

2023 Annual Accreditation Report – CAEP Accountability Measures

Measure 2: Satisfaction of employers 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.

In 2022, 86 employers were targeted to assess the completers, but only 27% responded –16 employers for ECE completers and 7 employers for SPED completers. There were no employers who responded to assess the HPE completers.

Overall, the completers were 'well-prepared' ($M= 2.89$; $SD = .74$) across all four domains based on the assessment of the employers (see *Table 2.1*). The highest satisfaction rating ($M= 2.94$; $SD = .69$) was on the creation, organization, and management of the classroom environment by the completers while the completers' professional responsibility was rated lowest ($M= 2.84$; $SD = .82$). Paired samples tests showed no significant difference in the satisfaction rating of the employers, whether planning and preparation, instruction, classroom environment, or professional responsibility.

The Early Childhood Education (ECE) completers were 'well-prepared' ($M= 2.66$; $SD = .73$) based on the overall assessment of the employers. The employers highly rated the ECE completers in the classroom environment and lowest in instruction. On the other hand, employers were highly satisfied ($M= 3.43$; $SD = .43$) with the SPED completers across all four domains. The Special Education (SPED) completers were 'highly prepared' especially in planning and preparation. Considering between-group differences, the independent sample t-test showed significant differences in planning and preparation ($t(21) = -2.763$, $p = .012$), classroom environment ($t(21) = -2.931$, $p = .004$), instruction ($t(21) = -2.689$, $p = .007$), and in the overall satisfaction ($t(21) = -2.595$, $p = .008$). There is no significant difference between ECE and SPED completers in terms of their satisfaction in understanding professional responsibility. The following table illustrates the group means.

Table 2.1

Satisfaction of employers towards UAEU-CEDU (ECE & SPED) completers' relevance and preparation

Subscale	2022 Mean (SD)		
	OVERALL (N=23)	ECE (N=16)	SPED (N=7)
Planning and Preparation	2.91 (.80)	2.65 (.79)	3.52 (.41)
Classroom Environment	2.94 (.69)	2.70 (.64)	3.49 (.45)
Instruction	2.88 (.78)	2.63 (.75)	3.46 (.50)
Professional Responsibility	2.84 (.82)	2.66 (.82)	3.26 (.70)
Overall	2.89 (.74)	2.66 (.73)	3.43 (.43)

Note. 4= Highest Score; No employers for HPE responded in the survey.

A comparison of the employer's satisfaction across three cycles of assessments showed a positive level of satisfaction towards the EPP's completers, which means that the completers were 'well-prepared' across all four domains (see Table 2.2). Although completers were assessed to be well-prepared, it is seen that there is a significant difference ($F(2,123) = 5.976, p = .003$) in the overall satisfaction of employers ($F(2,123) = 5.976, p = .003$). Post hoc comparison showed a difference between 2021 ($M = 3.44$) and 2022 ($M = 2.89$). The satisfaction rating of employers in 2022 ended up at the same level as in 2019 in planning & preparation, classroom environment, and professional responsibility, and at a lower level than in 2019 in instruction (see Figure 2.1).

The transitioning of schools to pandemic and post-pandemic has required teachers and employers with new ways of working. As such, parameters in practicing the four domains of teaching could be different among teachers. The expectations of employers could have also been different. These factors may have impacted the satisfaction of employers, thus, the difference in ratings across cycles.

