### ATTACHMENT 2 (g)

### Course Report

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**COURSE REPORT**

**(CR)**

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator

A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

**Course Report**

**For guidance on the completion of this template refer to the NCAAA handbooks or the NCAAA Accreditation System help buttons.**

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| Institution King Saud University Date of Course Report 01/01/2015 |
| College/ Department College of Business Administration / Management Department |

1. **Course Identification and General Information**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Course title Strategic Management Code # MGT 411 Section # 29500 | | | | | | |
| 2. Name of course instructor Hanana Almathami Location Female campus-Al-Deraiah | | | | | | |
| 3. Year and semester to which this report applies. 2104-2015 / Semester 1 | | | | | | |
| 45  41  4. Number of students starting the course? Students completing the course? | | | | | | |
| 5. Course components (actual total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact  Hours | 42 | None | None | 10  In class project working on a consecutive and continuous case study (SABIC) | 7  Weekly and final Presentations  Revision | 59 |
| Credit | 3 credit hours | | | | |  |

1. **- Course Delivery**

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| --- | --- | --- | --- |
| 1. Coverage of Planned Program | | | |
| Topics Covered | Planned Contact Hours | Actual Contact Hours | Reason for Variations if there is a difference of more than 25% of the hours planned |
| Class introduction and course description | 1 | 2 | Due to large amount of student absence the first week it was repeated the following week. |
| Nature of Strategic Management | 3 | 2 | Since it was an overview of strategic management less time was spent. |
| The Business Vision and Mission | 5 | 2 | Students had previous knowledge about business vision and mission. |
| External Assessment | 6 | 6 | No variation |
| Internal Assessment | 6 | 6 | No variation |
| Competing in the Global Marketplace | 3 | 2 | Students had previous knowledge about business globalization. |
| Strategies in Action | 4 | 3 | Needed an extra time for strategy analysis and choice. |
| Strategy Analysis and Choice | 9 | 10 | More time needed for strategy analysis and choice due to student’s difficulty in grasping the idea of strategy analysis and choice and demanded an extra time to comprehend the subjects. |
| Implementing Strategies, Management and Operations Issues | 3 | 2 | More time needed for strategy analysis and choice due to student’s difficulty in grasping the idea of strategy analysis and choice. |
| Implementing Strategies: Marketing, Finance, Accounting, R&D, and MIS Issues | 3 | 2 | The class was made-up of diversified majors; they were able to understand the theory and concepts of strategy implementation related to their majors. |
| Leadership and Culture | 3 | 1 | Students had previous knowledge about Leadership and culture aspects in organizations. |
| Strategy Review, Evaluation and Control | 3 | 3 | No variation |
| Revision | 3 | 1 | Was enough for revision |

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| 2. Consequences of Non Coverage of Topics  For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action. | | |
| Topics (if any) not Fully Covered | Effected Learning Outcomes | Possible Compensating Action |
| Some topics in Leadership and Culture | None | Where given a group of questions related to the missed topics so they can learn by their own. |
| Some topics in strategies in Action | None | Where given a group of questions related to the missed topics so they can learn by their own. |

**3. Course learning outcome assessment.**

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| --- | --- | --- | --- |
|  | List course learning outcomes | List methods of assessment | Summary analysis of assessment results |
| 1 | **Knowledge skills:**  Describe the concepts, principles and the foundation of strategic management. | 1. Mid one 2. Individual home work involved a selection of end of chapter review questions. | 82% of student scored C or higher in mid one.  90 % of student scored A in individual homework. |
| 2 | **Cognitive, Analysis, Interpersonal and Responsibility and Communication skills:**  Demonstrate the knowledge and the application of techniques in strategy analysis, formulation and choice. | 1. Mid two 2. Weekly group projects and presentations 3. Final group project and presentations | 80% of student scored C or higher in mid.  95% of weekly group projects and presentations scored B or higher.  91% of final group project and presentations scored B or higher. |
| 3 | **Cognitive and Analysis skills:**  Develop analytical and ‎interpretive abilities and the ‎ability to relate factors, ‎variables, resources, and ‎environmental and ‎organization capabilities ‎required to implement ‎and control strategy. ‎ | 1. Individual home work evaluating a video clip 2. Final exam | 75% of student scored C and higher in the individual home work evaluating a video clip.  85% of student scored C and higher in the final exam. |

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| Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.  Teaching strategies I used where very effective which was reflected in their overall grades.  However due to time constraint and the fact the students number in this class was large the following strategies are recommended to apply in more controlled manner:   * Brainstorm session. * Controlled group discussion and debating. * In class video report analysis. * Reading and summarizing from different resources and presented in class. |

