Satisfaction of completers

The data for completer satisfaction was collected from graduates of 2017-18 who are currently employed in education.

A. Advanced programs

1. Master in Special Education (MSPED)

Table 1 presents the results of the completer satisfaction survey of MSPED students. Out of the three students who graduated in 2017-18, two completed and returned the survey.

Table 1. MSPED completer satisfaction

Items	Means
1. Maintaining challenging expectations for individuals with disabilities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.	**4**
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with disabilities and their families.	**3.5**
3. Promoting meaningful and inclusive participation of individuals with disabilities in their schools and communities.	**3.5**
4. Practicing collegially with others who are providing services to individuals with disabilities.	**3.5**
5. Developing relationships with families based on mutual respect and actively involving families and individuals with disabilities in educational decision-making.	**4**
6. Using evidence, instructional data, research and professional knowledge to inform practice.	**3.5**
7. Protecting and supporting the physical and psychological safety of individuals with disabilities.	**4**
8. Neither engaging in nor tolerating any practice that harms individuals with disabilities.	**3.5**
9. Practicing within the professional ethics and standards of the profession; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.	**4**
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with disabilities.	**3.5**
11. Participating in the growth and dissemination of professional knowledge and skills.	**3.5**
12. Reflecting on, evaluating, and improving professional practice as an ongoing process	**3.5**
13. Integrating important aspects of education in Qatar into educational efforts.	**4**
14. Producing growth in student learning and a positive environment for students.	**3.5**
15. Using technology to improve students' learning.	**3.5**
16. Collaborating effectively with educators, parents, and students.	**4**
17. Developing and implementing solutions to address the needs of the organization.	**4**
18. Using research and scholarship in educational efforts.	**3.5**
19. Contributing to positive change in the organization.	**3.5**

The mean responses for all survey items range between 3.5 and 4 pointing to a high satisfaction with the program. This result is confirmed by the respondents' answers to open ended questions listed below.

Table 2. MSPED completer responses to open-ended questions

Questions	Completer 1	Completer 2
In what areas did you think you were best prepared?	I think I was best prepared in many areas such as the assessment, collaboration with families of children with disabilities, inclusive procedures, instruction modification, and designing scientific researches.	Maintaining challenging expectations for individuals with disabilities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background Developing relationships with families based on mutual respect and actively involving families and individuals with disabilities in educational decision-making Developing and implementing solutions to address the needs of the organization.
In what areas do you think you could have received more instruction?	I think I need to receive more instruction in some areas such as methods of teaching, learn with mild-moderate disabilities, literacy assessment and remediation.	I would increase the duration of the practical training, and go to the centers of the disabled and see the process of teaching with them before starting internship.
If you have any other comments that you would like to share, please do so here.	First, I want to thank you for your big efforts with us as students in Qatar University especially in the field of special education. Then, I suggest adding some areas such as focusing on the psychological side of children with disabilities in which we can assess and deal with them.	No answer

Responses to open-ended questions show that MSPED completers believe that they were well prepared in several areas such as developing relationships with families based on mutual respect and actively involving families and individuals with disabilities in educational decision-making, developing and implementing solutions to address the needs of the organization, assessment and designing scientific research. Nevertheless, one respondent thinks that the program did not provide her with adequate/enough instruction in methods of teaching, learning with mild-moderate disabilities, literacy assessment and remediation. The second respondents think that she needed a longer internship and observation of instruction before starting internship. One respondent suggesting some ares in the program such as focusing on the psychological side of children with disabilities in order to be able to be able to assess and deal with them.

2. Master in Curriculum, instruction and Assessment (MCIA)

Table 3 presents the results of MCIA completer responses to the survey. Out of 8 completers, three responded to the survey. The return rate was 37.5 %. Means for all items ranged between 3 and 4. The results seem to point to the completer high satisfaction with the program and their preparation for their future jobs.

Table 3. MCIA completer satisfaction

Items	Means
1. Using key strategies for integrating technology into content areas.	3.3
2. Employing a range of instructional strategies that reflect best practice	3
3. Applying instructional design principles to the design of instructional materials	3
4. Designing lessons and educational environments that foster high expectations for all students	3
5. Modifying instruction in response to data and reflection	3
6. Planning effective instruction	3.3
7. Applying curriculum theory to practice	3.5
8. Recognizing and appreciating diversity	3.7
9. Use multiple formative and summative assessments to evaluate student learning	3.5
10. Design and conduct educational research	4
11. Evaluate and apply educational research	4
12. Using data to make decisions	3.3
13. Recognizing the importance of using diverse educational resources, including technology.	3.3
14. Engaging in critical reflection of theory and professional practice.	3.3
15. Using appropriate methods for assessment of learning.	3
16. Using methods used for authentic assessment.	3
17. Appropriately aligning assessment and instructional objectives.	3
18. Using ethical principles of research	3.7
19. Using knowledge of the fundamental principles of evaluating educational programs	3.5
20. Using quantitative and qualitative instruments to collect data for the evaluation of educational programs.	4
21. Evaluating issues and trends likely to emerge in the field of curriculum.	4
22. Using a variety of learning theories and curriculum practices	4

