

2026 Annual Accreditation Report – CAEP Accountability Measures

Measure 2: Employer Satisfaction and Stakeholder Involvement

2.1 Satisfaction of Employers

Employer satisfaction regarding the relevance and effectiveness of completers' preparation for their professional responsibilities was measured through a survey administered by the Educator Preparation Provider (EPP) during the 2024-2025 academic year. Eighteen completers were evaluated by employers on their competencies across four domains outlined in the EPP's teaching framework: planning and preparation, classroom environment, instruction, and professional responsibility. The assessment employed the validated Employer Satisfaction Instrument, which includes 25 items rated on a scale from 0 to 4 ("Not prepared at all" to "Highly prepared"). Insights from this survey guide the EPP in identifying and implementing program enhancements to strengthen preparation of completers.

Employer survey results for the 2024-2025 academic year demonstrate consistently high levels of satisfaction and preparedness among completers, with overall averages concentrated completers as mostly *well prepared to highly prepared* across all assessed areas of preparation (see *Table 1.2*). In the area of Planning and Preparation, every employer rated completers as *well prepared or highly prepared*, resulting in a mean score of 3.44. Similarly, the Classroom Environment domain received universal ratings of *well-prepared or highly prepared*, with an even higher mean of 3.54. For the Instruction domain, employers assessed completers as *well or highly prepared* (M=3.42). In the area of Professional Responsibility, all employers rated completers as *well-prepared or highly prepared* (M=3.37).

Overall satisfaction with the preparation of program completers was strong, as demonstrated by an aggregate mean score of 3.44 (N=18) based on responses from employers. These results indicate that EPP graduates are consistently viewed as *highly prepared*, with strength noted in the classroom environment domain. Although responses were positive across all assessed areas, the EPP closely reviews subscale-level data to pinpoint opportunities for ongoing improvement, especially regarding professional responsibility. The EPP remains committed to leveraging these insights to further enhance the effectiveness of its programs and ensure graduates continue to meet professional standards.

Table 2. 1

Satisfaction of employers towards completers' relevance and preparation

Subscale	2025 Mean (SD)			
	OVERALL (N=18)	ECE (N=8)	SPED (N=7)	HPE(N=3)
Planning and Preparation	3.44(.24)	3.55(.19)	3.19(.35)	3.72(.14)
Classroom Environment	3.54(.15)	3.58(.11)	3.34(.19)	3.93(.15)
Instruction	3.42(.28)	3.56(.19)	3.11(.44)	3.75(.15)
Professional Responsibility	3.37(.31)	3.50(.22)	3.07(.34)	3.72(.48)
Overall	3.44(.25)	3.55(.18)	3.18(.33)	3.78(.23)

Note. 4.00= Highest Score.

Early Childhood Education

During the 2024-2025 assessment cycle (N=8), ECE completers consistently demonstrated strong preparation (M=3.55) across all domains, indicating well-developed and balanced competencies. According to employers' satisfaction ratings, these completers were regarded as reliably competent and effective, with a particular strength observed in classroom environment management.

Over the past three assessment cycles (refer to Figure 2.1), employer satisfaction levels have highlighted varying competencies among the completer cohorts, each demonstrating unique strengths. The most recent cohort exhibited the highest relevance and preparation (M=3.55), earning consistently strong satisfaction ratings from employers across all domains. In contrast, the 2023-2024 cohort (N=2) received moderate ratings, suggesting employers found them adequately prepared (M=3.14) but less distinguished than the 2024-2025 group. The 2022-2023 cohort (N=6) recorded the lowest satisfaction rating (M=2.61) from employers, especially in planning, preparation, and classroom environment management. Collectively, these results illustrate a clear progression from modest employer satisfaction to well-balanced and robust satisfaction, while also acknowledging differences in cohort composition and employer contexts.

