

## 2024 Annual Accreditation Report – CAEP Accountability Measures

### Measure 2: Employer Satisfaction and Stakeholder Involvement

#### 2.1 Satisfaction of Employers

The relevance and effectiveness of the completers' preparation for their job responsibilities were determined through the employers' satisfaction towards the completers' competencies in the four domains of teaching framework adopted by the EPP –planning and preparation, classroom environment, instruction, and professional responsibility. This assessment uses the tested and validated Employer Satisfaction Instrument, which consists of 25 items scaled from 0 to 4. It is administered every year by the EPP's Alumni Affairs Unit and analyzed by the Quality Assurance Laboratory (QAL). Findings from the employers' assessment help the EPP figure out and plan for program improvements that better prepare its completers.

Twelve employers responded to the satisfaction survey from which six are employers of ECE completers, four are employers of SPED completers, and two are employers of HPE completers. Overall, the employers perceive that the completers were 'well-prepared' (M= 2.95; SD = .30) across all four domains (see *Table 2.1*). The highest satisfaction rating (M= 2.94; SD = .69) was on the completers' professional responsibility while the completers' planning, and preparation was rated lowest (M= 2.83; SD = .30).

**Table 2. 1** Satisfaction of employers towards completers' relevance and preparation (2023)

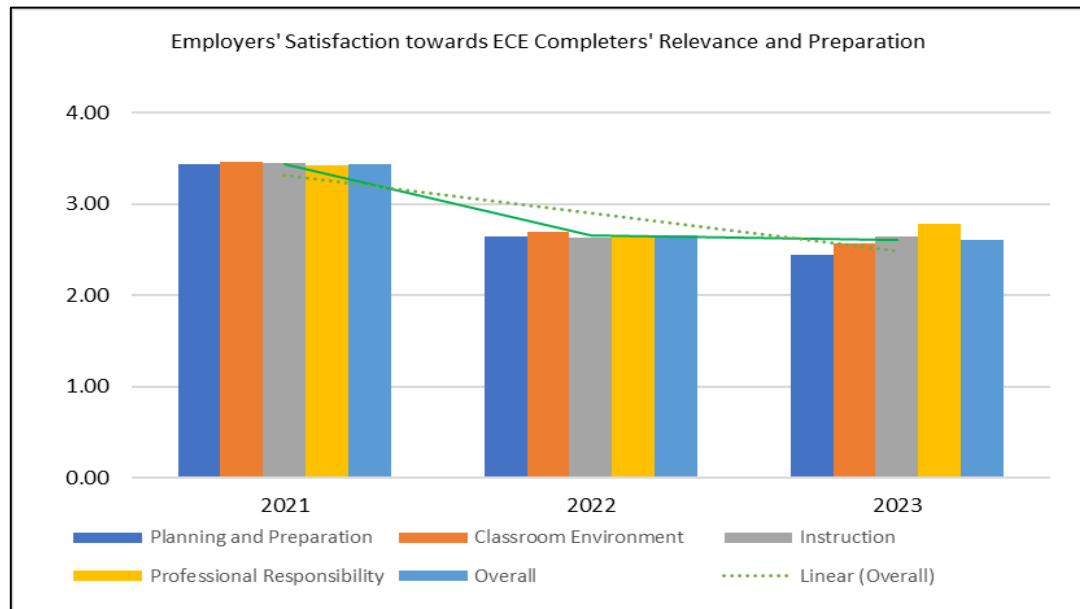
Subscale	2023 Mean (SD)			
	OVERALL (N=12)	ECE (N=6)	SPED (N=4)	HPE(N=2)
Planning and Preparation	2.83 (.30)	2.44 (.33)	3.42 (.26)	4.00 (.00)
Classroom Environment	2.92 (.21)	2.57 (.21)	3.45 (.21)	4.00 (.00)
Instruction	2.94 (.31)	2.65 (.38)	3.38 (.22)	4.00 (.00)
Professional Responsibility	3.12 (.36)	2.78 (.53)	3.63 (.10)	4.00 (.00)
Overall	2.95 (.30)	2.61 (.36)	3.47 (.20)	4.00 (.00)

Note. 4= Highest Score;

#### **Early Childhood Education**

During the 2022-2023 assessment cycle, the ECE completers were perceived 'highly prepared' (M= 2.61; SD = .36) by the employers. The employers highly rated the ECE completers on their professional responsibility and lowest in planning and preparation.