Table 4. MCIA completer responses to open-ended questions

	Completer 1	Completer 2	Completer 3
From your perspective, what could we do to improve our Curriculum, Instruction and Assessment Program?	I strongly recommend the practical learning, instead of giving students facts, numbers, theoretical information For example, for the curriculum, students can learn more through taking them to MOEHE to have a discussion and gain experience from staff who specialized for years in the curriculum sphere and the same thing with the assessment and instruction Or inviting successful people from board **(Guest Speaker)** to share their learning journey in curriculum, instruction or assessment and what techniques they followed and then they have good consequences in the field By sitting with experienced and professional people and sharing their knowledge and skills, students can learn more effectively	Regarding curriculum, it would be valuable to provide a chance for designing a part of a curriculum with specific criteria to evaluate it as a project that might help to conquer the theories by applying them. The assessment program was rich but the instructor was not flexible enough to make the theoretical background applicable for all subjects according to their requirements.	- We need to add more practical parts, like creating curriculum rather than investigating curriculum. - We need to create an assessment and evaluate it rather than evaluate only.
Can you suggest courses that should be added to or deleted from the Curriculum, Instruction and Assessment program of study?	**Add:** 1- SPSS Course 2- More Statistical Analysis Course 3- How to Write a Thesis from the First Year of the Program (not a real, long thesis), the idea is just to get used in the procedures of writing thesis 4- Designing Your Own Curriculum Related to Your Region (this course can be contusions for more than one semester)	Although some courses were not as useful as other courses, each of them has its significance. Not to forget to mention the instructors role and teaching style that makes a course more or less valuable.	- Advanced research methods courses. - SPSS more than one course - Assessment more than one course.
What do you consider to be the area of the Curriculum, Instruction and Assessment program that	How to analyze data	Assessment course was rich but one course is not enough to conquer every aspect.	Curriculum & Assessment need to be improving

most needs improving?			
What suggestions, if any, can you make that would help us to improve the program?	Form my experience, the one who choose the supervisors for students' thesis, should be very selective. Why? Because not all the doctors are willing to help and cooperate with students Also, for the MOEHE approval, I think the college should take the responsibility of sending and receiving that approval for their students because what I noticed when the students themselves go there and ask for the approval, they take more time to reply to them comparing when the college send an official email the MOEHE will respond faster. This is only for the sake of the time	I don't have any suggestions right now.	No answer.

In response to the first question that asks what could be done to improve the MCIA program, the three completers think that there is a need for more practical experience in designing a curriculum rather than just providing theoretical information and analysis of curriculum.

In response to the second question that asks about courses that need to be added/deleted, respondents suggest adding a statistical analysis course using SPSS, an advanced research methods course, another course on assessment, and a course on how to write a thesis in the first semester of the program. Suggestions for program improvement mainly related to the same points mentioned in responses to question 2, namely adding course on assessment and data analysis. One respondent pointed to the need for a careful selection of thesis supervisors who are helpful to candidates. Finally, a suggestion was made for the college to be in charge of obtaining approval from the Ministry of Education for candidates to collect data from schools.

3. Master of Education in Educational Leadership (MEDEL)

Table 5. MEDEDL completer satisfaction with the program

Items	Means
1. Integrating technology into instruction	3.75
2. Utilizing theories to guide leadership	4
3. Conducting action research	4
4. Integrating technology into administration	3.25
5. Addressing professional development needs of faculty and staff	4
6. Planning effective instruction	4
7. Using current research to guide leadership decisions	4
8. Recognizing and appreciating diversity in the community	4
9. Practicing professional ethics	4
10. Conducting teacher observation and evaluations	3.75
11. Working effectively with parents	3.5
12. Using teams within the school to achieve school goals, vision and mission.	3.75
13. Working with diverse teachers and students	4
14. Using data to make decisions	4
15. Recognizing the importance of using diverse educational resources, including technology.	4
16. Engaging in critical reflection of theory and professional practice.	4
17. Demonstrating professional conduct that models ethical behavior and integrity.	4
18. Initiating and leading others in achieving goals, vision and mission.	3.75
19. Demonstrating respect for diversity.	4
20. Collecting and using data to asses school and program effectiveness	4
21. Assessing curricular and instructional school programs	4
22. Collaborating with faculty and community members	4
23. Modeling principles of self-awareness and ethical behavior as related to their roles within the school.	4

For the MEDEL program, four of ten completers in 2017-18 responded to the survey. The response rate was 40%. Table 3 shows that the mean responses to the majority of the survey items range between 3.75 and 4. The responses indicate that the completers are highly satisfied with the program and believe it well-prepared them for their future profession. Nevertheless, some of them think that some changes can be made to improve the program as shown in the table below that states the respondents' answers to open-ended questions.

Table 6. MEDEL completer responses to open-ended questions

	Completer 1	**Completer 2**	**Completer 3**	**Completer 4**
From your perspective, what could we do to improve our leadership program?	1- To make the internship course into two or three semesters. 2- To engage student into collaborative research with other colleagues or professors from other departments. 3- To include students with excellent grades into the group that are specially honored at the graduation ceremony like what happens with the graduates of the bachelor's degree. 4- To cooperate wore with the MOEHE either in the content of the program or the different activities within 5- To inform the MOEHE of the best graduates to ensure the next stream of leadership at schools 6- To include a PHD program to make it easy for students to complete their studies 7- To keep the program running at English and Arabic together 8- For students whose requirements are not apt to join the program, they can study a diploma of one year to enable them to join the masters later. That is, their masters will be for three years.	No answer	No answer	No answer
Can you suggest courses that should be added to or deleted from the leadership program of study?	Leading change Strategic planning	No answer	Update courses such as school finance course.	No answer

What do you consider to be the area of the leadership program that most needs improving?	The course of leadership studied at the first semester of the first year	No answer	No answer	No answer
What suggestions, if any, can you make that would help us to improve the internship?	I really liked it but if it is for two or three semesters , it will be more useful.	No answer	Consider making the internship over two semesters. There is not enough time to complete all that is needed,	No answer

The responses to open-ended questions show that 3 of 4 respondents think that the duration of the internship should be increased to two or three semesters. Two respondents suggested adding courses such as Leading change and Strategic Planning. Completer 1 also suggested some changes such as partnership with the Ministry of Education to ensure recruitment of the program graduates. However, the suggestions did relate to any improvements in the content or delivery of the program.

Qatar University (QU) Graduate Alumni Satisfaction Survey

Graduate (Masters Programs) completer satisfaction is also measured by QU Graduate Satisfaction survey that is developed and administered by QU Alumni Office. The office also analyses the data and sends results to all colleges at QU. The results of the survey serve as a benchmark. They serve as an indicator of CED graduate completer satisfaction with CED programs. They also allow to compare the degree of CED completer satisfaction with the degree of other QU colleges' completer satisfaction.

