

2026 CAEP Annual Report – Accountability Measures

Measure 4: Ability of completers to be hired in positions for which they have been prepared

4.1 Employment Information

This annual report used data gathered from two sources by the Office of Institutional Effectiveness (OIE) to determine the percentage of completers who got employed within nine months after graduation, and b) 2023-2024 **College Alumni and Employer's Survey**, administered by the CEDU Alumni Affairs Unit under the Office Assistant Dean of Student Affairs to requests information about the completers' current employment status and information (position, company, manager's information, and reasons for unemployment).

4.1.1 Graduate Destination Survey (GDS)

Table 4.1 displays the employment outcomes for graduates of Early Childhood Education (ECE), Special Education (SPED), and Health and Physical Education (HPE) across multiple cohorts. The data shown represent the most current figures, including previously reported information, and are drawn from the University's Academic Analytics dashboard, the designated source for reporting essential program performance metrics. The employment rate is determined as the proportion of graduates employed within nine months following graduation, calculated by the formula: (Number Employed + Number Studying) divided by (Total Responses minus the Number of Students Not Seeking Employment).

Across the three cohorts, ECE program demonstrates steady improvement in graduate employment outcomes, alongside consistently strong response rates. The response rate increased from 71.6% in 2021–2022 to 78.7% in 2023–2024, reflecting increasingly reliable graduate follow-up. Employment rates showed a notable upward trend, rising from 46.8% in 2021–2022 (N=48) and 48.8% in 2022–2023 (N= 42) to a substantially higher 75.0% in 2023–2024 (N=37). This improvement is driven by an increase in the number of employed respondents and a corresponding reduction in unemployment. Across all cohorts, no graduates reported pursuing further study, indicating that employment outcomes serve as the primary indicator of post-graduation success for this program.

The SPED program shows a progressive increase in both engagement and employment outcomes over time. Response rates improved markedly, from 63.2% in 2021–2022 (N=24) to 86.8% in 2023–2024 (N=24), strengthening confidence in cohort representativeness. Employment rates increased from 45.8% (N=24) to 66.7% (N=33) across the three cohorts, reflecting a positive trajectory. While unemployment remains present, the proportion of employed graduates consistently exceeds those who are not seeking employment. A graduate (N=1) reported pursuing further study only in 2021–2022 (N=24), with none in subsequent cohorts, suggesting increased alignment between program completion and direct entry into the workforce.

The HPE program exhibits consistently strong employment outcomes, despite fluctuations in cohort size and response rate. Employment rates remained high across cohorts, ranging from 66.7% to 80.0%, with the strongest outcome observed in 2022–2023 (80.0%; N=5). While

the response rate declined sharply in 2022–2023 (50.0%; N=5), it recovered to 81.8% in 2023–2024 (N=9), enhancing data reliability. Across all cohorts, there were no graduates pursuing further study, and unemployment levels remained comparatively low. Overall, the data indicates that HPE graduates’ transition effectively into employment, demonstrating sustained workforce relevance.

Table 4. 1

EPP completer’s employment rates within 9 months after graduation

Initial-Licensure Level Program	Graduation Cohort	Graduates	Surveyed	Employed	Studying	Unemployed	Not Looking	Response Rate	Employment Rate
Early Childhood Education	2021-2022	67	48	22	0	25	1	71.6%	46.8%
	2022-2023	56	42	20	0	21	1	75.0%	48.8%
	2023-2024	47	37	27	0	9	1	78.7%	75.0%
Special Education	2021-2022	38	24	10	1	13	0	63.2%	45.8%
	2022-2023	32	24	15	0	8	1	75.0%	65.2%
	2023-2024	38	33	22	0	11	0	86.8%	66.7%
Health and Physical Education	2021-2022	16	14	11	0	3	0	87.5%	78.6%
	2022-2023	10	5	4	0	1	0	50.0%	80.0%
	2023-2024	11	9	6	0	3	0	81.8%	66.7%

4.1.1 College Alumni Survey

The 2024–2025 College Alumni Survey reached out to 255 graduates who completed their studies between Fall 2018 and Spring 2024. The survey achieved a 21% response rate, with 55 alumni participating. Of these respondents, 56% reported being currently employed. The following tables present the employment rates of ECE, SPED, and HPE program completers. Employment rate is calculated as: (Number Employed) divided by (Total Responses).

Early Childhood Education

According to the 2024-2025 College Alumni and Employers’ surveys, ECE completers have an overall employment rate of 54% (N=28) (see Table 4.2), with teaching employment in public and private schools.