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| 4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework) | | | |
| List Teaching Methods set out in Course Specification | Were these  Effective? | | Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties. |
| No | Yes |
| **Knowledge skills**  Teaching strategies used to develop that knowledge:   * Lectures * Written exams * Class discussion and dialogue ‎ * ‎Presentation of class assignments ‎ * ‎Various student assignments ‎ |  | \* | ‎**Due to classs students number** and lecture location and little amount of time discussion and dialogue activities where uncontrolled in addition to distraction in class due to side talk during lectures.  Many students had problem with writing skills and to write in english. |
| **Cognitive skills**  Teaching strategies used to develop that knowledge:   * Lectures * Written exams * Class discussion and dialogue ‎ * ‎Presentation of class assignments ‎ * ‎Various student assignments ‎ |  | \* | ‎Due to class students number and ‎lecture location and little amount of ‎time discussion and dialogue activities ‎where uncontrolled in addition to ‎distraction in class due to side talk ‎during lectures.‎  Many students had problem with ‎writing skills and to write in english.‎ |
| **‎Interpersonal and ‎Responsibility skills**  Teaching strategies used to develop that knowledge:   * Class discussion and dialogue ‎ * ‎Presentation of class assignments ‎ * ‎Various student assignments ‎ |  | \* | ‎  Few students had an issue with working with their peers so I had to distribute them to other groups. |
| **Communication skills**  Teaching strategies used to develop that knowledge:   * Class discussion and dialogue ‎ * ‎Presentation of class assignments ‎   ‎Various student assignments |  | \* | Few students needed to improve their presentation skills however, after several weeks of group presentation most of them have developed the skills to do so.  Many students had problem with ‎writing skills and to write in english |

Note: There were three rubrics used in the process including:

Team leadership, oral and writing communication skill. Copies are provided in appendix A.

**C. Results**

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| 1. Distribution of Grades   |  |  |  |  | | --- | --- | --- | --- | | Letter  Grade | Number of  Students | Student  Percentage | Explanation of Distribution of Grades | | A+ | 2 | 4.4% | 95-100 =A+‎ | | A | 5 | 11.1% | 90-94 =A | | B+ | 4 | 8.9% | 85-89 = B+‎ | | B | 13 | 28.9% | 80-84 = B | | C+ | 4 | 8.9% | 75-79 = C+‎ | | C | 4 | 8.9% | 70-74 = c | | D+ | 8 | 17.8% | 65-69 = D+ | | D | 1 | 2.2% | 60-64 = D | | F | 3 | 6.7% | 59 or Below = F | | Denied  Entry | 1 | 2.2% |  | | In Progress | 0 | 0 |  | | Incomplete | 0 | 0 |  | | Pass | 41 | 91.1% |  | | Fail | 4 | 8.9% |  | | Withdrawn | 0 | 0 |  | |
| 2. Analyze special factors (if any) affecting the results  None |

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| 3. Variations from planned student assessment processes (if any) (see Course Specifications). | |
| a. Variations (if any) from planned assessment schedule (see Course Specification) | |
| Variation | Reason |
| Mid one and two was rescheduled | Due to the large number of student and from diverse major background there was a conflict in mid exam schedule with other subjects and in response to students demand both mid exams where rescheduled to best what suites the majority and conducted a makeup exam for those who still represent conflict. |
| Video home work was rescheduled | Due to AOL report submission. |

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| --- | --- |
| b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification) | |
| Variation | Reason |
| Weekly group projects where conducted based on a case study from the book. | To encourage their self-responsibility and team leadership in addition to cognitive, analysis and knowledge. |
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| 4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator). | |
| Method(s) of Verification | Conclusion |
| Female section chairman also had previously taught MGT411 had verified the grades. | The grades where valid. |
| I had my self-verify the student grade for accuracy | There were two students’ grades where miscalculated and further action was taken to resolve this issue. |

**D. Resources and Facilities**

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| --- | --- |
| 1. Difficulties in access to resources or facilities (if any)   1. There was a constant ‎issue with the Smart ‎board that was not ‎working ‎during the first ‎few minutes of class of ‎the whole semester.‎ 2. During the ‎semester, ‎the student chairs were ‎left ‎unorganized ‎ 3. The class size is small and lack of chairs for seating students capacity. | 2. Consequences of any difficulties experienced for student learning in the course.   1. Time was consumed ‎between trying to open ‎the smart board to ‎looking for another class ‎to transferring students.‎ 2. It took extra time ‎for me in every ‎class. ‎ 3. There where days where satudens had to stay standing during class due to class size and lack of chaires. |