Table 2.2

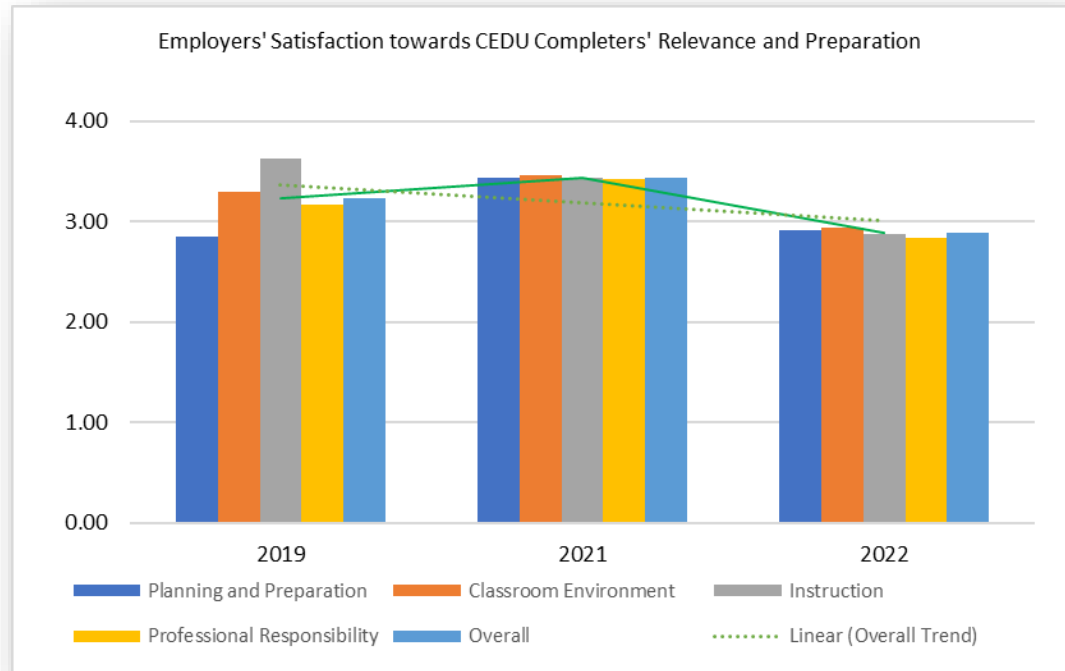
Satisfaction of employers towards the relevance and effectiveness of UAEU-CEDU completers' preparation split by cycle

Subscale	Mean (SD)*		
	2019 (N=24)	2021 (N=79)	2022 (N=23)
Planning and Preparation	2.85 (.61)	3.43 (.80)	2.91 (.80)
Classroom Environment	3.30 (.43)	3.46 (.74)	2.94 (.69)
Instruction	3.63 (.39)	3.44 (.70)	2.88 (.78)
Professional Responsibility	3.17 (.43)	3.42 (.79)	2.84 (.82)
Overall Average	3.24 (.47)	3.44 (.75)	2.89 (.74)

Note. 4= Highest Score; *-Aggregated Data; 2020-Unable to do data collection due to pandemic

Figure 2.1

Satisfaction of employers towards the relevance and effectiveness of UAEU-CEDU completers' relevance and preparation*



Note. * - Aggregated Data; No survey was conducted in 2020 due to the pandemic;

