

## Introduction & Problem

In 2016, the College of Education was accredited by the National Council for Accreditation of Teacher Education (NCATE) based on the eight standards. Since 2016, NCATE and the Teacher Education Accreditation Council (TEAC) merged into the Council for the Accreditation of Educator Preparation (CAEP). The College of Education is now preparing to apply for CAEP accreditation in 2023, based on five CAEP standards. One of these standards focus on students and their achievement.

This study aimed to reveal the most important problems facing students of the College of Education from their point of view and its relationship to some variables. The study used two tools: the first is the open interview, and the second is a questionnaire designed by the researcher. It contained 65 items distributed on six axes: costs and assignments, tests, academic professor, academic registration and guidance, the content of study materials, and finally the classrooms have been verified as being truthful and consistent.

The results showed that the problems related to the classroom were the most prominent facing students, while the problems related to the academic professor were the least important from their point of view. The order of importance of the problems varied according to the specialization taught by female students, and by the different program registered with it, as well as by the different status of the female student, whether she was a full-time student or on the job.

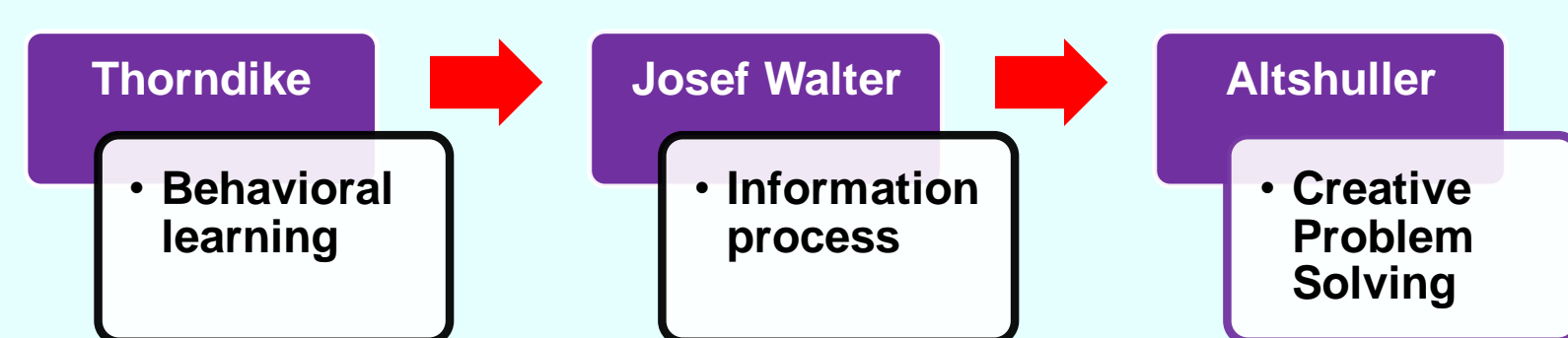
Faculty of Education has to ensure that the students are progressing and achieving high performance during the program. If students do not meet these criteria/expectations, measures need to be taken to support them and help them improve their skills, knowledge, dispositions and achievement. If students do not meet standards, the College might not get full accreditation, and will have an *Area For Improvement*. This means that the College has to take other measures to improve students' achievement to receive full accreditation.

## Importance of the study

- Help decision-makers in developing treatment plans related to the most important and highest priority problem.
- Helping the scientific committees of the bachelor's, diploma, and master's programs to review the course description
- Helping department heads in focusing on the follow-up of faculty members to problems of importance to students
- Help the counseling and registration office to pay attention to gaps that students see from their point of view.
- Attracting the exam administrators to what the female students want in the college in a way that does not contradict the regulations.

Problem solving makes international academic recognition/ accreditation of the college continuous

