Satisfaction of completers
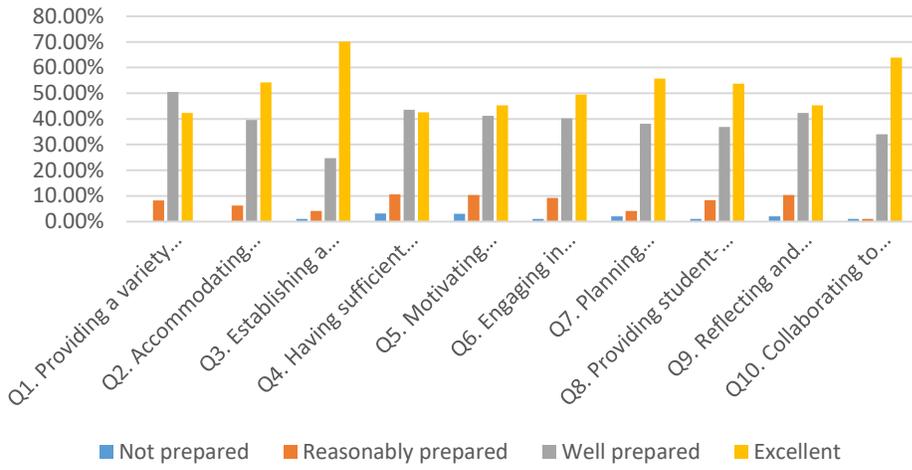
Initial programs

Table 1. Completers' satisfaction – Initial programs

	Not prepared/ Reasonably prepared	Well prepared/ Excellent
Q1. Providing a variety of opportunities that support student learning and development.	8.25%	92.79%
Q2. Accommodating students' individual differences and cultural backgrounds to provide them learning opportunities for improving their achievements.	6.25%	93.75%
Q3. Establishing a classroom environment of respect and support that provides a culture for learning.	5.15%	94.84%
Q4. Having sufficient content of professional field.	13.83%	86.17%
Q5. Motivating learners and engage them in critical thinking by teaching a variety of perspectives and concepts.	13.40%	86.60%
Q6. Engaging in assessment activities and use the data for instructional decision making and student improvement.	10.31%	89.69%
Q7. Planning integrated and coherent instruction to meet the learning needs of all students.	6.18%	93.81%
Q8. Providing student-centered instruction that is characterized by clarity, variety, and flexibility.	9.47%	90.52%
Q9. Reflecting and using multiple resources such as professional literature and interacting with colleagues to aid my growth as an educator.	12.37%	87.63%
Q10. Collaborating to ensure learner's growth and advance the profession.	2.06%	97.94%

Figure 1. Completers' satisfaction – Initial programs

Graduate Satisfaction Survey 2019-20

Legend: Not prepared, Reasonably prepared, Well prepared, Excellent

Categories: Q1. Providing a variety…, Q2. Accommodating…, Q3. Establishing a…, Q4. Having sufficient…, Q5. Motivating…, Q6. Engaging in…, Q7. Planning…, Q8. Providing student-…, Q9. Reflecting and…, Q10. Collaborating to…

Advanced Programs

Masters in Curriculum, Instruction and Assessment

Table 2. Completers' Satisfaction in the Masters in Curriculum, Instruction and Assessment

Survey Item	Means
1. Using key strategies for integrating technology into content areas.	2.00
2. Employing a range of instructional strategies that reflect best practices	3.67
3. Applying instructional design principles to the design of instructional materials	3.33
4. Designing lessons and educational environments that foster high expectations for all students	3.00
5. Modifying instruction in response to data and reflection	3.67
6. Planning effective instruction	3.67
7. Applying curriculum theory to practice	3.67
8. Recognizing and appreciating diversity	3.67
9. Uinge multiple formative and summative assessments to evaluate student learning	3.67
10. Designing and conducting educational research	3.67
11. Evaluating and applying educational research	3.33
12. Using data to make decisions	4.00
13. Recognizing the importance of using diverse educational resources, including technology.	3.67
14. Engaging in critical reflection of theory and professional practice.	3.67
15. Using appropriate methods for assessment of learning.	3.67
16. Using methods used for authentic assessment.	3.33
17. Appropriately aligning assessment and instructional objectives.	4.00
18. Using ethical principles of research	4.00
19. Using knowledge of the fundamental principles of evaluating educational programs	3.00

