

Employer Satisfaction Survey Report for Advanced Programmes (2024–2025)

The CED is committed to maintaining the highest standards of academic and professional excellence across its advanced postgraduate programmes. In alignment with CAEP Standard RA 4.1, which mandates systematic documentation of employer satisfaction as a key indicator of programme quality and graduate preparedness, the CED administers annual Employer Satisfaction Surveys targeting direct supervisors and directors of its graduates. This mechanism serves as a critical feedback loop, enabling the College to assess the relevance and effectiveness of its academic offerings in preparing graduates for the demands of professional practice.

The Employer Satisfaction Survey captures employer perceptions regarding graduates from three advanced programmes: the Master of Special Education (MSPED), Master of Educational Leadership (MEL), and Master of Curriculum, Instruction and Assessment (CIA). Each survey instrument is designed to evaluate core competencies reflective of programme-specific learning outcomes, encompassing dimensions such as content knowledge, critical reflection, professional ethics, leadership capacity and the ability to foster inclusive learning environments.

Data gathered through these surveys play a pivotal role in the College's continuous improvement cycle. The surveys not only measure the extent to which graduates meet or exceed employer expectations but also provide actionable insights into areas requiring targeted enhancement. The feedback is systematically analysed by the Education Research Center and directly informs the Program Assessment Briefs, ensuring that curricular refinements are evidence-based and responsive to stakeholder needs.

This report presents the analysis of employer feedback collected during the Spring (2024-2025 cycle) for graduates of the MSPED, MEL and CIA programmes. It highlights key performance trends, identifies areas of strength and concern, and delineates the strategic implications for ongoing programme development. The following sections detail the survey results per programme, and comparative analysis, culminating in targeted recommendations for strengthening the College's commitment to graduate excellence and employer satisfaction.

MSPED Programme

The CED administers the Employer Satisfaction Survey for Graduates in Special Education (MSPED Program) to gather feedback from employers regarding the relevance and effectiveness of program completers' preparation for their assigned responsibilities. This process aligns with CAEP Standard RA4.1, which requires providers to document employer satisfaction as a key indicator of program quality and graduate readiness.

The survey, distributed annually at the end of the Spring semester, targets direct supervisors and directors overseeing MSPED graduates in the field. The survey assesses a comprehensive range of professional competencies, including the ability to maintain high expectations for individuals with disabilities, apply evidence-based practices, collaborate effectively with stakeholders and contribute to institutional improvement initiatives. The response scale ranges from 1 (Below Expectation) to 4 (Exceeded Expectations), enabling a nuanced understanding of employer perspectives on graduate performance.

The analysis of the latest survey responses reveals that employers generally perceive MSPED graduates as *meeting* expectations across most competency domains. Average ratings per item clustered between 2.7 and 3.3, with the majority of responses falling under the 'Meets Expectations' category. Notably, graduates received consistently positive evaluations in areas related to:

1. Instructional practices grounded in evidence and research.
2. Professional reflection and continuous improvement.
3. Effective collaboration with educators, parents and students.

Still, the data also indicates areas requiring targeted enhancement. Several competencies received a higher proportion of 'Needs Improvement' ratings (score 2), particularly in:

1. Advocacy for systemic improvements in policies, resources and professional conditions.
2. Dissemination of professional knowledge and skills.
3. Driving positive institutional change beyond immediate instructional responsibilities.

The limited frequency of 'Exceeded Expectations' responses (score 4) suggests that while graduates are adequately prepared, there remain opportunities to cultivate excellence that surpasses baseline expectations in specialised leadership and advocacy roles. The CED has established a systematic process to integrate employer feedback into its continuous programme improvement cycle. Survey results are analysed by the Education Research Centre and subsequently incorporated into the Programme Assessment Brief, ensuring that identified gaps inform curricular adjustments. Current action plans include a comprehensive revision of the programme to enhance components related to advocacy, policy engagement, and leadership in special education. Additionally, the plans focus on strengthening field experiences that emphasise institutional problem-solving and foster strategic innovation.

MEL Programme

Upon analysing the Employer Satisfaction Survey responses for the Master of Educational Leadership (MEL) graduates, several key insights emerge regarding graduate performance. The survey, distributed to supervisors and directors at the end of the Spring semester, aimed to assess eight core competencies aligned with professional standards, including content knowledge, student-centred beliefs, diversity respect and leadership initiative.

The results summarised from five employer responses, indicate generally high satisfaction levels, with mean scores across most competencies ranging between 3.75 and 4.00 on a 4-point scale. Notably, the highest rating (Mean = 4.00) was awarded to the item concerning 'Demonstrating respect for diversity', reflecting that MEL graduates are perceived as particularly adept at fostering inclusive and respectful educational environments.

Competencies such as 'Maintaining high standards for content knowledge' and 'Recognising the importance of using diverse educational resources, including technology' both achieved a mean score of 3.88, suggesting consistent performance in content mastery and resource integration.