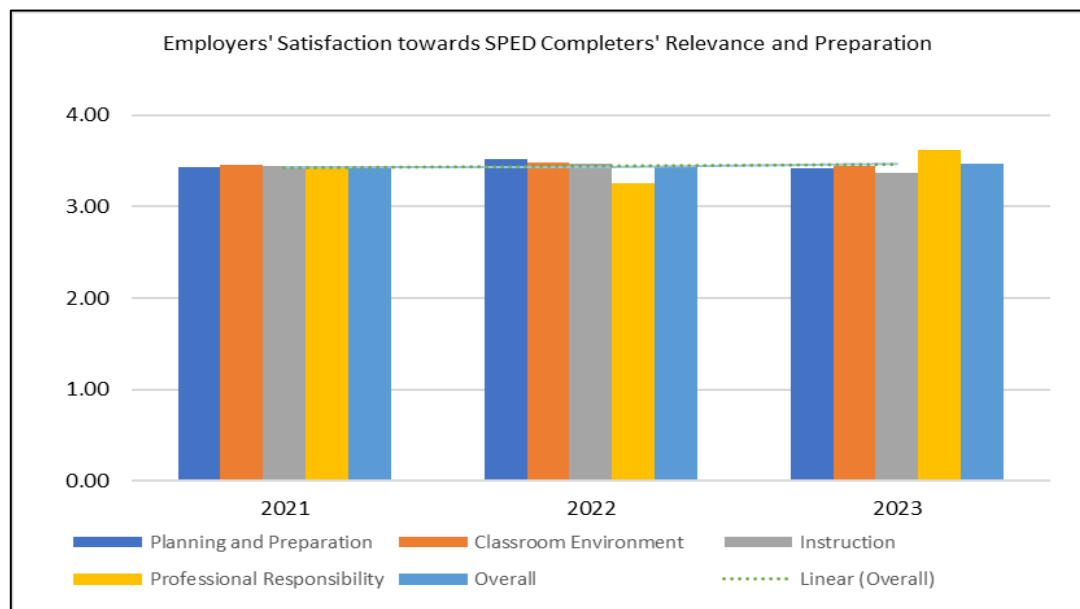
Comparing the satisfaction rating of cohorts of employers across three cycles shows a declining trend (see *Figure 2.1*) although there is the same level of satisfaction for the last two cohorts of employers.



**Figure 2. 1** Satisfaction of employers towards the relevance and effectiveness of ECE completers' relevance and preparation across three cycles

### Special Education

Employers were highly satisfied ( $M= 3.47$ ;  $SD = .20$ ) with the SPED completers across all four domains. The Special Education (SPED) completers were 'highly prepared' especially on their professional responsibility ( $M= 3.63$ ;  $SD = .10$ ) and classroom environment ( $M= 3.45$ ;  $SD = .21$ ). The level of satisfaction of employers towards SPED completers remains stable across three cycles (see *Figure 2.2*).

