

## **I. Status of 2012-2013 Adopted Improvement Actions: Post-Baccalaureate Diploma in Primary Education**

### **1. AY 12-13 Adopted Improvement Action 1:**

Strengthen the micro-teach assignment:

- (1) In consultation with instructors, review the micro-teach assignment and rubrics to identify ways to strengthen the assignment and its assessment
- (2) Modify as needed
- (3) Compare with other assessment measures administered near the same time to evaluate validity of the assessment

#### ***Evidence and Implementation details for improvement action 1:***

Faculty from all pre-service programs in CEDU collaborated to improve the microteach assignment as scores from the microteach did not reach target levels. It was believed that students were not being adequately prepared for the microteach. The improved rubric may be viewed in [Appendix D](#). The effectiveness of this change in the assignment and assessment for the microteach has not been completed as they program has been on hold and no students are currently in the semester in which they would do a microteach.

### **2. AY 12-13 Adopted Improvement Action 2:**

Revise program content: Survey previous, current, and potential candidates to identify areas for improvement in the program.

#### ***Evidence and Implementation details for improvement action 2:***

The review of the diploma program was discussed extensively at the program, department, and college level. [Appendix E](#) provides a copy of minutes of a [meeting](#) of the heads of departments, program coordinators, and administrators at which the revision were discussed, a copy of a [survey](#) that was given to current students to inform the discussion, and a copy of the [revision proposal](#) that was submitted to the program faculty, heads and coordinators, and university.

### **3. AY 12-13 Adopted Improvement Action 3:**

Identify/create additional resources in Arabic: Provide incentives to faculty to develop quality materials.

#### ***Evidence and Implementation details for improvement action 3:***

This action item was put on hold until after approval for renewing the program was achieved.

**4. AY 12-13 Adopted Improvement Action 4:**

Investigate alternate delivery structure (online):

- (1) Research best methods of online course delivery
- (2) Pilot online delivery

***Evidence and Implementation details for improvement action 2:***

Extensive research was done investigating various online delivery systems, including consulting with providers and visiting with the College of Pharmacy to see how they supplement their courses with online delivery. The email provided in [Appendix F](#) documents these efforts. Please also see [Appendix E, Revision Proposal](#).

**II. Status of Improvement Actions Adopted before the 2012-2013 AY:**

**1. AY 2011-2012 Adopted Improvement Action 1:**

Convert all assessment rubrics to a 4-pt. scale.

***Evidence and Implementation Details for AY 2011-2012 Improvement action 1:***

All rubrics have been converted to a 4-point scale. Please see <https://www.taskstream.com/ts/manager204/DiplomaRubrics> for evidence.

**2. AY 2011-2012 /2010-2011 Adopted Improvement Action 2:**

Work on attaching specific SLO statements in rubrics for more exact assessment.

***Evidence and Implementation Details for AY 2011-2012/2010-20 improvement action 2:***

Modification of the rubrics to have more specific links to learning outcomes has been accomplished. Please see <https://www.taskstream.com/ts/manager204/DiplomaRubrics>.

**3. AY 2011-2012 Adopted Improvement Action 3:**

Incorporate Arabic language in the math and science strands.

***Evidence and Implementation Details for AY 2011-2012 improvement action 3:***

This action was put on hold until approval to take the program off hold was achieved.

**4. AY 2009-2010 Adopted Improvement Action 4:**

Assignment rubrics should identify each targeted outcome statement so that the scores relate directly to that outcome statement.

***Evidence and Implementation Details for AY 2009-2010 improvement action 4:***

Modification of the rubrics to have more specific links to learning outcomes has been accomplished. Please see

<https://www.taskstream.com/ts/manager204/DiplomaRubrics> .

### **III. Other Improvement Actions implemented by program during Current AY:**

#### **1. Other Non-recorded Improvement Action 1:**

Because of the short duration of the diploma program, student support is a very critical issue. CEDU has instigated a more rigorous student support program and analysis of student support data. At this time, the data is not disaggregated by program, but hopefully in the future it will be. The effectiveness of this intervention has also not been established, but hopefully will be in the immediate future.

#### ***Evidence and Implementation Details for improvement action 1:***

Please see [Appendix G](#) for evidence of this effort.

#### **2. Other Non-recorded Improvement Action 2:**

A committee was established to work on developing more rigorous content tests and translating them into Arabic. Dr. Alanood Al Thani accepted the responsibility to guide the group in ensuring the breadth, depth, and validity of the exams. Faculty members in each discipline and the Professional Development Specialists in the National Center for Educator Development generated questions for each subject area. The group began the process of posted the tests online so that different versions of the same test could be given and test analyses could be run on each administration of the test.

#### ***Evidence and Implementation Details for improvement action 2:***

[Appendix H](#) provides email evidence of the work of this group.

#### **3. Other Non-recorded Improvement Action 3:**

The Professional Standards for Teachers and School Leaders<sup>1</sup> were added to the rubrics to support candidates in achieving licensure and in providing a different lens through which to view candidate achievement.

#### ***Evidence and Implementation Details for improvement action 3:***

Evidence for this may be seen at

<https://www.taskstream.com/ts/manager204/DiplomaRubrics> .

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<sup>1</sup> Education Institute (2007). *National professional standards for teachers and school leaders*. Doha, Qatar: Supreme Education Council.



**Appendix A**

**Summary: Implementation Status of 2012-2013 Adopted Improvement Actions**

| Report Date | # | Improvement Action Statement  | Associated SLO / OE | Rationale for the Action (link to Assessment)   | Action / Step*  | Date of Implementation |             | Used Resources |        | Current Status & Notes | Reference to Evidence  |
|-------------|---|---|---------------------|---|---|------------------------|-------------|----------------|--------|------------------------|--|
|             |   |   |                     |   |   | Planned                | Actual      | Financial      | Others |                        |  |
| 2012-2013   | 1 | Strengthen the micro-teach assignment:  | 1, 2                | The microteach is very important in testing content and pedagogy. Scores on the microteach were not reliable. A more reliable assessment instrument was needed. | (1) In consultation with instructors, review the micro-teach assignment and rubrics to identify ways to strengthen the assignment and its assessment<br>(2) Modify as needed<br>(3) Compare with other assessment measures administered near the same time to evaluate validity of the assessment | Fall 2013              | Fall 2013   | None           | None   | Completed              | <a href="#">Appendix D</a>   |
| 2012-2013   | 2 | Revise program content: Survey previous, current, and potential candidates to identify areas for improvement in the program | 1                   | Ensure that the content delivered was relevant and rigorous.  | (1) Survey current candidates, (2) have focus group meetings with faculty, (3) Engage CEDU faculty in reviewing, revising program.  | Fall 2013              | Spring 2013 | None           | None   | Completed              | <a href="#">Appendix E</a>   |
| 2012-2013   | 3 | Identify/create additional resources in Arabic: Provide incentives to faculty to develop quality materials                  | 1                   | On hold   | On hold   | Spring 2014            |             | None           | None   | On hold                | None   |
| 2012-2013   | 4 | Investigate alternate delivery structure (online):  | 1                   | This is important to ensure we are delivery a quality program that meets the needs of the students.   | (1) Research best methods of online course delivery<br>(2) Pilot online delivery  | Fall 2013              | Fall 2013   | None           | None   |                        | <a href="#">Appendix F</a> also see <a href="#">Appendix E</a> , <a href="#">Revision Proposal</a> |

