Outcome Measures

MEASURE 3. Candidate Competency at Program Completion (R3.3)

To ensure that teacher candidates possess the academic competencies necessary to teach effectively and positively influence the learning and development of diverse P–12 students, the Professional Education Model (PEM) utilizes multiple measures and data sources. These measures evaluate candidates' proficiency in content knowledge, foundational pedagogical skills, and the integration of technology within their respective certification areas. Through rigorous evaluation processes and a variety of assessment tools, the PEM guarantees that teacher candidates are thoroughly prepared to meet the evolving demands of contemporary education and contribute meaningfully to student success.

The Professional Education Model (PEM) utilizes multiple sources of evidence to triangulate that candidates are adequately prepared for certification upon program completion and ready to transition into the teaching profession. A minimum grade of B is required in the clinical experience courses, reflecting the rigorous evaluation process candidates undergo. This process includes evaluation visits, narrative progress reports, a suggestion booklet, an assessment of the candidate's competencies, portfolio evaluation, and a self-evaluation completed during Clinical Experience II. During this phase, each candidate is observed and evaluated at least three times, once per visit, by both the cooperating teacher and the clinical experience supervisor (a minimum of three evaluations by each in EDUC 4013). Additionally, the Competency Evaluation Instrument

is administered twice during Clinical Experience II, once at midterm and once at the end, by both the cooperating teacher and the clinical experience supervisor, totaling four evaluations. Therefore, earning a minimum grade of B in the clinical experience signifies that the candidate has successfully passed a selective and comprehensive screening process, ensuring the quality and effectiveness of their professional performance.

On the other hand, the candidate must successfully complete the comprehensive integration courses in Basic Knowledge and Communication Skills, as well as in Integration of Professional Skills. These courses include partial exams, virtual laboratories, and a comprehensive final exam for each.

Finally, the state outlines the academic and professional requirements that aspiring teachers must meet in order to obtain a regular teaching certificate. This certification allows them to practice as teachers in both public and private schools on the Island, in accordance with Law 94 of June 21, 1955, as amended, known as the Law to Regulate the Certification of Teachers. Among the necessary requirements for certification, applicants must take and pass the Teacher Certification Test (PCMAS). Once the teacher candidate fulfills these requirements, the Professional Education Model (PEM) refers and authorizes the administration of the Teacher Certification Tests, as outlined in Circular Letter No. 13-2019-2020 and the Regulations for the Certification of Teaching Personnel of Puerto Rico.

The data obtained over three cycles for each of the aforementioned measures are presented below. The results from Aguadilla completers in the PCMAS demonstrate that they possess the academic competencies necessary to teach effectively, with a positive impact on diverse P-12 student learning and development. These results highlight their

ability to apply content knowledge, foundational pedagogical skills, and integrate technology within the field(s) of certification (see table below).

	Tasa de Aprobación en las PCMAS de las Cohortes 2018-19 al 2022-23					Reglamento de Clasificación PPM – DEPR vigente desde agosto 2022		
	2018-19	2020-21[2]	2021-22	2022-23	Promedio de PCMAS (2018-19 al 2022-23) ("Composite Summary Pass Rate")	"Composite Summary Pass Rate" 2018-19 al 2022-23 (70%) + Acreditación (30%)	Clasificación
Aguadilla	100	100	100	75	94	65.8+ 30 = 95.8	Ejemplar
Arecibo	78	96	93	96	91	63.7 + 30 = 93.7	Excelente
Barranquitas	100	N/A[3]	75	100	69	48.3 + 0[4] = 48.3	Bajo desempeño
Fajardo	100	100	64	100	91	63.7 + 30 = 93.7	Excelente
Guayama	100	100	100	100	100	70.0 + 0[4] = 70.0	En riesgo
Metro	93	86	92	100	93	65.1 + 30 = 95.1	Ejemplar
Ponce	92	91	100	80	91	63.7 + 0[4] = 63.7	Bajo desempeño
San Germán	83	100	85	100	92	64.4 + 0[4] = 64.4	Bajo desempeño
Puerto Rico	92	96	91	94	--------------------	--------------------	--------------------