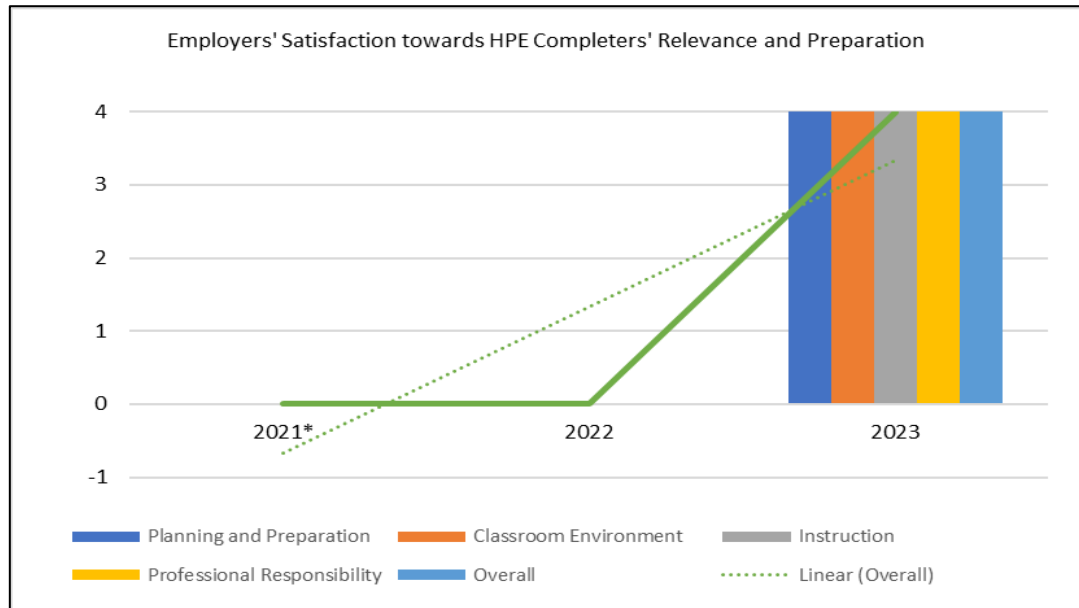


**Figure 2. 2** Satisfaction of employers towards the relevance and effectiveness of SPED completers' relevance and preparation across three cycles

### Health and Physical Education

During the 2022-2023 assessment cycle, two employers of HPE completers have responded to the satisfaction survey. The employers are highly satisfied with the completers (M= 4.00; SD = .00). Comparison of the employers' satisfaction across three cycles cannot be determined because there were no responses received during the previous assessment cycles (see Figure 2.3).

The program will continue to intensify its engagements with employers to ensure participation and collection of data that will be used for the HPE program's continuous improvement.



**Figure 2. 3** Satisfaction of employers towards the relevance and effectiveness of HPE completers' relevance and preparation across three cycles

#### Addressing areas of concern related to employers' satisfaction of the completers

The following table illustrates the plan of action that will be taken by the EPP to ensure superior performance of the completers. The plan also aims to increase the engagement of employers and contribute to the continuous improvement of the programs.

**Table 2. 2** Action plan to improve employer satisfaction towards completers

Action Items	Action Plan Implementation			
	Action (& Mitigation) Strategies	Action Owner	Action Due Date	Action Success Indicator
Lower employer satisfaction rate towards the	<ul style="list-style-type: none"> <li>Conduct focus group discussion (FGDs) with employers</li> </ul>	<ul style="list-style-type: none"> <li>Academic Departments</li> </ul>	Spring 2023	<ul style="list-style-type: none"> <li>Improved employer</li> </ul>

Action Items	Action Plan Implementation			
	Action (& Mitigation) Strategies	Action Owner	Action Due Date	Action Success Indicator
relevance and preparation of ECE completers	<ul style="list-style-type: none"> <li>▪ Conduct Mydan Forum (Consultation with Stakeholders and capacity-building of completers and candidates)</li> <li>▪ Implement upskilling/lifelong learning program for alumni</li> <li>▪ Continue implementation of revised practicum framework</li> <li>▪ Conduct focus group discussion (FGDs) with candidates</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alumni Affairs Unit</li> <li>▪ Standard 3, 4, &amp; 5 Team</li> </ul>		<ul style="list-style-type: none"> <li>▪ satisfaction rating</li> <li>▪ More effective and competitive teacher candidates and completers</li> </ul>

### ***Employer Feedback on the Quality of Completers***

A focus group discussion (FGD) was conducted with employers in Fall 2022 to gather feedback on the completers' preparation and effectiveness relevant to the responsibilities they carry-out in their current role in the school and to verify their satisfaction towards the performance of the completers. The employers affirmed the quality of the completers in terms of pedagogical skills, differentiating instruction, using technology, working with students with diverse backgrounds, professional responsibilities especially in non-class activities, and classroom management. The following are some of the feedback from employers:

*"From my experience, students who graduate from UAEU are more capable to teach, adapting changes and accepting school's environment, and less training time compared to graduates of other universities or colleges."*

*"Currently, the teacher I have from UAE University has completed two years, and she is doing great as if she has four or five years of experience."*

*"I noticed that the teachers from UAE university are extremely fast and quick in doing the required tasks. They are aware of modern technologies and tools. They can even give workshops to their colleagues. They always participate on any occasion and take initiative in preparation of events. They really have the passion to work and be innovative."*

*"Honestly, the teachers from UAE University are very flexible, and easily get involved in the community. They always support and help in these tasks (non-class activities), and they do it with passion."*