## Theories



## Methodology

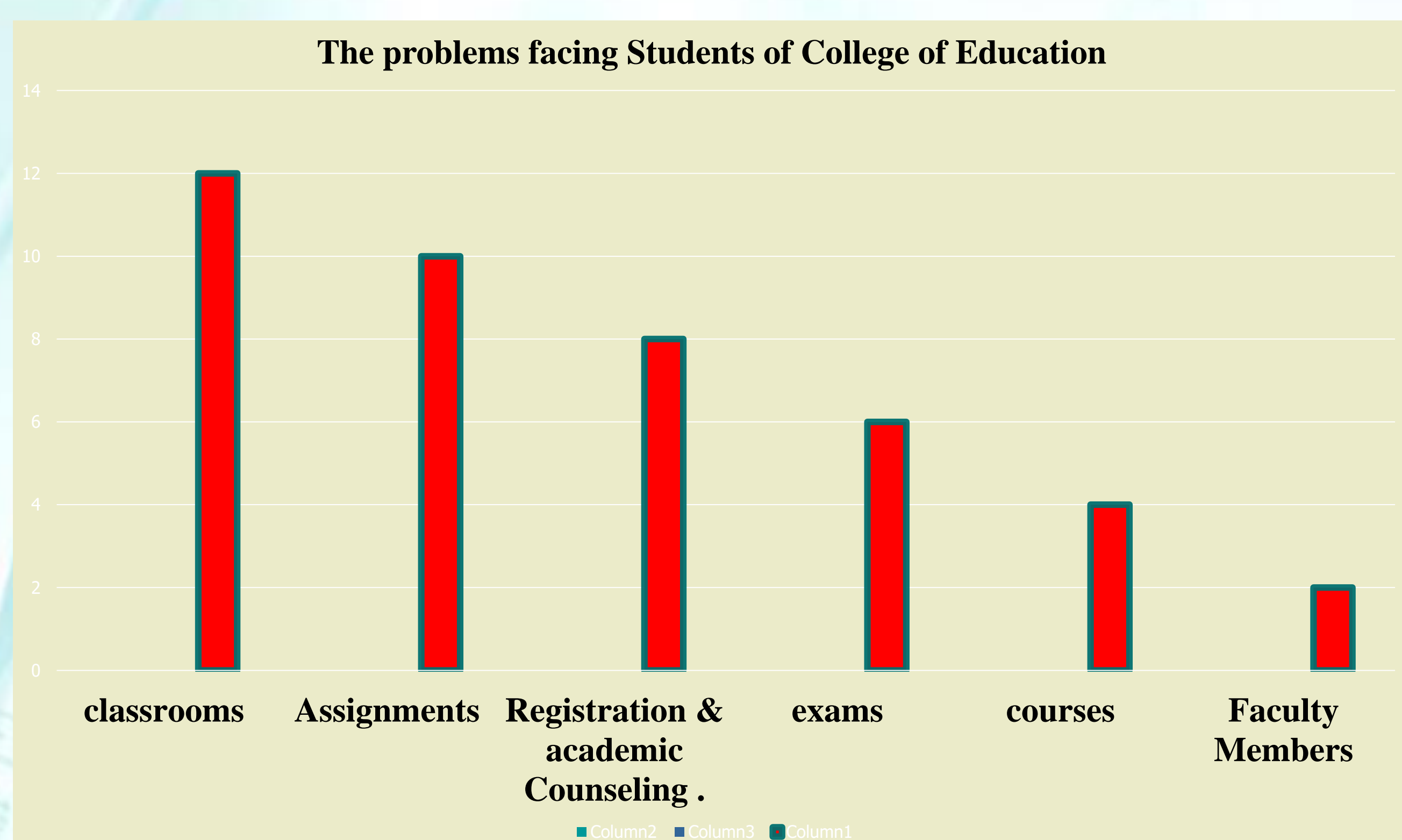
Tools: this study has two tools to collect the data:

1 Focus group: (quantitative data) - 5 students from different educational programs were interviewed.

2 Questionnaire: (qualitative data) -65 sentences under 6 aspects. Validity and reality were tested.

Sample: all participants were 320 female students enroleing in all college of Education programs.

## Results



### Means and standard deviation of exams problems

Problem	mean	Standard deviation	order
Study leave	4.38	1.163	1
Time of mid-term exams	4.24	0.941	2
Test monitoring & Observerving	3.76	1.388	3
Test difficulty	3.59	1.134	4
Late final exams	3.25	1.586	5
Comprehensive final exams	3.02	1.524	6

## Results (cont)

### Problems were of different levels of importance from the point view of the students of college of Education

Means and standard deviation of problems related to faculty member			
Problem	mean	Standard deviation	order
Read from book or a slide	3.06	1.420	1
Take attendance at beginning	3.00	1.388	2
Traditional teaching	2.83	1.401	3
Irrelevant topics during class	2.83	1.300	4
Rejection of student's opinion	2.72	1.355	5
Not improving their students	2.52	1.434	6

Means and standard deviation of problems related to academic counseling			
Problem	mean	Standard deviation	order
Number of advisors is not enough	4.46	1.195	1
Major course not in summer term	4.38	1.234	2
Courses run one time a year only	4.36	1.187	3
Limitation of student registration	4.21	1.334	4
Slow & boring single interviews	4.15	1.316	5
Irrelevant topics during class	4.02	1.337	6

Means and standard deviation of problems related to subjects and courses			
Problem	mean	Standard deviation	order
Focus on theoretical aspect only	4.13	1.334	1
Content is more than the time	4.08	1.180	2
Focus on memory and recall	3.91	1.186	3
Weak translation of text books	3.88	1.239	4
Text books not available	3.84	1.380	5
One text book only as a resource	3.50	1.373	6

## Findings

These are the highest scored problems from the point view of the participants:

- 1- Big amount of researches and assignments to be done for each course in the same semester.
- 2- There is no study leave to get well preparation before final exams.
- 3 - Faculty members read from the book or the PowerPoint slides during the lecture time.
- 4 - The academic advisors in the counseling section are not enough to cover all student's needs.
- 5 - The courses focus on theoretical not practical aspects, and rarely students visit the field to observe.
- 6 - The furniture (chairs/ table/ it lab/ resource room) are old and not comfortable.
- 7 - Both groups: Bachler students and Diploma students agreed that the classroom climate and the educational environment are not appropriate.
- 8- There are some significant difference between students according to the case ( full/ part time). Part-time students suffering from the big load tasks.

## Recommendations

- College of Education must establish a committee to put an action plan to solve these problems.
- Faculty member association must run training workshops to change trends and attitudes of faculty to catch up with the modern teaching styles. Also this workshop helps faculty to avoid the old tradition teaching.
- Department of academic accreditation office in the college of Education must spread the criteria of remaining get the academic accreditation to all faculty, administrators, and students.
- College of education must fight for changing some internal lows to help solve the problems appeared in this study.
- College of Education must establish a futurism center for planning any expected problems in the near and far future and put all solutions and alternatives.

## Acknowledgements



This study was supported by Qatar University internal grant (QUST-1-CED-2020-4)

This study Ethics Expedited Approval Number is: (QU-IRB 1180-EA/19) for one year started on 21<sup>st</sup> Nov.2019