

Satisfaction of completers

Initial programs

Data on initial program completers' satisfaction was collected from 100 out of the 347 completers from B.Ed. Primary and B.Ed. Secondary programs. The respondents were a random sample. Data was collected by the Social and Economic Survey Research Institute at Qatar University.

The survey asked respondents to indicate the extent to which they believe they were prepared to their teaching profession in the aspects covered by the survey items, using the following 4-point scale:

1 = "Not prepared at all, and I am not competent in this aspect"

2 = "Reasonably prepared, and I am confident in demonstrating most of the requested competencies in this aspect"

3 = "Well prepared, and I am highly confident in demonstrating all requested competencies in this aspect"

4 = "Excellent, and I am highly confident in demonstrating excellence in this aspect"

Table 1. Completers' satisfaction

Items	Mean	SD.
1. Providing a variety of opportunities that support student learning and development. إتاحة العديد من الفرص التي تعمل على دعم تعلم وتطور الطالب.	3.51	0.703
2. Accommodating students' individual differences and cultural backgrounds to provide them learning opportunities for improving their achievements. مراعاة الفروق الفردية بين الطلاب بمختلف ثقافتهم وتوفير فرص تعليمية تعمل على تحسين أدائهم.	3.32	0.839
3. Establishing a classroom environment of respect and support that provides a culture for learning. خلق بيئة صفية تتبنى ثقافة احترام الآخرين ودعمهم بما يُبني ثقافة التعلم.	3.67	0.739
4. Having sufficient content of professional field. امتلاك المعرفة الكافية بالمحتوى في المجال المهني.	3.38	0.752
5. Motivating learners and engage them in critical thinking by teaching a variety of perspectives and concepts. تحفيز الطلاب وإشراكهم في عملية التفكير الناقد عبر تعليمهم وجهات نظر ومفاهيم مختلفة.	3.35	0.849

6. Engaging in assessment activities and use the data for instructional decision making and student improvement. المشاركة في أنشطة تقييم مختلفة واستخدام البيانات لاتخاذ قرارات تطور كلاً من القرارات المتعلقة بالتعليم وتحسين مستوى أداء الطالب.	3.41	0.842
7. Planning integrated and coherent instruction to meet the learning needs of all students. التخطيط لتعليم متكامل ومتناسق بما يلبي الاحتياجات التعليمية لجميع الطلبة.	3.54	0.744
8. Providing student-centered instruction that is characterized by clarity, variety, and flexibility. توفير تعليم متمركز حول الطالب يتصف بالوضوح والتنوع والمرونة.	3.61	0.751
9. Reflecting and using multiple resources such as professional literature and interacting with colleagues to aid my growth as an educator. استخدام – كالأبحاث المختصة والتعامل مع زملاء العمل- مراجع متنوعة للمساعدة في نموي وتطويري كتربوي.	3.28	0.866
10. Collaborating to ensure learner's growth and advance the profession. التعاون لضمان نمو المتعلم ولتحقيق التقدم المهني.	3.72	0.668
	3.48	0.595

Survey results shown in Table 1 point to a high satisfaction level of completers with the programs they joined at the College of Education. The mean results of all survey items indicate that respondents tend to think that they were well prepared in various areas related to their teaching profession.

The high level of satisfaction with CED programs effectiveness in preparing graduates to their future jobs was confirmed by the results of the Alumni survey result administered by Qatar University. The survey addresses other aspects than those covered in the CED completer satisfaction survey, mainly related to logistics. The results are shown in the Table below.

It is notable that the degree of CED graduates satisfaction level with all survey items are higher than the QU average means.