1. El DEPR clasifica los PPM en el 2022 con las siguientes categorías: Ejemplar (100-95), Excelente (94.9-90), Bueno (89.9-80), Satisfactorio (79.9-75), En riesgo (74.9-70), Bajo desempeño (69.9-0). La categoría "Bueno" se creó para esta clasificación. La clasificación se determina con la siguiente fórmula: 70 % "Composite Summary Pass Rate" + 30 % acreditación profesional.
2. Debido a la pandemia del Covid-19, no hubo administración de PCMAS en el año académico 2019-20, por lo que no se incluyen dichos resultados.
3. El Recinto de Barranquitas no tuvo estudiantes con PCMAS en marzo 2021, según reportado. Los programas en educación han sido puestos en moratoria en el recinto.
4. Los recintos de Barranquitas, Guayama, Ponce y San Germán no renovaron la acreditación de CAEP, por lo que no obtienen los 30 puntos que otorga el DEPR a este criterio.

Fuentes: College Board. Informes "Institutional Level Pass Rate Data Report on Teacher Certification Test", 2018-2019.,2020-2021, 2021-2022, 2022-2023

Inter-American University was ranked "Exemplary" across all campuses for the 2022–2023 academic year, with results for the 2023–2024 evaluation expected in the late Spring semester. As a reflection of continued academic quality, five out of six program completers who took the PCMAS during the 2023–2024 academic year achieved a successful pass rate (100%).

CollegeBoard PCMAS

Aggregate-Assessment Level Pass-Rate Data*
Regular Teacher Preparation Program

Institution: Universidad Interamericana de PR, Recinto de Aguadilla

Academic Year: 2023 - 2024 Testing Period: 7/23-6/24
Number of Program Completers: 6

Type of Assessment	Assessment Code Number	No. of Students Taking Assessment	No. of Students Passing Assessment	Institution Pass Rate	Statewide Pass Rate
PCMAS General	PR10	5	5	5 / 5 = 100%	93%
PCMAS General (Elementary/Secondary)	PR21, PR25	5	5	5 / 5 = 100%	93%
Specialization	PR30, PR40, PR50, PR60, PR70	0	0		0%
Summary Pass-Rate**		**5**	**5**	**5 / 5 = 100%**	**310 / 333 = 93%**

* Aggregate Assessment Pass Rate: The proportion of program completers who passed all the tests they took in each of the skill or knowledge areas, among all program completers who took one or more tests in each area (PCMAS General, PCMAS General (Elementary/Secondary)).

** Summary Pass Rate: The proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization areas.

The table titled Clinical Experience Courses presents the overall average scores earned by candidates in two core practicum courses: Clinical Experience in the Educational Scenario I (EDUC 3015) and Clinical Experience in the Educational Scenario II (EDUC 4013). These averages are disaggregated by major and reported for the academic years 2020–2021 through 2023–2024.

EDUC 3015 is delivered as a unified course for all teacher candidates, regardless of major. Although candidates complete their clinical experiences in field placements aligned with their specific disciplines, the course itself is not differentiated by specialization. In contrast, EDUC 4013 is divided by major, as indicated by a letter suffix

in the course number (e.g., EDUC 4013A for Preschool Education), allowing for targeted performance analysis within each licensure area.

All course averages are reported on a 4.0 scale and evaluated against a benchmark score of 3.0, which serves as the minimum threshold for demonstrating readiness in clinical practice. The data indicates that the majority of EDUC 4013 sections consistently met or exceeded this benchmark across all reporting cycles, reflecting strong and sustained performance in the culminating clinical experience.

The general average scores per academic cycle further support this conclusion: candidates achieved an average of 3.96 in 2020–2021, 3.95 in 2021–2022, 3.88 in 2022–2023, and 3.64 in 2023–2024. In all four years, completers surpassed the benchmark, reflecting sustained success in clinical experiences.

Candidate evaluations are based on two distinct sources: (1) feedback from facilitating teachers who observe and mentor candidates during their field experiences, and (2) evaluations conducted by course professors responsible for overseeing course-based components. These dual perspectives serve as multiple measures, supporting the validity and reliability of the assessment system in accordance with CAEP Standard 5 (Quality Assurance System and Continuous Improvement).

