

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste na Mumhan
Seoladh an choláiste	Béal Átha an Ghaorthaigh Contae Chorcaí
Cód tagartha an choláiste	CGM151

Dáta na cigireachta: 15 Meitheamh 2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

This report is written in Irish. An English translation of the report is provided at the end of the report.

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

CAD IS MEASTÓIREACHT AR CHÚRSA I gCOLÁISTE GAEILGE ANN?

Is thar cheann na Roinne Cultúir, Oidhreachta agus Gaeltachta a dhéanann Cigireacht na Roinne Oideachais agus Scileanna meastóireacht gach bliain ar cháilíocht an tsoláthair oideachais i líon áirithe de na cúrsaí a sholáthraíonn coláistí Gaeilge. Dearbhaítear dea-chleachtas sna tuairiscí agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an soláthar a dhéanann an coláiste.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar cháilíocht an tsoláthair oideachais faoi na ceannteidil seo a leanas:

1. Teagasc agus foghlaim
2. Ceannaireacht agus bainistíocht
3. Eispéireas na scoláirí ar theanga agus cultúr na Gaeilge

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste sa trí réimse.

Tugadh deis do choiste stiúrtha an choláiste Gaeilge a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón gcoiste stiúrtha.

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta an choláiste maidir le caomhnú leanaí:

1. Tá **Ráiteas um Chosaint Leanáí** i bhfeidhm ag an gcoláiste de réir fhorálacha ábhartha CHUID II den *Acht um Thús Áite do Leanáí 2015* (Uimh. 36 de 2015). Tá an ráiteas sin faofa ag údarás an choláiste agus tiomantas tugtha sa ráiteas i leith athbhreithniú a dhéanamh gach dara bliain nó nuair a thagann athrú ábhartha ar an scéal.
2. Sonraítear ainmneacha an teagmhálaí agus an leas-teagmhálaí i bhfógra a chuirfear ar taispeáint go feiceálach gar do phríomhdhoras an ionaid a bheidh in úsáid ag an gcoláiste.
3. (a) Cinntíonn údarás an choláiste go bhfuil an ráiteas tugtha do gach oide atá fostaithe acu agus; (b) Cinntíonn gach oide ar a dtugtar cuairt go bhfuil siad eolach ar a gcuid dualgas mar dhuine faoi shainordú.
4. Deimhníonn údarás an choláiste go ndéantar cúram d'fholláine na scoláirí uile sa chlár foghlama teagaisc.
5. Cloíonn an coláiste le forálacha ábhartha uile na nAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanáí agus Daoine Soghonta) 2012 go 2016.

Bhí cleachtas an choláiste ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

CIGIREACHT AR CHÚRSA I gCOLÁISTE GAEILGE

GNÍOMHAÍOCHTAÍ CIGREACHTA

Dáta na cigireachta	15 Meitheamh 2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí tréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide

Comhthéacs an choláiste

Is coláiste cónaithe do chailín agus do bhuachaillí é Coláiste na Mumhan. Feidhmíonn an coláiste faoi stiúir Chomhaltas Coláiste na Mumhan. Ba sa tsraith sóisearach a bhí na scoláirí a bhí an gcúrsa.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí cáilíocht an teagaisc agus na foghlama sásúil. Cruthaíodh iliomad deiseanna don foghlaim chomhoibríoch ach ní i gcónaí a bhí na gníomhaíochtaí éifeachtach.
- Is measartha a bhí cáilíocht an mheasúnaithe.
- Bhí cáilíocht na ceannaireachta agus na bainistíochta sásúil.
- Cé gur bhain cáilíocht mhaith le heispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge, ba léir an Béarla a bheith in úsáid go rialta ag scoláirí le linn ranganna agus i dtimpeallacht an choláiste.
- Is beag dul chun cinn a bhí déanta maidir le feidhmiú príomh-mholtaí thuairisc chigireachta 2017.