**E. Administrative Issues**

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| 1 Organizational or administrative difficulties encountered (if any)    None | 2. Consequences of any difficulties experienced for student learning in the course.  None |

**F Course Evaluation**

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| 1. Student evaluation of the course (Attach survey results report)   Student analysis survey is attached in appendix B. |
| a. List the most important recommendations for improvement and strengths   1. More use of the book and external resources. 2. Refer to another Arabic resource for those with language difficulties. |
| b. Response of instructor or course team to this evaluation  The students’ feedback will be taken serious in the improvement of the course delivery and ‎assessment methods.‎ |
| 2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)  Evaluation by the Department Chairman.‎ |
| a. List the most important recommendations for improvement and strengths  The Department Chairman commended on my teaching methodology and asked me to ‎relook at ‎the student evaluation results for improvements.‎ |
| b. Response of instructor or course team to this evaluation  In addition to the midterm exams and the final the following is the recommended response:   * Quizzes’ will be added to insure student learning. * Rubric structure will be modified to fit student’s capabilities and skills. * Increase written projects and request hand written assignment instead of word doc. * Additional resources for reading. * More use of the book. |

**G. Planning for Improvement**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Progress on actions proposed for improving the course in previous course reports (if any). | | | |
| Actions recommended  from the most recent course report(s) | Actions Taken | Results | Analysis |
| Use an updated  recent edition of the  textbook or even  new one | Latest edition has been used | New book used | The book was easy reading however students who had difficulty in their English language skills still faced issues regarding the book. |

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| 2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).  Classes should have less number of students and better class location and facilities. |

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| --- | --- | --- | --- | --- |
| 3. Action Plan for Improvement for Next Semester/Year | | | | |
| Actions Recommended | Intended Action Points  and Process | Start  Date | Completion  Date | Person Responsible |
| a. Quizzes’ will be added to insure student learning‎ | The first column will be implemented | First week of the semester | Last week of semester | Course instructor |
| More use of the book by presenting the ideas given in the book, also students are asked to refer to the text book for all the assignments that is already built around the textbook material. |
| Rubric structure will be modified to fit student’s capabilities and skills.‎ |
| Increase written projects and request hand written assignment instead of word doc.‎ |
| Additional resources for reading and to summarize to build students writing and cognitive skills. |

**Name of Course Instructor: Hanan S. S. Almathami**

**Signature: Date Report Completed: 13/01/2014**

**Program Coordinator: Dr.Abdullah M. Aldakhil**

**Signature: Date Received:**

**Appendix A**

**Team/Leadership** **Skills** **Rubric**

Name of fellow team member being assessed:

**Directions:** For each competency, circle a number on ascale of 1-3( 3being a superior performance of the competency) abovethe statement that best describes your fellow teammate’s behavior.

|  |  |  |
| --- | --- | --- |
| **Competency1:** **Organization** **and** **Coordination** | | |
| **Organization** |  |  |
| **1** **1.5** **2** **2.5** **3** | | |
| Does notcontribute to (1) assigning roles or (2) defining goals. | Assists in (1) assigning roles and (2) defining goals. | Assumes leadership role in (1) assigning roles and (2) defining goals. |
| **Coordination** |  |  |
| **1** **1.5** **2** **2.5** **3** | | |
| Does notcontribute to either (1) prioritizing and coordinating tasks or (2) integrating individual contributions into the final product. | Assists in (1) prioritizing and coordinating tasks to meetdeadlines and/or (2)integrating individual contributions into the final product. | Assumes leadership role in (1) prioritizing and coordinating tasks and/or (2)integrating individual contributions into final product. |
| **Competency** **2:** **Participation** | | |
| **1** **1.5** **2** **2.5** **3** | | |
| (1) Frequently misses meeting or arrives late,(2) misses deadlines,and (3) fails to complete own share of responsibilities. | (1) Infrequently misses meetings or arrives late,and (2) satisfactorily completes assignments in a timely manner. | (1) Punctually attends and is well prepared forall meetings;(2) all assignments are ofhigh quality and meetdeadlines.(3) Motivates team members to accomplish goals. |
| **Competency3:** **Problem** **Solving** | | |
| **1** **1.5** **2** **2.5** **3** | | |
| Does not(1) contribute information/research,(2) brainstorm solutions,or (3) assistin evaluating solutions/alternatives. | (1) Contributes information/research,(2) brainstorms solutions,and (3) assists in evaluating solutions/alternatives. | (1) Contributes information/research,(2) offers insightful or creative solutions,and (3) provides a framework for evaluating solutions/alternatives. |
| **Competency4:** **GroupDynamics** | | |
| **1** **1.5** **2** **2.5** **3** | | |
| (1) Monopolizes team’s discussion time,(2) does notlisten to others, (3) does notencourage participation of others,OR (4) does not contribute to discussion. | (1) Participates without monopolizing discussion,and (2) listens to others. | (1) Participation without monopolizing discussion,(2) builds uponideas ofothers,and (3) actively encourages the participation ofothers. |
| **Competency5:** **Conflict** **Resolution** | | |
| **1** **1.5** **2** **2.5** **3** | | |
| (1) Offers no constructive solutions to resolve conflict,or (2) undermines conflictresolution by emphasizing personalities rather than issues. | (1) Offers solutions to resolve conflict,and (2) emphasizes issues rather than personalities. | (1) Resolves conflictbased upon objective criteria,(2) encourages win-win solutions,and (3) addresses free-rider problem constructively withoutcreating hostilities. |

