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المحترم

إلى: الدكتور/ محمد نجيب المرزوق  
مشرف وحدة تطوير المناهج

المحترم  
كلية العلوم الإدارية - جامعة الكويت  
Department of Information Systems & Operations  
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College of Business Administration - Kuwait University

بواسطة: الأستاذ الدكتور/ جعفر محمد حاجي علي  
رئيس قسم نظم المعلومات وإدارة العمليات بالتكليف

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)

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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: .....**Oral Communication**... Report Date: ...**Fall 2021**.....

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

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

- Overall, we recommend staying the course since the assessment results are appropriate and 95% of the students in the sample meet or exceed expectations. No major revisions are needed at this time.
- Since students in the sample scored the lowest in the two objectives of "Slides Quality and Content" and "Concluding Statements," we recommend paying more attention to these two objectives in the syllabi of the courses designated to apply oral communication skills in the department, namely (ISOM 130 and ISOM 240).
- In the ISOM 130 syllabus, CL04 and CL05 emphasize the development and application of students' reporting and presentation skills as learning objectives. The syllabus also describes a "Research Assignment," which is a team assignment requiring students to report and present information for problem solving. We recommend that the course syllabus and assignments should include more information (e.g., example presentations, PP slide templates, rubrics) to guide students' design of appropriate presentations and development of quality slides.
- Similarly, in ISOM 240, although applying oral communications skills is not explicitly stated as a learning objective, the syllabus includes a section stating that teams are required to present one case study using PowerPoint; and a rubric/evaluation criterion will be available for students to check before submitting their work. We recommend that the syllabus be further developed to provide guidelines to help students design their presentation slides and to include the rubrics adopted for assessing students' performance.

### 2. Recommendations to improve teaching methods:

- Although there is not much information available on the teaching methods practiced in ISOM 130 and ISOM 240, we recommend the instructors of these courses consistently

adopt specific teaching methods (e.g., case analysis, panel discussions, role playing, debates on course-related issues, storytelling) that help students augment the requisite skills to effectively utilize Power Point to prepare and deliver professional presentations. We also recommend letting students do multiple short presentations instead of having one major presentation mostly given at the end of the term.

### **3. Recommendations to improve College policies and curriculum:**

- We recommend more efforts should be made at the College level to improve students' oral communications skills, especially students' ability to reach and present meaningful conclusions via well designed Power Point slides. This can be done by confirming that students effectively learn and practice how to prepare and deliver quality presentations in the designated English courses (ELU 106, ELU 126, and ELU 240) as well as in the "Business Communications and Reporting" course (MKT 303).
- It appears that oral communications (or presentation) skills are not systematically taught and practiced across the curriculum. We recommend the instructors of the courses designated to develop oral communications to work together to develop standardized presentation formats and Power Point slides templates that students could learn and uniformly adopt in their presentations across the curriculum.
- Oral communications content, learning objectives, and teaching methods of the designated courses must be frequently reviewed and improved using feedback collected from both students and faculty members. We recommend all instructors to adopt the same rubrics in grading students' oral communications skills so that students' performance is consistently evaluated in the different courses.

## AoL Assessment Feedback Form

Competency/Skill: ..... **Written Communication** ...      Report Date: ... **Fall 2021**.....

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

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

- We generally recommend staying the course since the assessment results are relatively appropriate as 80% of the students in the sample meet or exceed expectations. Yet, some actions must be eventually taken to improve students' report formatting and English grammar skills.
- Students in the sample scored the lowest in the two objectives of "formatting" and "grammar and spelling errors". We therefore recommend paying more attention to these two objectives in the syllabi of the ISOM 130 and ISOM 240 courses, which are offered by our department and are designated to apply communications skills or competencies.
- In the ISOM 130 syllabus, CL04 and CL05 emphasize the development and application of students' reporting and presentation skills as learning objectives. The syllabus also describes a "Research Assignment," which is a team assignment requiring students to report and present information for problem solving. We recommend that the course syllabus and assignments be extended to include guidelines on report formatting and structure (e.g., report purpose, understanding of the report subject, report organization, report content, importance of grammar and sentence structure), examples of good reports, and the rubrics adopted in assessing students' writing quality.
- In ISOM 240, although applying written communications skills is not explicitly stated as a learning objective, the "Grading" section of the syllabus informs students to use the APA writing style for their assignments and report writing and asks them to refer to the English Language Center in the college for assistance with writing. We recommend that the syllabus be further developed to provide students with guidelines (or tips) for report formatting and structure (e.g., report purpose, understanding of the report subject, report organization, report content, importance of grammar and sentence structure), examples of good reports, and the rubrics adopted in assessing students' writing quality.

## **2. Recommendations to improve teaching methods:**

Although not much information available on the teaching methods practiced in ISOM 130 and ISOM 240, we recommend the instructors of these courses to view the improvement of students' writing as their responsibility, and let students know that good writing is important in these courses. In addition, instructors are recommended to consistently adopt specific teaching methods (e.g., requiring students to write what they know about a topic before discussing it, respond in writing to questions posed during class, write a summary of topics discussed at the end of class, editing other students reports) which help students to augment the requisite skills to effectively write professional reports. We also recommend letting students engage in writing multiple short reports, instead of writing one major report mostly turned in at the end of the term, to allow students to receive frequent feedback (e.g., expanding ideas, clarifying meaning, reorganizing, correcting grammar) that guide performance improvement.

## **3. Recommendations to improve College policies and curriculum:**

- More efforts should be made at the college level to improve students' written communications skills, especially their ability to write reports that are properly formatted, grammatically correct, and error free. This can be done by confirming that students effectively learn and practice quality writing in the designated English courses (ELU 106, ELU 126, and ELU 240), as well as in the "Business Communications and Reporting" course (MKT 303).
- Instructors of the courses designated to improve written communications skills need to work together to develop a standardized report writing format and structure that students could learn and uniformly adopt in their writing assignments across the curriculum.
- Written communication content, learning objectives, and teaching methods of the designated courses must be frequently reviewed and improved using feedback collected from both students and faculty members. We recommend that all instructors adopt the same rubrics in grading students' writing assignments so that students' performance is consistently evaluated in the different courses.
- Establish an English "Writing Center." The Center should have English-speaking professionals who will be responsible for assisting students with their writing assignments and reports, as well as giving demonstrations of report writing to students enrolled in courses designated to enhance communication skills.
- Notably, a disparity exists in English competency among Business students, depending on their high school experience (private vs. public). This disparity is evidenced in significant differences in students' written and oral communications performance. To narrow the gap and enhance students' overall communications performance, we

recommend considering the English competency requirement for enrollment in our Business Program.