The data presented in the Table 8 is collected through the Graduate Satisfaction Survey. The survey seeks to measure graduate completers' satisfaction with their studies at Qatar University, in their specific programs. It is divided into seven sections. The most relevant sections to the purposes of the Accreditation Annual Report are sections 4, 5 and 6 that measure completer satisfaction with the quality of teaching and learning, research experience, and acquired academic knowledge, skills and abilities. The survey was administered in Spring 2018 and it collected data from graduates of 2014-15, 2015-16 and 2016-17. The survey was sent to completers from different colleges, which allows to compare the degree of satisfaction of CED completers and completers from other colleges at QU. Data about the population, the number of respondents and the response rates from different colleges' alumni are presented in the Table 7 (Data is provided by QU Alumni office). The survey was sent to 81 completers from the College of Education. The return rate was 31%.

Table 7. Population, Respondents and Response Rates of the QU Graduate Alumni satisfaction survey

Population, Respondents and Response Rates مجتمع الدراسة ، والمستجيبون ومعدل الاستجابة					
	Population مجتمع الدراسة		**Respondents** المستجيبون		**Response Rate** معدل الاستجابة
	N	**%**	**n**	**%**	**%**
المجموع Total	863	100.0%	254	100.0%	29%
Gender الجنس					
أناث Female	532	61.6%	173	68.1%	33%
ذكور Male	331	38.4%	81	31.9%	24%
Nationality الجنسية					
غير قطريين Non-Qatari	566	65.6%	171	67.3%	30%
قطريين Qatari	297	34.4%	83	32.7%	28%
Student Level المستوى الدراسي					
دبلوم Diploma	35	4.1%	10	3.9%	29%
دكتوراه Doctorate	120	13.9%	35	13.8%	29%
ماجستير Masters	708	82.0%	209	82.3%	30%
College الكلية					
الآداب والعلوم CAS	152	17.6%	55	21.7%	36%

الإدارة والاقتصاد CBE	127	14.7%	41	16.1%	32%
التربية CED	81	9.4%	25	9.8%	31%
الهندسة CENG	258	29.9%	58	22.8%	22%
العلوم الصحية CHS	55	6.4%	19	7.5%	35%
القانون Claw	81	9.4%	23	9.1%	28%
الصيدلة CPH	19	2.2%	8	3.1%	42%
الشريعة CSIS	90	10.4%	25	9.8%	28%

The results of the survey are presented in Table 8. Items rated below 70% point to a lack of satisfaction. The data indicates that, for the College of Education, the weighted average of responses to section 4 (Quality of Teaching and Learning), section 5 (Research Experience), and section 6 (Acquired Academic Knowledge, skills and abilities) are 89.5%, 86.2%, and 89.6%, respectively. The weighted averages point to a high satisfaction level of the graduates with the CED Masters programs, thus confirming the results of the Completer survey administered by the College. In addition, a comparison of all colleges' weighted averages for those sections indicate that the averages for CED were the highest across all QU colleges.

Nevertheless, items 3.3 "I have been provided with sufficient information about the research project required for graduation (i.e. project, thesis, dissertation)"; 3.4 "There is common research between students and teaching staff"; and 3.7 "I am aware of research grants available to me as a student in Qatar University"; 5.2 "Admission application fees are reasonable compared to other higher education institutions in the region"; 5.4 "The marketing of graduate studies programs in QU is sufficient"; 5.6 "The tuition fees for graduate studies courses are reasonable compared to similar programs in other higher education institutions in the region"; 5.7 "I am aware of all services that are offered by the Office of Graduate Studies"; 9.1 "The policies and procedures pertaining to tuition and fees"; 9.6 "Food services"; and 9.8 "Parking" were rated below satisfactory level, means = 66.7%, 57.1%, 45.8%, 62.5%, 60.9%, 54.5%, 62.5% respectively. Those items relate to general policies applied and required by Qatar University. The College Council of the College of Education addressed those items in a council meeting and actions are taken to understand the reasons for student lack of satisfaction with those items (Table 9).

Table 8. QU Graduate satisfaction survey results

Graduate Student Satisfaction Survey Results 2017-18 by College

		College الكلية							
	Overall Agreement معدل الموافقة العام	Arts and Sciences الآداب والعلوم	Business and Economics الإدارة والاقتصاد	Education التربية	Engineering الهندسة	Health Sciences العلوم الصحية	Law القانون	Pharmacy الصيدلة	Sharia and Islamic Studies الشريعة والدراسات الإسلامية
	Subtotal (agree) الموافقة	Subtotal (agree) الموافقة	Subtotal (agree) الموافقة	Subtotal (agree) الموافقة	Subtotal (agree) الموافقة	Subtotal (agree) الموافقة	Subtotal (agree) الموافقة	Subtotal (agree) الموافقة	Subtotal (agree) الموافقة

