2022 CAEP Annual Report – Accountability Measures

Measure 2: Satisfaction of employers and stakeholder involvement

2.1 Employer Satisfaction Survey

The relevance and effectiveness of UAEU completers' preparation as employers view are determined through the employer satisfaction survey. The survey determines the satisfaction of the employers towards UAEU completers in four subscales planning and preparation, instruction, and professional responsibility. The survey helps determine and plan program improvements as viewed by the employers. It is administered every year by the CEDU Alumni Affairs Unit and analyzed by the Quality Assurance Laboratory (QAL).

There was no survey administered among employers during 2020 due to the pandemic brought by Covid19. Thus, the last subsequent surveys are reported.

During AY 2020-2021, the survey results revealed that employers have a positive level of satisfaction as indicated by their overall assessment that UAE completers are 'highly prepared' (M= 3.44; SD = 0.05). The employers highly rated most completers on their knowledge of content and pedagogy in their subject and their ability to create a classroom environment based on respect and rapport—the employers' satisfaction rating in the four ranges, ranging from 3.42 to 3.44. Paired samples t-tests were used to look for differences among the four subscales. According to the completers ' assessment, there are no significant differences in the satisfaction rating, whether planning and preparation, instruction, or classroom environment.

A comparison of the employer's satisfaction across the three subsequent surveys revealed that there was a significantly higher employer satisfaction during 2021 ((H (2) = 19.903, p= <.000)). There was a significant difference in the overall satisfaction between Fall2018 and Spring2021 ((H (2) = 35.798, p= .000)). No significant differences were observed between fall 2019 and Spring2019 ((H (2) = 19.722, p= <.072)).

Overall, data shows a high satisfaction rate held by employers towards CEDU's completers' performance and competencies. This rating reflects positively on our programs and provides evidence for us to stay consistent and move forward in improving our programs. The results show no area of weakness for this indicator.

Table 2.1

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

Subscale	Mean (SD)			
	2018	**2019**	**2020**	**2021**
Planning and Preparation	2.97(0.64)	2.85(0.61)	*	3.43(0.06)
Classroom Environment	2.94(0.75)	3.30(0.43)	*	3.46(0.04)
Instruction	2.73(0.75)	3.63(0.39)	*	3.44(0.05)
Professional Responsibility	2.73(079)	3.17(0.43)	*	3.42(0.03)
Overall	2.84(0.73)	3.24(0.47)	*	3.44(0.05)

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

Figure 2.1

Satisfaction of employers towards UAEU-CEDU completers' relevance and preparation
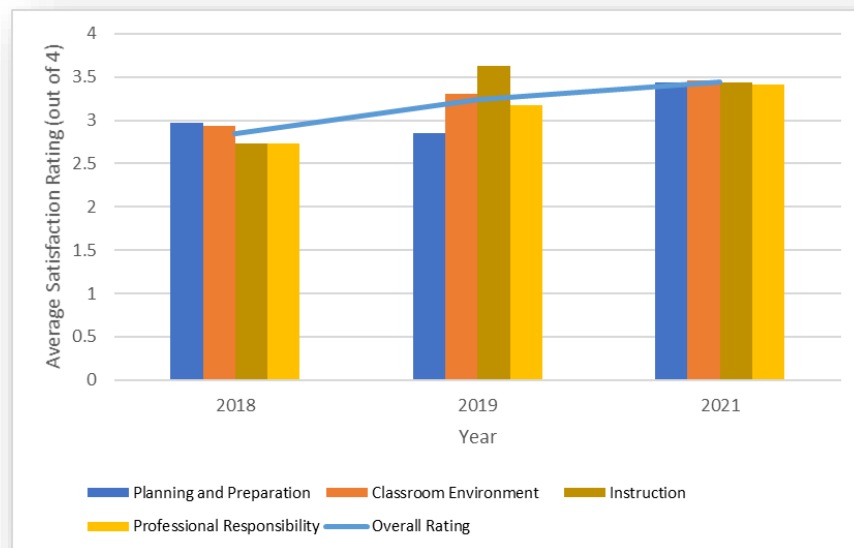
Note. No survey was conducted in 2020 due to the pandemic; Data cannot be disaggregated due to the limited completer information provided by the data source.

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

CEDU is dedicated to the continuous improvements of its program design. Regular monitoring, evaluation, and improvement 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, including all stakeholders, and uses the information to create plans, make changes, and improve the programs.

For example, the results from the employer satisfaction survey (Table 2.1) show that the graduates from CEDU have received good ratings in all four areas – planning and preparation, classroom environment, instruction, and professional responsibilities. The data shows an increase in employers' satisfaction from 2018 to 2019, 2019 to 2021, with a slight decrease in instruction in 2021 compared to 2019. This decrease might be due to the shift of teaching and learning (instruction) to online mode due to the COVID-19 pandemic. Thus, with CEDU's conscious and continuous effort to provide professional development opportunities to its completers, in collaboration with schools and employers, the matter is discussed with partners during the TEC meetings to improve employers' satisfaction by enhancing completers' performance in their respective career placements.