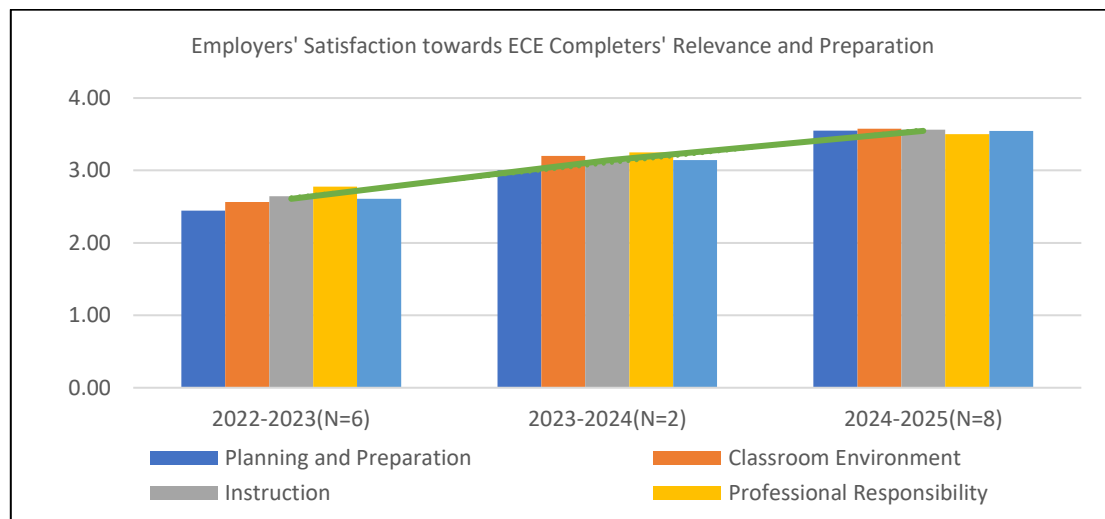


Figure 2. 1 Satisfaction of employers towards the relevance and effectiveness of ECE completers' relevance and preparation across three cycles

Special Education

Employer satisfaction ratings for SPED completers during the 2024-2025 assessment cycle (N=7) reflect an overall moderate level of competency (M=3.18). Among the four evaluated domains, the classroom environment emerged as the area of greatest strength. In contrast, instruction and professional responsibility received the lowest ratings, highlighting specific opportunities for targeted improvement.

Employer satisfaction over the past three cycles highlights the distinct competencies of each SPED completer cohort. The 2024-2025 cohort (N=7) demonstrated moderate overall competency (M = 3.18), with uneven performance across the four domains but a particular strength in the classroom environment. In contrast, the 2023-2024 cohort (N=11) received

consistently strong and well-balanced satisfaction ratings from employers in all four domains (M = 3.66). The 2022-2023 cohort (N=4) also achieved generally positive satisfaction (M = 3.47), rated strong in professional responsibility and maintaining solid ratings in classroom environment. As each cohort is composed of different individuals, these outcomes should be interpreted as reflective of the unique characteristics of each group.

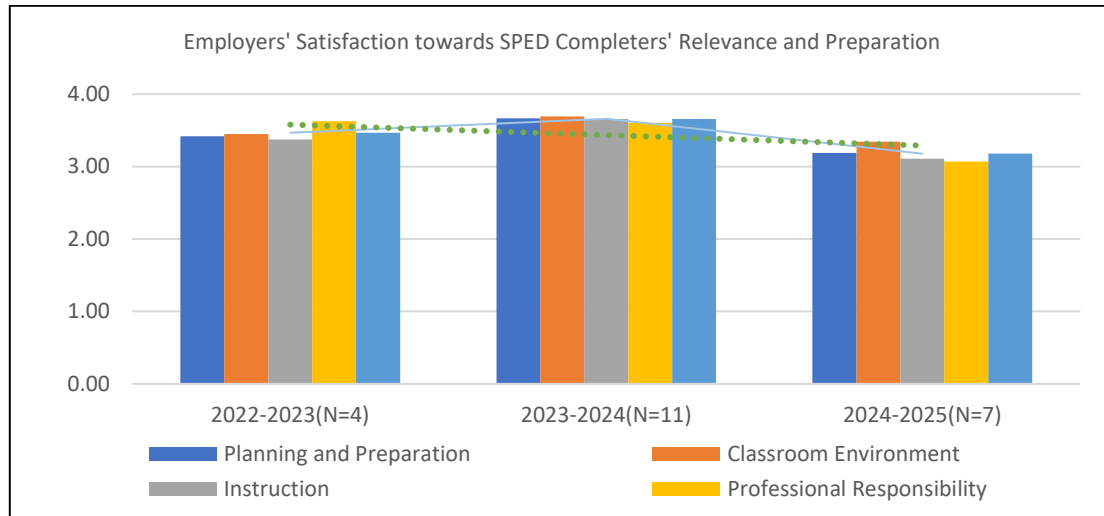


Figure 2. 2 Satisfaction of employers towards the relevance and effectiveness of SPED completers' relevance and preparation across three cycles

Health and Physical Education

During the 2024-2025 assessment cycle (N=3), employer satisfaction ratings reveal that HPE completers are highly prepared and highly relevant in their teaching roles. Employers consistently reported balanced satisfaction across all domains, resulting in an outstanding overall satisfaction score (M=3.78), with classroom environment management receiving the highest marks.