20. Using quantitative and qualitative instruments to collect data for the evaluation of educational programs.	3.67
21. Evaluating issues and trends likely to emerge in the field of curriculum.	3.00
22. Using a variety of learning theories and curriculum practices	3.67

Responses to open-ended questions:

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

- Respondent 1: I would redesign the educational technology course. It was not efficient.
- Respondent 2: Changing some courses that do not benefit students and the program
- Respondent 3:
  - Research Methods course and Data analysis course
    - Time: It is important to offer the course in the first semester of the program and not delaying it to the second, and offer the course Data Analysis in the second semester by the same faculty member if possible.
    - Course syllabus: Changing the course description to include the analysis of qualitative data, not only quantitative data, and offering a more extensive and in-depth training in using those methods, and including technology support programs in research such as Endnote and others.
    - Language of instruction: Both courses should be offered in English, not only the research methods course
  - Integrating Technology in Education
    - Changing the course syllabus to include the basics of integrating technology in teaching, as well as methods of using technology and ways to determine its use
    - Practice in using effective technology programs that can be used to support the curriculum
  - Educational Policies in Qatar
    - Changing the course syllabus to include
    - 1. The history of education in Qatar (as it is in the current course syllabus)
    - 2. Modern and old international experiences (as it is in the current course syllabus)
    - 3. (a) in an expanded, in-depth and detailed way, the current and modern educational policies in the State of Qatar, (b) a description of the current educational situation in Qatar, (c) analysis and evaluation of the education reports and education statistics (d) examining the most important challenges and problems facing education in Qatar in an in-depth and detailed manner, which helps the students in choosing a project or topic for research that benefits education in Qatar.

▪ 4. a detailed plan that includes the assignments an due dates from the first day and complying with the plan

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

- Respondent 1: May be deleting the educational technology class and add advanced data analysis course.
- Respondent 3: Add:
  - ▪ Evaluation and analysis of previous studies and scientific research in detail, and how to benefit from them
  - ▪ A course on the basics of writing research papers, and practice in writing research papers
  - ▪ Course curriculum analysis and curriculum design according to different standards
  - ▪ A course on qualitative data analysis, including methods of data collection, analysis and discussion
  - ▪ Differentiated instruction and dealing with individual differences, curriculum design, teaching methods and evaluation according to them
  - ▪ Methods of evaluation and assessment; how to design assessment and evaluation tools
  - ▪ Various optional courses and giving the student the freedom to choose between them, such as educational policies in Qatar and other courses

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

- Respondent 1: I think that most students struggle in the thesis part. May be that area can improved.
- Respondent 3: Evaluation and assessment methods; a practice in the courses

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

- Respondent 1: It was a rich journey overall. I had a knowledgeable experience.
- Respondent 2: Familiarizing students with all that is required for the thesis, such as approval of the Scientific IRB; Introducing students to supervisors early so that each student can choose the appropriate supervisor
- Respondent 3: Concerning data collection for the thesis: An agreement must be made with the Ministry in order to administer the questionnaires in particular, and to facilitate the task of data collection in general

Masters in Educational Leadership

Table 3. Completers' Satisfaction in the Masters in Educational Leadership

	Means
A. Maintaining high standards for content knowledge in discipline areas.	3.33
B. Demonstrating the belief that all students can learn and have the ability to be successful in their academic endeavors.	4
C. Upholding respect for diversity.	4
D. Recognizing the importance of using diverse educational resources, including technology.	4
E. Engaging in critical reflection of theory and professional practice.	3
F. Using critical thinking to solve problems.	2.67
G. Demonstrating professional conduct that models ethical behavior and integrity.	3
H. Initiating and leading others in achieving goals, vision and mission.	3

Responses to open-ended questions:

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

- Respondent 1: In the field of leadership theories and methods of educational supervision, in addition to modern education strategies
- Respondent 2: (1) Leadership and educational practices, (2) Diversity and respect for differences, (3) ability to do research

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

- Respondent 1: Assessment tools, evaluation methods, and how to effectively use them, in order to effectively measure learning outcomes as I use them in my work so we learnt about them in general but I think if we can go deep in this field it will help us to measure our self and work and how we can reach our goals.

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

- Respondent 1: Review the use of Arabic references, ensure all faculty comply with and apply policies, especially during the field training phase, as we have experienced confusion of the supervisor and the change of his/her policy