*"UAEU completers are highly committed to their work and instructing their students with passion. They are always welcoming any assigned works and never say no to any task, even after the normal working hours."*

*“The teachers are evaluated based on the system; however, I do not recall any of the who were found low performing, they were all in a competitive level, and most of them receptive to feedback and have growth mindset, meaning the teacher never finished learning.”*

The employers were also asked on needs to be taken in consideration by the initial-licensure level programs to develop and enhance their candidates based on their experiences with the completers:

*“I just want to add a crucial point, and a request, which is to assure that the teachers concentrate on special needs students. The teacher should be able to deal with them as many of the special needs students have great potentials that can appear if dealt with professionally.”*

*“The current requirements due to shortage, are teachers to teach subjects in English, not in Arabic, thus, they need to take IELTS.”*

*“The completers need to be aware and be updated about the new roles and changes to education.”*

## 2.2 Involvement of internal and external stakeholders in program design, evaluation, and continuous improvement processes

The EPP is dedicated to the continuous improvements of its program design. Regular monitoring, evaluation, and progress are weaved in all its processes. Aside from the feedback derived from the Employers’ Satisfaction Surveys, it solicits feedback and inputs from multiple data sources involving all its stakeholders, and uses the information to create plans, make changes, and improve the programs.

### 2.2.1 CEDU National Dialogue

In Spring 2023, the College of Education conducted a National Dialogue to strengthen its relationship with its stakeholders. Thirteen entities participated to give feedback on three primary areas: 1) the study plan, 2) the student recruitment and graduates' employment, and 3) the potential ways for further expanding its collaboration.

Table 2.3 summarizes the feedback for the initial-licensure level programs from the stakeholders.

**Table 2. 3** Stakeholder Feedback for Continuous Improvement

Initial-Licensure Level Program	Feedback for Continuous Improvement
Early Childhood Education	<ul style="list-style-type: none"> <li>▪ Creating a comprehensive and continuous practicum framework to ensure the flow of the program.</li> <li>▪ Including more research and application components in courses.</li> <li>▪ Providing the right exposure for the students in schools during their training either in early practicum or internship program; some schools have a specialist / mentor accredited by ESE (Emirates Schools Establishment).</li> <li>▪ Having isolated practicum course for every second semester.</li> <li>▪ Creating or developing a curriculum that prepares students to become qualified educators and serves other early childhood sectors such as research, curriculum design, early childhood community service, etc.</li> </ul>

Initial-Licensure Level Program	Feedback for Continuous Improvement
	<ul style="list-style-type: none"> <li>▪ Structuring the courses to respond to the current field's need (STEAM (Science, Technology, Engineering, Arts, and Mathematics), combine planning &amp; assessment, behavior, and responsive care).</li> <li>▪ Educating the community about ECE (outreach).</li> </ul>
Special Education	<ul style="list-style-type: none"> <li>▪ Increasing the practicum time to 3 semesters (addressing the limited experience in dealing with real life situations).</li> <li>▪ Having extra courses focusing on one's concentration plus a general background course about the other concentrations.</li> <li>▪ Having some courses from other departments.</li> <li>▪ Restructuring the program to deal with all disability levels.</li> </ul>
Health and Physical Education	<ul style="list-style-type: none"> <li>▪ Emphasizing &amp; developing the following skills among students:               <ul style="list-style-type: none"> <li>- Self-study and continuous learning</li> <li>- Focusing on coaching, training, and sport practice</li> <li>- Developing teaching skills and the ability to design training and teaching schedules</li> <li>- Understand the community requirements and explore serving opportunities.</li> <li>- Finding their own pathway based on market demand</li> <li>- Communication skills to be effective to their students (P-12) and community</li> </ul> </li> <li>▪ Updating students' knowledge on contemporary topics related to health and physical education.</li> <li>▪ Consider working on literature reviews and being updated with recent research topics and opportunities.</li> <li>▪ Understanding the community requirements and exploring serving opportunities.</li> <li>▪ Incorporating innovation and the best practices in student activities.</li> <li>▪ Updating with changes and requirements in health and physical education.</li> </ul>

### 2.2.2 Partnerships and Collaborations

The EPP forged five partnerships and meaningful collaborations with reputable schools to provide candidates with valuable training and internship opportunities, thereby ensuring competitiveness in their future employment.