Over the three consecutive assessment cycles, HPE completers have demonstrated strong relevance and preparation, with the 2024-2025 cohort (N=3) earning consistently high ratings across all domains (M = 3.78). This reflects robust employer confidence in their professional competencies. In contrast, a single HPE completer (2023-2024) received moderate scores in planning and preparation, classroom environment, and instruction, but was rated highly in professional responsibility. Notably, the 2022-2023 cohort (N=2) exhibited exceptional performance, achieving perfect satisfaction ratings from employers. As each cohort is composed of different individuals, these outcomes should be interpreted as reflective of the unique characteristics of each group.

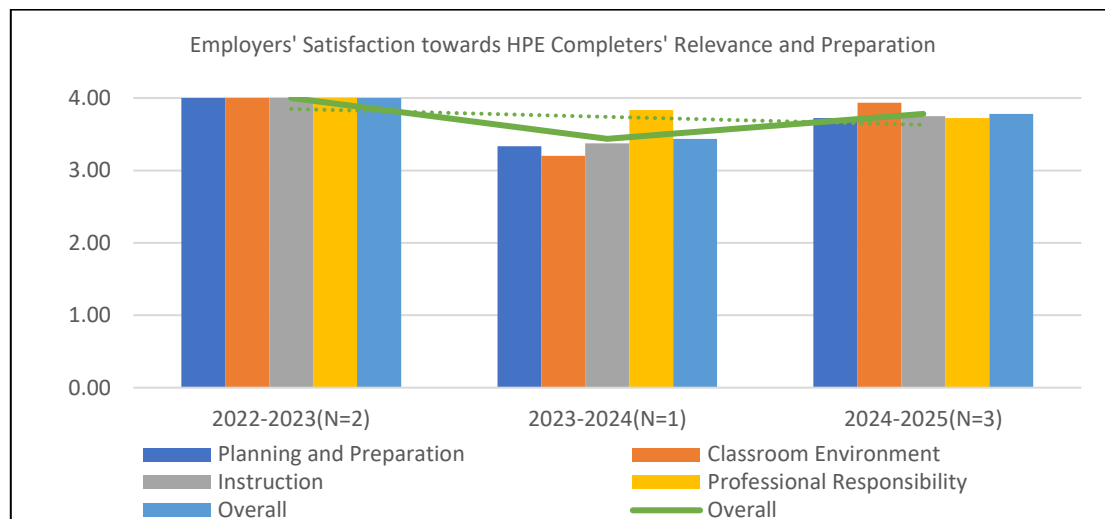


Figure 2. 3 Satisfaction of employers towards the relevance and effectiveness of HPE completers’ relevance and preparation across two cycles

Alongside the employer satisfaction survey, two focus group discussions were held in 2024-2025 to gather meaningful perspectives on the strengths and areas needing improvement among EPP program completers. The discussions revealed both the positive attributes of graduates and the challenges they face when transitioning into professional roles.

Graduates entering the teaching profession are recognized by employers for their passion and motivation, which serve as core strengths and lay the foundation for their long-term success. However, while they possess strong theoretical knowledge, many lack practical classroom experience, highlighting the need for more hands-on learning opportunities and mentorship.

Employers observed gaps in assessment and feedback skills, with completers often struggling to implement effective assessment tools and provide constructive feedback. Classroom management and adaptability pose ongoing challenges, suggesting a need for targeted training in these areas.

Graduates show openness to engage with diverse learners, including those with special needs, but require further development in inclusive education practices. Professionalism and community involvement are inconsistent, with some completers actively participating in school initiatives and others needing greater preparation for responsibilities beyond teaching.

Finally, transitioning from university to workplace culture presents difficulties, especially in areas like punctuality, communication, and school protocols. Employers recommend structured orientation and workplace readiness programs to support this adjustment.

