

Employer Satisfaction Survey for Advanced-Level Preparation Programmes 2024-2023

Executive Summary

This report presents the findings of the Employer Satisfaction Survey for graduates of advanced-level preparation programmes at the CED. Conducted in alignment with CAEP Standard RA 4.1, the survey assesses employer perceptions of graduates' readiness for professional practice and their effectiveness in key professional competencies.

A total of five graduates were evaluated by their employers—four from the Master's in Education Leadership (MEL) programme and one from the Master's in Special Education (MSPED) programme. Employers reported high levels of satisfaction with MEL graduates, particularly in the areas of belief in all pupils' ability to succeed, respect for diversity, and leadership in achieving organisational goals and vision. Each of these competencies received perfect scores ($M = 4.00$, $SD = 0.000$), indicating that all respondents believed the graduates exceeded expectations. Additional areas—including content knowledge, ethical practice, critical reflection, and problem-solving—were also rated positively ($M = 3.75$), with 75% of employers indicating that graduates exceeded expectations. The use of diverse educational resources and technology received a slightly lower, though still favourable, score ($M = 3.50$), with responses evenly divided between meeting and exceeding expectations. This suggests a potential area for ongoing enhancement in resource integration.

The sole evaluation for a graduate from the MSPED programme reflected strong overall performance, with perfect scores (4.00) in key areas such as promoting inclusion, collaboration with families, ethical practice, and reflective professional development. However, slightly lower ratings (3.00) were observed in domains related to psychological safety, advocacy for improved professional conditions, the use of technology to enhance learning, and effective collaboration. The overall average score of 3.75 indicates a high level of professional competence, while also identifying specific areas for targeted growth and support.

A key limitation of this employer satisfaction survey is the low response rate, with only five employer evaluations submitted during the survey cycle. This limited sample size restricts the generalisability of the findings and hinders the ability to draw conclusive insights across all advanced-level programmes. In particular, the MSPED programme was represented by only one employer response, which significantly limits the depth of understanding regarding employer satisfaction in that area. The EPP recognises this limitation and is actively working to strengthen communication channels, increase outreach efforts and foster ongoing relationships with employers to ensure higher response rates in future cycles. Improved participation will be essential to obtaining more representative data and supporting meaningful, data-driven programme enhancements.

1. General Profile of Survey Respondents

Table 1

Evaluations by Programme

		N	%
Programme	MEL	4	80
	MSPED	1	20
	Total	5	100.0

The table above shows the distribution of graduates evaluated based on their programme, with four out of five graduates (80%) from the MEL programme and one graduate (20%) from the MSPED programme. The lower representation from MSPED is due to the absence of employer responses for MSPED graduates during this survey cycle. This presents a limitation in assessing the full scope of employer satisfaction across programmes. The EPP is aware of this gap and is actively working to strengthen engagement with employers of MSPED graduates to ensure more comprehensive feedback in future cycles.

2. MEL's Graduates

Table 2

Evaluation of MEL Graduates

Item	Mean	S.D.	Meets Expectations	Exceeded Expectations
1. Maintaining high standards for content knowledge in discipline areas.	3.75	0.500	25.0%	75.0%
2. The belief that all students can learn and have the ability to be successful in their academic endeavors.	4.00	0.000	0.0%	100.0%
3. Demonstrating respect for diversity.	4.00	0.000	0.0%	100.0%
4. Recognizing the importance of using diverse educational resources, including technology.	3.50	0.577	50.0%	50.0%
5. Engaging in critical reflection of theory and professional practice.	3.75	0.500	25.0%	75.0%
6. Using critical thinking to solve problems.	3.75	0.500	25.0%	75.0%
7. Demonstrating professional conduct that models ethical behavior and integrity.	3.75	0.500	25.0%	75.0%
8. Initiating and leading others in achieving goals, vision and mission.	4.00	0.000	0.0%	100.0%

The evaluation of graduates from the MEL programme reveals consistently high ratings across key professional competencies. Attributes such as belief in pupils' ability to succeed, respect for diversity, and leadership in goal attainment received perfect scores ($M = 4.00$, $SD = 0.000$), with all respondents indicating that graduates exceeded expectations. Other domains—including content knowledge, critical thinking, ethical practice and professional reflection—were also rated highly ($M = 3.75$, $SD = 0.500$), with 75% of respondents stating that graduates exceeded expectations. The use of diverse educational resources, including technology, received the lowest average rating ($M = 3.50$, $SD = 0.577$), with responses evenly divided between meeting and exceeding expectations. Overall, the results indicate strong performance among MEL graduates, with targeted opportunities for enhancement in the area of resource integration.