**Appendix B****Summary: Implementation Status of Improvement Actions Adopted before the 2012-2013 Academic Year**

| Report Date           | # | Improvement Action Statement   | Associated SLO / OE | Rationale for the Action (link to Assessment)                               | Action / Step*  | Date of Implementation |                   | Used Resources |        | Current Status & Notes           | Reference to Evidence                     |
|-----------------------|---|--|---------------------|---|---|------------------------|-------------------|----------------|--------|----------------------------------|---|
|                       |   |  |                     |   |   | Planned                | Actual            | Financial      | Others |                                  |   |
| 2011-2012             | 1 | Convert all assessment rubrics to a 4-pt. scale.   | 1-8                 | Allow for aggregation and disaggregation of data for more thorough analysis | Faculty committees worked with assessment coordinator   | March 2011             | April 2011        | None           | None   | Completed                        | <a href="#">Rubrics Website</a>           |
| 2011-2012 & 2010-2011 | 2 | Work on attaching specific SLO statements in rubrics for more exact assessment.  | 1-8                 | Increase the validity of assessment   | Faculty committees working with assessment coordinator  | March 2011             | April 2011        | None           | None   | Completed                        | <a href="#">Rubrics Website</a>           |
| 2011-2012             | 3 | Submitted request to provide hybrid courses in the diploma program to better meet the needs of target population.                | 1                   | Ensure high quality delivery of content                                     | Committee and program level meetings, feedback from departments and full faculty, feedback from APLOA | Fall 2013              | Awaiting Approval | None           | None   | Has been submitted to university | <a href="#">Appendix E, Revision Plan</a> |
| 2011-2012             | 4 | Incorporate Arabic language in the math and science strands.   | 1                   | On hold   | On hold   | Fall 2013              | Awaiting Approval | None           | None   | Has been submitted to university | None                                      |
| 2009-2010             | 5 | Assignment rubrics should identify each targeted outcome statement so that the scores relate directly to that outcome statement. | 1-8                 | Increase the validity of assessment   | Faculty committees working with assessment coordinator  | Fall 2011              | April 2011        | None           | None   | Completed                        | <a href="#">Rubrics Website</a>           |

**Appendix C****Summary: Implementation Status of Other Improvement Actions Not Recorded in Annual Assessment Reports**

| # | Improvement Action Statement             | Associated SLO / OE | Rationale for the Action (link to Assessment)           | Action / Step  | Date of Implementation |           | Used Resources |        | Current status & Notes  | Reference to Evidence          |
|---|--|---------------------|---|--|------------------------|-----------|----------------|--------|---|--------------------------------|
|   |  |                     |   |  | Planned                | Actual    | Financial      | Others |   |                                |
| 1 | Stronger Student Support Program         | 5                   | Increase chances of students' academic achievement      | Student services committee meetings, send out program for review, assessment coordinator analyses data | Spring 2013            | Fall 2013 | None           | None   | Pilot stage; better data tracking expected in 2014-2015                                       | <a href="#">Appendix H</a>     |
| 2 | Improved content tests                   | 1                   | Improved measurement of content knowledge of candidates | Formed committee; engaged faculty and PDIs in generating test items                                    | Fall 2013              | Fall 2013 | None           | None   | Incomplete; test items need to be validated and entered into website; pilot testing completed | <a href="#">Appendix I</a>     |
| 3 | Addition of Qatar Professional Standards | 1-8                 | Provides for triangulation of data for deeper analysis  | Match standards to rubric criteria; link in Taskstream   | Fall 2013              | Fall 2013 | None           | None   | Completed   | <a href="#">Rubric website</a> |

## Appendix D. Evidence for Improvement Action 1-2012-2013

### Micro Teach Rubric v3

 created with 

|  | Unacceptable   | Needs Improvement  | Satisfactory  | Target   |
|--|--|--|---|--|
| Lesson Plan  | Many omissions in the written lesson plan OR many of the items are inappropriate.  | Several omissions from the lesson plan OR several items are not entirely appropriate.  | Most of the elements of the lesson plan are present; most are appropriate to support the goal of the lesson.  | All elements of a well-written lesson plan (see template) are complete and appropriate; All elements support the lesson goal.  |
| Pedagogy   | A single strategy is used; does not represent best practice; is not appropriate for content or grade level. Serious errors in content.                                       | Strategies used are not inappropriate for content or grade level; not varied or engaging. Most content is correct; no serious errors.  | Includes several strategies appropriate for content and grade level; some variety; somewhat engaging. All content is correct and presented in logical order.  | Includes multiple best practices; varied, engaging, appropriate for content and grade level. All content is important, correct and presented in logical order.   |
| Content  | Serious errors in content accuracy or content presented is not appropriate for the development level of the learners, or sequencing seriously interferes with understanding. | Few errors in content, none serious. Content may be above or below developmental level of learners. Sequencing may interfere with best learning. One or more analogies or activities could lead to misconceptions. | All content information is correct and one or more key concepts of the discipline is (are) targeted. Content is appropriate level for learners. Sequencing does not distract from understanding. Analogies/activities do not foster misconceptions. | All content information is correct and represents key concepts and/or skills of the discipline. Main content ideas are emphasized. Content is logically and appropriately sequenced for learner understanding and at developmentally appropriate level.. All analogies/activities are appropriate for both the content and the learners. |
| <b>Standards</b><br><b>International- Qatar National Professional Standards for Teachers and School Leaders (2011)</b><br><b>Category:</b> National Professional Standards for Teachers (SEC, 2007)<br><b>Standard:</b><br>3. Foster language, literacy and numeracy development |  |  |   |  |

|             | Unacceptable  | Needs Improvement   | Satisfactory   | Target  |
|-------------|---|---|--|---|
|             | <p><b>Standard:</b><br/>9. Apply teaching/subject area knowledge to support student learning<br/><b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b><br/><b>PLO:</b><br/>PLO 1: Apply key theories and concepts of the subject matter in educational settings.<br/><b>USA- ACEI- Association for Childhood Education International Elementary Education Standards</b><br/><b>Domain: CURRICULUM</b><br/><b>Standard: 2.1 Reading, Writing, and Oral Language</b>—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;<br/><b>Standard: 2.2 Science</b>—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;<br/><b>Standard: 2.3 Mathematics</b>—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;<br/><b>Standard: 2.4 Social studies</b>—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;<br/><b>Standard: 2.5 The arts</b>—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;<br/><b>Standard: 2.6 Health education</b>—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;<br/><b>Standard: 2.7 Physical education</b>—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p> |   |  |   |
| Integration | <p>Serious errors in content accuracy or content presented is not appropriate for the development level of the learners, or sequencing seriously interferes with understanding.<br/>Does not make any</p>   | <p>Attempts to integrate disciplines but such integration has little effect on the quality of instruction</p> | <p>Integrates content areas, but the connections may not be natural; integration has a positive effect on instruction.</p> | <p>Recognizes the natural connections between content areas and integrates instruction appropriately and effectively to enrich instruction.</p> |

