

Impact Measures

Measure 2. Satisfaction of employers and stakeholder involvement (Components R.4.2/ R5.3)

It was established beforehand that the Inter-American University, Aguadilla Campus, created an Employer Satisfaction Survey in 2020, which is administered every three years, for the purpose of collecting data on the Teacher Education Program. This survey aims to gather the opinions of employers regarding the pedagogical and professional competencies possessed by graduates of the Teacher Education Program (PEM) at the Aguadilla Campus of the Inter-American University of Puerto Rico. For both cycle of data collections 2022-2023 and 2023-2024, the questionnaires were administered online using Microsoft Forms. Although the survey is typically conducted every three years, the program is exploring the possibility of administering it annually in order to increase participation and enhance the data collection process.

A total of 3 employers from public schools in the geographic area served by the IAUPR Aguadilla Campus participated in the 2023-2024 study. In the 3 schools considered for this study, there are 65 teachers who graduated from the PEM of the Aguadilla Campus of the Inter American University, an average of 8 teachers per school. The results for the 2023-2024 survey reveal (see table below) great satisfaction from the employers; with regard to 20 criteria presented in the survey 48.33% of the employer evaluations were their employees (our completers) “always” meet the established criteria on average, whereas 51.67% were their employees (our completers) “frequently” meet

the established criteria on average. The employers offered a 4.33-star rating to the Aguadilla Teacher Education Program.

Results from Employer Satisfaction Survey 2023-2024

General Information of Employers

<i>Variable</i>	<i>Categories</i>	<i>Frequency</i>	<i>Percentages</i>
<i>Sector: Public or Private Institution?</i>	Public	3	100%
	Private	0	0
<i>How important is it to hire graduates of the Teacher Preparation Program for your organization?</i>	Very Important	3	100%
	Important	0	0.00%
	Somewhat Important	0	0.00%
	Not Important	0	0.00%

Criteria related to the pedagogical and professional competencies that graduates possess

<i>Premises</i>	<i>Responses</i>			
<i>The teachers who graduated from the Teacher Education Program of the Inter-American University of Puerto Rico, Aguadilla Campus:</i>	<i>Always</i>	<i>Frequently</i>	<i>Occasionally</i>	<i>Never</i>
<i>1. They have mastery of the content of the subject they teach.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
<i>2. They understand how students learn and develop.</i>	1	2	0	0

	33.33%	66.67%	0.00%	0.00%
3. <i>They individualize teaching so that each student develops according to their abilities.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
4. <i>Use appropriate strategies to differentiate instruction.</i>	1 33.33%	2 66.67%	0 0%	0 0.00%
5. <i>Design activities that promote an inclusive learning environment.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
6. <i>Promote student responsibility in the use of technology.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
7. <i>Encourage increased critical thinking based on the stage of their students' development.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
8. <i>Utilize multiple assessment methods to determine student progress.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
9. <i>Use assessment results to optimize learning experiences.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
10. <i>Select learning experiences that are appropriate to content goals, expectations, and standards.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
11. <i>They use available technological resources to support the teaching and learning process.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
12. <i>They respect the laws and regulations that govern the profession.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
13. <i>Exhibit professional and ethical conduct.</i>	2 66.667%	1 33.33%	0 0.00%	0 0.00%

14. <i>They remain committed to their continued professional development.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
15. <i>They work in collaborative teams in face-to-face and virtual contexts.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
16. <i>They assume leadership roles and professional responsibility in different educational settings.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
17. <i>They integrate the family and the community with the school.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
18. <i>They use effective strategies for group control, achieving an appropriate environment for learning.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
19. <i>Provide learning opportunities and experiences that consider equity and diversity in the student population.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
20. <i>Demonstrate respect and tolerance for individual and cultural differences of students in the educational setting.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
Total	29 48.33%	31 51.67%	0 0.00%	0 0.00%

- How do you evaluate the Inter de Aguadilla Teacher Education Program?



- 3 responses

Average Rating: 4.33

For the **2022-2023** data collection a total of 10 employers from public schools in the geographic area served by the IAUPR Aguadilla Campus participated in the study. Two of the participating schools were not considered to analyze the results since they did not have PEM graduates from the Aguadilla Campus of the Inter-American University. In the 8 schools considered for this study, there are 65 teachers who graduated from the PEM of the Aguadilla Campus of the Inter American University, an average of 8 teachers per school. The results for the 2022-2023 survey reveal (see table below) great satisfaction from the employers; with regard to 20 criteria presented in the survey 75.6% of the employer evaluations were their employees (our completers) “always” meet the established criteria on average, whereas 24.4% were their employees (our completers) “frequently” meet the established criteria on average. The employers offered a 4.88-star rating to the Aguadilla Teacher Education Program.

