

التاريخ: 2022/5/24

المرجع: 207

المحترم

إلى: الدكتور/ محمد نجيب المرزوق
مشرف وحدة تطوير المناهج

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)

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:**Ethical Skill**. ... Report Date: ...**Spring 2021**.....

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

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

- Staying the course, since the assessment results show 95% of students meet or exceed expectations. No major revisions are needed at this time. Keep the content, learning objectives, and practiced teaching methods of the business core courses (ISOM 130, ISOM 210, and ISOM 240), offered by the Department and designated to introduce students to business ethics.
- To boost students' skills required to recognize the multidimensionality of ethical dilemmas and the multiplicity of stakeholders, efforts should be made to improve students' critical thinking skills. Critical thinking skills enable students to analyze a phenomenon (i.e., an ethical dilemma) from multiple perspectives and avoid making judgmental conclusions. Students' critical thinking skills could be improved by incorporating critical thinking objectives and content into some business core courses, including courses offered by our own department (e.g., 120, ISOM 130, ISOM 205, ISOM 240),

2. Recommendations to improve teaching methods:

- Continue the current pedagogy (teaching methods) practice in the courses (ISOM 130, ISOM 210, and ISOM 240) designated to introduce students to business ethics.
- To boost students' skills in recognizing the multidimensionality of ethical dilemmas and the multiplicity of stakeholders, teaching methods should put more focus on the identification and discussion of ethical dilemmas that might exist in various case studies (or scenarios). While discussing these ethical dilemmas, instructors may also use 'role playing' and ask students to represent the viewpoints of possible stakeholders and analyze the pros and cons of each alternative solution from the stakeholders' perspectives.

- Instructors of the designated ethical skills development courses in the department may consider initiating weekly short assignments. Students could be asked to search local and regional news media for reported stories that possibly comprise ethical dilemmas and ask them to identify possible stakeholders and analyze the implications of whatever decisions or actions are taken on these stakeholders.

3. Recommendations to improve College policies and curriculum:

- We recommend the faculty of the Public Administration Department to review and verify the adequacy of the content and teaching method(s) of “PA 307 Business, Ethics and Society,” which is a business core in the College curriculum. The review process should focus on improving teaching materials and teaching methods to help students recognize and understand the multidimensional nature of ethical dilemmas and the impact of alternative solutions on relevant stakeholders.