Overall, the EPP’s completers are recognized for their strong motivation and growth mindset, which positively impacts their teaching effectiveness. However, there is a need to strengthen practical classroom skills, assessment abilities, and adaptability through improved program design. To address these gaps, it is recommended to enhance practicum opportunities, incorporate workplace readiness modules, and provide targeted training in inclusive education and classroom management.

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

The EPP demonstrates a robust commitment to continuous program improvement by systematically integrating regular monitoring, evaluation, and progress tracking into all aspects of its operations. This commitment is reinforced through strategic partnerships with its partner schools and the Ministry of Education (MOE), which facilitate direct employment pathways for program completers and ensure ongoing alignment with professional standards. Alumni are actively engaged in EPP activities, including participation in professional forums such as the Mydan Forum and dedicated alumni events, which provide valuable feedback and support program enhancement. Additionally, the EPP maintains a dynamic relationship with its graduates through ongoing communication by the Alumni Office and continuous updates to the alumni database, enabling effective tracking of graduate outcomes and informed decision-making for program development.

2.2.1 Partnerships and Collaborations

The EPP has an existing partnership and collaboration with partner schools and the MOE. The partnership commits the EPP and its partners to the following:

Internship. The EPP actively fosters significant partnerships with both private and public schools, providing valuable training and internship experiences for its candidates to enhance their competitiveness for future employment. During Fall 2024, candidates from the ECE, HPE, and SPED programs were placed at 22 partner schools and one government center, while in Spring 2025, placements were made at 10 partner schools and one government center. The program incorporates feedback from supervisors, cooperative teachers, and candidates to continuously improve the internship experience.

Teacher Licensing Certification. The EPP leverages the Ministry of Education's comprehensive professional development workshops for internship students to strengthen their career skills and broaden their understanding of the educational sector. To gauge candidates' preparedness for licensure examinations, a mock test is conducted, and its results are communicated to the EPP. Based on these results, the EPP designs targeted workshop sessions to equip candidates with the necessary competencies. This systematic process ensures students are thoroughly prepared for licensure assessments and their future roles as educators. Furthermore, the EPP consulted with the MOE to receive updates on the licensing certification framework and teacher standards in the UAE, ensuring that program course content and learning outcomes are realigned to the most relevant Elements, Performance Standards, Criteria, and Indicators.

Employment of Completers. The EPP maintains ongoing dialogue with the MOE to identify current teacher workforce demands and recent updates to professional standards, ensuring that educators at all career stages within the EPP context—including its completers—are equipped to demonstrate competencies that align with both the UAE Vision and international best practices.

Focus Group Discussion with Partner Institutions. The two employer focus group discussions (FGDs) held on April 21, 2025, and May 12, 2025, included experienced educational leaders from various institutions across the UAE. During the April 21 focus group discussion, directors, principals, and specialists from both specialized education centers and mainstream schools provided feedback on graduates from the Special Education (SPED) and Early Childhood Education (ECE) programs, focusing on their experiences and outcomes. On May 12, principals from three different schools and an academic vice president shared their perspectives on the readiness and classroom performance of ECE and SPED program completers.

2.2.2 The Mydan Forum

On February 27, 2025, the EPP hosted its 6th Mydan Forum, demonstrating its ongoing commitment to providing teachers—including Cooperative teachers and program completers—with opportunities to remain current on emerging trends in education. The forum centered on the theme of “Action Research in the Education Sector” and featured an exhibition showcasing various action research projects conducted by teachers.

The 6th Mydan forum has the following details:

Mydan Forum	Date	Objective	Stakeholders	Topics Covered
6 th – ('Action Research in the Education Sector')	27 February 2025	To keep pace with the latest trend in the field of education	MOE and ADEK Partner Schools (Cooperative Teachers) Ministry of Education CEDU Completers CEDU Candidates CEDU Faculty	<ul style="list-style-type: none"> ▪ The impact of Action Research in Al Ain Schools ▪ Action Research in School Stages ▪ The use of AI in Research for Faculty.