Moltaí

- Ní mór díriú ar dhifreáil na foghlama agus ar éifeachtúlacht na ngníomhaíochtaí a éilíonn comhoibriú san foghlaim, cumasú na scoláirí chun an obair a dhéanamh i nGaeilge san áireamh.
- Ba cheart beartais coláiste uile a fhorbairt maidir le measúnú agus tuairisciú ar an bhfoghlaim.
- Ba cheart straitéisí agus ról na mball foirne i dtaca le hiompar teanga na scoláirí a athbhreithniú.
- Ní mór pleanáil go córasach chun moltaí i dtuairiscí cigireachta a fheidhmiú agus cuntas ar an dul chun cinn, chomh maith le sceideal na n-imeachtaí a eagraítear do scoláirí, a sholáthar i bplean an phríomhoide.

MIONCHINNÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc sásúil. Baineadh leas as réimse cuí de chuir chuige chun rannpháirtíocht ghníomhach na scoláirí a spreagadh.
- Ar an iomlán, bhí cáilíocht na pleanála agus an ullmhúcháin do ranganna aonair, lena n-áirítear acmhainní a bhí dea-roghnaithe, sásúil. Ba cheart, áfach, leas níos fearr a bhaint as teimpléad pleanála an choláiste mar thaca do dhifreáil na foghlama.
- Bhí cáilíocht na foghlama sásúil. Roinneadh ábhar an cheachta ag tús gach ranga. Moltar, mar a rinneadh in 2017, intinní foghlama difreáilte a chinnteoidh dúshlán cuí foghlama do gach scoláire, agus go háirithe do scoláirí ardchumais, a leagadh amach.
- Cruthaíodh go leor deiseanna don fhoghlaim chomhoibríoch ach ní i gcónaí a bhí na tascanna éifeachtach. Ba mhínic na scoláirí ag dul i muinín an Bhéarla chun an obair a dhéanamh. Moltar scafáil chuí teanga a thacóidh le scoláirí tascanna a chomhlíonadh trí Ghaeilge a chur san áireamh ag céim na pleanála.
- Bhí cáilíocht an mheasúnaithe measartha. Ba é ceistiúchán an mhúinteora an príomh uirlis mheasúnaithe: ceisteanna ísealoird den chuid ba mhó ar fad. Tá go leor scoípe ann chun ceistiúchán an mhúinteora a fhorbairt mar thaca do dhifreáil na foghlama agus chun monatóireacht a dhéanamh ar dhul chun cinn na foghlama le linn an chúrsa.
- Den chéad uair, tuairisceofar do thuismitheoirí ar ghnóthachtáil na scoláirí ag deireadh an chúrsa. Ar mhaithe le héifeachtúlacht an mheasúnaithe a chinntiú, ba cheart cumas teanga na scoláirí a mheas ag tús an chúrsa ionas go mbeadh sonraí bonnlíne ar fáil agus monatóireacht chórasach a dhéanamh ar a ndul chun cinn le linn an chúrsa.
- Tugadh an-mholadh do na scoláirí i ngach cás as a n-iarrachtaí agus ba léir iad a bheith ar a gcompord agus treoir á lorg acu ar na múinteoirí.

2. CEANNAIREACHT AGUS BAINISTÍOCHT

- Bhí cáilíocht na ceannaireachta agus na bainistíochta sásúil.
- Bhain cáilíocht mhaithe leis an gclár foghlama teanga a bhí ar fáil mar thagairt do na múinteoirí. Toisc nach mbíonn an rang céanna ag múinteoirí i gcaitheamh na maidine, ba cheart creat dá bpleananna aonair a fhorbairt ar mhaithe lena bheith ábalta forbairt na foghlama i gcaitheamh an chúrsa a rianú. Sa chomhthéacs seo, agus chun tógáil ar an gcruinniú foirne a reachtáladh roimh thús an chúrsa den chéad uair i mbliana agus ag teacht leis na freagrachtaí atá leagtha amach don ról sna *Rialacháin Faoina dTugtar Aitheantas do Choláistí Gaeilge*, moltar don phríomhoide a chinntiú go bpléifeadh an fhoireann cúrsaí oideolaíochta ar bhonn níos foirmeálta agus go tráthrialta le linn an chúrsa .
- Is beag dul chun cinn a bhí déanta maidir le feidhmiú phríomh-mholtaí thuairisc chigireachta 2017. Ní raibh cuspóirí foghlama idirdhealaithe in úsáid sna ranganna agus is dul chun cinn i bpáirt a bhí déanta i dtaca le cruinnithe múinteoirí. Moltar tabhairt faoi mholtaí i dtuairiscí cigireachta go córasach mar chuid de phróiseas féinmheastóireachta an choláiste agus ar bhealach a chinnteoidh go mbeidh siad á gcur i bhfeidhm ó lá go lá sa choláiste ar mhaithe le cur chun cinn na foghlama. Ba cheart cuntas ar na gníomhaíochtaí a sholáthar i bplean an phríomhoide.
- Ní raibh cuntas ar na himeachtaí a sholáthraíonn an coláiste ná bearta i leith oiliúint foirne san áireamh i bplean an phríomhoide. Moltar plean an phríomhoide a bheith ag teacht leis na Rialacháin.
- Deimhníodh go raibh cóip den ráiteas sláinte agus sábháilteachta, cód iompair agus polasaí frithbhulaíochta ar fáil. Bhí oifigeach sláinte agus sábháilteachta cláraithe i bplean an phríomhoide.