1. Alain Academy
2. Al Karameh School in Abu Dhabi
3. Abu Dhabi International School
4. Charter School (Bloom Education and New Century Education)
5. Al Ain English Speaking

### 2.2.3 Mydan Forum

The Mydan forum is a bi-annual event offered by the College of Education to share knowledge, foster discussions, and connect learners and educators. Mydan forum serves as an opportunity to promote collaboration and exchange ideas to enhance the teaching and learning experience of students, completers, cooperative teachers, and partner schools.

The 3<sup>rd</sup> and 4<sup>th</sup> Mydan forum were conducted in 2023 with following details:

**Table 2. 4 Mydan Forum**

Mydan Forum	Date	Objective	Stakeholders	Topics Covered
3 <sup>rd</sup> - (Innovative and Sustainable Education)	23 February 2023	To enhance the innovation in education and boosts educators' professional development by variety of workshops that serve the 4 domains related to innovation.	ESE and ADEK Partner Schools Ministry of Education CEDU Completers CEDU Candidates CEDU Faculty	<ul style="list-style-type: none"> <li>▪ First Domain: Assessment for Teaching</li> <li>▪ Second Domain: Creativity in Teaching Methodology</li> <li>▪ Third Domain: Diversity in Education</li> <li>▪ Forth Domain: Students Health &amp; Wellbeing</li> </ul>
4 <sup>th</sup> - (Sustainable Practices in Education)	7 November 2023	To discuss the role of education in achieving the sustainable development goals, coinciding with the year of sustainability 2023, which includes plans and methodologies emanating from all parties involved in improving and developing the educational system.	ESE and ADEK Partner Schools Ministry of Education CEDU Completers CEDU Candidates CEDU Faculty	<ul style="list-style-type: none"> <li>▪ Session 1: Sustainable practices that maintain and improve the educational cycle</li> <li>▪ Session 2: Sustainable teaching and assessment methods that enhance students' academic performance</li> </ul>

#### **2.2.4 Teacher Preparation Committee**

The EPP formed the Teacher Preparation Committee (TPC) in Fall 2022 to work hand in hand with the programs on:

- Preparing workshops and scientific materials that are provided to cooperating teachers.
- Providing feedback on teacher preparation programs in the EPP.
- Strengthening partnership efforts between the EPP and strategic partners to participate in decision-making, program development and evaluation.

The TPC is composed of school principals, EPP Professors, Quality Assurance Laboratory, and Student Affairs unit.

In Spring 2023, the committee discussed the performance evaluation process and criteria used for ESE teachers and recommended the enrichment of the competencies of the EPP's candidates and completers to meet the quality standards for teachers.

#### **2.2.5 Focus Group Discussion with School Principals**

The EPP conducts focus group discussions with School Principals regularly to gather feedback about CEDU completer's preparation and effectiveness relevant to the

responsibilities they carry-out in their current role in the school. The FGD also serves as a venue to verify employers' satisfaction towards CEDU completers' performance.

### 2.2.6 Alumni Forum

A regular alumni forum pertaining to “education” has been initiated in 2023 by the EPP. The alumni take the lead to discuss issues, trends, and challenges in education with colleagues from international schools and universities. The discussion revolves around their experiences as teachers in their local communities.

The first alumni discussion was spearheaded by an HPE completer and exchanged experiences on the following topics:

- The Nature of the Teacher’s Profession
- Preparation for the Teaching / Teaching Profession
- Current Teacher Skills
- Challenges and Opportunities for the Teacher/Education Profession

## 2.3 Satisfaction of Program Completers

The perception of completers on how well the EPP’s programs prepared them to become effective teachers was assessed. The assessment is tied-up with their employment and elicits information on the domains of teaching framework –planning and preparation of lessons, classroom environment, instruction, and professional responsibilities, which are realized during the completers’ teaching practice. It is administered every year by the EPP’s Alumni Affairs Unit and analyzed by the Quality Assurance Laboratory (QAL). Findings from the completers assessment help the EPP determine and plan for program improvements that better prepare its completers.

There were 15 completers who responded to the satisfaction survey for the 2022-2023 cycle. Seven are ECE completers, six are SPED completers, and two are HPE completers. The overall satisfaction of the completers was high (see *Table 2.5*) and shows that the completers have a positive level of satisfaction (M= 3.35; SD = .74). The four subscales’ scores range from 3.30 to 3.37 using a 0–4-point scale.