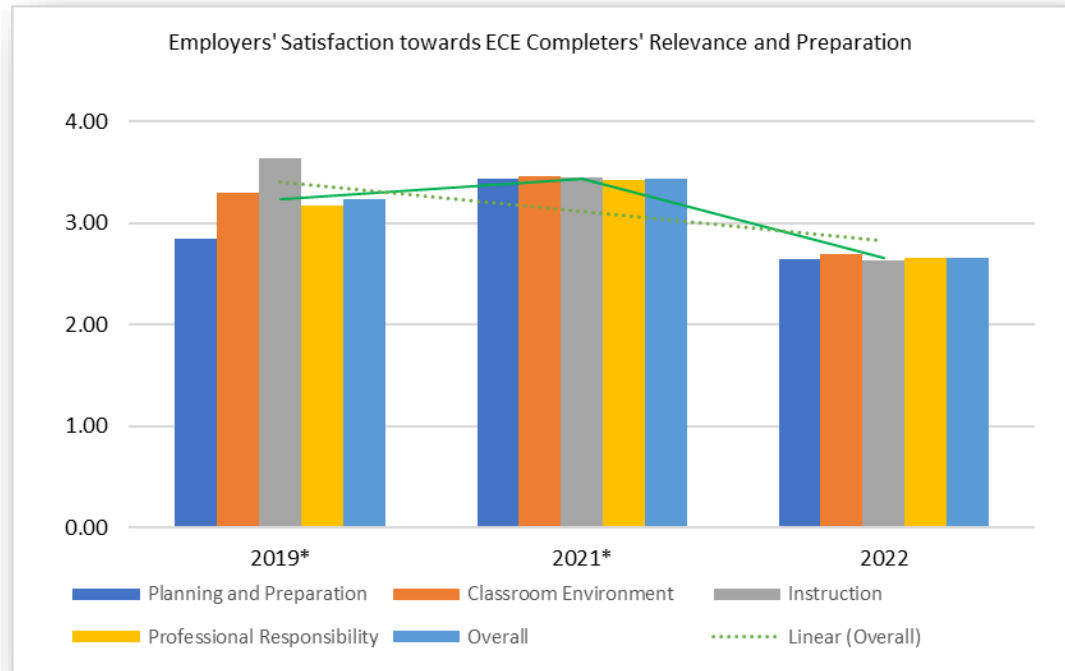
Early Childhood Education

In 2022, the Early Childhood Education (ECE) completers were 'well-prepared' (M= 2.66; SD = .73) based on the overall assessment of the employers. The employers highly rated the ECE completers in the classroom environment and lowest in instruction although there was no significant difference in their satisfaction rating across the four domains.

There was a significant difference in the satisfaction of employers across three cycles of assessment ($F(2,117) = 7.752, p = .003$). Post hoc comparison showed a difference in satisfaction of employers who took part in 2022 compared to those who took part in 2019 and 2021 assessments. During 2022, the satisfaction rating of employers was much lower in all four domains (see *Figure 2.1*).

Figure 2.2

Satisfaction of employers towards the relevance and effectiveness of ECE completers' relevance and preparation*



Note. * - Aggregated Data No survey was conducted in 2020 due to the pandemic;

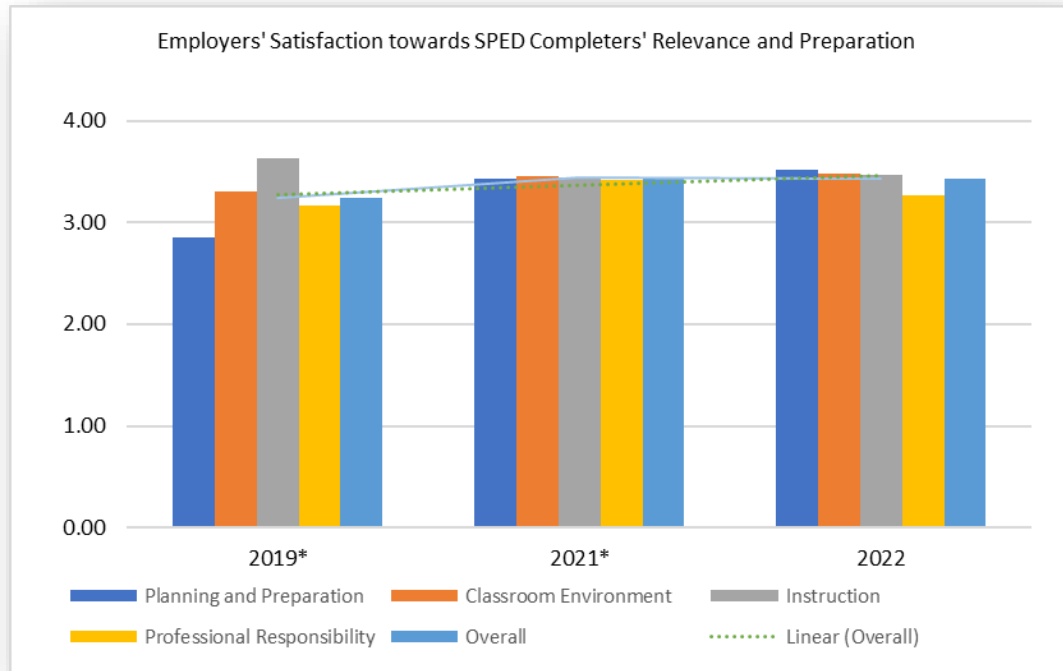
Special Education

Employers were highly satisfied ($M= 3.43$; $SD = .43$) with the SPED completers across all four domains. The Special Education (SPED) completers were 'highly prepared' especially in planning and preparation ($M= 3.52$; $SD = .41$). There was no significant difference in their satisfaction rating across the four domains.