3. EISPÉIREAS NA SCOLÁIRÍ AR THEANGA AGUS AR CHULTÚR NA GAEILGE

- Bhain cailíocht mhaith le heispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge. Bhí béim chuí ar an bhfolláine agus soláthraíodh réimse leathan imeachtaí iarnóna a bhí, den chuid ba mhó, dea-eagraithe. Ní mór, áfach, an sceideal a chur san áireamh i bplean an phríomhoide.
- Cé go raibh straitéisí éagsúla ar nós comórtais in úsáid chun úsáid na Gaeilge a chur chun cinn i measc na scoláirí agus a ról maidir le cur chun cinn na Gaeilge leagtha amach do chinnirí agus do mhúinteoirí, bhí an Béarla le cloisteáil agus le feiceáil in úsáid i scríbhinn le linn imeachtaí iarnóna. Moltar go láidir don choiste stiúrtha na straitéisí atá in úsáid chun úsáid na Gaeilge mar theanga chaidrimh i measc na scoláirí a chur chun cinn agus ról na gcinnirí agus na múinteoirí ina leith a athbhreithniú.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide.

Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa choláiste agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste i gcás gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt coláistí sa chatagóir seo tá cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do choláistí eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na scoláirí. Ní mór don choláiste tógáil ar a chuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an gcoláiste dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na scoláirí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don choláiste gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna

Inspection of a course in an Irish-language College

REPORT

College name	Coláiste na Mumhan
College address	Béal Átha an Ghaorthaigh County Cork
College reference code	CGM151

Date of inspection: 15 June 2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS AN EVALUATION OF AN IRISH-LANGUAGE COLLEGE?

The Inspectorate of the Department of Education and Skills, on behalf of the Department of Culture, Heritage and the Gaeltacht, evaluates the quality of educational provision in a certain number of courses provided each year by Irish colleges. The reports affirm good practice and make recommendations, where appropriate, to aid the further development of the provision provided by the college.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated educational provision under the following headings:

1. Teaching and learning
2. Leadership and management
3. Students' experience of the Irish language and culture

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum, which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the college's provision in three areas.

The steering committee of the Irish-language college was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the steering committee.

CHILD PROTECTION

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The college has a **Child Protection Statement** in place in accordance with the relevant provisions of PART II of the *Children First Act 2015* (No. 36 of 2015). That statement is approved by the college authority and a commitment is made to conduct a review every two years or when a relevant change occurs.
2. The names of the Designated Liaison Person (DLP) and the Deputy DLP are stated on a notice which is displayed clearly near the main door of the college premises.
3. (a) The college authority ensures that the statement is given to every teacher employed by them, and;
(b) Every teacher visited confirmed that he/she is aware of his/her responsibilities as a mandated person.
4. The college authority confirms that the well-being of all students is attended to in its teaching and learning programme.
5. The college complies with all relevant provisions of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016.

The college practice met the requirements in relation to each of the checks above.