Still, items related to 'The belief that all students can learn and be successful' and 'Engaging in critical reflection of theory and professional practice' each recorded a slightly lower mean score of 3.75. While these figures still indicate performance that meets expectations, they point to areas where further strengthening may be beneficial, particularly in fostering reflective practices and reinforcing growth mindsets among graduates. Leadership competencies, specifically 'Initiating and leading others in achieving goals, vision and mission', also scored 3.75, suggesting that while graduates demonstrate effective leadership, there remains scope for enhancing proactive leadership qualities and strategic vision alignment in real-world educational settings.

In short, the survey results reveal that MEL graduates are largely meeting, and in certain aspects exceeding, employer expectations, especially in terms of professional ethics and inclusivity. Nonetheless, areas such as critical reflection, belief in student potential and proactive leadership merit targeted attention in programme development. These insights should inform the Program Assessment Brief, guiding curricular adjustments and professional development initiatives to ensure continuous improvement.

CIA Programme

The analysis of the Employer Satisfaction Survey for graduates of the Master of Curriculum, Instruction, and Assessment (CIA) programme reveals a nuanced picture of employer perceptions, particularly when juxtaposed against the MEL graduate data. The survey, targeting direct supervisors of graduates, evaluates eight critical competencies central to CAEP Standard RA4.1, ranging from content expertise to leadership capacity.

The findings from five responses indicate that CIA graduates generally meet employer expectations, yet display a slightly more varied performance profile compared to MEL graduates. Mean scores across survey items range between 3.17 and 3.33 on a 4-point scale, suggesting that while graduates are performing competently, there is discernible scope for improvement in several key areas.

The highest rated items, each with a mean score of 3.33, include ‘Maintaining high standards for content knowledge’, ‘Demonstrating respect for diversity’, ‘Recognising the importance of using diverse educational resources’, ‘Engaging in critical reflection of theory and practice’ and ‘Demonstrating professional conduct’. These scores indicate that CIA graduates are proficient in core pedagogical practices and uphold ethical standards in their professional environments.

Still, the item ‘The belief that all students can learn and have the ability to be successful’ registered a lower mean score of 3.17, signalling an area of concern. This dimension is pivotal, as it directly correlates with fostering inclusive and supportive learning environments. The data suggests that while the programme cultivates technical and reflective competencies effectively, more deliberate focus is required to instil robust student-centred pedagogical beliefs among its graduates. Similarly, ‘Initiating and leading others in achieving goals, vision and mission’, though not among the lowest, did not reach the maximum rating, implying that graduates may benefit from enhanced training in proactive leadership and strategic goal-setting within educational institutions.

In comparison to the MEL graduates, who displayed a slightly higher performance profile (means ranging from 3.75 to 4.00), the CIA graduates’ results indicate the need for a targeted review of programme content, particularly in areas related to belief systems about student potential and leadership initiative. These insights should inform the continuous improvement cycle of the CIA programme, feeding into the Program Assessment Brief and guiding curricular enhancements.

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		معييار (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	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
<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 أعمال. ونود إحاطتكم علما بأن التغذية الراجعة التي ستزودوننا 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.	1. 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.	2. المحافظة على مستوى عال 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.	3. تعزيز مشاركة هادفة وشاملة للأفراد ذوي الإعاقة في مدارسهم وفي المجتمعات المحلية
				Practicing collegially with others who are providing services to individuals with disabilities.	4. 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.	5. 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.	6. استخدام الأدلة والبيانات من المواقف الدراسية، والبحوث ومعرفته المهنية لإبلاغ الممارسة
				Protecting and supporting the physical and psychological safety of individuals with disabilities.	7. حماية ودعم السلامة الجسدية والنفسية للأشخاص ذوي الإعاقة
				Neither engaging in nor tolerating any practice that harms individuals with disabilities	8. 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.	9. 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.	10. يدعم الظروف المهنية والموارد التي من شأنها تحسين نتائج التعلم للأفراد ذوي الإعاقة
				Participating in the growth and dissemination of professional knowledge and skills.	11. يشارك في تطوير ونشر المعرفة المهنية والمهارات ذات العلاقة
				Reflecting on, evaluating, and improving their professional practice as an ongoing process	12. 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.	13. يوظّف الجوانب الهامة للتعليم في دولة قطر في جهوده التربوية.
				Produce growth in student learning and a positive environment for students.	14. يركز على إظهار تطور في تعليم الطلبة، وإيجاد بيئة إيجابية للطلاب.
				Use technology to improve students' learning	15. استخدام التكنولوجيا لتحسين تعلم الطلبة.
				Collaborate effectively with educators, parents, and students.	16. التعاون بشكل فعال مع المعلمين وأولياء الأمور والطلاب.
				Develop and implement solutions to address the needs of the organization.	17. وضع وتنفيذ الحلول التي تلبي احتياجات المؤسسة التربوية.
				Use research and scholarship in educational efforts.	18. استخدام البحوث في ممارساته التربوية.
				Reflect on, evaluate, and improve efforts.	19. يتأمل، ويقىم، ويحسن في ممارساته.
				Contribute to positive change in the organization.	20. 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 / التأملي 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