Table 4. 2

Employment rate of ECE completers

Cohort	Employed	Un-employed	Total	Employment			
				(%)	Teacher (Public)	Teacher (Private)	Other Related Fields
Fall 2018	NR	NR	NR	NA			
Spring 2019	NR	NR	NR	NA			
Fall 2019	1	0	1	100%		1	
Spring 2020	1	0	1	100%	1		
Fall 2020	NR	NR	NR	NA			
Spring 2021	1	0	1	100%	1		
Fall 2021	1	0	1	100%		1	
Spring 2022	2	0	2	100%	1	1	
Fall 2022	3	2	5	60%		2	1
Spring 2023	2	3	5	40%	1	1	
Fall 2023	3	2	5	60%	2	1	
Spring 2024	1	6	7	14%		1	
Overall	15	13	28	54%	6	8	1

Note: Survey was conducted in 2025; NR = no respondent; NA = Not Applicable

Special Education

According to the 2024-2025 College Alumni and Employers’ surveys, the SPED completers have an overall employment rate of 65% (N=17) with most employed in private schools (see Table 4.3).

Table 4. 3

Employment rate of SPED completers

Cohort	Employed	Un-employed	Total	Employment			
				(%)	Teacher (Public)	Teacher (Private)	Other Related Fields
Fall 2018	1	0	1	100%		1	
Spring 2019	1	0	1	0%		1	
Fall 2019	NR	NR	NR	NA			
Spring 2020	NR	NR	NR	NA			
Fall 2020	NR	NR	NR	NA			
Spring 2021	NR	NR	NR	NA			
Fall 2021	NR	NR	NR	NA			
Spring 2022	NR	NR	NR	NA			
Fall 2022	1	2	3	33%		1	
Spring 2023	2	0	2	100%		2	

Cohort	Employed	Un-employed	Total	Employment			
				(%)	Teacher (Public)	Teacher (Private)	Other Related Fields
Fall 2023	5	1	6	83%		3	2
Spring 2024	1	3	4	25%		1	
Overall	11	6	17	65%	0	9	2

Note: Survey was conducted in 2025; NR = no respondent; NA = Not Applicable

Health and Physical Education

According to the 2024-2025 College Alumni and Employers' surveys, out of the nine HPE completers who responded, there are four who are employed (44%) (see Table 4.4).

Table 4. 4

Employment rate of HPE completers

Cohort	Employed	Un-employed	Total	Employment			
				(%)	Teacher (Public)	Teacher (Private)	Other Related Fields
Fall 2018	NR	NR	NR	NA			
Spring 2019	NR	NR	NR	NA			
Fall 2019	NR	NR	NR	NA			
Spring 2020	NR	NR	NR	NA			
Fall 2020	NR	NR	NR	NA			
Spring 2021	NR	NR	NR	NA			
Fall 2021	1	0	1	100%	1		
Spring 2022	0	1	1	0%			
Fall 2022	NR	NR	NR	NA			
Spring 2023	1	0	1	100%			1
Fall 2023	0	2	2	0%			
Spring 2024	2	2	4	50%	2		
Overall	4	5	9	44%	3		1

Note: Survey was conducted in 2025; NR = no respondent; NA = Not Applicable

4.2 EPP Programs Supporting Completer Employment

The EPP maintains its partnership and collaboration with the MOE and ADEK schools, and other stakeholders to ensure that its completers are provided with additional qualifications and opportunities for employment.

Below are some of the support programs provided to the completers:

- 1. 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.
- 2. Employment of Completers.** The EPP maintains ongoing communication with the Ministry of Education (MOE) to remain informed of current workforce needs and updates to professional teaching standards, ensuring that program completers are prepared with competencies aligned with the UAE Vision and recognized international best practices. In addition, the EPP actively collaborates with partner schools (e.g., Liwa School) by disseminating teaching vacancy announcements to completers to facilitate access to job opportunities. The Alumni Office further supports graduates by issuing letters of recommendation, coordinating employment-related documentation, and arranging job interviews with education employers upon request. Collectively, these initiatives reflect the EPP's proactive role in enhancing graduate employability and supporting successful entry into the education workforce.
- 3. Completer Induction & Mentoring.** The EPP is committed to supporting newly employed completers during their transition into the teaching profession. Feedback from employer focus group discussions indicates that some completers experience initial challenges related to workplace norms, feedback processes, and classroom management. In response, the EPP is strengthening its induction and mentoring framework by planning to pair all new completers with trained mentors during their first year of employment.