2.2.3 Involvement of Completers in EPP's internal activities

Throughout the 2024-2025 academic year, the EPP organized multiple initiatives aimed at engaging program completers to share their insights and professional experiences. These activities not only enable the EPP to assess the preparedness of completers to support current candidates but also provide completers with opportunities to stay informed through educational discussions. The following are examples of activities facilitated by the EPP:

Summer Camp 2025. Some program completers helped run camp activities featuring daily interactive sessions in Mathematics, Science, Arts, and Languages. The camp provided an educational environment that balanced enjoyment with learning and promoted creativity, teamwork, and communication.

College of Education Open Day 2025. The open day is an exhibition of the different programs offered by the EPP. Program completers were invited to share their experiences in the program.

Physical Activity and Health Related Fitness Symposium. HPE completers were invited to support the workshop for young people. The symposium focused on the role of physical activity in improving health-related fitness among children and adolescents.

The 9th Forum of The Colleges of Education at Higher Education Institutions in The Gulf Cooperation Council GCC. The forum updated participants, including completers, on current educational topics, including the future of Colleges of Education during digital transformation, teacher preparation in the GCC, and academic accreditation and quality practices for educator programs.

2.3 Satisfaction of Program Completers

The effectiveness of the EPP's programs in preparing graduates to become skilled teachers is reviewed each year. This evaluation, which is closely tied to their employment outcomes, collects valuable feedback across several key areas of the teaching framework: lesson planning and preparation, classroom management, instructional delivery, and professional responsibilities. These areas are assessed based on the completers' satisfaction with their program preparation and relevance in their current teaching practice. The EPP's Alumni Affairs Unit conducts the survey, and the Quality Assurance Laboratory (QAL) analyzes the results. Findings from this process guide ongoing improvements to the EPP's programs, ensuring future completers are even better prepared for their teaching careers.

During the 2024-2025 satisfaction survey, fifteen program completers participated: nine from Early Childhood Education (ECE), five from Special Education (SPED), and one from Health and Physical Education (HPE). The overall mean satisfaction rating (M=3.57) indicates a generally positive response to their program preparation. Completers expressed being highly prepared in instruction, while professional responsibilities received the lowest—but still highly favorable—rating across the domains assessed.

Table 2. 2

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

Subscale	2024-2025 Mean (SD)			
	OVERALL (N=15)	ECE (N=9)	SPED(N=5)	HPE(N=1)
Planning and Preparation	3.54(.83)	3.67(.66)	3.77(.41)	1.33 (.00)
Classroom Environment	3.56(.84)	3.71(.67)	3.72(.48)	1.40(.00)
Instruction	3.63(.81)	3.76(.63)	3.83(.27)	1.38(.00)
Professional Responsibility	3.53(.81)	3.65(.67)	3.73(.47)	1.50(.00)
Overall	3.57(.82)	3.70(.66)	3.76(.41)	1.40(.00)

Note. 4.00= Highest Score

Early Childhood Education

During the 2024-2025 assessment cycle(N=9), ECE completers reported a high level of satisfaction across all domains (M= 3.70). They are highly prepared, especially in classroom

environment and instruction, reflecting strong preparation and effectiveness in their teaching roles. These results emphasize the ECE program’s consistent success in equipping candidates with essential skills for professional responsibility and instructional excellence.

Over three assessment cycles (see *Figure 2.4*), the 2024-2025 cohort (N=9) exhibits the highest satisfaction (M=3.70) regarding their preparedness, consistently earning strong ratings across all domains, especially in instruction. These completers report feeling highly equipped in their professional skills. The 2023-2024 (N=9) cohort shows moderate positive satisfaction (M=3.47), with notable strengths in planning and preparation as well as instruction. In contrast, the 2022-2023 cohort (N=7) reflects the lowest overall satisfaction (M=3.22) with their program preparation, citing limited readiness in both planning and preparation and classroom environment. Overall, the data demonstrates a trend of increasing confidence and highlights the distinct strengths of each cohort in their professional preparedness. The ECE completers consistently demonstrate a high level of preparedness, especially in instruction. The program remains committed to maintaining rigorous standards of preparing candidates.