**Table 2. 5** Satisfaction of UAEU-CEDU (ECE, SPED, HPE) completers towards their program preparation

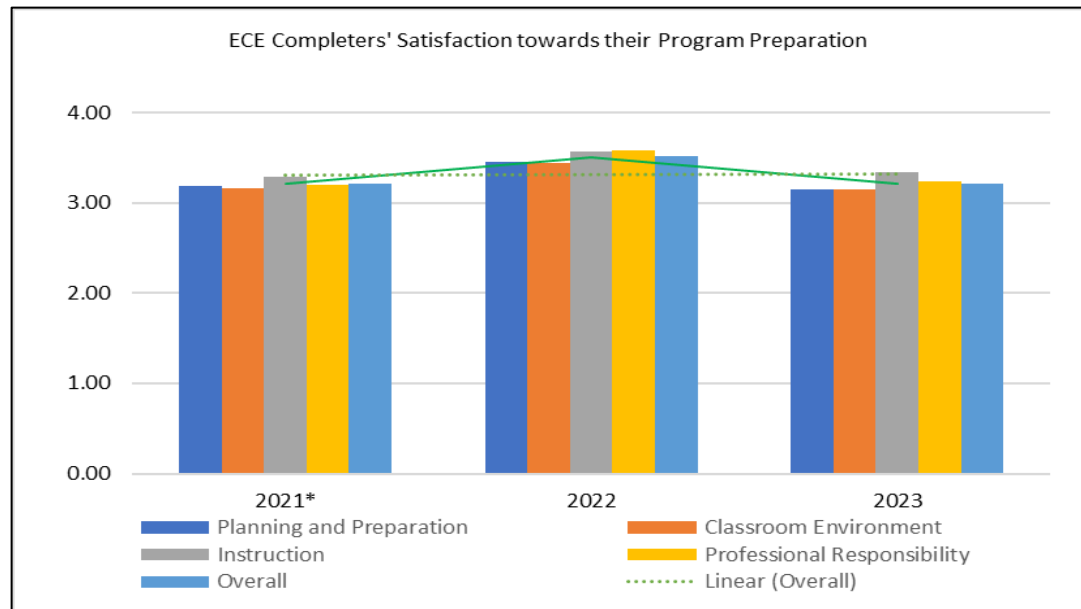
Subscale	2022 Mean (SD)			
	OVERALL (N=15)	ECE (N=7)	SPED(N=6)	HPE(N=2)
Planning and Preparation	3.36(.74)	3.14(.53)	3.39(1.0)	4.00(.00)
Classroom Environment	3.36(.72)	3.14(.53)	3.40(.91)	4.00(.00)
Instruction	3.37(.70)	3.34(.50)	3.19(.95)	4.00(.00)
Professional Responsibility	3.30(.81)	3.24(.50)	3.14(1.2)	4.00(.00)
Overall	3.35(.74)	3.22(.54)	3.28(1.0)	4.00(.00)

Note. 4= Highest Score

### Early Childhood Education

During the 2022-2023 assessment cycle, the Early Childhood Education completers perceived that they were ‘highly prepared’ (M= 3.22; SD = .54) especially on instruction (M= 3.34; SD = .50). The satisfaction rating towards ECE program preparation across three assessment cycles remains stable (see *Figure 2.4*).