Clinical Experience Courses				
MAJOR / CONCENTRATION	2020-21	2021-22	2022-23	2023-24
EDUC 3015: Clinical Experiences in the Educational Scenario I	(n=16) 4.00	(n=6) 3.85	(n=3) 4.00	(n=8) 3.38

Clinical Experience Courses				
MAJOR / CONCENTRATION	2020-21	2021-22	2022-23	2023-24
EDUC 4013A: Clinical Experiences in the Educational Scenario II- Preschool Level Education	(n=0)	(n=2) 4.00	(n=0)	(n=1) 4.00
EDUC 4013B: Clinical Experiences in the Educational Scenario II- Elementary Primary Level (K-3)	(n=2) 4.00	(n=2) 4.00	(n=0)	(n=1) 4.00
EDUC 4013C : Clinical Experiences in the Educational Scenario II- Elementary Primary Level (4-6)	(n=0)	(n=0)	(n=0)	(n=1) 4.00
EDUC 4013D: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Secondary Level	(n=1) 4.00	(n=5) 4.00	(n=1) 4.00	(n=0)
EDUC 4013E: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Elementary Level	(n=1) 3.00	(n=2) 4.00	(n=0)	(n=0)
EDUC 4013F: Clinical Experiences in the Educational Scenario II- Elementary Physical Education	(n=2) 4.00	(n=0)	(n=1) 3.00	(n=0)
EDUC 4013G: Clinical Experiences in the Educational Scenario II- Special Education	(n=1) 4.00	(n=0)	(n=0)	(n=0)
EDUC 4013K: Clinical Experiences in the Educational Scenario II- Secondary Physical Education	(n=0)	(n=0)	(n=2) 4.00	(n=1) 4.00

Clinical Experience Courses				
MAJOR / CONCENTRATION	2020-21	2021-22	2022-23	2023-24
EDUC 4013O: Clinical Experiences in the Educational Scenario II- Secondary Education in Biology	(n=0)	(n=3) 4.00	(n=1) 4.00	(n=1) 4.00
EDUC 4013R: Clinical Experiences in the Educational Scenario II- Secondary Education in Spanish	(n=0)	(n=2) 4.00	(n=0)	(n=1) 4.00
Mean	(n=23) 3.96	(n=22) 3.95	(n=8) 3.88	(n=14) 3.64

The table below illustrates the Passing Rate, representing the percentage of students who achieved a score of 70% or higher in the EDUC 4551 and EDUC 4552 courses. A minimum score of 70% is required to pass each course, which is a prerequisite for the candidate to receive a recommendation for licensure endorsement, granting authorization to request the PCMAS. The passing rates for the Fall 2022, Spring 2023, Fall 2023, and Spring 2024 terms are presented, providing insight into the performance of our completers on the PCMAS Licensure Test.

It is important to note that EDUC 4551 focuses on the integration of fundamental knowledge and communication competencies required for aspiring teachers. In contrast, EDUC 4552 emphasizes the integration of pedagogical competencies, including the analysis of pedagogical situations appropriate to the specific teaching level.

Over the past four academic terms, student performance in EDUC 4551 has remained strong, reflecting the effectiveness of the program in fostering essential knowledge and communication skills. In Fall 2022, 83.33% of students met the passing

benchmark, followed by an impressive 100% pass rate in Spring 2023. Although Fall 2023 saw a brief decline to 66.67%, the program responded with continued support strategies, contributing to a rebound in Spring 2024 with a 75% passing rate. These results highlight the program's ongoing dedication to academic excellence and continuous improvement, ensuring that candidates are well-prepared for licensure and professional success.