|              | Unacceptable  | Needs Improvement   | Satisfactory  | Target  |
|--------------|---|---|---|---|
|              | attempt to integrate disciplines or attempts to integrate distract from effective instruction   |   |   |   |
|              | <p><b>Standards</b><br/> <b>USA- ACEI- Association for Childhood Education International Elementary Education Standards</b><br/> <b>Domain: CURRICULUM</b><br/> <b>Standard: 2.1 Reading, Writing, and Oral Language</b>—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;<br/> <b>Standard: 2.2 Science</b>—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;<br/> <b>Standard: 2.3 Mathematics</b>—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;<br/> <b>Standard: 2.4 Social studies</b>—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;<br/> <b>Standard: 2.5 The arts</b>—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;<br/> <b>Standard: 2.6 Health education</b>—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;<br/> <b>Standard: 2.7 Physical education</b>—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p> |   |   |   |
| Presentation | Lacking in appropriate pacing, voice, or eye contact. Interaction with students is negative. Instructions are unclear. No higher level questions.   | Instructions are unclear or inadequate pacing, voice, or eye contact; lack of higher level questioning. Most interactions are | Includes several of the following: clear instructions, appropriate pacing, voice, eye contact, engaging, positive interactions, and higher level questioning. | Includes most of the following: clear instructions, appropriate pacing, voice, eye contact, engaging, positive interactions, and higher level |

|              | Unacceptable   | Needs Improvement  | Satisfactory   | Target   |
|--------------|--|--|--|--|
|              |  | positive.  |  | questioning.   |
| Organization | Time requirements were not met, or presentation is disorganized, hard to follow.   | Some minor errors in time requirements; Some disorganized elements, but presentation can be followed.  | All time requirements met; Most elements ready & appropriately sequenced and paced; no serious disruptions.  | All time requirements met; All instructional elements ready and appropriately sequenced and paced.   |
| Assessment   | Assessment is either missing or does not provide meaningful data OR assessments are unfair to the learning (not appropriate to the content or to the learner). | Appropriate assessment is administered, but data may not clearly relate to learning objectives OR data analysis may be difficult to complete.                            | Appropriate assessment is administered that includes useful data related to most objectives. Assessments are fair (appropriate to the learners and the content). Data analysis can be completed.   | Appropriate assessment is administered that clearly focus on the learning objectives, provide meaningful data, and are clearly linked to student learning. Assessments are fair (appropriate to the learners and the content). Assessments clearly lead to a method for meaningful data analysis.                      |
| Reflection   | Reflection not realistic; little reflection on strengths or weaknesses of activity or no consideration of assessment data.                                     | Strengths or weaknesses are noted, but omits several key areas. The results of the assessment are referred to, but not thoughtfully examined. Few suggestions are given. | Realistic indication of strengths and weaknesses of planning, instruction, and assessment are included. The results of the assessment are part of the reflection. Appropriate suggestions for improvement are given that include assessment results. | Thoughtful, helpful, and realistic, indicators strengths and weaknesses of all parts of the lesson, including planning, instruction, and assessment. The results of the assessment are clearly understood and thoughtfully discussed. Suggestions for improvement are given that are clearly based on reflection data. |

## Appendix E. Evidence of Improvement Action 2-2012-2013

### Minutes of Meeting



### Heads and Coordinators 2<sup>nd</sup> meeting and Steering Committee Meeting

|                              |  |                       |
|------------------------------|--|-----------------------|
| Date of Meeting:             | Tuesday 3 Dec. 2013  |                       |
| Time of Meeting:             | 12:00-1:45   |                       |
| Minutes Prepared by:         | Dr.Ali Al-Rabbai   |                       |
| Meeting Location:            | Dean Office  |                       |
| <b>1. Purpose of Meeting</b> |  |                       |
|                              |  |                       |
| <b>2. Attendees</b>          |  |                       |
| Name                         | Department/Position  | Email                 |
| Dr. Hissa Sadiq              | Dean of Faculty  | drhissaedu@qu.edu.qa  |
| Dr. Clay Keller              | Head of Curriculum Committee                                   | clay.keller@qu.edu.qa |
| Dr. Yehya Al-Nakeeb          | Assistant Dean for Academic Affairs                            | alnakeeb@qu.edu.qa    |
| Dr. Aisha Fakhroh            | Coordinator of B Ed Primary                                    | aishafakhr@qu.edu.qa  |
| Dr. Ali Al-Rabai             | Head of Educational Sciences and coordinator of B Ed Secondary | anaali@qu.edu.qa      |
| Dr. Fatima Al-Mutawha        | Coordinator of Diploma Programs                                | fatmamohmd@qu.edu.qa  |
| Dr. Michael Romanowski       | Coordinator of MEL Program                                     | michaelhr@qu.edu.qa   |
| Dr. Abdullah Abu-Tineh       | Head of NCED   | dr-abdullah@qu.edu.qa |
| Mrs. Reem Abu-Shawesh        | Dean Assistant for Students Affairs                            | r.khalid@qu.edu.qa    |
| Dr. Nancy Allen              | Accreditation Consultant                                       | nancya@qu.edu.qa      |
| Dr. Asma Al-Attayah          | Head of Education Psychology                                   | aalattayah@qu.edu.qa  |
| Dr. Fatima Al-Maadadi        | Coordinator of Early Childhood center                          | falmaadadi@qu.edu.qa  |
| <b>3. Apology</b>            |  |                       |
|                              |  |                       |

| 4. Meeting Agenda  |
|--|
| 1- Approving the Second Meeting minutes  |
| Revision / reactivation of diploma program (Dr. Fatma)   |
| 2- Check points by Dr. Nancy   |
| 3- Dr. Clay Report of the APR Committee  |
| 4- Graduate Admission Committee by Drs. Michael and Clay   |
|  |
| 5. Meeting Issues, Discussions, Decisions  |
| - Dr. Hissa: The last meeting minutes are approved as read.  |
| - <b>Item No. 2: Discussion of proposed amendments for the diploma program.</b>  |
| <ul style="list-style-type: none"> <li>• Dr. Fatima presented the amendments orally and in writing (Arabic/English).</li> </ul>  |
| - For the admission conditions for the Diploma   |
| <ul style="list-style-type: none"> <li>• Dr. Nancy suggested to develop a Study Guide.</li> </ul>  |
| - Dr. Yehya inquired about faculty and availability of assets for the on-line teaching. Dr. Nancy said that this has been considered. The Dean also said that this has been taken into consideration.  |
| - Dr. Nancy made it clear that the on-Line proportion must be less than 25% b/coz 25% contradicts with SACS regulations.   |
| - Dr. Nancy: On-line teaching requires certain terms and rubrics that will ensure proper performance.  |
| - Dr. Hissa: Instructor's load will be calculated in a special way appropriate to the on-line teaching and special regulations for counting load must be made because teachers usually have less work than lecturing.                                |
| - Dr. Hissa Clarified that (5) students at the least is an acceptable number of students in a program. In science we can combine students from different scientific majors in one group.   |
| - Dr. Clay inquired about the admission criteria.  |
| - Dr. Hissa clarified that we have general admission rules and internal conditions for our programs.   |
| - <b>Dr. Clay mentioned that the two points on P.2 of the proposal:</b>  |
| <ul style="list-style-type: none"> <li>• Extending the time for completion.</li> <li>• Re-accept candidates.</li> </ul> <p>This issue need to go through the curriculum committee and other officials on the ladder as soon as possible.</p>         |
| - Dr. Clay suggested reviewing item (4) on the proposal "Review Courses or Relevance" and Dr. Nancy said that this can be removed.   |
| - Dr. Hissa asked for reviewing the proposal and that Dr. Clay would have the proposal studied by curriculum committee, (Drs. Ali & Asma) will pass the proposal by e-mail to departments colleagues before Thursday. Then they pass it to Dr. Clay. |
| -  |
| - <b>Item No. 3: Dr. Nancy talked about checkpoints.</b>   |
| - Content Courses: check points 1 2.0 MUST be changed into GPA 2 :00. Content/GPA/Test   |
| We got to have two measures of content:  |
| <ul style="list-style-type: none"> <li>• Content teaching. Dr. Nancy said it should be added in checkpoint (2) to primary &amp; secondary.</li> <li>• Micro-teaching/supervisors is through the portfolios.</li> </ul>                               |
| - Check-Point 1:   |
| <ul style="list-style-type: none"> <li>• No less than (C) in EDUC (3) courses.</li> </ul>  |