	%	%	%	%	%	%	%	%	%
Part 1: Research Productivity القسم الأول: الإنتاجية البحثية									
3.1 The Graduate Orientation Day provided sufficient information about scientific research/ اللقاء التعريفي قدم معلومات كافية عن البحث العلمي	59.6%	65.3%	68.6%	77.3%	46.2%	56.3%	61.9%	40.0%	50.0%
3.2 I received appropriate guidance at the beginning of my studies to select the topic of my research project/ حصلت على التوجيه المناسب في بداية دراستي لاختيار موضوع البحث العلمي	52.8%	54.0%	54.1%	81.8%	48.1%	27.8%	69.6%	25.0%	43.5%
3.3 I have been provided with sufficient information about the research project required for graduation (i.e. project, thesis, dissertation)/ تم تزويدي بمعلومات كافيه عن متطلبات مشروع التخرج	57.3%	69.2%	52.5%	66.7%	50.0%	52.6%	60.9%	37.5%	54.5%
3.4 There is common research between students and teaching staff/ تنفذ أبحاث مشتركة بين الطالب وأعضاء هيئة التدريس	67.0%	66.0%	78.1%	57.1%	80.8%	52.9%	56.5%	75.0%	44.4%
3.5 There are policies that protect my right as a student in the common research/ هناك سياسات تحفظ حقوقي الفكرية كطالب مشارك في البحوث المشتركة	77.5%	69.8%	76.9%	90.9%	74.5%	93.3%	72.7%	87.5%	76.5%
3.6 Research facilities at Qatar University support research productivity/ تخدم المرافق البحثية في جامعة قطر الإنتاجية البحثية	79.8%	76.5%	85.7%	95.7%	83.6%	84.2%	68.2%	75.0%	60.0%
3.7 I am aware of research grants available to me as a student in Qatar University/ لدي دراية بالمنح البحثية المتوفرة لي كطالب في جامعة قطر	46.3%	53.7%	48.7%	45.8%	51.9%	42.1%	38.1%	62.5%	14.3%
3.8 Research Methodology course helped me in writing my thesis or graduation project/ ساعدني مقرر مناهج البحث في اعداد رسالتي أو مشروع التخرج	75.4%	72.1%	71.9%	85.0%	68.1%	77.8%	82.6%	100.0%	78.9%
3.9 I am aware of the importance of research productivity, which increases my chances of better job opportunities.....أنا على دراية بأهمية الإنتاجية ..... البحثية للحصول على فرص عمل أفضل	89.7%	92.5%	76.9%	95.8%	92.9%	94.7%	100.0%	100.0%	70.0%
Weighted Average المتوسط النسبي	**67.0%**	**68.8%**	**67.3%**	**77.4%**	**66.3%**	**64.4%**	**68.2%**	**66.7%**	**53.9%**
Section 2: Graduate Studies Policies القسم الثاني: سياسات الدراسات العليا									
4.1 I am aware of graduate studies policies in	69.3%	61.5%	72.5%	88.0%	67.9%	83.3%	82.6%	37.5%	50.0%

أنا على دراية بسياسات /QU الدراسات العليا في جامعة قطر									
4.2 I can reach the graduate studies policies easily on the website/ يمكنني الوصول إلى سياسات الدراسات العليا في الموقع الالكتروني بسهولة	70.8%	60.0%	76.3%	91.7%	69.1%	68.8%	73.9%	66.7%	66.7%
4.3 Graduate studies policies includes all issues that are important for the student/ شملت سياسات الدراسات العليا جميع المواضيع التي تهم الطالب	67.1%	61.7%	72.2%	83.3%	64.7%	84.6%	85.7%	28.6%	40.0%
4.4 Graduate studies policies is written in a simple language and eligible to be understood/ كتبت سياسات الدراسات العليا بلغة بسيطة وقابلة للفهم	78.9%	73.9%	87.9%	87.0%	73.5%	92.3%	85.0%	71.4%	66.7%
4.5 Graduate studies policies are applied on reality/ يتم تطبيق سياسات الدراسات العليا فعليا	73.6%	71.7%	71.0%	83.3%	69.4%	92.3%	85.7%	66.7%	55.6%
Weighted Average المتوسط النسبي	71.8%	**65.6%**	**75.8%**	**86.7%**	**68.8%**	**83.6%**	**82.4%**	**52.9%**	**55.6%**
Section 3: Student Affairs القسم الثالث: شؤون الطلاب									
5.1 The time period between applying and decision announcement is too long الفترة بين التقديم للالتحاق وإعلان النتائج طويلة جداً	52.7%	67.3%	35.0%	72.0%	41.8%	57.9%	56.5%	0.0%	65.2%
5.2 Admission application fees are reasonable compared to other higher education institutions in the region رسوم الالتحاق في برامج الدراسات العليا مناسبة مقارنة بالجامعات الأخرى في المنطقة	53.1%	47.2%	75.6%	62.5%	57.4%	52.6%	47.8%	50.0%	9.5%
5.3 The information about graduate programs presented at the annual Graduate Open Day is sufficient المعلومات التي يقدمها اليوم المفتوح للدراسات العليا كافية	61.1%	57.4%	63.6%	82.6%	60.4%	56.3%	63.6%	42.9%	50.0%
5.4 The marketing of graduate studies programs in QU is sufficient تسويق برامج الدراسات العليا المتاحة في الجامعة كاف	42.7%	37.7%	37.5%	60.9%	49.1%	50.0%	54.5%	25.0%	20.8%
5.5 The study plans of the graduate programs are updated on the college's website الخطط الدراسية لبرامج الدراسات العليا محدثة على الموقع الالكتروني للكليات	68.5%	62.3%	75.7%	80.0%	69.1%	46.7%	77.3%	62.5%	65.2%
5.6 The tuition fees for graduate studies courses are reasonable compared to similar programs in other higher education institutions in the region تعتبر الرسوم الدراسية لمقررات الدراسات العليا مناسبة مقارنة بالبرامج المثيلة في الجامعات الأخرى في المنطقة	44.9%	35.3%	65.0%	52.2%	50.0%	38.9%	54.5%	33.3%	9.1%