Furthermore, there was no significant difference in the satisfaction of employers towards their teachers, who are the EPP's completers, in the classroom environment, instruction, and professional responsibility across three cycles of assessment (see *Figure 2.3*). However, a significant difference was seen in the satisfaction of employers across three cycles in planning and preparation ($F(2,106) = 6.365$, $p = .002$). Post Hoc comparison showed the difference between those employers who took part in the 2019 and 2021 assessments.

Figure 2.3

Satisfaction of employers towards the relevance and effectiveness of SPED completers' relevance and preparation*



Note. * - Aggregated Data; No survey was conducted in 2020 due to the pandemic;

Health and Physical Education

During the 2022 employer satisfaction assessment, employers of teachers, who are the EPP's HPE completers, have not responded.

The program will intensify its engagements with employers to ensure participation and collection of data that can be used for continuous improvement.

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 employers' engagement and contribute to the continuous improvement of the programs.

Table 2.3

Action plan to improve employer satisfaction towards completers

Action Items	Action Plan Implementation			
	Action Strategies	Action Owner	Action Due Date	Action Success Indicator
There is a significant difference in employer satisfaction towards the relevance and completers' preparation across three assessment cycles	<ul style="list-style-type: none"> ▪ Conduct focus group discussion (FGDs) with employers ▪ Conduct focus group discussion (FGDs) with completers ▪ Conduct focus group discussion (FGDs) with student teaching mentors (close to the action) ▪ Conduct focus group discussion (FGDs) with candidates ▪ Conduct Mydan Forum (Consultation with Stakeholders and capacity-building of completers and candidates) ▪ Implement upskilling/lifelong learning program for alumni ▪ Continue implementation of revised practicum framework 	<ul style="list-style-type: none"> ▪ Academic Departments ▪ Alumni Affairs Unit ▪ Standard 3 & 5 Team 	Spring 2023	<ul style="list-style-type: none"> ▪ Improved employer satisfaction rating ▪ More effective and competitive teacher candidates and completers

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

During Fall 2021-Spring 2022, the EPP established five new partnerships and meaningful collaborations with reputable national and local entities to develop frameworks and road maps that will help in improving its initial licensure level programs –Early Childhood Education, Special Education, and Health and Physical Education. The partnerships enable the development of the quality of the programs, innovative solutions to the current challenges in teaching and learning, and employability and skills of its graduates. A brief description of the partnerships is shown in the following Table.

Table 2.4

Partnerships and collaborations forged for the continuous improvement of the initial licensure-level programs

Entity	Relevant Programs	Partnership Goals
▪ Emirates Schools Establishment (ESE)	Early Childhood Education Special Education Health & Physical Education	Developing a joint road map to prepare, qualify, and employ highly qualified teachers in public education schools in UAE.
▪ Fatima Bint Mubarak Ladies Sports Academy (FBMA)	Health & Physical Education	Providing training programs for students enrolled in Physical education; Participating and attending community and education events; providing financial rewards to distinguished graduates of Physical Education.
▪ Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance	Special Education Early Childhood Education	Developing services in relation to the impact of an innovation-based enrichment program on developing gifted students' skills in science, Technology, Language Arts, & Math (STEAM).
▪ Abu Dhabi Early Childhood Authority (ECA)	Early Childhood Education	Developing educational and practical programs that achieve strategic objectives of early childhood; Upskilling of fresh and old graduates of ECE.
▪ Al Jahili School	EPP programs	Developing joint and innovative framework to enhance cooperation in research and projects related to educational challenges, finding sustainable innovative solutions to enhance quality and excellence of education systems; Enhancing students' self- learning through scientific research and expanding the circle of learning resources.

Furthermore, different activities were implemented to solicit feedback and ideas from other stakeholders about program admission, design, assessment, practicum framework, and completer employability and teacher upskilling.