|  |
|--|
| <ul style="list-style-type: none"> <li>• GPS 2:00.</li> <li>• IELTS 5.5 is a third condition for B.Ed. English Secondary and Primary. Dr. Hissa made clear that checkpoints must be closely observed so that students' progress is controlled.</li> </ul>  |
| <p>- <b>Dr. Clay item (4) on the Agenda:</b></p> <ul style="list-style-type: none"> <li>• B.Ed. English Secondary is approved and passed to the VPAC.</li> <li>• Math courses were postponed.</li> <li>• Next meeting of the APR Committee in January 7.</li> <li>• Course conflicts between Dept. of Psychology Ed. and Dep. of <u>Psychology</u> in Art &amp; Sciences. Drs. Hissa &amp; Clay said " No two courses should have the same title and/or content".</li> </ul>   |
| <p>- <b>NO. 5 Drs. Mike &amp; Clay Graduate Students Committee.</b></p>  |
| <p>- Admission plan: depending on what Engineering is doing for admission, we suggested a verbal GRT score similar to cut-score in the GRE analytical part accepted by Engineering.</p>  |
| <p>- The other choice is to take a diploma (2.8) GPA for two semesters.<br/>So for MA: Choices:</p> <ul style="list-style-type: none"> <li>• Studying two semesters for Diploma and passing that with a 2.8 GPA.</li> <li>• 2.8 GPA.</li> <li>• GRA verbal <u>that</u> can be calculated by a certain <u>equation</u> with GPA.</li> </ul>   |
| <p>- <b>Back to point (3) in the Agenda with Dr. Nancy:</b><br/><b>Steering Committee Meeting:</b></p> <ul style="list-style-type: none"> <li>• Minutes approved as read.</li> <li>• GPA (2) for content courses with field hours.</li> <li>• SPA standards are going into Task Stream and the curriculum unit (unit plan) rubrics can be changed to meet SPA.</li> <li>• Standards Committees: <ul style="list-style-type: none"> <li>-Standard (2): Conceptual Framework, deadline: Tuesday 10/12/2013, Dr. Clay and committee.</li> <li>-Standard (1):Dr. Clay says we are working on it but can't promise a date.</li> <li>-Standard (3): (Not attended) but Dr. Nancy says work is in progress.</li> </ul> </li> </ul> <p>Training the mentors is a MUST. So maybe we can give them some training workshops on campus and on-line.<br/>Mentors and supervisors must be trained and Dr. Hissa asked that we announce jobs/part time jobs and interview them.</p> |
| <p>- <b>Dr. Ali will take responsibility of developing a Mentor/Supervisors Training Program. He requested Dr. Nancy to send him general standards of characteristics of Mentor/Supervisors that meet SPA.</b></p> <p>-Standard (5):Almost done (English C.Vs must be collected by end of next week (and passed on to Dr. Nancy)).<br/>-Standard (6): Dr. Hissa support for students was discussed and all concerned attended meeting. One issue is finding good mentors for our students. We also approved having a student club for Male and Dr. Adel is nominated to manage that club.</p>  |
| <p>- Dr. Nancy reminded all to do the (SPA) report. Things are going to be in (share point). SPA report should go to the committee by end of Jan.</p>  |
| <p><b>6. Data Analysis and Application: What data / information were reviewed? What decisions were made on the basis of this information/data?</b></p>   |
| <p>The main data analysis is related to the Diploma Reactivation Plan, to the B Ed check points and the Graduate Program Admission Criteria. Some decisions were made on these topics:</p> <p>1- The diploma Proposal should be reviewed by faculty and then passed to Dr. Clay for the</p>  |

| Curriculum Committee (see Item No. 2 in the minutes above).   |                      |  |
|---|----------------------|--|
| 2- Some check points were modified for the B Ed Programs (see Item No. 3 (Dr. Nancy) in the minutes above).     |                      |  |
| 3- Some suggested criteria for Graduate admission were made (see Item No. 5 ( Dr. Michael and Dr. Clay) above). |                      |  |
| 6. Action Items   |                      |  |
| Action  | Assigned to          | Due Date   |
| Finishing work on Standards   | Owners               | Several dates are set                              |
| Circulating the Diploma Proposal to academic faculty  | Dr. Asma and Dr. Ali | Before the End of next week                        |
| Developing a Mentoring and Supervising Training Program   | Dr. Ali              | Soon   |
| Advertising the Need for Part-time Supervisors  | Dr. Ali              | Open-ended   |
| Finishing Up the SPA Report   | All                  | Before the end of January                          |
| Criteria for the Diploma Load and the On-Line teaching must be defined  | All                  | May be should be placed on the Next Meeting Agenda |
| <b><i>Meeting adjourned at 2:35 PM</i></b>  |                      |  |
| Next Meeting  |                      |  |
| Date:   | Time:                | Location:  |
| Agenda:   |                      |  |

***Survey to Inform Diploma Changes –PLEASE NOTE THAT THESE SURVEY RESULTS WERE DELETED FROM THIS FILE DUE TO THE FILE SIZE RESTRICTIONS***

## **Diploma Revision Plan**

# **Proposal to Reactivate the Diploma Program**

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### **Background**

On the recommendation of the Vice President of Academic Affairs of the university, new admissions to the Diploma Programs in the College of Education were put on hold for the academic year 2012-2013. A Diploma Program Committee, composed of the Program Coordinator and selected faculty members and Diploma Program staff, held many meetings to study the reasons and factors for freezing admissions to the programs to propose changes to overcome the challenges that impede candidate success. This proposal was developed in light of the vision and mission of college and the program and the objectives of the program. Documentation of the problems and proposed solutions appeared in many records, including the Spring 2013 Diploma Programs self-study. Meetings were held with the Heads of Departments and faculty members to solicit their input on how to develop the program to best meet its mission to prepare teachers for Qatar's schools.

### **Employers' Needs and Demands**

The Supreme Education Council has reported that over 30% of all teachers in Independent Schools do not have the necessary professional qualifications (Tuomi, 2011). Other reports cite that at present there is "a huge shortage of qualified educators, and the subsequent hiring inexperienced teachers" (Doha News Staff, 2013, ¶5). This is specifically the need that the Diploma Program targets. CED's partners at the Supreme Education Council support this program through providing scholarships, clearly showing that they recognize this need and support the program.

### **Expected Impact on Student Numbers**

Based on the exponential growth CED has experienced in student numbers at the undergraduate level, the increase in applications to the two M.Ed. programs, and the number of inquiries about the Diploma Program in recent months, the college expects numbers of applicants to at least double from previous levels as a result of these proposed changes.

### **Faculty and Facilities**

No immediate increase in faculty or facilities is anticipated. The number of current faculty and the faculty already budgeted for the two growing B.Ed. programs who can also teach in the Diploma Programs is adequate, particularly in terms of being able to teach in Arabic. No additional facilities are required as all recommended changes will use existing facilities and technology.