5.7 I am aware of all services that are offered by the Office of Graduate Studies أنا على دراية بالخدمات التي يوفرها مكتب الدراسات العليا للطلبة	42.9%	39.6%	37.5%	54.5%	41.8%	52.9%	66.7%	50.0%	20.8%
5.8 Offering graduate studies courses in evening time is suitable for me طرح مقررات الدراسات العليا في الفترة المسائية مناسب لي	88.3%	98.1%	87.8%	96.0%	85.7%	84.2%	100.0%	25.0%	79.2%
Weighted Average المتوسط النسبي	**56.8%**	**55.7%**	**59.6%**	**70.5%**	**57.0%**	**55.3%**	**64.8%**	**36.1%**	**40.3%**
Section 4: Quality of Teaching and Learning القسم الرابع: جودة التعلم والتعليم									
6.1 Faculty are available during their set office hours يتواجد أعضاء هيئة التدريس خلال "الساعات المكتبية"	93.8%	88.9%	97.6%	90.9%	94.5%	94.7%	95.0%	100.0%	95.7%
6.2 Faculty are accessible outside of office hours (face-to-face or other means such as email) مكن التواصل مع أعضاء هيئة التدريس خارج أوقات الساعات المكتبية وجها لوجه	92.8%	88.9%	100.0%	88.0%	94.7%	100.0%	95.2%	87.5%	83.3%
6.3 The program provided sufficient opportunities for intellectual stimulation البرنامج يوفر فرصا كافية للدافعية الفكرية	80.5%	82.4%	76.9%	84.0%	81.5%	84.2%	81.0%	75.0%	75.0%
6.4 Each course has assigned materials and these materials are appropriate لكل مادة مراجع تعليمية مخصصة ومناسبة	81.0%	85.2%	80.0%	91.7%	80.7%	78.9%	71.4%	75.0%	75.0%
6.5 Supplementary instructional materials … were appropriate/ المصادر الإضافية ...كانت مناسبة	83.3%	83.0%	80.0%	92.0%	83.6%	89.5%	85.7%	75.0%	75.0%
6.6 Faculty provided effective and timely feedback on my academic progress أعضاء هيئة التدريس يقدمون ملاحظات عن تقدمي الدراسي في الوقت المناسب	70.7%	71.7%	70.0%	91.7%	68.4%	68.4%	71.4%	50.0%	62.5%
6.7 Assessment of my performance is aligned with the assessment procedure(s) described by syllabi تقييم أدائي الأكاديمي... يتماشى مع إجراءات التقييم المحددة في توصيف المقرر	82.0%	77.8%	92.1%	84.0%	87.3%	84.2%	66.7%	62.5%	79.2%
6.8 Faculty effectively engaged students in the subject أعضاء هيئة التدريس يشركون الطلبة في المواضيع الدراسية بشكل فعال	89.5%	85.2%	97.4%	84.0%	93.0%	100.0%	85.7%	87.5%	79.2%
6.9 Faculty are enthusiastic about the subject(s) they teach أعضاء هيئة التدريس متحمسون للمواد التي يدرّسونها	85.2%	88.7%	84.6%	91.7%	85.7%	63.2%	85.0%	87.5%	87.5%
6.10 Faculty are knowledgeable in the subject(s) they teach لدى أعضاء هيئة التدريس المام ومعرفة في المواد التي يدرّسونها	86.4%	84.9%	89.5%	92.0%	84.2%	72.2%	85.0%	100.0%	91.7%

6.11 Class sessions provided adequate opportunities to ask for clarification(s) and contribute ideas المحاضرات وفرت فرصا كافية لطلب التوضيح ومشاركة الأفكار	91.0%	96.2%	94.9%	92.0%	87.5%	94.4%	81.0%	87.5%	87.5%
6.12 Class sessions provided adequate opportunities for group discussion and dialogue with other students المحاضرات وفرت فرصا كافية للنقاش الجماعي والحوار مع الطلاب الآخرين	88.5%	90.7%	94.7%	92.0%	83.9%	88.9%	85.0%	87.5%	83.3%
Weighted Average المتوسط النسبي	**85.4%**	**85.3%**	**88.1%**	**89.5%**	**85.4%**	**84.9%**	**82.3%**	**80.9%**	**81.2%**
Section 5: Research Experience: القسم الخامس: التجربة البحثية									
7.1 The workload in the research was reasonable and appropriate عبء العمل في البحث كان مناسبا ومعقولا	65.9%	68.8%	65.8%	79.2%	64.8%	42.9%	66.7%	37.5%	72.7%
7.2 The overall research experience (i.e. methods of data collection, analysis, experiments, etc.) in the program equipped me with necessary research skills التجربة الكلية للبحث (طرق جمع البيانات، التحليل، التجارب، الخ) في البرنامج زودتني بالمهارات البحثي	89.3%	91.5%	84.2%	91.7%	86.8%	100.0%	90.5%	100.0%	85.0%
7.3 I am satisfied with the availability of resources required to conduct research (scholarly materials, statistical software, etc.) أنا راض عن توفر المراجع المطلوبة لإجراء البحث	74.2%	68.8%	78.9%	86.4%	87.0%	68.8%	47.6%	75.0%	63.6%
7.4 I am satisfied with the availability of infrastructure required to conduct research (labs, materials, equipment, etc.) أنا راض عن توفر المرافق والتسهيلات الخدمية لإجراء البحث	72.4%	64.6%	86.8%	87.5%	71.7%	75.0%	66.7%	71.4%	52.4%
Weighted Average المتوسط النسبي	**75.4%**	**73.3%**	**78.9%**	**86.2%**	**77.6%**	**71.7%**	**67.9%**	**71.0%**	**68.2%**
Section 6: Acquired Academic Knowledge, skills and abilities: القسم السادس المعارف والمهارات والقدرات المكتسبة									
8.1 Think critically التفكير النقدي	89.1%	92.0%	87.5%	100.0%	92.6%	83.3%	95.2%	75.0%	70.8%
8.2 Work within interdisciplinary/ multidisciplinary fields العمل في المجالات المتعددة والبينية	86.0%	89.6%	88.9%	78.3%	92.6%	75.0%	90.0%	71.4%	70.6%
8.3 Generate, collect and analyze data إعداد وجمع وتحليل البيانات	83.8%	84.3%	77.5%	87.0%	90.6%	88.9%	89.5%	87.5%	65.2%
8.4 Design and conduct original research تصميم وتنفيذ بحوث اصلية	84.6%	86.0%	76.3%	91.7%	90.9%	88.9%	94.7%	75.0%	63.6%
8.5 Engage in intellectual activities (seminars, presentations, etc.) الندوات،	73.7%	80.0%	68.4%	83.3%	86.5%	68.8%	65.0%	62.5%	40.0%