Some activities are described in the following table.

Table 2.5

Stakeholders' feedback for the continuous improvement of the initial licensure-level programs

Activities	Stakeholder Inputs	Stakeholders	Implementation	
			Date	Current Status
1. Stakeholders' Meeting	<ul style="list-style-type: none"> ▪ Provide College of Education students with more practicum experiences ▪ Revise the practicum rubric to be in alignment with the Ministry of Education standards 	<ul style="list-style-type: none"> ▪ Ministry of Education (MOE) Representatives ▪ Ministry Special Education Manager ▪ ADEK Enrichment manager ▪ Hamdan Foundation Representatives ▪ Field Experience Office 	<ul style="list-style-type: none"> ▪ Fall 2021 	<ul style="list-style-type: none"> ▪ New practicum framework has been adopted and implemented ▪ Assessment rubric is revised and tested for reliability. ▪ Change in the department's name from the current name: Special Education, to the suggested name: Special and Gifted Education
2. Mydan Forum	<ul style="list-style-type: none"> ▪ Offer venues for upskilling, training, and workshops for students, completers, cooperative teachers, and partner schools 	<ul style="list-style-type: none"> ▪ CEDU-ADSA ▪ Partner Schools ▪ MOE 	<ul style="list-style-type: none"> ▪ November 2021 	<ul style="list-style-type: none"> ▪ The Virtual Mydan Forum was conducted. Seven workshops were given, dealing with pandemic preparedness, equity in online assessments, digital well-being, inclusive education, etc.
3. Focus Group Discussion (FGDs) with students	<ul style="list-style-type: none"> ▪ Review the Student Disposition Assessment Instrument to align the current practical experiences of students. 	<ul style="list-style-type: none"> ▪ ECE, SPED, HPE students, CEDU Faculty, QAL 	<ul style="list-style-type: none"> ▪ December 2021 & April 2022 	<ul style="list-style-type: none"> ▪ Disposition Assessment Instrument was considered for review; Mentors' FGD will be conducted for further recommendations on the revision.

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.

In 2022, 86 completers were targeted to assess their satisfaction towards their program preparation. 49% responded from which 18 are ECE completers, 18 are SPED completers, and six are HPE completers. The overall satisfaction of the completers was high (see *Table 2.3*) and shows that the completers have a positive level of satisfaction ($M= 3.46$; $SD = .65$). The four subscales’ scores range from 3.42 to 3.49 using a 0–4-point scale. There are no significant differences in the satisfaction rating of the completers towards their preparation in the four subscales, whether planning and preparation or instructions or classroom environment.

Considering between-group differences, a series of one-way ANOVA tests showed no significant difference in planning and preparation ($F(2) = 1.092$, $p = .346$), classroom environment ($F(2) = .739$, $p = .484$), instruction ($F(2) = 1.198$, $p = .313$), professional responsibility ($F(2) = .844$, $p = .438$), nor overall satisfaction ($F(2) = 1.259$, $p = .295$) across programs. The table below illustrates the group means.

Table 2.6

Satisfaction of UAEU-CEDU (ECE, SPED, HPE) completers towards their program preparation

Subscale	2022 Mean (SD)			
	OVERALL (N=42)	ECE (N=18)	SPED (N=18)	HPE (N=6)
Planning and Preparation	3.46(.61)	3.45(.60)	3.35(.69)	3.78(.25)
Classroom Environment	3.42(.63)	3.44(.63)	3.31(.63)	3.67(.64)
Instruction	3.49(.69)	3.56(.50)	3.33(.90)	3.79(.26)
Professional Responsibility	3.47(.68)	3.58(.48)	3.31(.87)	3.61(.50)
Overall	3.46(.65)	3.51(.55)	3.33(.77)	3.71(.41)

Note. 4= Highest Score

The satisfaction of all the completers with their preparation across three cycles remains the same except in planning and preparation wherein satisfaction was significantly different. Post hoc comparison showed a difference in completer satisfaction between 2019 and 2021, and between 2019 and 2022 (see *Figure 2.4*).

