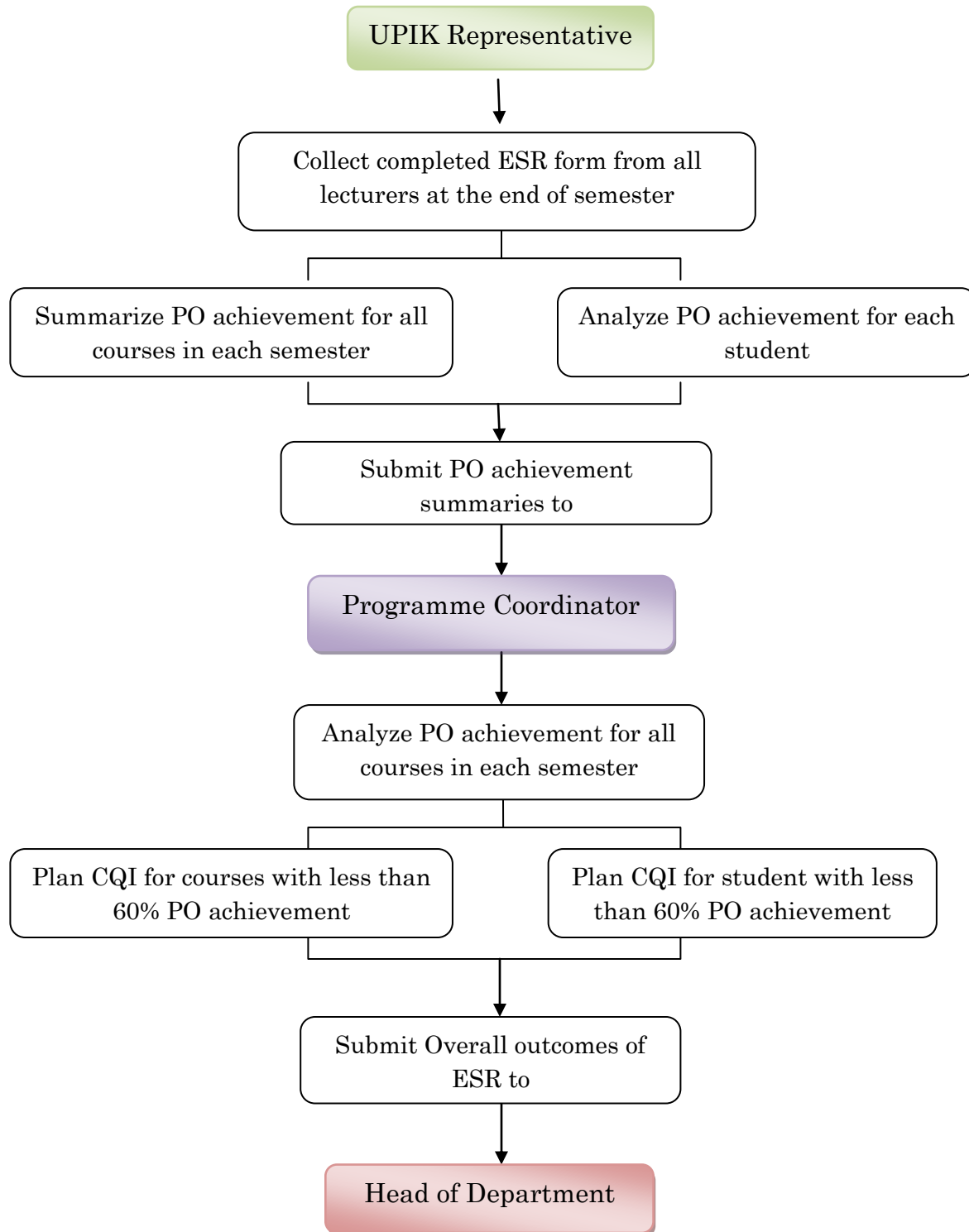


Figure 4.1 Roles of UPIK Representative and Programme Coordinator

## 5.0 HOW IS ESR RELATED TO COURSE SYLLABUS?

ESR is related to course syllabus with respect to assessment methods and their respective weightages, which are stated in the Course Outcome matrix (Figure 5.1) of the Course Syllabus.

Key-in the assessment methods and their respective weightages in ESR according to the evaluation distribution (Figure 5.2) available in the Course Syllabus.

No	Course Outcomes	Program Outcomes											Delivery	Assessment / Evaluation		
		a	b	c	d	e	f	g	h	i	j	k				
1	To identify and interpret the roles and importance of drawings in design and construction of a civil engineering projects.	2	1												• Lecture	• Final Examination
2	To describe and follow the skills needed for standard drawing offices practices.		2												• Lecture • Tutorial	• Assignment • Final Examination
3	To recognize and sketch basic engineering drawings and the notations and symbols associated to them.	1						2						3	• Lecture • Tutorial	• Assignment • Examination
4	To construct and produce a proper set of civil engineering drawings ~ civil and structural for a simple project, manually and computer added.	2	1					3						2	• Lecture • Tutorial	• Assignment • Final Examination

Figure 5.1 Course Outcome Matrix

<b>Coursework</b> <i>Quiz (s) / Assignment(s)</i>	40%
<b>Test (s)</b>	20%
<b>Final Exam</b>	40%

Figure 5.2 Evaluation Distribution

## **6.0 DIFFERENCES BETWEEN ESR AND E-MARKS**

### **6.1 WHAT IS E-MARKS**

Detail description of E-Marks is provided in Module 3: E-Course Outline and E-Marks Handbook.

### **6.2 WHY DO I NEED TO HAVE BOTH ESR AND E-MARKS**

Both ESR and E-Marks are needed for the following purposes:

- E-mark is required by BPPS to generate students' grade and result slip
- ESR is required by the Faculty to monitor the achievement of COs and POs for all courses and carry out CQI process