3. MSPED's Graduates

Table 3

Evaluation of MSPED's Graduates

Item	Score
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.	4
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.	4
7. Protecting and supporting the physical and psychological safety of individuals with disabilities.	3
8. Neither engaging in nor tolerating any practice that harms individuals with disabilities	4
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.	3
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with disabilities.	3
11. Participating in the growth and dissemination of professional knowledge and skills.	4
12. Reflecting on, evaluating, and improving their professional practice as an ongoing process	4
13. Integrate important aspects of education in Qatar into their educational efforts.	4
14. Produce growth in student learning and a positive environment for students.	4
15. Use technology to improve students' learning	3
16. Collaborate effectively with educators, parents, and students.	3
17. Develop and implement solutions to address the needs of the organization.	4
18. Use research and scholarship in educational efforts.	4
19. Reflect on, evaluate, and improve efforts.	4
20. Contribute to positive change in the organization.	4
Average	3.75

The evaluation of the MSPED graduate indicates an overall strong performance across a range of professional competencies. The respondent awarded perfect scores ($M = 4.00$) in key areas, including maintaining high expectations for individuals with disabilities, fostering meaningful inclusion, building respectful relationships with families, and demonstrating ethical and professional conduct. Slightly lower ratings ($M = 3.00$) were noted in domains such as safeguarding psychological well-being, advocating for supportive professional conditions, leveraging technology to enhance learning, and engaging in effective collaboration. The overall average score of 3.75 reflects a commendable level of competence, while also highlighting specific areas for continued growth and development.

Appendix (1): Employer Satisfaction Survey for Graduates in Special Education.

ورقة التعريف بالاستطلاع

Survey Information Sheet

Survey title	Employer Satisfaction Survey for Graduates in Special Education.	استطلاع رضا أصحاب العمل عن خريجي برنامج الماجستير في التربية الخاصة.	عنوان الاستطلاع
Survey description	This survey aims to improve the quality of College of Education programs by following up on College's graduates early in their careers and learn about the quality of their performance.	يهدف هذا الاستطلاع إلى تطوير جودة برامج كلية التربية، من خلال متابعة تطور الخريجين والاطلاع على جودة أدائهم.	وصف الاستطلاع
CAEP's standard related to this survey	RA 4.1		معيار (CAEP) المرتبط بالاستطلاع
Survey distribution date	End of Spring semester	نهاية فصل الربيع	موعد توزيع الاستطلاع
Target groups of the survey	Directors/Supervisors of the Graduates	أصحاب العمل أو المشرفين على الخريجين	الفئات المستهدفة من الاستطلاع
Individuals responsible for distributing the survey	Associate Dean of Research & Graduate Studies Office	مكتب العميد المساعد لشؤون البحث والدراسات العليا	الجهة المسؤولة عن توزيع الاستطلاع
Survey distribution method	Online Survey	استطلاع الكتروني	طريقة توزيع الاستطلاع
Individuals responsible for analyzing survey results	Education Research Center	مركز البحوث التربوية	الجهة المسؤولة عن تحليل نتائج الاستطلاع
Method of utilizing survey results	Results contribute to the Program Assessment Brief	تُسهم النتائج في موجز تقييم البرنامج	طريقة استخدام نتائج الاستطلاع
Survey review frequency	Annually	سنوياً	دورية مراجعة الاستطلاع
Individuals responsible for reviewing the survey	Associate Dean of Research & Graduate Studies Office	مكتب العميد المساعد لشؤون البحث والدراسات العليا	الجهة المسؤولة عن مراجعة الاستطلاع