Table 2.7

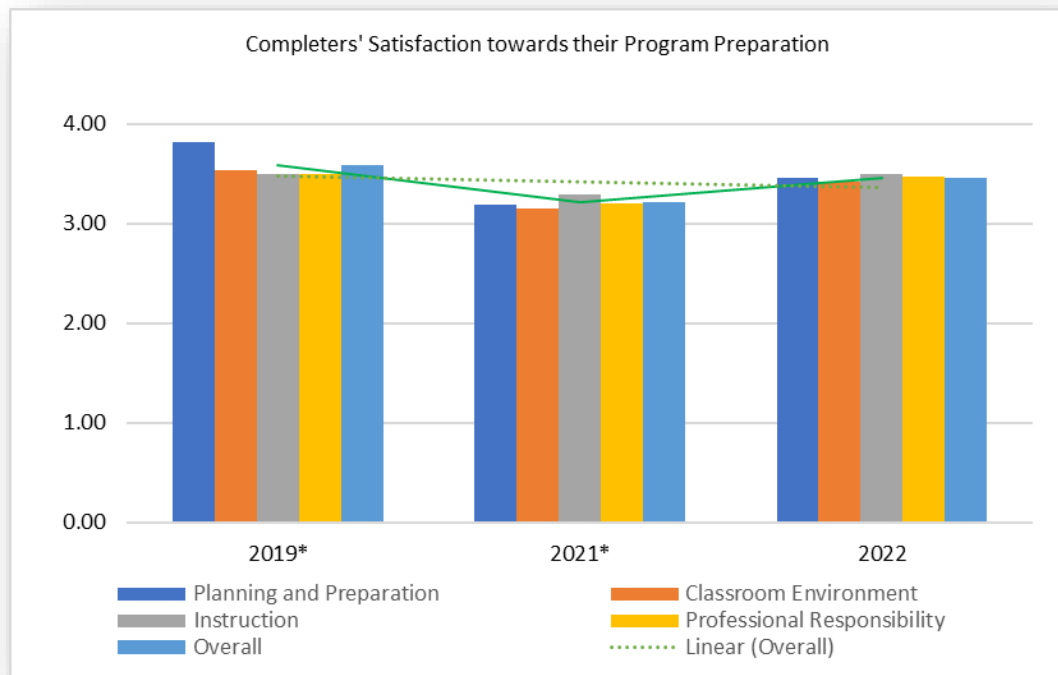
Satisfaction of UAEU-CEDU (ECE, SPED, HPE) completers towards their program preparation split by cycle

Subscale	Mean (SD) *		
	2019	2021	2022
Planning and Preparation	3.82(.16)	3.19(.55)	3.46(.61)
Classroom Environment	3.53(.30)	3.16(.57)	3.42(.63)
Instruction	3.50(.35)	3.29(.64)	3.49(.69)
Professional Responsibility	3.50(.32)	3.20(.73)	3.47(.68)
Overall	3.59(.40)	3.21(.58)	3.46(.65)

Note. 4= Highest Score; *-Aggregated Data; 2020-Unable to do data collection due to pandemic

Figure 2.4

Satisfaction of UAEU-CEDU (ECE, SPED, HPE) completers towards their program preparation split by cycle