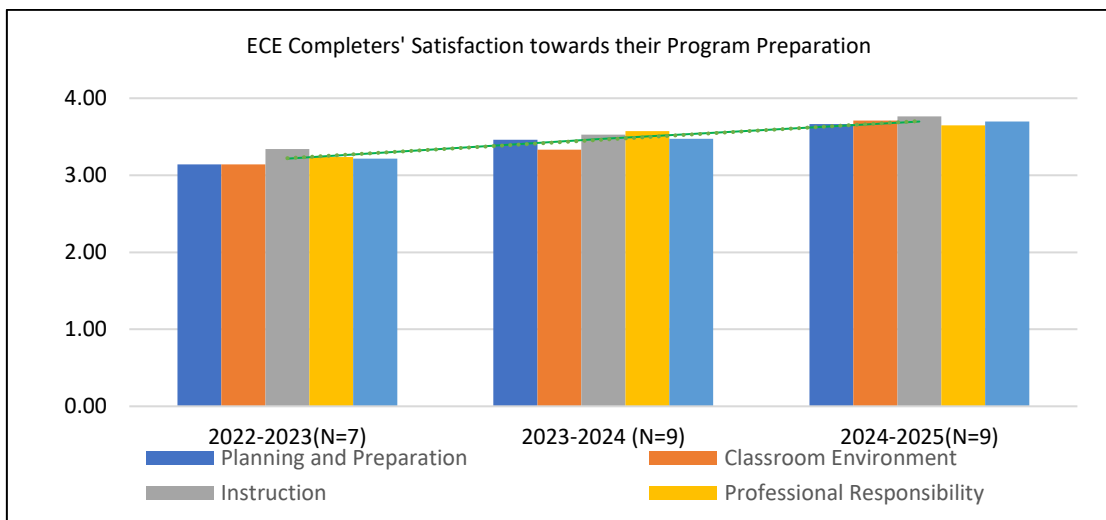


Figure 2. 4 Satisfaction of ECE completers towards their program preparation split by cycle

Special Education

During the 2024-2025 assessment cycle (N=5), Special Education (SPED) completers reported an exceptionally high level of satisfaction regarding their preparation and competencies, as indicated by a strong mean rating (M = 3.76). These completers expressed high satisfaction across all four teaching domains, demonstrating that they are well-prepared, with strength in instruction.

SPED completers’ satisfaction reflects strong preparation across all three cohorts, each exhibiting unique strengths. The 2024-2025 cohort (N=5) reported the highest overall satisfaction with program preparation (M = 3.76), maintaining consistently balanced ratings across all domains. The 2023-2024 cohort (N=7) also demonstrated high satisfaction (M = 3.66), with the highest marks in professional responsibility. In comparison, the 2022-2023

cohort (N=6) registered the lowest overall satisfaction (M = 3.28), with relatively lower ratings in instruction and professional responsibility. As each cohort is composed of different individuals, these outcomes should be interpreted as reflective of the unique characteristics of each group.

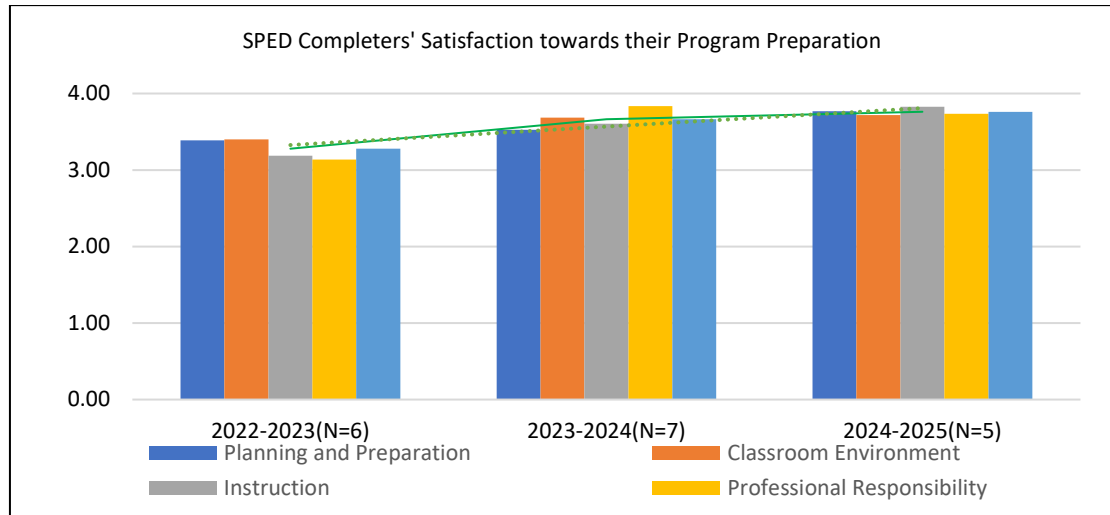


Figure 2. 5 Satisfaction of SPED completers towards their program preparation split by cycle

Health and Physical Education

During the 2024-2025 assessment cycle (N=1), the sole HPE completer who participated in the survey reported very low satisfaction with his preparation and competencies (M = 1.40). Ratings were consistently low across all domains, suggesting a perceived lack of adequate preparation.