Instructions	تعليمات
<p>Dear Director/ Supervisor,</p> <p>The College of Education at Qatar University is strongly committed to producing graduates who pursue excellence in teaching, scholarship and leadership. As part of our ongoing efforts to improve the quality of our programs and maintain our commitment to this framework, we like to follow up on our graduates early in their careers, and learn about the quality of their performance. The feedback we receive from you will be used in refining and strengthening our programs. Using the scale below, please select the number that best reflects your performance in the educational field.</p>	<p>عزيزي المدير / المشرف :</p> <p>إن كلية التربية ملتزمة بتخريج كفاءات ذات قدرة على التميز في التدريس والبحث العلمي والقيادة التربوية، وكجزء من جهودنا المستمرة لتطوير جودة برامجنا وللمحافظة على عهد قطعناه على أنفسنا في هذا الإطار، فإننا نقوم دائما بمتابعة تطور الخريجين ممن التحقوا بركب العمل الميداني وذلك رغبة منا في الاطلاع على نوعية ما يقدمون من اعمال. ونود إحاطتكم علما بأن التغذية الراجعة التي ستزودونها بها ستعمل على تحسين وتقوية برامجنا الأكاديمية. باستخدام المقياس أدناه، يرجى اختيار الرقم الذي يعبر بشكل أفضل عن أدائك في المجال التربوي.</p>

مقياس الاستطلاع Survey Scale			
1	2	3	4
أقل من المتوقع	يحتاج إلى تحسين	يحقق التوقعات	يفوق التوقعات
Below Expectation	Needs Improvement	Meets Expectations	Exceeded Expectations

الاستطلاع
The Survey

1	2	3	4	العبارة باللغة الإنجليزية	العبارة باللغة العربية
				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.	المحافظة على توقعات من الأفراد ذوي الإعاقة تتسم بنوع من التحدي لتطوير أعلى مستوى ممكن من مخرجات التعلم وجودة الحياة المستقبلية بأساليب تحترم كرامتهم، وثقافتهم ولغتهم وخلفياتهم الأسرية
				Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with disabilities and their families.	المحافظة على مستوى عالٍ من الكفاءة المهنية والنزاهة وممارسة حكمه المهني ليفيد بذلك الأشخاص المعوقين وأسرهم
				Promoting meaningful and inclusive participation of individuals with disabilities in their schools and communities.	تعزيز مشاركة هادفة وشاملة للأفراد ذوي الإعاقة في مدارسهم وفي المجتمعات المحلية
				Practicing collegially with others who are providing services to individuals with disabilities.	ممارسة تشاركية مع الآخرين الذين يقدمون الخدمات للأفراد ذوي الإعاقة
				Developing relationships with families based on mutual respect and actively involving families and individuals with disabilities in educational decision making.	تطوير علاقات مع الأسر على أساس الاحترام المتبادل، وتنطوي على مشاركة الأسر والأفراد ذوي الإعاقة في صنع القرارات التربوية
				Using evidence, instructional data, research and professional knowledge to inform practice.	استخدام الأدلة والبيانات من المواقف الدراسية، والبحوث ومعرفته المهنية لإبلاغ الممارسة
				Protecting and supporting the physical and psychological safety of individuals with disabilities.	حماية ودعم السلامة الجسدية والنفسية للأشخاص ذوي الإعاقة
				Neither engaging in nor tolerating any practice that harms individuals with disabilities	لا يشارك في أو يتغاضى عن أي ممارسات تضر بالأفراد ذوي الإعاقة
				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.	ممارساته منسجمة مع الأخلاقيات المهنية ومعايير المهنة؛ ويتمسك بالقوانين واللوائح والسياسات التي تؤثر على الممارسة المهنية؛ ويدعم إجراء التحسينات في القوانين واللوائح، والسياسات
				Advocating for professional conditions and resources that will improve learning outcomes of individuals with disabilities.	يدعم الظروف المهنية والموارد التي من شأنها تحسين نتائج التعلم للأفراد ذوي الإعاقة
				Participating in the growth and dissemination of professional knowledge and skills.	يشارك في تطوير ونشر المعرفة المهنية والمهارات ذات العلاقة
				Reflecting on, evaluating, and improving their professional practice as an ongoing process	يتأمل في ممارساته المهنية ويُقيّمها ويعمل على تحسينها بشكل مستمر