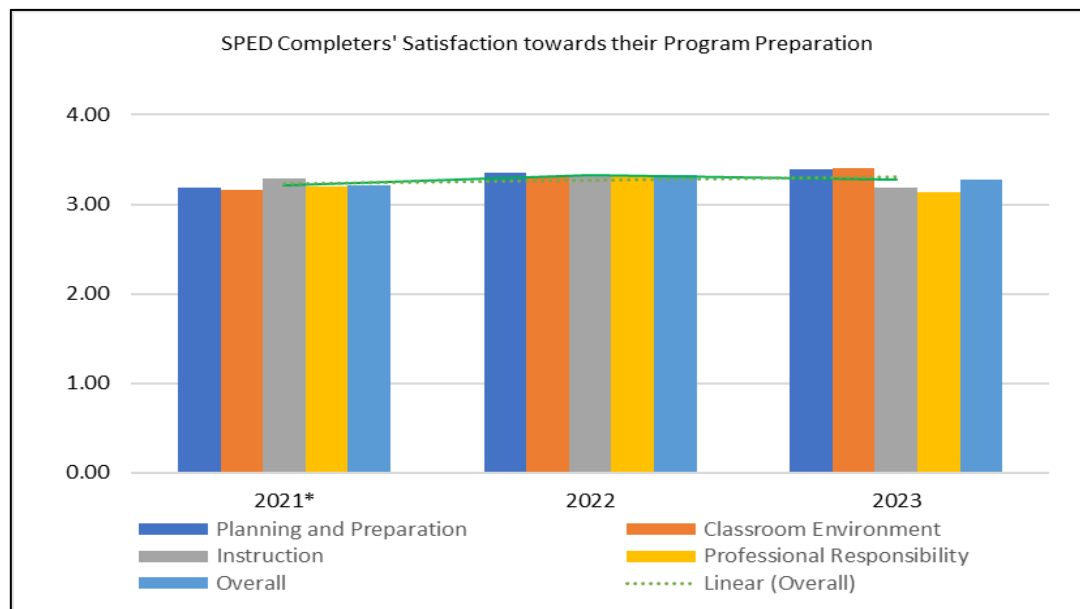


Note: \*Aggregated Data

Figure 2. 4 Satisfaction of ECE completers towards their program preparation split by cycle

### Special Education

During the 2022-2023 assessment cycle, the Special Education completers claimed that they were highly prepared ( $M= 3.28$ ;  $SD = 1.0$ ) especially in planning and preparation and classroom environment. The satisfaction rating towards the SPED program preparation across three assessment cycles remains stable (see Figure 2.5).

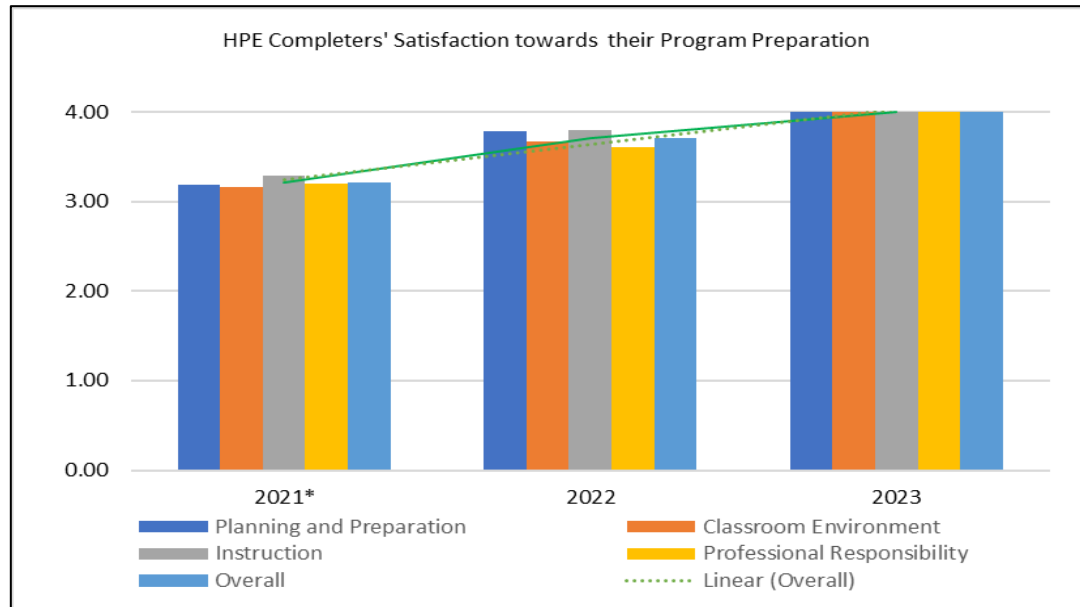


Note: \*Aggregated Data

Figure 2. 5 Satisfaction of SPED completers towards their program preparation split by cycle

### Health and Physical Education

During the 2022-2023 assessment cycle, the Health and Physical Education completers rated themselves as “highly prepared in all the four domains of teaching (M= 4.00; SD = .00). The satisfaction rating of HPE completers towards their program preparation shows a positive trend in the last three cycles of assessments (see Figure 2.6).



Note: \*Aggregated Data

**Figure 2. 6** Satisfaction of HPE completers towards their program preparation split by cycle