Results from Employer Satisfaction Survey 2022-2023

General Information of Employers

<i>Variable</i>	<i>Categories</i>	<i>Frequency</i>	<i>Percentages</i>
<i>Sector: Public or Private Institution?</i>	Public	8	100%
	Private	0	0
<i>How important is it to hire graduates of the Teacher Preparation Program for your organization?</i>	Very Important	7	87.5%
	Important	1	12.5%
	Somewhat Important	0	0.00%
	Not Important	0	0.00%

Criteria related to the pedagogical and professional competencies that graduates possess

Premises	Responses			
<i>The teachers who graduated from the Teacher Education Program of the Inter-American University of Puerto Rico, Aguadilla Campus:</i>	Always	Frequently	Occasionally	Never
1. <i>They have mastery of the content of the subject they teach.</i>	6 75%	2 25%	0 0.00%	0 0.00%
2. <i>They understand how students learn and develop.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
3. <i>They individualize teaching so that each student develops according to their abilities.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
4. <i>Use appropriate strategies to differentiate instruction.</i>	5 62.5%	3 37.5%	0 0%	0 0.00%
5. <i>Design activities that promote an inclusive learning environment.</i>	6 75%	2 25%	0 0.00%	0 0.00%
6. <i>Promote student responsibility in the use of technology.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
7. <i>Encourage increased critical thinking based on the stage of their students' development.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%

8. <i>Utilize multiple assessment methods to determine student progress.</i>	8 100%	0 14.29%	0 0.00%	0 0.00%
9. <i>Use assessment results to optimize learning experiences.</i>	6 75%	2 25%	0 0.00%	0 0.00%
10. <i>Select learning experiences that are appropriate to content goals, expectations, and standards.</i>	6 75%	2 25%	0 0.00%	0 0.00%
11. <i>They use available technological resources to support the teaching and learning process.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
12. <i>They respect the laws and regulations that govern the profession.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
13. <i>Exhibit professional and ethical conduct.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
14. <i>They remain committed to their continued professional development.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
15. <i>They work in collaborative teams in face-to-face and virtual contexts.</i>	4 50%	4 50%	0 0.00%	0 0.00%
16. <i>They assume leadership roles and professional responsibility in different educational settings.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
17. <i>They integrate the family and the community with the school.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
18. <i>They use effective strategies for group control, achieving an</i>	4	4	0	0

<i>appropriate environment for learning.</i>	50%	50%	0.00%	0.00%
19. <i>Provide learning opportunities and experiences that consider equity and diversity in the student population.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
20. <i>Demonstrate respect and tolerance for individual and cultural differences of students in the educational setting.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
Total	121 75.6%	39 24.4%	0 0.00%	0 0.00%

- How do you evaluate the Inter de Aguadilla Teacher Education Program?

- 8 responses

Average Rating: 4.88



The stakeholders, or interest groups, include PEM faculty members, students (teacher candidates), prospective PEM candidates (Pre-PEM), society at large, and the Department of Education of Puerto Rico.

To ensure active participation and engagement, the PEM established an Advisory Committee with representatives from the community. This committee functions as an advisory and consultative body for the key interest groups (see table below). Its primary role is to evaluate the outcomes of the assessment process, assess teaching effectiveness, and propose actions to improve the quality of the Program. As an advisory body, the committee offers recommendations to Program officials. With

autonomy, committee members are empowered to suggest and propose improvements to enhance the Program's overall quality. The following evidence outlines the composition of the Committee.

Teacher Education Program Advisory Committee

The Teacher Education Program Advisory Committee serves as an advisory and consultative body, composed of key interest groups, or "stakeholders." Its primary responsibility is to assess the outcomes of the evaluation process and the effectiveness of teaching, as well as to propose actions that will improve the Program's quality. In its advisory role, the Committee provides recommendations to Program officials, who then present these insights to senior management. Committee members, acting in their advisory capacity, are encouraged to offer suggestions and proposals to further enhance the Program. The PEM Advisory Committee is made up of a PEM student, a program completer, a school director (cooperating director), a representative from the Puerto Rico Department of Education at the central level, and a community member (educator).

Members of the Advisory Committee	
Prof. Ivonne Rivera Rivera	Director of the Jose de Diego Elementary School Aguadilla (Also, graduated from the PEM of Inter Aguadilla)
Dr. Carlos Iván Morales Méndez	Community Member (He was a school director, Superintendent and Regional Director and a university professor)
Prof. Mayra Rosa Sifre	Cooperating Teacher Homero Rivera

Members of the Advisory Committee	
	Solá of Aguadilla School
New Member: Adrián J. Rosa Miranda	Teacher Education Program Student He will start Clinical Experience I for next semester Member of the Student Council Pedagogical Association of Inter Aguadilla
Dra. Damarys Varela Vélez	Department of Education of Puerto Rico Representative
New Member: Michelle Lorenzo	Teacher Education Program Alumni

For the **2024** academic year, two new members joined the group. Adrián J. Rosa Miranda, a student in the Teacher Education Program, that will begin Clinical Experience I in the upcoming semester. He is also an active member of the Student Council and the Pedagogical Association of Inter Aguadilla. Similarly, Michelle Lorenzo, an alumni of the Teacher Education Program, also joined as a new member, bringing her perspective and experience as a graduate of the program.