العروض، الخ)المشاركة في الأنشطة الفكرية								
8.6 Search for and utilize information البحث عن المعلومات واستخدامها	90.9%	92.3%	90.2%	95.8%	92.7%	94.4%	95.2%	87.5%	73.9%
8.7 Work effectively in a team العمل بفعالية ضمن فريق	80.4%	75.5%	82.9%	91.7%	81.5%	100.0%	78.9%	62.5%	63.6%
8.8 Write and present reports, articles, papers, etc. كتابة وعرض التقارير، المقالات، الخ	91.7%	88.5%	97.6%	96.0%	96.4%	88.9%	95.0%	87.5%	73.9%
8.9 Write research funding proposals كتابة اقتراحات التمويل البحثي	64.6%	66.7%	62.5%	81.8%	63.3%	75.0%	68.4%	75.0%	27.8%
8.10 Write a thesis كتابة رسالة البحث	81.3%	87.8%	73.5%	76.2%	81.6%	93.3%	84.2%	85.7%	70.0%
8.11 Analyze problems and propose solutions تحليل المشاكل وعرض الحلول	85.8%	87.8%	85.0%	95.8%	81.1%	100.0%	89.5%	75.0%	72.7%
8.12 Manage time effectively إدارة الوقت بشكل فعّال	77.3%	80.0%	85.4%	95.8%	72.2%	82.4%	60.0%	37.5%	75.0%
8.13 Ability to handle coursework under pressure التعامل مع متطلبات المقررات تحت الضغط	81.8%	81.1%	85.4%	88.0%	83.3%	82.4%	80.0%	62.5%	75.0%
8.14 Leadership skills المهارات القيادية	84.1%	85.1%	90.0%	92.0%	82.7%	82.4%	85.7%	62.5%	73.9%
8.15 Work effectively with people from various backgrounds & environments العمل بفعالية مع أشخاص من مختلف الخلفيات، والثقافات والبيئات	90.1%	92.3%	92.7%	92.0%	92.7%	100.0%	85.7%	75.0%	72.7%
8.16 Teach others تعليم الغير	86.5%	93.3%	89.7%	95.7%	82.7%	93.3%	90.0%	57.1%	66.7%
8.17 Train others تدريب الغير	84.6%	91.1%	89.2%	90.0%	80.8%	100.0%	84.2%	57.1%	63.2%
8.18 Critique and validate research literature نقد وتوثيق البحوث العلمية	87.1%	93.9%	81.1%	91.7%	83.3%	88.9%	90.0%	87.5%	81.8%
8.19 Use appropriate methodological tools in research استخدام الأدوات المنهجية المناسبة للبحوث العلمية	88.7%	92.2%	79.5%	87.5%	92.6%	100.0%	85.7%	87.5%	82.6%
8.20 Demonstrate social responsibility in decision-making اظهار مفهوم المسؤولية الاجتماعية في صناعة القرار	84.5%	91.1%	94.9%	84.0%	82.4%	73.3%	94.4%	66.7%	60.0%
8.21 Understand ethics and its relevance to real life situations إدراك أخلاقيات العمل وأهميتها في الواقع العملي	91.0%	98.0%	95.0%	92.0%	88.5%	88.2%	95.2%	87.5%	71.4%
8.22 Apply information technology effectively in decision-making تطبيق تكنولوجيا المعلومات بفعالية عند صناعة القرار	89.5%	91.8%	89.5%	92.0%	88.5%	93.8%	95.2%	87.5%	73.7%
8.23 Evaluate international issues within a global context تقييم قضايا دولية في سياق عالميّ	82.6%	90.9%	85.3%	77.3%	70.5%	92.3%	85.7%	80.0%	83.3%
8.24 Engage in the community by tackling practical challenges الانخراط في المجتمع من خلال معالجة التحديات العملية	84.0%	85.1%	78.4%	91.3%	83.0%	92.3%	76.2%	85.7%	88.2%
8.25 Integrate various disciplinary knowledge in	87.2%	93.5%	90.0%	87.5%	83.3%	93.3%	76.2%	83.3%	84.2%

decision-making دمج مختلف المفاهيم التخصصية في اتخاذ القرار									
8.26 Understanding of concepts and their application in real situations استيعاب المفاهيم وتطبيقها في الحياة العملية	89.6%	91.8%	92.5%	91.7%	86.3%	88.9%	90.5%	85.7%	85.0%
Weighted Average المتوسط النسبي	**84.8%**	**87.8%**	**85.3%**	**89.6%**	**84.9%**	**88.8%**	**85.4%**	**74.9%**	**70.5%**
Section7: QU Administrative Facilities القسم السابع: المرافق والخدمات الإدارية بجامعة قطر									
9.1 The policies and procedures pertaining to tuition and fees السياسات والإجراءات المتعلقة بالرسوم الدراسية	57.6%	42.0%	63.4%	62.5%	68.5%	76.5%	63.2%	57.1%	33.3%
9.2 The student billing and paying processes عملية الفوترة والدفع للطالب	79.7%	70.0%	82.9%	91.7%	88.9%	94.4%	63.2%	85.7%	62.5%
9.3 The availability of required textbooks in the university bookstore توفر الكتب الدراسية المطلوبة في قسم الكتب الدراسية	78.0%	72.7%	78.4%	95.8%	81.1%	88.9%	64.7%	100.0%	55.0%
9.4 The Library facilities مرافق المكتبة	91.1%	84.9%	97.4%	100.0%	92.7%	88.2%	80.0%	100.0%	90.9%
9.5 Online access to QU services الخدمات الإلكترونية للجامعة	90.8%	84.6%	92.3%	95.7%	94.5%	100.0%	90.0%	100.0%	78.3%
9.6 Food services الخدمات الغذائية	59.3%	57.1%	55.0%	59.1%	63.5%	68.8%	66.7%	50.0%	52.4%
9.7 The overall conditions of facilities on campus وضع المرافق في الجامعة ككل	83.3%	78.8%	85.4%	95.8%	83.6%	58.8%	90.0%	100.0%	82.6%
9.8 Parking مواقف السيارات	60.3%	58.8%	55.6%	66.7%	56.6%	58.8%	66.7%	87.5%	59.1%
9.9 The availability of general resources that I need توفر المراجع العامة التي أحتاجها	85.2%	78.8%	94.9%	95.8%	94.5%	88.9%	57.9%	100.0%	63.6%
Weighted Average المتوسط النسبي	**76.3%**	**70.0%**	**78.4%**	**84.9%**	**80.7%**	**80.8%**	**71.8%**	**86.6%**	**64.2%**
Overall Satisfaction متوسط الرضا الكلي	**77%**	**77%**	**79%**	**85%**	**78%**	**79%**	**77%**	**70%**	**65%**