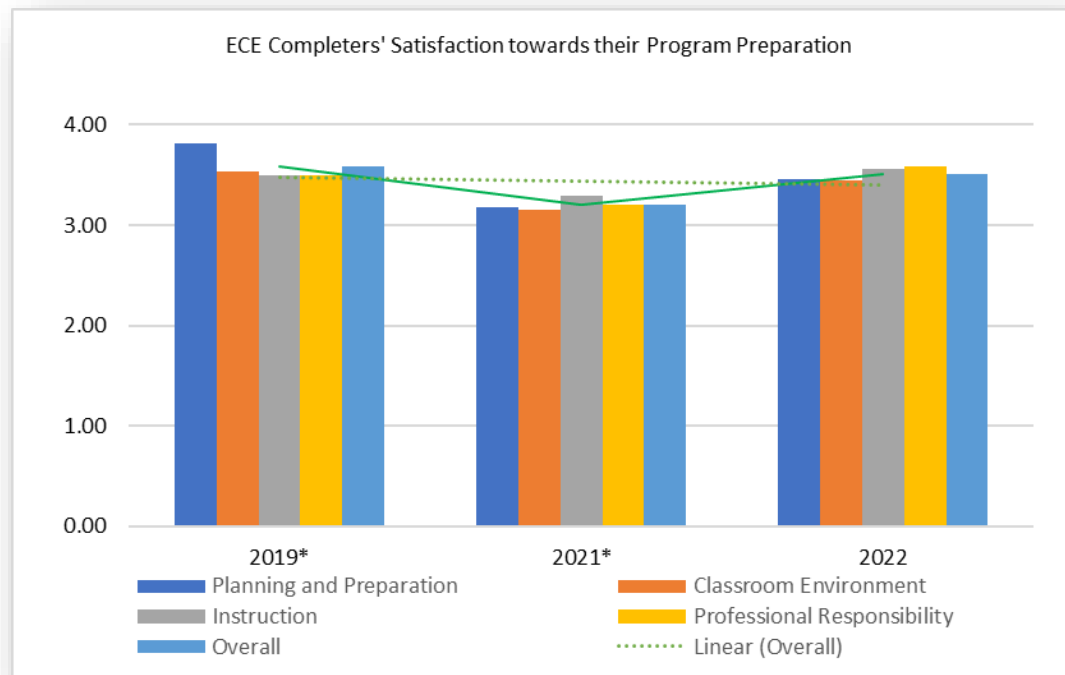
Note. * - Aggregated data; No survey was conducted in 2020 due to the pandemic;

Early Childhood Education

During the 2022 assessment cycle, the Early Childhood Education completers perceived that they were 'highly prepared' (M= 3.51; SD = .55) especially in understanding their professional responsibility (M= 3.58; SD = .48). The satisfaction rating towards ECE preparation across three assessment cycles remains stable (see Figure 2.5).

Figure 2.5

Satisfaction of ECE completers towards their program preparation split by cycle



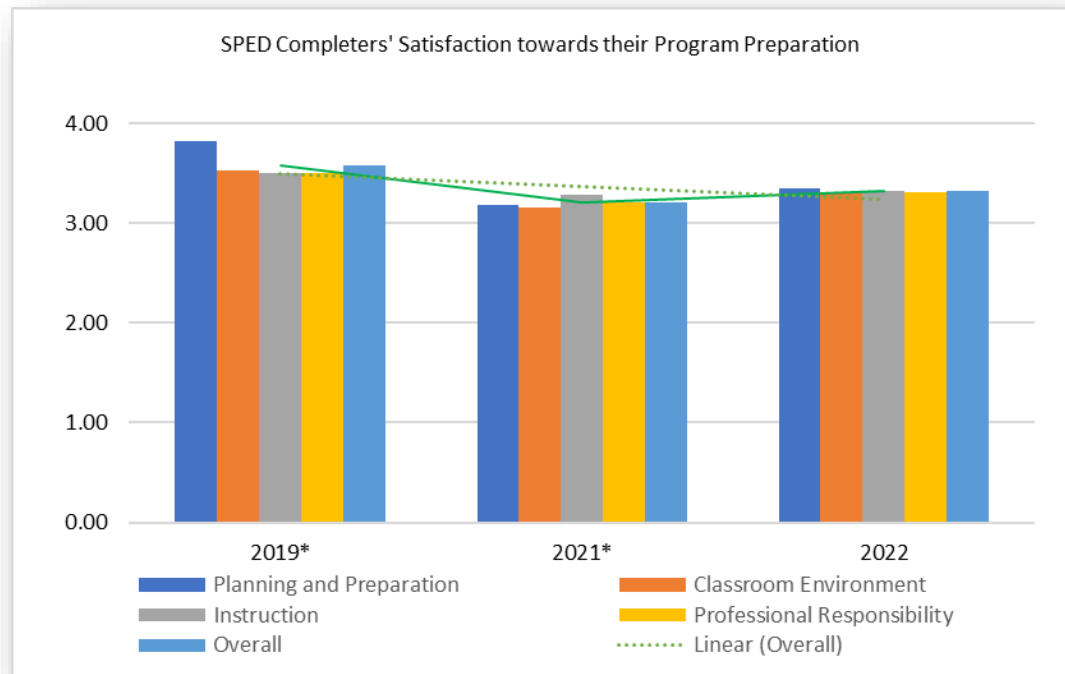
Note. * - Aggregated data; No survey was conducted in 2020 due to the pandemic;