On May 16, **2022**, the stakeholders of the Inter American University of Puerto Rico, Aguadilla Campus, organized a series of professional development workshops in collaboration with representatives from the Puerto Rico Department of Education. These workshops aimed to enhance the outcomes of the Educator Preparation Program (EPP) and included the following sessions: “Leadership for the Educational Generation” led by Dr. Damarys Varela Vélez, “Sharing a Vision for Student Success” led by Dr. Jeanette Ramos, and “Domain of Data Use” led by Prof. Daisy Hernández.

More recently, the EPP engaged in a significant collaborative effort with the Department of Education (DE) of Puerto Rico to evaluate the Teacher Certification Regulations prior to their implementation. This process involved a group discussion with stakeholders to review the regulation document and the circular letter on clinical experiences. The recommendations resulting from this discussion were compiled and submitted to Dr. Varela of the DE of Puerto Rico, supported by photographic evidence and attendance records.

Additionally, the EPP hosted the Cognitive Neuroscience Symposium, an event that brought together a broad group of stakeholders, including cooperating teachers, school directors, members of the PEM Advisory Committee, Head Start teachers, community members, PEM students, and faculty. Comprehensive documentation from this event—including attendance lists, invitations, programs, and other relevant materials—has been maintained.

The EPP also entered into a collaborative agreement with Head Start, underscoring its commitment to community engagement and educational improvement. A copy of this agreement was shared via email to affirm the program's dedication to strengthening partnerships in support of educational excellence.

To assess employer satisfaction with the performance and preparation of program completers, the PEM conducted a qualitative study titled the Employer Focal Group Interview. This study, conducted every three years, explores the experiences and perspectives of public and private school principals who supervise graduates of the Teacher Education Program. Specifically, the study investigates how well the program prepares graduates to work with diverse P-12 students and their families.

The focal group session took place on Friday, November 12, 2021, in the Professor Hilda Bacó Meeting Hall, which was arranged to ensure a quiet, comfortable, and focused environment. The session began at 9:20 a.m. and concluded at 11:30 a.m. It was facilitated by a moderator, with support from two observers—one responsible for timekeeping and the other for audio recording and photography. The primary goal of the session was to analyze the collective narrative and insights of participants regarding the program's effectiveness.

The specific objectives of the study were to:

1. Identify employer perceptions of PEM graduate teachers' performance.
2. Determine whether the professional preparation of these graduates meets employer expectations.
3. Gather opinions about the overall quality of the Teacher Education Program at the Aguadilla Campus.

A structural sampling method was employed, focusing on typical participants rather than statistical representation. The selection criteria for participants included:

1. A minimum of five years of experience in school administration.
2. Employment in schools within the Mayagüez educational region (serving Aguadilla, Aguada, Moca, Rincón, Isabela, San Sebastián, and Añasco).
3. Supervision of at least one graduate from the program.
4. Leadership of an elementary, middle, or high school accredited by the Puerto Rico Council of Education or the Middle States Association.

Although the Employer Focal Group Interview is currently conducted every three years, the program is planning to establish a new Employer Focal Group for the upcoming

year. This initiative aims to encourage greater participation and strengthen the overall data collection process.

For this last Focal Group, the Teacher Education Program invited ten patrons to ensure a minimum participation of four to ten individuals. Seven confirmed their attendance, and of those, five were present at the meeting. Below is the demographic information of the five participants.

Participants and type of sample

Participants

<i>Identification</i>	Gender	Sector	Educational Level	Years of experience as school principals	Years of experience as teachers	Total of years of experience in P-12 Academia
<i>Director 1</i>	Male	Public	Master's	12 years	11 years	23 years
<i>Director 2</i>	Female	Private	Master's	5 years	18 years	23 years
<i>Director 3</i>	Male	Public	Master's	8 years	11 years	19 years
<i>Director 4</i>	Female	Public	Doctorate	22 years	4 years	26 years
<i>Director 5</i>	Male	Public	Master's	8 years	10 years	18 years

The session commenced with the reception and registration of participants from 8:30 to 9:00 am. Following this, a welcome address was delivered, which was followed by the dean's welcome and an invocation. Subsequently, the participants were introduced, and the purpose and objectives of the study were outlined. General

instructions for the session were provided, and participants were asked to authorize the recording of the meeting for the sole purpose of thoroughly analyzing their answers, comments, and suggestions. Assurance was given regarding the full confidentiality and anonymity of the participants. Each participant was requested to indicate their voluntary acceptance of answering questions and being recorded. Additionally, participants were asked to introduce themselves, indicate the school they administered, and provide information on their years of experience in teaching and school administration.