Table 2. College of Education Graduates response to QU Alumni survey

	جامعة قطر Qu		CED students طلاب كلية التربية	
	Subtotal (Satisfied) معدل الرضا	Indicator/ المؤشر	Subtotal (Satisfied) معدل الرضا	Indicator/ المؤشر
	%	%	%	%
section 1:Academic Services / : القسم الأول : الخدمات الأكاديمية				

1.1 The level of interaction with faculty members/ مستوى التفاعل مع أعضاء التدريس	90%	1	93.3%	1
1.2 Availability of faculty during office hours/ التزام أعضاء هيئة التدريس بالساعات المكتبية	89%	1	87.2%	1
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%	1	68.7%	1
1.4 Support from TAs / الدعم من قبل مساعدي التدريس	80%	1	83.1%	1
1.5 Integrated technology in teaching/ دمج التكنولوجيا في العملية التدريسية	88%	1	93.3%	1
1.6 Equipment in the scientific labs (scientific colleges only) / المعدات المتاحة في المختبرات العلمية (الكليات العلمية فقط)	84%	1		
1.7 Support provided by the labs' technicians (scientific colleges only)/ الدعم المقدم من فنيي (الكليات العلمية فقط) المختبرات	85%	1		
1.8 Effectiveness of Blackboard on learning/ فاعلية استخدام البلاك بورد في العملية التدريس	93%	1	97.3%	1
1.9 Clarity of your study plan/ وضوح خطتك الدراسية	81%	1	89.8%	1
1.10 Clarity of academic policies and procedures/ وضوح القوانين والنظم الأكاديمية في جامعة قطر	84%	1	92.6%	1
1.11 Clarity of course syllabus/ وضوح توصيف المقرر	89%	1	94.7%	1
1.12 Clarity and variety of student performance measurements / وضوح أدوات التقييم وتنوعها	82%	1	87.2%	1
overall weighted average / المتوسط النسبي	84%	1	89.0%	1

Advanced programs

Master in Curriculum Instruction and Assessment (MCIA)

MCIA completers were required to check one of the choices provided for each of the items to evaluate how well the Master in Curriculum, Instruction and Assessment program prepared them in enhancing their knowledge, skills, and dispositions in the following areas, using the following rating scale:

1 = Not Prepared 2 = Somewhat Prepared 3 = Adequately Prepared 4 = Exceptionally Prepared

The survey was sent to all the graduates (N = 6) of 2018-19. Three completers filled in and returned the survey. The results are summed up in the table below.

MCIA Completers' Satisfaction

Number	Survey Item	Means
1.	Using key strategies for integrating technology into content areas.	3
2.	Employing a range of instructional strategies that reflect best practices	3.3
3.	Applying instructional design principles to the design of instructional materials	3.3
4.	Designing lessons and educational environments that foster high expectations for all students	3.3
5.	Modifying instruction in response to data and reflection	3.3
6.	Planning effective instruction	3.3
7.	Applying curriculum theory to practice	3.7
8.	Recognizing and appreciating diversity	3.3
9.	Using multiple formative and summative assessments to evaluate student learning	3
10.	Designing and conducting educational research	3.3
11.	Evaluating and applying educational research	3.7
12.	Using data to make decisions	3.7
13.	Recognizing the importance of using diverse educational resources, including technology.	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.	2.67
17.	Appropriately aligning assessment and instructional objectives.	3.3
18.	Using ethical principles of research	3.7
19.	Using knowledge of the fundamental principles of evaluating educational programs	3
20.	Using quantitative and qualitative instruments to collect data for the evaluation of educational programs.	3.3

21.	Evaluating issues and trends likely to emerge in the field of curriculum.	3.3
22.	Using a variety of learning theories and curriculum practices	3.7

Respondents' answers to open-ended questions are summed up below.

1. From your perspective, what could we do to improve our Curriculum, Instruction and Assessment Program?

- Adding one course in Statistics
- Adding one course in Educational Leadership; Educational Policy in Qatar could be embedded into this course
- Place more emphasis on "instruction" component, best instructional practices and learners' engagement strategies
- Promoting courses focused on the effective development of scientific research from the first year

2. Can you suggest courses that should be added to or deleted from the Curriculum, Instruction and Assessment program of study?