### **Recommendations**

After reviewing the Qatar University Policies and Academic Accreditation Procedures for the College of Education, we suggest reactivating admission in Diploma Programs starting Fall 2014, contingent upon approval of the proposed changes. The revised program is desperately needed to fill the pressing need for qualified teachers in Qatar and to develop the teaching and professional performance of candidates in the program in different majors so that they may serve as educational experts to meet the needs of the local

society. The program also offers an important option in the professional development career paths of the country's educators. After a one-year freeze on applications from new students, we seek to reactive the Diploma programs, based on our proposed revisions:

1. Allocate 24% of class time in each concentration area to a blended<sup>2</sup> method of online delivery to reduce attendance hours on campus for the in-service teachers who face a serious problem with their work requirements and assignments that affects their performance and leads them to academic dismissal. By doing this, the number of days candidates must travel to the university is significantly reduced, addressing the time issue (Table 1).
2. Change the language of instruction in all programs to Arabic, with the exception of the following courses, which are focused on English language instruction: EDPR 540, EDUC 520, EDSE 559, EDSE 569. This policy would be consistent with the new language of instruction policy of the Supreme Education Council (SEC) that determines the language of instruction in early childhood, math and science to be Arabic.
3. Offer a 50% scholarship to any person, Qatari or non Qatari, who is currently teaching in an Independent School. All others pay full tuition. The rationale for this change is to increase the perceived value of the program for those who are required to pay tuition fees while encouraging inservice teachers to join the program (see section on Employers' Needs and Demands).
4. Require that students pass a content test as a an admission requirement to any of the diploma programs, as required by our accreditation agency:
  - Student score on the test must not be less than 75%.
  - Students are allowed to re-test in case of achieving a score of 65%.

## Description of the Online Additions to the Program

### Important points

- With the exception of EDUC 500, EDUC 501, and EDUC 502, no course will provide more than 33% of its content online. The entire online part of the program will be equal to 24% of the CHS, which falls below the SACS definition of substantive change. All other SACS requirements and recommendations for online delivery have been included in the planning of the changes.
- Online additions will use BlackBoard and Lecture Capture, technologies already in place and encouraged for use by faculty.

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<sup>2</sup> According to Web Learning (Penn State), "A blended learning approach combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach." (Available from the Internet at [http://weblearning.psu.edu/blended-learning-initiative/what\\_is\\_blended\\_learning](http://weblearning.psu.edu/blended-learning-initiative/what_is_blended_learning)).

Table 1. Schedule of Classes with Modified Delivery

|                                       | Total CHS for this course | % FTF | % Online |
|---------------------------------------|---------------------------|-------|----------|
| Qatari Schools and Society            | 1                         | .51   | .49      |
| Introduction to Special Education     | 3                         | .67   | .33      |
| Instructional Planning and Assessment | 3                         | .51   | .49      |
| Introduction to Special Education     | 3                         | .67   | .33      |
| Specialty Course I (Methods I)        | 3                         | .67   | .33      |
| Human Development and Learning        | 2                         | .51   | .49      |
| Methods of Teaching ESL               | 3                         | .67   | .33      |
| Specialty Course II (Methods II)      | 3                         | .67   | .33      |
| Specialty Course III                  | 3                         | .67   | .33      |
| Management of Ed. Environment         | 3                         | .67   | .33      |
| Internship                            | 6                         | 100   | 0        |

According to this plan, until the internship semester, candidates would be required to be on campus two days per week versus the four days per week of the previous plan.

Accessing the potential of instructional technology enables the College of Education to fulfill its vision as being a leader in education in Qatar and the region. As Garrison and Kanuka (2004) state,

*Transformation of learning environments in higher education settings for an increasingly electronic world is critical to ensure that the benefits are fully realized (Williams, 2002). In agreement with Hicks, Reid, and George (2001), there are demands for universities to “provide for a larger and more diverse cross-section of the population, to cater for emerging patterns on educational involvement which facilitate lifelong learning and to include technology-based practices in the curriculum” (p. 143). (¶1).*

### **Description of the Online Program**

We propose that the courses being enriched with online components be taught through a flipped classroom model. In a flipped class model, the instructor uses Internet technologies to provide content to prepare students for the face-to-face part of the class, and then uses class time for active interaction with students in activities, discussion, student-demonstrations of knowledge and skills, and active feedback sessions. Flipped instruction has been shown to facilitate more active learning, a higher level of critical thinking, and increased life-long learning skills as compared to traditional instruction (Schell, 2012).

In these courses, much of the pedagogical content knowledge will be presented in the online portion of the course, but candidates will be expected to participate in active learning activities on campus. The online

portion of these courses will deliver the content through lecture-captured presentations, plus opportunities for application of this knowledge and skills through online activities (assignments). Accountability will be reinforced through online quizzes for each online class. The modified courses will meet all requirements and policies described in the *Southern Association of Colleges and Schools Distance and Correspondence Education Policy Statement*, including (but not limited to) the following:

1. Verification of the identity of students through secure login, pass codes, and proctored exams,
2. Ensuring that students have access to college and university services and resources,
3. Clear criteria for the evaluation of faculty,
4. Comparability in terms of educational effectiveness, assessment of student learning outcomes, and instructional rigor,
5. Faculty control of course content,
6. Adequate technological infrastructure and support, and
7. Data-collection and analysis related to student retention and student satisfaction.

### **Standards**

Completed courses will be reviewed by the program coordinator and faculty representatives to ensure consistency and quality throughout the program. Standards for development include the following.

1. Online classes will equal or exceed current face-to-face courses in content breadth and depth and in academic rigor.
2. Each class will require approximately the same amount of time on task from the student as the original face-to-face class.
3. Each online lesson will include:
  - a. Instruction will be equal in length to what would be provided in the face-to-face class
  - b. 1-3 activities that require students to apply the lesson concepts will be required during the online experience of the student, and
  - c. An online quiz of from 10-15 questions will be required with each online lesson.
4. Each course will have a face-to-face, invigilated cumulative final exam representing 20-30% of the course grade.
5. Instructors will be required to answer emails from students within two days of receipt (not including Friday or Saturday).
6. Instructors are required to provide scheduled online office hours every week during the semester the course is being offered.
7. Online components of the courses will be consistent in format to increase ease-of-use by students (Figure 1).

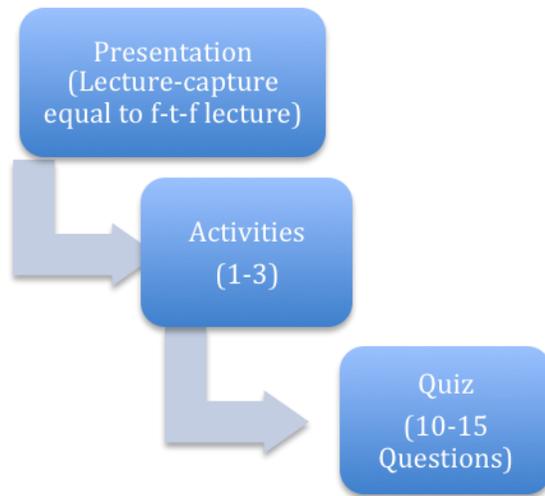


Figure 1. Structure of each online class

Although the program is only supported by technology rather than offered as an online program, the criteria described in the *Commission on Colleges Southern Association of Colleges and Schools: Best Practices for Electronically Offered Degree and Certification Programs Overview to the Best Practices* were referenced to further ensure the quality of the program. The applicable criteria follow.