The focus group session was conducted with the participation of five school directors from the Mayagüez School District. A positive attitude was observed among the participants towards both the moderator and the session itself. The conversation primarily revolved around their perspectives on five guiding questions:

1. Regarding the current situation in Puerto Rico (Fiscal, Social and Population wise), what is the role that universities play to improve the social situation of Puerto Rico?
2. Which professional characteristics do the Graduated Teachers of the UIPR PEM Program of Aguadilla possess?
3. Let's talk about the Performances of the Graduate Teachers from the UIPR of Aguadilla's PEM Program.
 - Lesson planning
 - Knowledge of the subject they teach (how do the graduates provide the students with learning opportunities and chances of putting their knowledge to use.)
 - Teaching strategies

- Evaluation and assessment
 - Attention to diversity
 - Professional ethics
 - Leadership and collaboration
4. What is the level of satisfaction in regards to the preparation and knowledge of our graduates, when working on their profession to contribute to the academic and comprehensive development of the students?
 5. Share your sentiment on the type of teachers that graduate from our program.

Responses were organized into 6 general trend categories. These are: Great difficulty for the recruitment of teachers in Puerto Rico; The Emotional Weight the Teacher Carries; Pay based on academic rank or preparation; Language Barrier (English Knowledge); PEM Graduate Teachers Performance; and Recommendations to the Institution.

As a result of this Focus Group the PEM, in regards employers demonstrating they are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families, the following statements were made by the employers.

As a result of this Focus Group the PEM, in regards employers demonstrating they are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families, the following statements were made by the employers:

- “On a positive note, at least from our perspective, you’re leaving the students well prepared in regards to knowledge of teaching strategies. In

the part that talks about that sensitivity and humanistic aspect, it is born from those student organizations and community service activities that you have in the University for future teachers. It is having a positive impact, when they go to read books to the students, help the physical education teacher, help them with their homework, help on Field Day, the Turkey Race, even the few things that we did face-to-face (in the time we were virtual) they wanted to be there and participate and go meet the students. That part of the sensitivity has served us very well. In the part of the standardized tests, you had asked us for the evidence, and the evidence of one of our graduated teachers; and luckily we are doing well.”

- “I have four graduates from this institution; very well prepared academically, very dynamic. But that also has to do with the generation (the dynamic). I went to visit someone that had a more contemporary mindset, to observe a Math course (I was going to evaluate the class) in a high school, and, you know how it’s difficult to make the students participate, but in this class, they all participated (discussing how dynamic the class was). We are diverse, and we learn in diverse ways. Students are asking questions constantly.”
- “They’re excellent teachers, their planning process is complete and they’re on top of everything when it comes to their teaching.”
- “The teachers we’re receiving are very good.”
- “We receive well-prepared teachers. Also, teacher-candidates that want to give their very best for the sake of their students. I have to congratulate the

universities that teach prepare their students to work with technology and computers.”

- “I want to reiterate that my school has ten teachers that graduated from the Inter American University, and, for the year 2019, the results of the META Tests PR classified our school as a five stars’ school. 80% of the Pass Rate, and a big part was thanks to my school’s faculty. Your program can take the credit (The Teacher Education Program of the Inter American University of Aguadilla). They encouraged you with a bonus (economical) for the achievement.”
- “They’re excellent.”
- “I love the teacher-candidate’s I’ve received at our institution. They develop a productive collaboration with their colleagues and with their mentor-teachers. They come with new initiatives and they dare to do new things. I’ve seen them develop positive relationships with the families. I congratulate the University for doing adjustments in the technological area, it went right ahead with what we needed. They told their cooperating teachers “Look, I have this tool that can help you with your virtual classes.” They recommended us programs and apps that were very helpful. Another thing I liked and found positive was that the University provides reviews for the Teacher Proficiency Test. The teachers that take said test from the Inter American University get excellent scores. Also, the disposition of the employees here so that the teacher-candidates are able to offer more to the students is very good... Never lose that dynamic of cooperation.”

- “You are not failing as an institution in the formation of empathic professionals... I want to reiterate that I have a school with twenty-three teachers and ten of them are graduates of the Inter American University, almost a 45% of them. Eight of those teachers are graduates from the Aguadilla Campus. I think my school, a public one, is the school with the most graduates from the Inter American University in the area. This number surprised me, my faculty is excellent; I give them suggestions and strategies so they're successful, so they're not only good teachers in the classroom, but also empathic.”