1	2	3	4	العبارة باللغة الإنجليزية	العبارة باللغة العربية
				Integrate important aspects of education in Qatar into their educational efforts.	يوظّف الجوانب الهامة للتعليم في دولة قطر في جهوده التربوية.
				Produce growth in student learning and a positive environment for students.	يركّز على إظهار تطور في تعليم الطلبة، وإيجاد بيئة إيجابية للطلاب.
				Use technology to improve students' learning	استخدام التكنولوجيا لتحسين تعلم الطلبة.
				Collaborate effectively with educators, parents, and students.	التعاون بشكل فعال مع المعلمين وأولياء الأمور والطلاب.
				Develop and implement solutions to address the needs of the organization.	وضع وتنفيذ الحلول التي تلبّي احتياجات المؤسسة التربوية.
				Use research and scholarship in educational efforts.	استخدام البحث في ممارساته التربوية.
				Reflect on, evaluate, and improve efforts.	يتأمل، ويقيم، ويحسن في ممارساته.
				Contribute to positive change in the organization.	يساهم في إجراء تغيير إيجابي في المؤسسة التربوية

Appendix (2): Employer Satisfaction Survey for MEL & MCIA Graduates

ورقة التعريف بالاستطلاع

Survey Information Sheet

Survey title	Employer Satisfaction Survey for MEL & MCIA Graduates	استطلاع رضا أصحاب العمل عن خريجي برامج ماجستير القيادة التربوية والمناهج وطرق التدريس والتقييم.	عنوان الاستطلاع
Survey description	This survey aims to enhance the quality of the College of Education's programs by tracking the graduates' development and evaluating the quality of their performance.	يهدف هذا الاستطلاع إلى تجويد برامج كلية التربية من خلال متابعة تطور الخريجين وتقييم جودة أدائهم.	وصف الاستطلاع
CAEP's standard related to this survey	RA 4.1		معياري (CAEP) المرتبط بالاستطلاع
Survey distribution date	End of Spring semester	نهاية فصل الربيع	موعد توزيع الاستطلاع
Target groups of the survey	Directors/Supervisors of the Graduates	أصحاب العمل أو المشرفين على الخريجين	الفئات المستهدفة من الاستطلاع
Individuals responsible for distributing the survey	Associate Dean of Research & Graduate Studies Office	مكتب العميد المساعد لشؤون البحث والدراسات العليا	الجهة المسؤولة عن توزيع الاستطلاع
Survey distribution method	Online Survey	استطلاع إلكتروني	طريقة توزيع الاستطلاع
Individuals responsible for analyzing survey results	Education Research Center	مركز البحوث التربوية	الجهة المسؤولة عن تحليل نتائج الاستطلاع
Method of utilizing survey results	Results contribute to the Program Assessment Brief	تُسهّم النتائج في موجز تقييم البرنامج	طريقة استخدام نتائج الاستطلاع
Survey review frequency	Annually	سنويًا	دورية مراجعة الاستطلاع
Individuals responsible for reviewing the survey	Associate Dean of Research & Graduate Studies Office	مكتب العميد المساعد لشؤون البحث والدراسات العليا	الجهة المسؤولة عن مراجعة الاستطلاع.

Instructions	تعليمات
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مقياس الاستطلاع Survey Scale			
1	2	3	4
أقل من المتوقع	يحتاج إلى تحسين	يحقق التوقعات	يفوق التوقعات
Below Expectation	Needs Improvement	Meets Expectations	Exceeded Expectations

الاستطلاع
The Survey

1	2	3	4	العبارة باللغة الإنجليزية	العبارة باللغة العربية
				Maintaining high standards for content knowledge in discipline areas.	1. المحافظة على معايير عالية للمعرفة بمحتوى التخصص ومجالاته
				The belief that all students can learn and have the ability to be successful in their academic endeavors.	2. الاعتقاد بأن جميع الطلاب يمكنهم أن يتعلموا، ولديهم القدرة على أن يكونوا ناجحين في أنشطتهم الأكاديمية.
				Demonstrating respect for diversity.	3. يظهر احتراماً للتنوع والاختلاف
				Recognizing the importance of using diverse educational resources, including technology.	4. يعرف أهمية استخدام المصادر التعليمية المتنوعة، بما في ذلك التكنولوجيا
				Engaging in critical reflection of theory and professional practice.	5. يشارك في التفكير النقدي / التأمل للنظريات والممارسات المهنية
				Using critical thinking to solve problems.	6. يستخدم التفكير الناقد لحل المشكلات
				Demonstrating professional conduct that models ethical behavior and integrity.	7. يظهر السلوك المهني والذي يعكس خلاله نماذج من السلوك الأخلاقي والنزاهة
				Initiating and leading others in achieving goals, vision and mission.	8. يبادر ويقود الآخرين في تحقيق الأهداف والرؤية والرسالة