- Adding a new course on statistics
- Adding one course in Educational Leadership
- Integrating Technology in Education should be replaced with more focused course about curriculum design with technology aid (distant learning/ blended learning). Here in Qatar, there is an Educational revolution toward that. The outcome will be a complete course designed to be blended/ distantly learned with assessment and all other related issues.
- Discussion of scientific research
- Analysis of previous studies
- Criticism of previous studies
- Quality of scientific research
- Data analysis needs to be taught more than a one semester.
- proposal of Scientific Research
- Types of scientific research
- The student should be free in the last semester to write the research away from teaching any other subject

3. What do you consider to be the area of the Curriculum, Instruction and Assessment program that most needs improving?

- More emphasis on instruction
- Instruction track is not visible in the whole program. The program is more about curriculum development, design and evaluation and assessment.
- The field of research writing and data analysis

4. What suggestions, if any, can you make that would help us to improve the program?

- Introducing project-based assessments that integrate the requirements of curriculum, instruction and assessment components
- Provide guidance on using qualitative instruments to collect data for the evaluation of educational programs
- Provide professional guidance to students on how to publish their thesis
- The final term should be thesis only without any courses
- If the student don't have the option to choose any electives, this option should be removed from the study plan
- Electives were more toward curriculum
- Revising the course materials and focusing on materials that will enhance scientific research
- Supporting activities for postgraduate students
- Holding regular meetings with students to learn about training needs

Master of Education in Educational Leadership (MEDEL)

MEDEL completers were asked to indicate the extent to which they feel the coursework in the Master of Education in Educational Leadership prepared them in various areas, using the following scale:

4 = Well-prepared; 3 = Adequately-prepared; 2 = Ill-prepared; 1 = Not-prepared

The survey was sent to all completers (N = 12) of 2018-19. Three of those filled in and returned the survey. The results are summed up in the table below.

MEDEL Completers' Satisfaction

	Survey Item	Means
1.	A. Maintaining high standards for content knowledge in discipline areas.	4
2.	B. Demonstrating the belief that all students can learn and have the ability to be successful in their academic endeavors.	4
3.	C. Upholding respect for diversity.	4
4.	D. Recognizing the importance of using diverse educational resources, including technology.	4
5.	E. Engaging in critical reflection of theory and professional practice.	4
6.	F. Using critical thinking to solve problems.	4
7.	G. Demonstrating professional conduct that models ethical behavior and integrity.	4
8.	H. Initiating and leading others in achieving goals, vision and mission.	4

Completer's responses to open-ended questions are presented below.

1. In what areas did you think you were best prepared?

Research, supervision, leadership, classroom management.

I think I was prepared in the following areas : Curriculum , supervision , Leadership responsibilities , planning , action research.

2. In what areas do you think you could have received more instruction?

Policies

3. If you have any other comments that you would like to share, please do so here.

Thank you so much for all our instructors at the MEL program

Master of Education in Special Education (MSPED)

MSPED completers were asked to indicate the extent to which they feel the coursework in the Master of Education in Educational Leadership prepared them in various areas, using the following scale:

4 = Well-prepared; 3 = Adequately-prepared; 2 = Ill-prepared; 1 = Not-prepared

The survey was sent to all graduates (N = 7) of 2018-19. Two of those replied and returned the survey. The results of the survey are summed up in the table below.

MSPED Completer Satisfaction

	Survey 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.	4
3.	Promoting meaningful and inclusive participation of individuals with disabilities in their schools and communities.	4
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.	3
6.	Using evidence, instructional data, research and professional knowledge to inform practice.	4
7.	Protecting and supporting the physical and psychological safety of individuals with disabilities.	3.5
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.	4
12.	Reflecting on, evaluating, and improving professional practice as an ongoing process	4
13.	Integrating important aspects of education in Qatar into educational efforts.	4
14.	Producing growth in student learning and a positive environment for students.	4
15.	Using technology to improve students' learning.	4
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.	4
19.	Contributing to positive change in the organization.	4

Completers' responses to open-ended questions are presented below.

1. In what areas did you think you were best prepared?

In the area of learning disabilities. I was so exciting to know more and more about this category

In the area of learning disabilities. I wanted to know more and more about this category

2. In what areas do you think you could have received more instruction?

In the area of field experience

In the area of field experience

3. If you have any other comments that you would like to share, please do so here.

Many thanks to all faculty members in the College of Education who taught me in the previous year. I can say that I learned a lot from them and I add a lot to my experience. They really showed great efforts and I feel proud to belong to such a great college.