### 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 13/01/2015 |
| College/ Department College of Business Administration / Management Department |

1. **Course Identification and General Information**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Course title: Decision Making and Problem Solving Code # MGT 422 Section # 29503 | | | | | | |
| 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 | | | | | | |
| 2  2  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 | 7  Weekly and  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 |
| Introduction and course description | 3 | 2 | Was enough |
| Decisions and the environment of management decision making | 3 | 3 | No variation |
| Decision theory/ risk ,uncertainty, rationality in decision making | 6 | 6 | No variation |
| Personal, psychological side of decision making | 3 | 3 | No variation |
| Decision analysis and the application of quantitative techniques in decision making | 18 | 18 | No variation |
| Decision making methods, participation in decision making | 6 | 6 | No variation |
| Obstacles to decision making (personal, organizational, political...etc.) | 3 | 3 | No variation |
| Relationship between decision making, planning, and policy analysis and making | 3 | 3 | No variation |
| Ethical side of decision making and problem solving | 3 | 3 | No variation |
| Review | 3 | 1 | Was enough |
| Mid – Term examination | 2 | 1 | Time limitation for exam |
| Final examination | 3 | 2 | Time limitation for exam |

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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 |
| None | None |  |
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**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 | 93% of student scored C or higher in mid one.  95 % 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 discussion and presentations | 94% of student scored C or higher in mid.  95% of weekly group discussion 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. Final exam | 95% 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 ‎ |  | \* | ‎  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 ‎ |  | \* | ‎  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 ‎ |  | \* | ‎  None |
| **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+ | 0 | 0.0% | 95-100 =A+‎ | | A | 0 | 0.0% | 90-94 =A | | B+ | 0 | 0.0% | 85-89 = B+‎ | | B | 1 | 5.3% | 80-84 = B | | C+ | 1 | 5.3% | 75-79 = C+‎ | | C | 0 | 0.0% | 70-74 = c | | D+ | 0 | 0.0% | 65-69 = D+ | | D | 0 | 0.0% | 60-64 = D | | F | 0 | 0.0% | 59 or Below = F | | Denied  Entry | 0 | 0.0% |  | | In Progress | 0 | 0 |  | | Incomplete | 0 | 0 |  | | Pass | 2 | 100% |  | | Fail | 0 | 0.0% |  | | 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 |
| No variation |  |

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| --- | --- |
| b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification) | |
| Variation | Reason |
| Weekly group discussion where conducted based on reading and summarizing topics from the three 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 had verified the grades. | The grades where valid. |
| I had my self-verify the student grade for accuracy | No issues |

**D. Resources and Facilities**

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| --- | --- |
| 1. Difficulties in access to resources or facilities (if any)  None‎ | 2. Consequences of any difficulties experienced for student learning in the course.  None‎ |

**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. |
| 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**

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| --- | --- | --- | --- |
| 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 | Extra books where used based on personal choice | New book used | The books were easy reading however they were very extensive. |

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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).  An extra book was used.  Group discussion was involved |

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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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Put your name and your team members’ names in the spaces provided, one name at the top of each column. | | | | | |
| Names: |  |  |  |  |  |
| Ratings: | | | | | |
| On time for all group meetings: |  |  |  |  |  |
| Helped keep the group cohesive: |  |  |  |  |  |
| Number of useful ideas contributed: |  |  |  |  |  |
| Quantity of work done: |  |  |  |  |  |
| Quality of work done: |  |  |  |  |  |
|  | + | + | + | + | + |
| Add Total Scores Here |  |  |  |  |  |

Rubric for Measuring Team Work Skills

Student’s name:

Evaluator’s Name:

Rubric for Measuring Oral Communication Skills

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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**