1. Institutional context and commitment.
  - a. The proposed program is consistent with the institution's role and mission.
  - b. The change is not substantive (less than 25% of CRH affected)
  - c. The budget is adequate to support the change.
  - d. The technology infrastructure and support are available. Lecture capture and Blackboard, the two technologies that will be used, are currently supported institution-wide.
  - e. The institution has adequate support for such a program
  - f. No articulation or transfer policies will be affected.
  - g. The limited number of courses/instructors that will be affected minimizes the impact on students and faculty. Because all courses also have a face-to-face component, the impact on students will be minimized.
  - h. Blackboard use for students is currently supported for students and is thus in place for the changes proposed.
  - i. The technologies supported are appropriate for students as they are currently being used.
  - j. No legal issues are involved. Support for students with disabilities will be provided through the disabilities office.
2. Curriculum and Instruction
  - a. The courses will be reviewed by external reviewers (instructional designers and content specialists) and will be part of the quality control currently in place in the College of Education for course quality.
  - b. The design of the program emerged from extensive collaboration among Ph.D. level faculty members, the program coordinator, the head of the department, and the dean and associate

dean. Faculty members who currently teach these courses will work with technology staff in the college do design the online segments of the courses.

- c. The proposal does not change the accessibility of any courses for the students. The courses will be offered as often and in the same sequence as when they were completely face-to-face.
- d. The proposed modifications do not require additional consortial or contractual relationships.
- e. Extensive instructor-student interaction is provided in the course standards and through the face-to-face portion of the course.

### 3. Faculty Support

- a. The program will follow university standards regarding workload, compensation, ownership of intellectual property, and faculty evaluation for online course delivery.
- b. Faculty members providing online additions to their courses will be supported by current IT staff members, who are proficient in the technologies that will be used.
- c. Training sessions for faculty in the different technologies will be provided.
- d. The IT staff members, who will work directly with students, are proficient in these technologies.

### 4. Student Support

- a. Availability of courses will not be affected by these modifications; there will be no impact on the ability of students to complete the program.
- b. Program descriptions will clearly inform students that these courses will have online components; students will also be informed during orientations and screening interviews.
- c. Because the classes will all begin on campus, there will be no changes in advising, registration, placement, admission, enrollment, or payment for classes.
- d. Online activities and face-to-face interaction are designed to support a sense of community among the students.

### 5. Evaluation and Assessment

- a. Students in these courses will receive the same rigorous examination of the extent to which they meet class objectives and learning outcomes.
- b. All major exams will be in a proctored setting.
- c. University policies for confidentiality in grading and reporting will be followed.
- d. Overall program effectiveness will be measured by regular surveys of student and faculty satisfaction, student retention as compared to previous model of delivery, cost effectiveness, and student achievement.
- e. The course and program results will be considered in program and college-wide evaluation of effectiveness and will be used to inform further plans for program improvement.
- f. The evaluation of the program takes place in the context of regular evaluation of academic programs.

### Action Plan

| Date          | Action  | Person Responsible                                   |
|---------------|---|--|
| Dec. 15, 2013 | Revision committee will submit the modification plan to be approved through | Dr. Fatma Al-Mutawah,<br>Diploma Program Coordinator |

|                             |  |   |
|-----------------------------|--|---|
|                             | the appropriate university process.  |   |
| Dec. 20, 2013               | Proposal will be submitted to the APR & CE Committee for review  | Dr. Clay Keller, Head of Curriculum Committee             |
| Dec. 20, 2013               | Proposal will be submitted to the Graduate Studies Committee of the university for review                            | Dr. Yahya Al-Nakeeb, Associate Dean for Academic Affairs  |
| Jan. 7, 2014                | Proposal will be reviewed at the APR & CE Committee meeting  | Dr. Clay Keller   |
| Jan. 7, 2014                | Proposal will be reviewed at the Graduate Studies Committee meeting  | Dr. Clay Keller   |
| Jan. 15, 2014               | If the proposal is approved, registration will open for new candidates   | Ms. Amal Rashed, Secretary, Diploma Program               |
| Jan. 15, 2014               | Instructors who will record the online lectures and design the online activities for each course will be identified. | Dean Hissa Sadiq and Dr. Fatma Al-Mutawah                 |
| Feb. 15 –<br>March 15, 2014 | Instructors will work with technical staff to develop online portion of course                                       | Dr. Nancy Allen (consultant)<br>Ms. Noran Emara, Lecturer |
| April 1, 2014               | All courses will be posted to the course Blackboard sites  | Dr. Nancy Allen (consultant)<br>Ms. Noran Emara, Lecturer |
| Sept. 15, 2014              | Begin the revised Diploma Programs   | Dr. Fatma Al-Mutawah,<br>Diploma Program Coordinator      |

## References

- Doha News Staff (2013, March). *Are Qatar's independent schools broken? An in-depth report*. Available from <http://dohanews.co/are-qatars-independent-schools-broken-an-in-depth/>
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2). 95-105.
- Hicks, M., Reid, I., & George, R. (2001). Enhancing on-line teaching: Designing responsive learning environments. *The International Journal for Academic Development*, 6 (2), 143–151.
- Toumi, H. (2011). *Report: Around one third of teachers in Qatar lack proper qualification*. Doha, Qatar: Gulf. Available from <http://NewsDetailsTheTeachingProfession07June2006currentsofreformoverturnditionsonteachertrainingandcareers/GulfNews.com>
- Williams, C. (2002). Learning on-line: A review of recent literature in a rapidly expanding field. *Journal of Further and Higher Education*, 26 (3), 263–272.
- Schell, J. (2012). *Flipped classrooms: Web-based tools for facilitating in- and out-of-class engagement*. Academic Transformation Speaker Series: Center for Teaching and Learning, University of Texas at Austin. Webinar available from the Internet at <http://ctl.utexas.edu/workshops-and-events/academic-transformation-speaker-series>

## Appendix F. Evidence of Improvement Action 4-2012-2013

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**From:** Paul Miller [paul@softchalk.com]  
**Sent:** Tuesday, January 15, 2013 11:09 PM  
**To:** Nancy Jane Allen  
**Subject:** RE: SoftChalk

Hi Nancy,

Happy New Year to you! I thought I would check in as we have had additional downloads of SoftChalk from QU and wanted to see if we could revisit a proposal.

Thanks and please let me know if you have questions or if there is interest in SoftChalk at QU.

Best regards,

Paul

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**From:** Paul Miller [mailto:paul@softchalk.com]  
**Sent:** Thursday, October 18, 2012 9:05 AM  
**To:** 'Nancy Jane Allen'  
**Subject:** RE: SoftChalk

Thanks for the update Nancy. I really appreciate you being direct and efficient with us.

Please keep in mind that lectures that are captured may be incorporated into SoftChalk lessons for additional asynchronous delivery where additional content in the form of text, images, audio clips, activities and self-assessments and polls may be included/offered to the learner.

Keep us in mind on an individual faculty basis or if there is interest in other departments or colleges at QU.

