



التاريخ: 15 مايو 2024

المحترمة

إلى: الدكتورة / سارة عيسى خلف
مشرف وحدة تطوير المناهج

المحترم

بواسطة: الدكتور / عباس علي المجرن
القائم بأعمال رئيس قسم الاقتصاد

من: الدكتور / شملان وليد البحر
مقرر لجنة الشؤون الأكاديمية والمناهج بقسم الاقتصاد

تحية طيبة وبعد ،،،

الموضوع: التقرير الفصلي لجودة التعليم في برامج البكالوريوس في الكلية

بالإشارة إلى الخطاب الوارد لقسم الاقتصاد والموجه من مشرف وحدة تطوير المناهج في كلية العلوم الإدارية د. سارة خلف إلى القائم بأعمال رئيس قسم الاقتصاد د. عباس المجرن (خطاب رقم 45 بتاريخ 2024/4/22) والمتضمن عرض نتائج التقرير الفصلي لجودة التعليم في برامج البكالوريوس في الكلية والذي يشمل قياس عدد من المهارات وعرض للتقارير الخاصة بأراء الطلبة وأصحاب الأعمال لجودة برامج الكلية ومخرجاتها، فإننا نعرض لكم تقرير لجنة الشؤون الأكاديمية والمناهج بقسم الاقتصاد الخاص بهذا الشأن والمتضمن التعليق على بعض النتائج وتقديم الاقتراحات المتعلقة بسبل تطوير المهارات واستعراض بعض منجزات قسم الاقتصاد لتحسين جودة التعليم.

وتفضلوا بقبول فائق الاحترام ،،،

Insights and Recommendations from the Economics Department's Academic Affairs and Curriculum Committee on CMU's Education Quality Report

Minor General Comment

- The course numbers for economics principles have been updated from (ECON 110, 111, 212) to (ECON 120, 140, 240), respectively. Kindly use these updated numbers in your future reports.

Ethics Analysis

- Students in economics principles courses (ECON 120, 140, 240) are introduced to some ethical considerations when discussing topics such as the difference between the free market profit-maximizing outcome and the socially efficient outcome that maximizes society's welfare, or the negative effects of issues like unemployment and inflation.
- While introductory economics principles courses touch upon ethical considerations lightly, deeper integration and development of ethical analysis skills are lacking due to the nature of topics covered in these courses.
- To address this gap, it is crucial to reinforce ethics as a learning goal in other courses across other departments where ethical considerations are relevant. This would provide students with broader exposure to ethical dilemmas and foster their ability to analyze and navigate such issues effectively.

Business Knowledge

- The committee considers organizing a refresher week for all disciplines a beneficial initiative to reinforce students' recall of key concepts.
- Academic committees across departments should review the test bank utilized by CMU for assessing education quality. Ensuring that the questions align with the major learning goals of courses will enhance the effectiveness of assessments and mitigate the inclusion of overly detailed or less essential content that may be forgotten over time.

- Encourage rigorous assignment work, including homework, in-class exercises, case studies, and presentations, to develop analytical skills.
- Advocate for the incorporation of presentations as a grading component across all disciplines, beginning early in students' academic journeys.
- Emphasize the importance of homework assignments and recommend instructors to incorporate more of them to foster business knowledge and analytical skills throughout the semester.
- Emphasize the inclusion of short/long-answer written components in exams in courses that traditionally rely on multiple-choice questions for assessment. Integrating these types of questions will serve to better evaluate students' analytical skills and encourage thorough preparation.

Training in IT and Computer Applications

- The economics department in the last five years has made significant advances in developing students' programming skills by incorporating software such as Stata and R into the Econometrics course, typically undertaken in the final semester. However, it is important to note that students who responded to the survey before completing this course may not fully reflect their experience in this field.
- Recognizing the importance of early exposure to econometrics, the department has taken steps to encourage students to enroll in the course sooner. This includes reducing course prerequisites, starting from the academic year 2021/2022, to incentivize students to complete the course earlier in their academic journey. As a result, future cohorts of economics students are expected to have access to this crucial course at an earlier stage. This should ensure students' exposure to IT and computer applications sooner.

Recommendations Based on Students' and Employers' Negative Comments

- Some of the comments mentioned earlier incorporate recommendations aimed at addressing some of the concerns raised by students and employers.
- Enhance the role of academic advisors in guiding students towards academic success and career readiness, based on feedback from both students and employers.

- Conduct annual major-specific orientations to assist students in formulating optimal study plans and addressing their queries. The Economics Department, led by academic advisors and some academic committee members, has been conducting orientation sessions for the past five years.
- Implement an annual orientation at the college level to assist and guide undergraduate students interested in pursuing Master's and PhD degrees. This orientation should provide valuable information on how to effectively utilize their undergraduate study period to prepare for graduate school, as well as insights into general admission and preparation requirements.
- Propose the establishment of a dedicated team on MS Teams to expand student support services. This team, consisting of academic advisors, would offer guidance, post course registration announcements, and advertise job openings and internships. The Economics Department, led by academic advisors and some academic committee members, has already implemented this approach for the past three years, further enhancing student engagement and support.
- Encourage instructors to incorporate textbook readings and assign case studies to develop students' reading and analytical skills, reducing reliance on instructor lecture notes.
- Address areas highlighted for improvement by employers, such as practical experience, communication, public speaking, and teamwork, by integrating more presentations as assessments, especially in principles/foundation courses.

لجنة الشؤون الأكاديمية والمناهج
قسم الاقتصاد – كلية العلوم الإدارية – جامعة الكويت
العام الجامعي 2024/2023

الموضوع: مذكرة تمرير بشأن التقرير الفصلي لجودة التعليم في برامج البكالوريوس في الكلية
الثلاثاء الموافق 2024/5/14

اطلعت لجنة الشؤون الأكاديمية والمناهج بقسم الاقتصاد على الخطاب الوارد للقسم والموجه من د. سارة عيسى خلف إلى السيد رئيس القسم (خطاب رقم 45 بتاريخ 2024/4/22) ويتضمن عرض نتائج التقرير الفصلي لجودة التعليم في برامج البكالوريوس في الكلية والمتضمن قياس عدد من المهارات وعرض للتقارير الخاصة بأراء الطلبة وأصحاب الأعمال لجودة برامج الكلية ومخرجاتها. وقام أعضاء اللجنة بقراءة هذا التقرير ومناقشة المقترحات والتوصيات لتطوير جودة التعليم في برامج الكلية. وترفق اللجنة لهذا المحضر تقريرها الخاص بهذا الشأن والمتضمن التعليق على بعض النتائج والاقتراحات المتعلقة بسبل تطوير المهارات وبعض منجزات قسم الاقتصاد بهذا الشأن.

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