INSPECTION OF A COURSE IN AN IRISH-LANGUAGE COLLEGE

INSPECTION ACTIVITIES

Date of inspection	15 June 2018
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Interaction with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documentation• Discussion with management• Feedback to principal

College context

Coláiste na Mumhan is a residential college for girls and boys. The college operates under the direction of Comhaltas Coláiste na Mumhan. Students attending the course were in the Junior Cycle.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The quality of teaching and learning was satisfactory. Several opportunities were created for collaborative learning but the activities were not always effective.
- The quality of assessment was fair.
- The quality of leadership and management was satisfactory.
- Although the quality of students' experience of the Irish language and culture was good, it was clear that students regularly used English in classes and in the college environment.
- There had been little progress made with regard to the implementation of the main recommendations of the 2017 inspection report.

Recommendations

- Emphasis should be placed on differentiated learning and the effectiveness of activities that require collaboration in learning, including empowering students to use Irish in their work.
- Whole-college policies for developing and reporting on learning should be developed.
- Strategies and the role of members of staff regarding students' language usage should be reviewed.
- Planning in order to implement recommendations from inspection reports should be carried out systematically and an account of progress, along with a schedule of the events arranged for students, should be provided in the principal's plan.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching was satisfactory. Good use was made of an appropriate range of approaches to motivate students' active participation.
- Overall, the quality of planning and preparation for individual classes, including resources which were well-chosen, was satisfactory. However, better use should be made of the college's planning template to aid differentiation in learning.
- The quality of learning was satisfactory. The lesson content was shared at the beginning of each class. As recommended in 2017, differentiated learning intentions should be designed which will ensure appropriate learning challenges for all students, particularly high ability students.
- Many opportunities were created for collaborative learning but the tasks were not always effective. Students frequently had to resort to English to do the work. Appropriate language scaffolds which will support students in completing tasks in Irish should be included at the planning stage.
- The quality of assessment was fair. Teachers' questioning was the main assessment tool: for the most part, these were lower order questions. There is much scope to develop teachers' questioning to support differentiated learning and to monitor progress in learning during the course.
- For the first time, at the end of the course, parents will be reported to on students' achievement. In order to ensure that assessment is effective, students' language ability should be assessed at the start of the course so that baseline data are available, and their progress monitored systematically during the course.
- At all times, students were highly praised for their efforts and they were clearly comfortable in seeking guidance from teachers.

2. LEADERSHIP AND MANAGEMENT

- The quality of leadership and management was satisfactory.
- The quality of the language learning programme available as a reference for was good. Because teachers do not have the same class during the morning, an overarching framework reflecting their individual plans should be developed in order to support the tracking of students' learning during the course. In this context, and to build on the staff meeting that was held this year for the first time before the start of the course, and in accordance with the responsibilities outlined for the role in the *Regulations under which Recognition is granted to Irish-language Colleges*, the principal should ensure that staff discuss pedagogical issues on a more formal basis and regularly during the course.
- There had been little progress made with regard to the implementation of the main recommendations of the 2017 inspection report. Differentiated learning objectives were not in use in classes and partial progress had been made with regard to teachers' meetings. It is recommended that the recommendations in inspection reports are systematically addressed as part of the self evaluation process in the college and in a manner that ensures that they are implemented on a day-to-day basis to advance student learning. An account of these activities should be provided in the principal's plan.
- There was no account included in the principal's plan of activities provided by the college, nor of plans for staff training. The principal's plan should be consistent with the Regulations.
- It is confirmed that copies of the health and safety statement, code of behaviour and anti-bullying policy were available. A health and safety officer was recorded in the principal's plan.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The quality of the students' experience of Irish language and culture was good. Wellbeing was appropriately addressed and a wide range of afternoon activities, which were for the most part well-organised, was provided. This schedule should, however, be included in the principal's plan.
- Although various strategies were being used, including competitions to promote Irish among the students, and their role regarding the promotion of Irish outlined for leaders and teachers, the use of English could be heard and seen in writing during afternoon activities. The steering committee are strongly advised to review the strategies in use to promote Irish as the language of communication among students, and to review the role of leaders and teachers in that regard.

At the conclusion of the inspection, the draft findings and recommendations of this inspection were discussed with the principal.

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the Irish college's provision in each area.

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some colleges in this category the quality of what is evaluated is outstanding and provides an example for other colleges of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of students' learning. The college needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. Overall, learners have access to a basic level of provision. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies here, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The college will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting students' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-college action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;