Another example is that the stakeholders' inputs from different activities, as cited in Table 2.2, have been considered for implementation after discussions and consultations. Inputs have been addressed with new concentrations in the SPED program, a new practicum framework Vis a Vis evaluation rubric, and a proposal to change the name of the Special Education Department.

Table 2.2

Stakeholders' feedback for the continuous improvement of the Special Education program

Activities	Stakeholder Inputs	Stakeholders	Implementation Period	Current Status
1. Stakeholder Meeting (2019) 2. TEC (2019) 3. Focus Group Discussion (FGDs) with students 4. Exit Survey (Spring 2020-2021)	▪ Provide Special Education students with more practicum experiences ▪ Offer programs in the areas of severe disabilities and sensory impairments. ▪ Train Special Ed. students in the sign language ▪ Revise practicum rubric to be in alignment with the Ministry of Education standards	▪ School teachers ▪ Principals ▪ Ministry of Education Representatives ▪ Ministry Special Education Manager ▪ ADEK Enrichment manager ▪ Hamdan Foundation Representatives	▪ Fall 2019 ▪ Spring 2020, ▪ Fall 2020 ▪ Spring 2021	▪ Offering a new practicum framework ▪ Offering severe disabilities and hearing impairment concentrations ▪ Hiring an instructor who is specialized in Braille and sign language ▪ Rubric is revised and now the department collected data from two raters to establish inter rater reliability. ▪ Proposal to change the department's name from the current name: Special Education.

2.3 Satisfaction of Program Completers

The completer's satisfaction survey assesses the level of satisfaction with how well the program prepared completers to be effective teachers. It elicits information on the following domains of teaching framework –planning and preparation of lessons, classroom environment, instruction, and professional responsibilities, which should be acquired during the completers' practice. It is administered every year by the CEDU Alumni Affairs Unit and analyzed by the Quality Assurance Laboratory (QAL).

There was no survey administered among employers during 2020 due to the pandemic brought on by Covid19. Thus, the last subsequent surveys are reported.

In AY 2020-2021, the results indicate that the completers have a positive level of satisfaction as indicated by their overall assessment that they are 'highly prepared' (M= 3.21(SD = 0.58). The four subscales' scores range from 3.16 to 3.29 with a 0–4-point scale. Paired samples t-tests were used to look for differences among the four subscales. According to the completers ' assessment, there are no significant differences in the satisfaction rating, whether planning and preparation or instructions room environment. It is noted that disaggregated data by the program was not considered due to the few numbers of respondents in the survey.

However, comparing the data across three subsequent surveys indicated declining satisfaction among completers from 2018 to 2021. A lower satisfaction of completers was shown during 2021. The results may be attributed to the pandemic and the disruption of practicum and student teaching programs due to the closure of schools and the move to online learning.

One likely reason for the lower rate of satisfaction compared to early years could be the disruption of the pandemic. Now that major precautionary measures have been lifted, our candidates resume going to schools physically for their practicum and student teaching. Additionally, new practicum frameworks are implemented to better prepare completers for teaching in the field.
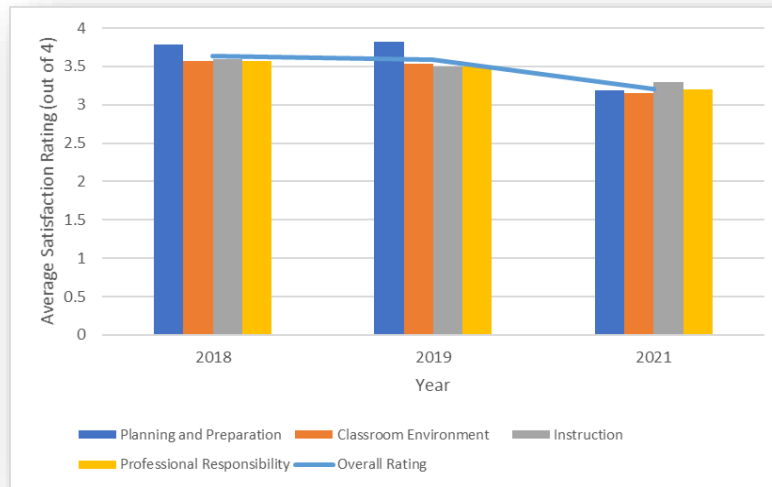
Table 2.3

Satisfaction of completers towards their program preparation

Subscale	Mean (SD)			
	2018	**2019**	**2020**	**2021**
Planning and Preparation	3.79 (0.32)	3.82(0.49)	*	3.19(0.55)
Classroom Environment	3.57(0.41)	3.53(0.35)	*	3.16(0.57)
Instruction	3.60(0.35)	3.50(0.37)	*	3.29(0.64)
Professional Responsibility	3.57(0.39)	3.50(0.38)	*	3.20(0.73)
Overall	3.63(0.37)	3.59(0.40)	*	3.21(0.58)

4= Highest Score; *-*Unable to do data collection due to pandemic*

Figure 2.2

Satisfaction of completers towards their program preparation

Note. No survey was conducted in 2020 due to the pandemic; Data cannot be disaggregated due to the limited completer information provided by the data source.