**Comments**:

**Strategic Management**

**411 GMT**

Student’s name:

Evaluator’s Name:

Undergraduate Oral Communication Skills

(Rubric)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| performance Area | 4 Excellent | 3  good | 2  Fair | 1  need improvement | Score |
| 1. Organizing the idea |  |  |  |  | 4- 3- 2-1 |
| 1. Student confidence |  |  |  |  | 4- 3- 2- 1 |
| 1. Body language & eye contact |  |  |  |  | 4- 3- 2- 1 |
| 1. Effectiveness of delivery |  |  |  |  | 4- 3- 2- 1 |
| 1. Attractiveness to Audiences |  |  |  |  | 4- 3- 2- 1 |
| 1. Responsiveness (Q&A) |  |  |  |  | 4- 3- 2- 1 |
| 1. Time managing |  |  |  |  | 4- 3- 2- 1 |
| 1. Multimedia support & visual aids |  |  |  |  | 4- 3- 2- 1 |
| Total score |  |  |  |  |  |

Scoring Key: excellent = 28:32 Good 22:27 Fair 17:21 Need improvement ≤ 16

**Rubric for Measuring Written Communication Skill**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **EFFECTIVE**  **5-6** | **ADEQUATE**  **3-4** | **INADEQUATE**  **1-2** | **SCORE** |
| Document organization | Presents clear statement of purpose ; material is presented in clear and logical order appropriate to the task | Contains statement of purpose but may rely on implicit expression | Omits clear statement of purpose; addresses topics without clear logical sequence |  |
| Paragraph coherence | Develops a single topic in each paragraph; provides a logical sequence for document content; transitions develop connections between paragraphs; paragraphs are not overly long or brief | May lack development; may stray to other topics within paragraphs; generally provides clear transitions between paragraphs | May present overly short paragraphs, have undeveloped material, or contain unrelated material; omits necessary transitions |  |
| Sentence structure | Demonstrates sophistication and variation in sentence structure; expresses ideas clearly and concisely; contains no unnecessary fragments or run-on sentences | Generally maintains varied and correct sentence structures; may include small number of sentence-level errors | Employs repetitive or simplistic sentence structures; contains wordy or unclear sentences; includes fragments or run-ons |  |
| Correctness | Adheres to standard rules of grammar, usage, mechanics, punctuation, and spelling; may include no more than two minor errors | Generally adheres to standard rules but includes three or more errors | Contains significant errors that detract from understanding or compromise writer’s credibility |  |
| Audience/ Tone | Addresses audience concerns by explaining unfamiliar terms/material; employs professional diction and avoids overly technical or colloquial language; maintains appropriate tone | Demonstrates audience awareness but may include some overly technical or colloquial language; may lose control of tone | Uses technical or colloquial language inappropriate to the context of the assignment; errs in appropriate tone |  |
| Support/ Exhibits | Includes thorough documentation or citation as necessary; supports all claims within either text or appendix; properly labels/identifies outside material | Generally supports claims with properly cited material; may omit occasional supporting documentation or material | May fail to include required supporting materials or documentation; may include irrelevant addenda |  |
| Presentation/ Document design | Includes proper formatting of margins, spacing, indentation, etc; typeface and use of emphasis are appropriate to task | Mostly includes proper formatting and limits errors or inconsistencies | Distracts reader with errors or inconsistencies in formatting |  |
|  |  |  | **TOTAL SCORE** |  |

**Scoring Key Effective: 29:42 Adequate: 15:28 Inadequate: ≤ 14**