Special Education

During the 2022 assessment cycle, the Special Education completers claimed that they were highly prepared (M= 3.33; SD = .77) in all four domains. The satisfaction rating towards the SPED preparation across three assessment cycles remains stable (see Figure 2.6).

Figure 2.6

Satisfaction of SPED completers towards their program preparation split by cycle



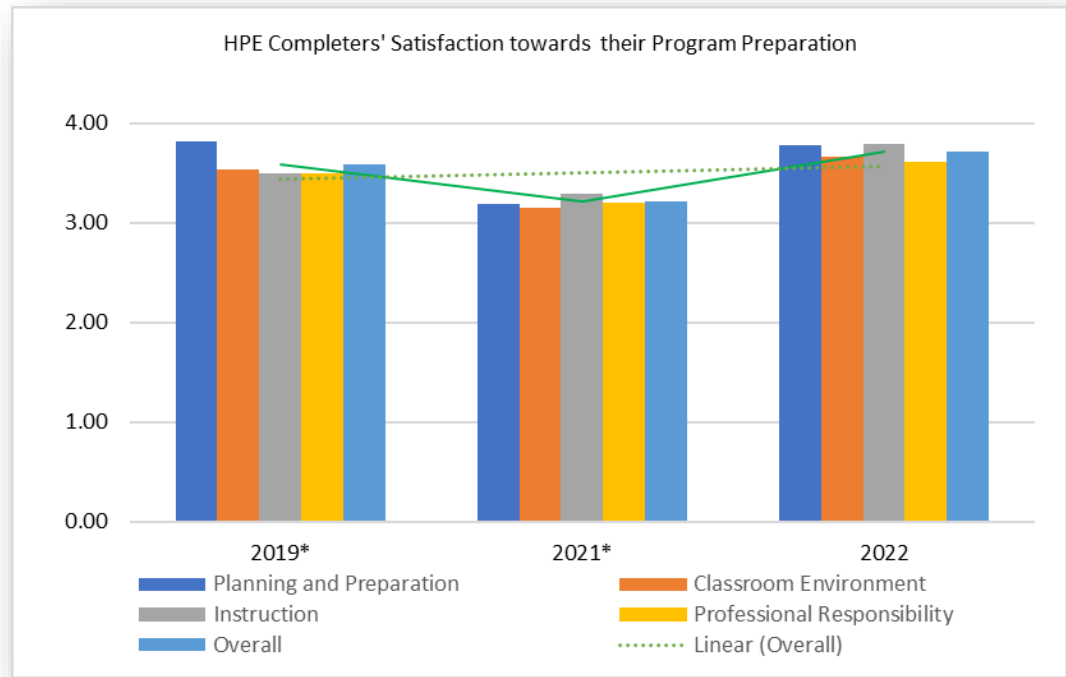
Note. * - Aggregated data; No survey was conducted in 2020 due to the pandemic;

Health and Physical Education

During the 2022 assessment cycle, the Health and Physical Education completers rated themselves as “highly prepared in all the four domains of teaching (M= 3.71; SD = .41) especially in planning and preparation (M= 3.78; SD = .25) and instruction (M= 3.79; SD = .26). In the earlier assessment cycles, there were no HPE completers who took part. However, the 2022 satisfaction rating towards the HPE preparation is much higher compared to the aggregated average assessment during 2019 and 2021 (see Figure 2.7).

Figure 2.7

Satisfaction of HPE completers towards their program preparation split by cycle



Note. * - Aggregated data; No survey was conducted in 2020 due to the pandemic; 2022