Table 9. Stakeholder action plan on QU Graduate Satisfaction survey 2017-18

Stakeholders Action Plan on QU Institutional Surveys			
Graduate Survey 2017-18			
Items	**% in 2017-18**	**Stakeholders**	**Stakeholder's Action Plan**
3.1 The Graduate Orientation Day provided sifficient informaation about scientific research	59.6%		focus group discussion with current students in order to understand their responses and identify suggestions to improve their knowledge about scientific research
3.3 I have been provided with sufficient information about the research project required for graduation	57.3%		plan for meeting with prospective students to make them aware of the process of the research project
3.4 There is common research between students and teaching staff	67.0%		Need to clarify item and make it appropriate to the specificities of various colleges and programs; Strategic plan committee will work on verifying survey items to the needs/specificities of CED programs
3.7 I am aware of research grants available to me as a student in Qatar University	46.3%		In orientation session, students will be made aware of the grants
5.2 Admission application fees are reasonable compared to other higher education institutions in the region	53.1%		N/A
5.4 The marketing of graduate studies program in QU is sufficient	42.7%		N/A
5.6 The tuition fees for graduate studies coures are reasonalbe compared to similar programs in other higher education institutions in the region	44.9%		N/A
5.7 I am aware of all services that are offered by the Office of Graduate Studies	42.9%		N/A
8.2 Evaluate international issues within a global context	82.6%		N/A
9.1 The policies and procedures pertaining to tuition and fees	57.6%		N/A
9.6 Food services	59.3%		N/A
9.8 Parking	60.3%		N/A

B. Initial programs

Initial program completers' satisfaction with their program was measured in two ways. First, as part of the case study to measure program impact, quantitative data were collected through a survey. Second, qualitative data were gathered through an interview of the case study participants (6 participants).

The survey contains 10 items inviting participants to evaluate their degree of satisfaction with the program that they had joined at the College of Education using a four-point Likert-type scale.

Beginning of December 2018, an electronic (word file) version of the survey was sent to 70 public schools that employed the College of Education completers of 2017-18 through the Dean's office email, together with ethical approval document from Ministry of Education and Higher Education, and signed request letter by the Dean.

After three times reminder, by mid-January 2019, 12 program completers responded in anonymous forms.

Quantitative data

The results of the completers' survey are shown in the table below.

Table 10. Initial program completer satisfaction

Items	Means	SD
1. Providing a variety of opportunities that support student learning and development.	3.41	0.62
2. Accommodating students' individual differences and cultural backgrounds to provide them learning opportunities for improving their achievements.	3.18	0.73
3. Establishing a classroom environment of respect and support that provides a culture for learning.	3.47	0.62
4. Having sufficient content of professional field.	3.35	0.61
5. Motivating learners and engage them in critical thinking by teaching a variety of perspectives and concepts.	2.94	0.83
6. Engaging in assessment activities and use the data for instructional decision making and student improvement.	2.71	0.77
7. Planning integrated and coherent instruction to meet the learning needs of all students.	3.47	0.51
8. Providing student-centered instruction that is characterized by clarity, variety, and flexibility.	3.12	0.70
9. Reflecting and using multiple resources such as professional literature and interacting with colleagues to aid my growth as an educator.	2.94	0.56
10. Collaborating to ensure learner's growth and advance the profession.	3.53	0.51

The results in Table 10 indicate that completers are generally satisfied with their learning outcome in relation to the profession, in particular in the aspect of knowledge provision.

Qualitative data

Qualitative data about initial program completers' satisfaction with the programs were gathered through the following interview questions:

1. How would you evaluate your satisfaction of this teacher's in terms of professional knowledge, overall teaching skills and professional dispositions?
2. How would you evaluate the teacher's current performance at work regarding making academic and learning gains with the students? Any evidence demonstrating the students' achievements? Any additional insights or examples?
3. Any additional comments about this teacher?
4. Generally speaking how would you evaluate graduates from College of Education QU in comparison with other graduates from other places in terms of professional knowledge, overall teaching abilities, and professionalism? Any examples?

Data indicate that the interviewed program completers in the case study were in general satisfied with what they have learned from the teacher preparation program and could link the benefits from the program to their daily practice of teaching work. The mostly cited benefits from the program on their teaching work include theories that helped with conceptual understanding of the teaching and learning, a wide range of teaching strategies and skills for classroom management, and opportunities of Micro-teaching. As they expressed,

> "I am glad I was in that program and it made a huge influence in me. It made me feel confident at work…. I am used to create new teaching strategies…. I can see I know quite a lot of strategies that even experienced teachers do not know." (Case 3)

> "It (the university program) have a great influence in the sense that I experienced the situations which I now experience with my students. The experience of managing a class during the internship was highly beneficial and my university instructors were role models for me at work." (Case 4)

> "I benefited a lot because, even during the diploma there was micro teaching which I learned a lot from and from the different strategies that I learned from the instructors there which I applied here practically." (Case 5)

Nevertheless, qualitative data reported a variation of opinions concerning relating what one has learned to the work. In particular, some of interviewed teachers revealed their "cultural shocks" when starting to work in schools. They may be well prepared with knowledge and certain skills, however, less prepared for handling issues and conflicts in the workplace.

Qatar University Undergraduate Alumni Satisfaction Survey

Undergraduate completer satisfaction with CED programs is also measured by a QU Alumni survey that is developed and administered by QU Alumni Office. The office also analyses the data and sends results to all colleges at QU. The results of the survey serve as a benchmark. They serve as an indicator of CED graduate completer satisfaction with CED programs. They also allow to compare the degree of CED completer satisfaction with the degree of all QU completer satisfaction. Table 11 presents the demographic data of the survey respondents. The response rate for CED was 24%. Items rated below 70% point to a lack of satisfaction.