Best regards,

Paul

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## **Appendix G. Evidence of Additional Improvement Actions During the Current AY: 1**

### **At Risk Student Report**

#### **Overview**

In an effort to reach support at-risk students, the college of education initiated several activities. Among these were to inform instructors which students were on probation and ask for a midterm grade report. Instructors were also asked to provide this report on any additional students whose grades and/or behaviors indicated that there was cause for concern regarding his/her academic success in the course. The report (attached) asked instructors to indicate:

1. Current grade (if there were a grade at this point)
2. Attendance (on a scale of 1-3)
3. Participation (on a scale of 1-3)
4. Conscientiousness in turning in assignments (on a scale of 1-3)
5. Attitude (on a scale of 1-3)
6. Prediction of success (on a scale of 1-4)

The report asked the instructor to describe any problems the student might be experiencing, to list what support had been provided to date, and what additional support might be helpful to the student.

The purpose of these reports was to:

1. Alert the head of the department and the coordinators of each program to students who were experiencing academic difficulties,
2. Encourage instructors to identify specifically what issues students were having,
3. Encourage instructors to consider different types of support available to students.

#### **Analysis**

These reports were analyzed to inform the programs, departments, and college about what problems students were experiencing and how faculty members were dealing with these problems.

Data for 2012-2013 and Fall 2013 were filed together; thus, the analysis covers that period of time. Fifty-three faculty members made 120 reports on 105 students. All scales were transformed to a 3-point scale for comparison. Modes, means, percentages, and correlation values were computed. Figures 1-3 and Table 1 present the findings.

The comments instructors made were examined by coding and frequencies were computed. Figure 4 shows the percentages for different kinds of comments instructors made.

### Findings

Figure 1 shows that, based on means, students were attending, had attitudes between fair and good, but their current grades were low and the instructors expectations for success were low. Participation in class and current grade seemed to be most influential in forming expectations for success, as also indicated in Figures 2 and 3.

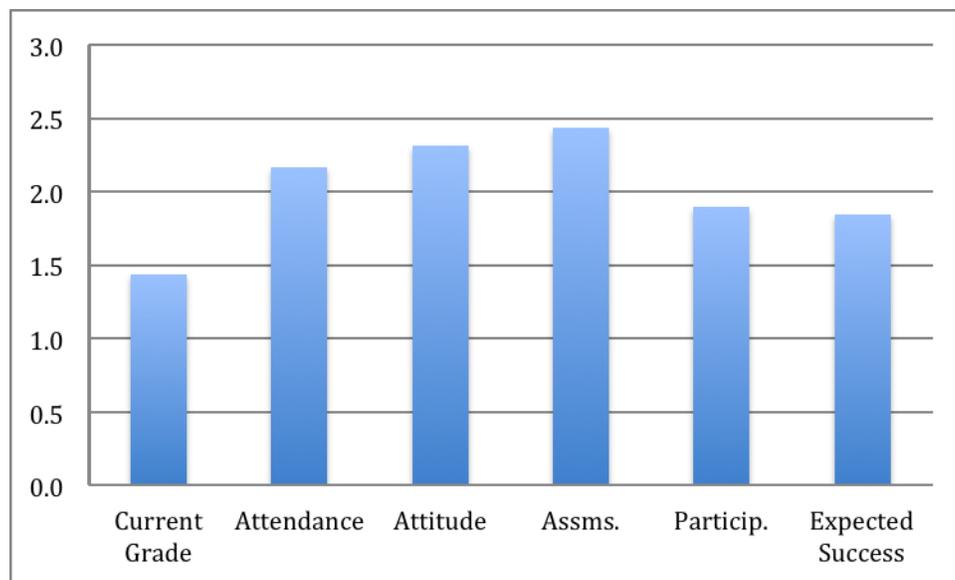


Figure 1. Means for each category, with 1=poor, 2=fair, and 3=good or excellent (n=120).

Figure 2 shows that at midterm, instructors had serious concerns for 75% of students on which they reported. This data is somewhat skewed, as instructors were not just reporting on probationary students, but also on any students they felt had academic problems.

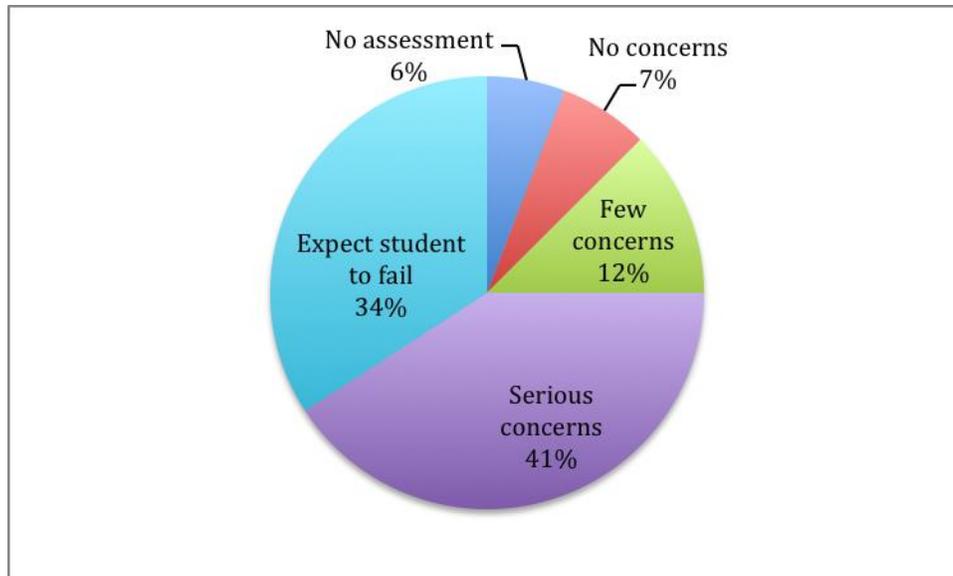


Figure 2. Percentage of students in each expectation category for end of term grade.

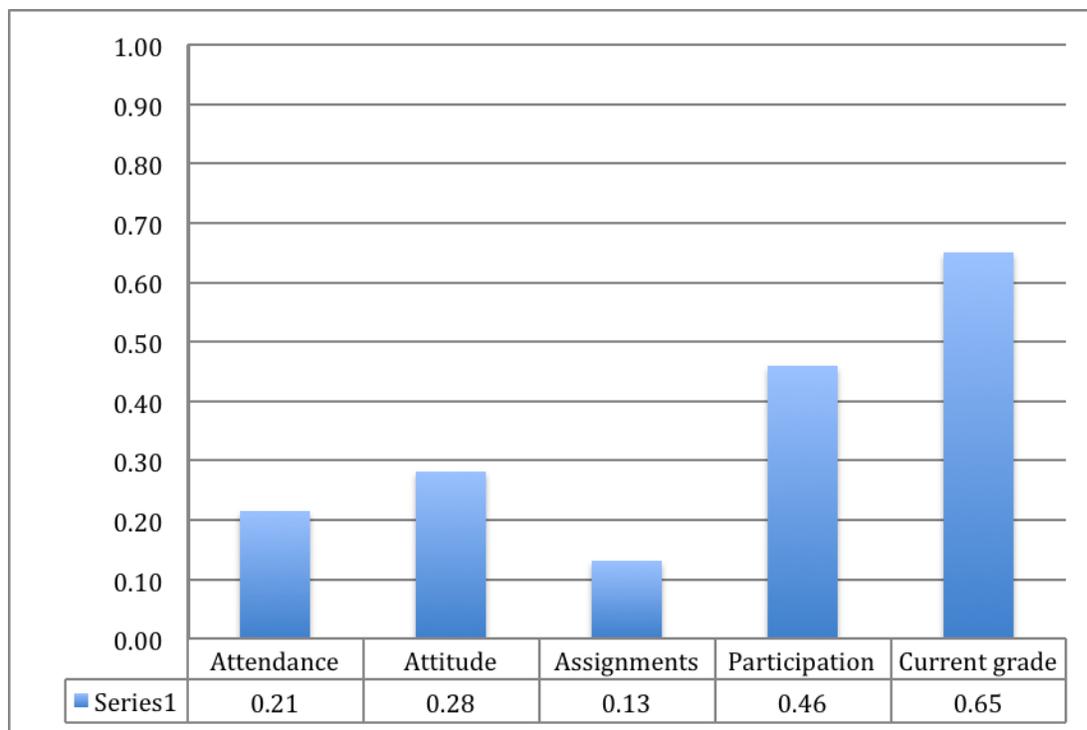


Figure 3. Correlation of various factors to expected end of term grade (n=120).

