IRTE Annual Report

Presented at the Educational Partners Meeting, November 2, 2011
College of Education, Qatar University

Purpose

- Report the data for the year 2010-2011.

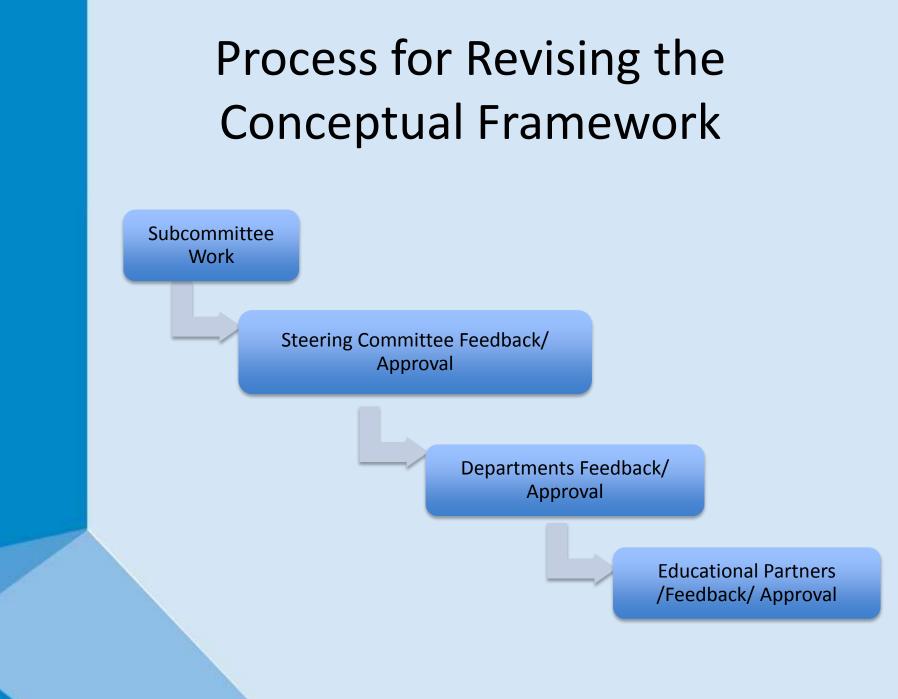- Address any areas of concern by the IRTE visiting team.

Overview

- Review the highlights of the academic year.
  - Recognition by IRTE
  - Establishment of NCED
  - Development of Research Agenda
  - Many achievement of faculty and students (grants, awards, service, publications, presentations, etc).

Conceptual Framework

Requests by IRTE:

- Strengthen the theoretical framework
- Expand the discussion of the college's philosophy and key dispositions.

- We are currently adding more and more current research studies to support our identified learning outcomes.
- A committee is working to expand the philosophy and clarify the dispositions.
- Your feedback on these issues will be requested and welcome.

Process for Revising the Conceptual Framework

Subcommittee Work

Steering Committee Feedback/ Approval

Departments Feedback/ Approval

Educational Partners /Feedback/ Approval

Unit Assessment

- Each course has 1-2 key assignments that will be loaded to Taskstream.

- Rubrics to score the assignments were developed and validated by faculty members.

- These assignments will be scored online by the rubrics.

- Data is recorded in Taskstream.

Candidate Assessment

B.Ed	GPA in Content Courses	Micro-teaches	Unit Plan	CPA & PDI (completed by self, mentor and supervisor)	Portfolio	* Exit survey *Post-graduate survey
Post-Baccalaureate	+Pre-Entry Content Exam	Micro-teaches	Unit Plan	CPA & PDI (completed by self, mentor and supervisor)	Portfolio	* Exit survey *Post-graduate survey
Graduate	GPA	Comprehensive Exam	Internship Evaluation Form (completed by self, mentor and supervisor)	Final Project	Portfolio	*Post-graduate survey * Exit survey

IRTE – Additional Improvements

- Added content tests for all diploma programs

- Developed disposition surveys for graduate programs

- Revised the exit survey, post-graduate survey, and diversity questionnaire to more closely assess program learning outcomes

IRTE – Additional Improvements

- Included assignments in each program to assess the degree to which candidates affect student learning
- Included assignments in each program to assess the ability of candidates to use technology in instruction

IRTE – Additional Improvements

- Modified the surveys used to assess classroom performance to require evidence

- Strengthened the internship observation process and final reports

- Began to revise the handbooks in both graduate programs

IRTE Summary

- On target to continue to meet IRTE standards

SACS

- An assessment plan for each program was developed.

- Each learning outcome is assessed each semester.

- Reports were completed and posted to the university website

SACS

College of Education ⌄

ate Item | Build ⌄ | Evaluate ⌄ | More ⌄

📁 **Program Learning Outcomes** ⌄

📁 **Assessment Timeline** ⌄

📁 **Assessment Reports** ⌄

📁 **Program Assessment Plans** ⌄

SACS

Assessment Reports

eate Item | Build | Evaluate | More

📁 Fall 2009

📁 Spring 2010

📁 Fall 2010

📁 Annual Reports Academic Year 2010–2011

SACS/IRTE

- Achievement of the learning outcomes were classified into:
  - A = 4
  - B = 3
  - C = 2
  - D or below = 1

A, B = 4
C = 3
D = 2
Below D = 1

Summary of Assessment of Learning Outcomes

- Met or exceeded targets for 67/80 measures (84%)

- Low student numbers were a factor in all measures that did not meet target.

Assessment Summary

- New Unit Plan integrates IRTE and SACS tasks

Educational Partners

- Your thoughtful feedback is essential for the quality of our accreditation efforts.

- ***Together*** *we shape the future through excellence in teaching, scholarship, and leadership.*