Table 11. QU undergraduate Alumni satisfaction survey: Demographic data

Student Satisfaction Survey Results 2017-18
2017-18 نتائج استبيان رضا طلبة البكالوريوس

Population, Respondents and Response Rates
مجتمع الدراسة ، والمستجيبون ومعدل الاستجابة

	Population مجتمع الدراسة		Respondents المستجيبون		Response Rate معدل الاستجابة
	N	%	n	%	%
المجموع /Total	**17290**	**100.0%**	**3973**	**100.0%**	**23.0%**
النوع /Gender					
Male/ذكر	3910	23%	1003	25%	26%
Female/ انثى	13380	77%	2970	75%	22%
Nationality/ الجنسية					
Qatari/ قطري	11429	66%	1741	44%	15%
Non-Qatari/ غير قطري	5861	34%	2232	56%	38%
Student Classification/ المستوي الدراسي					
Foundations/تأسيسي	611	4%	193	5%	32%
Freshman/ السنة الأولى	6370	37%	1305	33%	20%
Sophomore/ السنة الثانية	3882	22%	949	24%	24%
Junior/ السنة الثالثة	3095	18%	803	20%	26%
Senior/ السنة الرابعة	3270	19%	721	18%	22%
Certificate	62	0%	2	0%	3%
College/ الكلية					
Arts and Sciences/ الآداب وعلوم	5675	33%	1183	30%	21%
Business and Economics/ الإدارة والاقتصاد	3899	23%	706	18%	18%
Education/ التربية	**1852**	**11%**	**451**	**11%**	**24%**
Engineering/ الهندسة	2561	15%	805	20%	31%
Health Sciences/ العلوم الصحية	503	3%	186	5%	37%
Law/ القانون	1338	8%	243	6%	18%
Medicine/ الطب	228	1%	48	1%	21%
Pharmacy/ الصيدلة	187	1%	82	2%	44%
Sharia and Islamic Studies/ الشريعة والدراسات الإسلامية	882	5%	259	7%	29%

Table 12. QU Undergraduate Alumni Satisfaction Survey

Student Satisfaction Survey Results 2017-18 - CED
نتائج استبيان رضا طلبة البكالوريوس 2017-18 – كلية التربية

	جامعة قطر Qu		CED التربية	Column3	CED students طلاب كلية التربية	
	Subtotal (Satisfied) معدل الرضا	Indicator/ المؤشر	Total	Subtotal (Satisfied) معدل الرضا	Subtotal (Satisfied) معدل الرضا	Indicator/ المؤشر
	%	%	n	n	%	%
section 1:Academic Services/ القسم الأول : الخدمات الأكاديمية						
1.1 The level of interaction with faculty members/ مستوى التفاعل مع أعضاء التدريس	90%	●	150	140	93.3%	●
1.2 Availability of faculty during office hours/ التزام أعضاء هيئة التدريس بالساعات المكتبية	89%	●	148	129	87.2%	●
1.3 Consideration of academic individual differences among students by faculty members/ مراعاة أعضاء هيئة التدريس للفروق الفردية في المستوى الأكاديمي بين الطلبة	59.6%	●	147	101	68.7%	●
1.4 Support from TAs / الدعم من قبل مساعدي التدريس	80%	●	136	113	83.1%	●
1.5 Integrated technology in teaching / دمج التكنولوجيا في العملية التدريسية	88%	●	150	140	93.3%	●
1.6 Equipment in the scientific labs (scientific colleges only) / المعدات المتاحة في المختبرات العلمية (الكليات العلمية فقط)	84%	●				▢
1.7 Support provided by the labs' technicians (scientific colleges only)/ الدعم المقدم من فنيي المختبرات (الكليات العلمية فقط)	85%	●	89	82		▢
1.8 Effectiveness of Blackboard on learning/ فاعلية استخدام البلاك بورد في العملية التدريس	93%	●	149	145	97.3%	●
1.9 Clarity of your study plan/ وضوح خطتك الدراسية	81%	●	147	132	89.8%	●
1.10 Clarity of academic policies and procedures/ وضوح القوانين والنظم الأكاديمية في جامعة قطر	84%	●	149	138	92.6%	●
1.11 Clarity of course syllabus/ وضوح توصيف المقرر	89%	●	150	142	94.7%	●
1.12 Clarity and variety of student performance measurements / وضوح أدوات التقييم وتنوعها	82%	●	148	129	87.2%	●
Overall weighted average/ المتوسط النسبي	**84%**	●	**1563**	**1391**	**89.0%**	●

The data presented in Table 12 is collected through the Alumni Survey. The survey seeks to measure undergraduate completers' satisfaction with various services at program level (e.g., academic services, library, continuing education, food, transportation). The most relevant section to the purposes of this report is section 1, which measures respondents' satisfaction with academic services. The results are presented in Table 12 (data provided by QU Alumni Office). The overall weighted average for section 1 is 89% for CED. It points to a high level of respondents' satisfaction with the academic services offered by CED. In addition, a comparison of the overall weighted average for QU (84%) and that average for CED (89%) shows that CED completers are more satisfied than all QU completers. The only item that was rated below satisfaction level is item 1.3 "Consideration of academic individual differences among students by faculty members" (mean = 68.7%). In the Stakeholder Action Plan (developed by CED in response to the low-rated items), the CED will take the following action:

Stakeholders Action Plan on QU Institutional Surveys

Student Satisfaction Survey 2017-18

SDO Observation and Recommendation:

Areas of concern and major concern items should be carefully reviewed by the respective units.

Each unit should develop strategy to address the each of the concerns.

The strategic initiative of each unit should be coordinated eith the Strategy and Development Office (SDO) in order to document the action plans and their implications

Each unit should provide the University with the evidence that the unit has improved its services in order to CLOSE THE LOOP. This is very important because IPD takes care of the institutional effectiveness (IE) issue from the institutional perspective.

Items	% in 2017-18	Stakeholders	Stakeholder's Action Plan
1.3 Consideration of academic individual differences among students by faculty members/	68.7%	CED	In Dept meetings, encourage faculty to take into account learners individual differences