Table 1 represents the reports as far as the number for each criterion at each score level. It represents a somewhat different picture. Attendance and attitude were more strongly represented as problematic than the means indicated. Participation’s importance, however, is clear in both means and score numbers.

Table 1. Number of reports at each level (n=120)

|                   | Current Grade | Attendance | Attitude | Assignments | Participation | Expected Success |
|-------------------|---------------|------------|----------|-------------|---------------|------------------|
| Poor              | 23            | 17         | 16       | 5           | 35            | 40               |
| Fair              | 13            | 48         | 30       | 25          | 35            | 50               |
| Good or Excellent | 25            | 49         | 66       | 79          | 41            | 15               |

Qualitative data analysis shed additional light on what instructors were thinking related to students' academic progress. The highest percentage of comments (26% of the 79 comments provided, Figures 4 & 5) had to do with student engagement. Example comments that represented this thought include:

*The student does not take this course seriously.*

*She doesn't seem to value this course.*

*She doesn't pay attention.*

*She talks too much with her friends.*

*The student doesn't give attention to the subject.*

*So far, ... doesn't have a major difficulty in any of the course components, but to improve for the better, she needs to work harder.*

Attendance and participation comments simply indicated that the student needed to improve in these areas.

*She has no effective participation in class.*

*Not attending classes*

Comments related to tests and grades usually simply stated low grades:

*Her performance [was] weak [on] the Midterm.*

*Weakness in exams performance*

Comments relating to study skills indicated that the student did not know how to study, to prepare of tests.

*Not studying well for exams.*

*She needs priorities organization.*

*Procrastination*

Perhaps the most interesting finding is that only 13% of the comments referred to academic problems the student may be experiencing, for example:

*I think that ... sometimes has difficulty following instructions; this stems from[her] level of English comprehension.*

*Based on the student performance on the midterm exam, she seems to have some difficulty in reading tasks and grammar.*

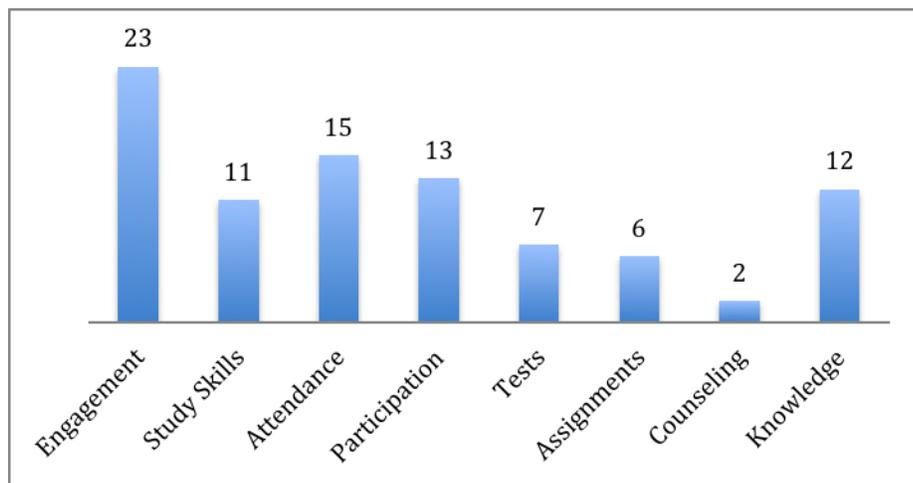


Figure 4. Number of times a particular type of problem was mentioned in instructor comments.

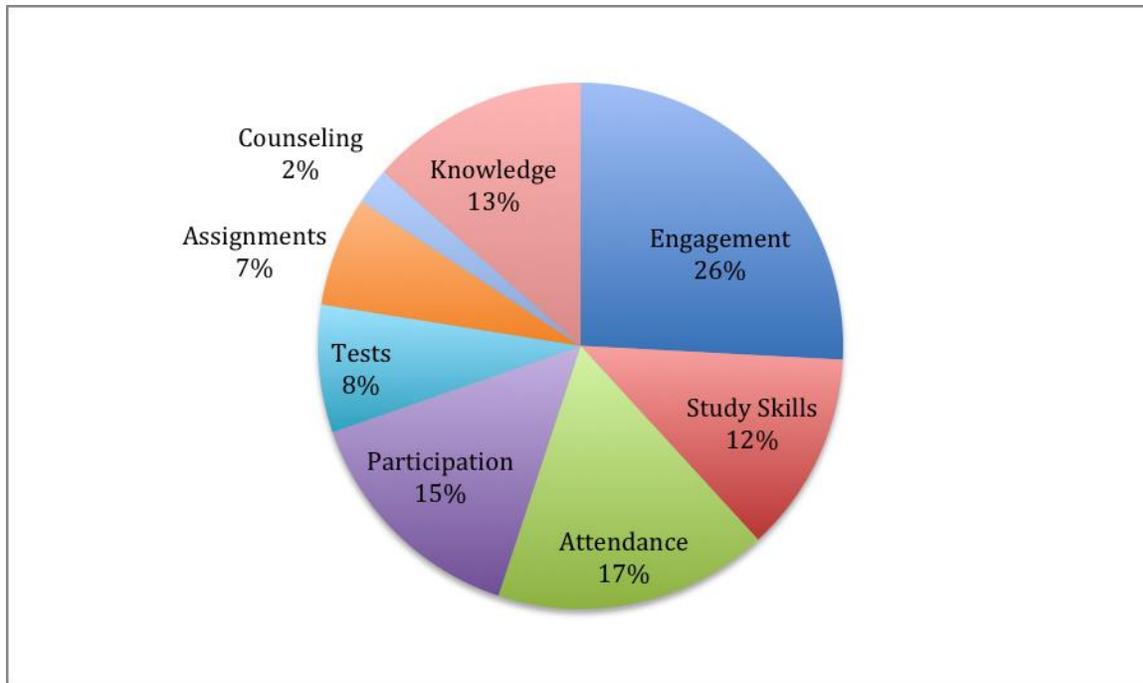


Figure 5. Type of problem mentioned in the instructor comments by percentage (n=79).

### Discussion

Initial reviews indicate that the use of these reports may be very helpful; first, in terms of early and focused intervention for specific students and second, in helping faculty members be more insightful about why students may be experiencing problems in a course and also to be more reflective in how they support students-at-risk.

**Appendix H. Evidence of Additional Improvement Actions During the Current AY: 2 – CONTENT TEST GENERATION – PLEASE KNOW THAT THE JPGS THAT DOCUMENTED THIS CHANGE WERE DELETED FROM THIS FILE DUE TO FILE SIZE RESTRICTIONS.**