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المحترم

إلى: الدكتور/ محمد نجيب المرزوق
مشرف وحدة تطوير المناهج

المحترم
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بواسطة: الأستاذ الدكتور/ جعفر محمد حاجي علي
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من: الأستاذ الدكتور/ عمر خليل
مقرر لجنة الشئون الأكاديمية والمناهج
قسم نظم المعلومات وإدارة العمليات

تحية طيبة وبعد،

الموضوع: التقرير الفصلي لجودة التعليم في برنامج البكالوريوس

بالإشارة الى خطابكم رقم 14 بتاريخ 9 ديسمبر 2021، بشأن التقرير الفصلي لجودة التعليم في برنامج البكالوريوس عن الفصل الدراسي الثاني من العام الجامعي 2021/2020 ، وخطابكم رقم 31 بتاريخ 19 ابريل 2022 بشأن التقرير الفصلي لجودة التعليم في برنامج البكالوريوس عن الفصل الدراسي الأول من العام الجامعي 2022/2021 ، أرفق لكم طيه نماذج توصيات القسم العلمي بخصوص نتائج التقييم.

فالرجاء التكرم باتخاذ اللازم في ذلك الشأن.

وتفضلوا بقبول وافر التقدير والاحترام،،

DATE: May 8, 2022

TO: Prof. Jafer Ali, Chairperson, ISOM Department

FROM: Prof. Omar Khalil, Coordinator, Academic Affairs Committee



SUBJECT: Recommendations Concerning the AoL Assessment Results (Spring and Fall, 2021)

The Academic Affairs Committee held a meeting on Monday, May 11, 2022, to review the results of students' performance (results) on AoL assessments conducted in Spring and Fall, 2021. Attached are the recommendations the Committee has made for the purpose of continuously improving students' performance in the reviewed competencies (skills).

AoL Assessment Feedback Form

Competency/Skill:**Business Knowledge**. ... **Report Date:** ...**Fall 2021**.....

Academic Department:**ISOM Department**.....

Remarks:

The average score of students' performance on the seven business knowledge areas is 39.3%, with scores ranging from 45.6% (MGT) to 35.6% (ECON). In addition, students in the sample found the questions on Economics (ECON), Finance (FIN), Marketing (MGT), and Management Information Systems (MIS) to be the most challenging questions in the adopted assessment instrument.

Yet, it's rather difficult to provide specific recommendations to improve students' performance in the business knowledge areas for the following reasons:

- The business knowledge competency is not mapped to specific courses in the provided mapping sheet. It's therefore difficult to review the objectives, content, and teaching methods of specific courses to make relevant recommendations.
- Lack of information on what business knowledge and skills that are crucial to CBA graduates' successful careers. The relevant student learning objective under the "CBA Competency Goals" states: "Acquire a fundamental understanding of knowledge from the main business disciplines (e.g., finance, accounting, marketing, and management information systems, among others)." However, an operational definition of what is considered a fundamental understanding of business knowledge is missing. Therefore, using students' answers to a few multiple-choice questions makes the assessment results problematic. Drawing conclusions and making improvement recommendation based on an overall 39% assessment score on students' performance are inappropriate.
- Lack of information on students planned and past performance on business knowledge. Without comparing results, conclusions and recommendations do not make sense. A 39% overall performance score in this round of assessment (Fall 2021) is good news if it exceeds the similar previous scores and/or exceeds the planned performance scores. Otherwise, a 39% overall performance score is really bad news.

1. Recommendations to improve course content, learning objectives, and syllabi:

- No recommendations are made at this time (please see the above-mentioned reasons).

2. Recommendations to improve teaching methods:

- No recommendations are made at this time (please see the above-mentioned reasons).

3. Recommendations to improve College policies and curriculum:

Based on the above-mentioned remarks, we recommend the following:

- The general student learning objective of "Acquire a fundamental understanding of knowledge from the main business disciplines (e.g., finance, accounting, marketing, and management information systems, among others") should be better articulated and operationally defined so that students' performance can be validly and reliably assessed.
- Consider adopting more effective methods to assess students' performance in these business knowledge areas. One assessment method could utilize students' performance on a comprehensive business case analysis that requires students to integrate multiple business knowledge areas in developing solutions and making decisions. Another assessment method could utilize a software-based business game to engage student teams in a semester-long "case competition" and use the results as a proxy for business knowledge assessment. A third assessment method could utilize a standardized business knowledge survey and compare the results with the students' results from similar or peer business schools. A fourth assessment method could be pre-post assessment, where one assessment is administered during the freshman year and one is administered in the senior year and results are compared.
- It could be more effective to assign the responsibility of providing feedback on business knowledge assessment results to the college's Academic Affairs Committee.