Reviewing results across three assessment cycles, the single participant in 2024-2025 reported very low satisfaction in all domains (M = 1.40). The mean scores decreased sharply, with Planning and Preparation (M=1.33), Classroom Environment (M= 1.40), Instruction (M=1.38), and Professional Responsibility (M=1.50). These figures mark a significant contrast from the consistently high ratings observed in 2022-2023 (N=2) and 2023-2024 (N=2), as well as the moderate decline already visible in 2024-2025. However, it is important to note that the 2024-2025 data is based on the response of only one completer, which limits the representativeness and generalizability of these results. Therefore, while the data suggests a downward trend, this cannot be interpreted as a reliable indicator of program quality or participant experience without additional responses.

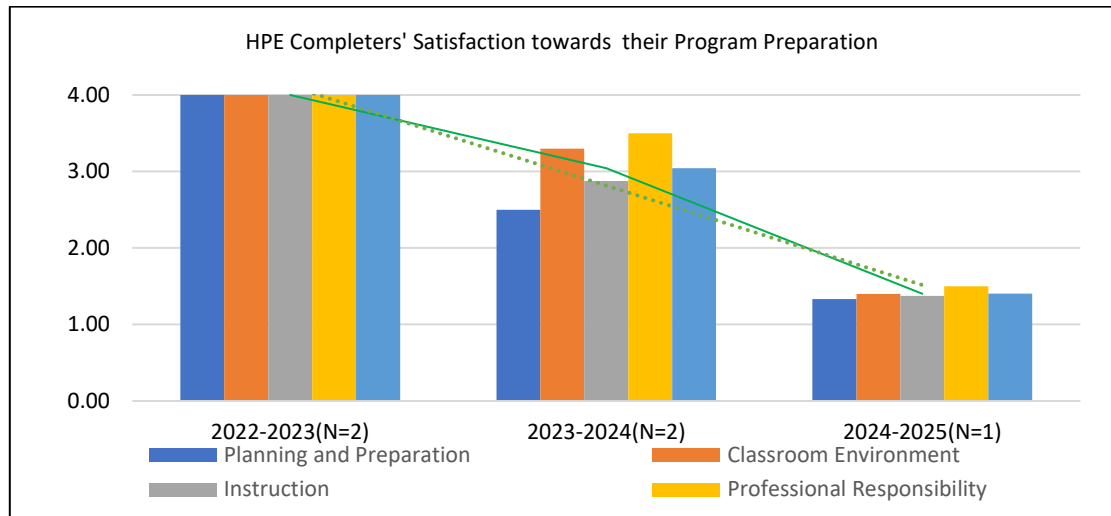


Figure 2. 6 Satisfaction of HPE completers towards their program preparation split by cycle

2.4 Disposition of Completers

For this Annual Report, the EPP presents the dispositions of completers who participated in the survey during the 2024-2025 assessment cycle (see Table 2.3). All 15 completers graduated with a strong commitment to their beliefs regarding learners, teaching content, instructional practice, and professional responsibility. Nearly all completers continued to demonstrate strong dispositions toward teaching, with only one completer expressing a neutral stance. Overall, completers have consistently maintained a positive attitude toward teaching since completing their program preparation.

Table 2. 3

Completer Disposition (2024-2025)

Completer	Candidate Disposition after Student Teaching	Completer Disposition at Current Employment
1 (ECE)	S	N
2 (ECE)	S	S
3 (ECE)	S	S
4 (ECE)	S	S
5 (ECE)	S	S
6 (ECE)	S	S
7 (ECE)	S	S
8 (ECE)	S	S
9 (ECE)	S	S

Completer	Candidate Disposition after Student Teaching	Completer Disposition at Current Employment
10 (SPED)	S	S
11 (SPED)	S	S
12 (SPED)	S	S
13 (SPED)	S	S
14 (SPED)	S	S
15 (HPE)	S	S