The passing rates for EDUC 4552 across the Fall 2022 through Spring 2024 terms reflect both challenges and significant improvements. In Fall 2022, the passing rate was 50%, setting a baseline for future growth. Despite a dip in Spring 2023, where the passing rate was 0%, the program demonstrated resilience and responsiveness. In Fall 2023, the passing rate surged to an impressive 100%, reflecting a marked improvement in student performance and the effectiveness of targeted instructional strategies. The passing rate in Spring 2024 was 50%, aligning with the rate from Fall 2022, indicating a stable foundation for further growth. These results highlight the program's ability to adapt and implement improvements, showcasing a commitment to continuous development and ensuring that students are well-prepared for licensure and professional success.

COURSES	FALL 2022		SPRING 2023		FALL 2023		SPRING 2024	
	P	NP	P	NP	P	NP	P	NP
EDUC 4551	n=5 83.33%	n=1 16.66%	n=2 100%	n=0 0%	n=2 66.67%	n=1 33.33%	n=3 75%	n=1 25%
EDUC 4552	n=3 50%	n=3 50%	n=0	n=1 100%	n=2 100%	n=0	n=3 50%	n=3 50%

The EXCL03 EDUC 4013 table outlines the performance of completers in relation to Rationale 1 by disaggregating results into four specific sub-standards. Each substandard was assessed using a common rubric, with scores provided by both the

cooperating teacher and the course instructor. These evaluations were averaged to produce a combined score on a 4.0 scale, offering a consistent and comprehensive measure of each candidate's proficiency in content knowledge, pedagogical foundations, and technology integration within P12 contexts. The results are organized by academic cycle: Fall 2022, Spring 2023, Fall 2023, and Spring 2024, allowing for a comparative analysis across terms. For each cycle, general averages were calculated for each substandard to evaluate candidate compliance, and a cumulative score was determined by averaging the four substandard results. This overall score serves as an indicator of completer readiness and program effectiveness, supporting continuous improvement efforts aligned with CAEP standards.

Using a benchmark value of 3.0, which aligns with the expected program admission and graduation GPA, all sub-standards consistently met or exceeded this metric across every cycle. To further evaluate the preparedness of program completers, an overall average score was calculated by averaging the results of Rationale 1 sub-standards R1.1 through R1.4 in each academic cycle. This cumulative average provides a clear indicator of the level of candidate readiness. Based on the results from the most recent four cycles, the program achieved an average score equivalent to a 3.88 GPA, demonstrating a strong level of excellence in teacher preparation. These outcomes affirm the effectiveness of the program in equipping candidates with the knowledge, pedagogical skills, and technological competencies necessary for success in P12 educational settings

EXCL03 – EDUC 4013					
General Averages					
Rationales	**R1.1**	**R1.2**	**R1.3**	**R1.4**	**Average**
Fall 2022	4.00	4.00	4.00	4.00	4.00
Spring 2023	3.85	3.84	3.86	3.79	3.84
Fall 2023	4.00	3.75	3.79	3.75	3.82
Spring 2024	3.95	3.88	3.82	3.82	3.87
Averages	**3.95**	**3.87**	**3.87**	**3.84**	**3.88**

The table titled EXCL04 Clinical Experiences I Evaluation Instrument by the Facilitative Teacher presents the general average per academic cycle for each substandard within Rationale 1. This evaluation rubric captures the performance of program completers as assessed by the facilitative teacher during their clinical experience. A benchmark score of 3.0 was established to align with the program's admission and graduation GPA standards, providing a consistent metric for evaluating candidate readiness. The results from the past three academic cycles indicate that completers from IAUPR-A demonstrate strong preparation across all components of Rationale 1. In each cycle, the general averages exceeded the 3.0 benchmark, confirming that completers are consistently meeting or surpassing expected levels of performance in content knowledge, pedagogical competence, and the integration of technology in P12 instructional settings.

R1.1	EXCL04-EDUC 3015			
	SPRING 2022	**Fall 2022**	**Fall 2023**	**Spring 2024**
	4.00	3.87	3.75	3.85
R 1.2	4.00	3.43	3.18	3.43
R 1.3	4.00	3.92	3.75	3.92
R 1.4	4.00	3.93	3.89	4.00

*This course was not offered in Spring 2023

The EXCL02 instrument, used to assess classes taught by teacher candidates, provides verification and evidence of their academic competencies to effectively teach and positively impact diverse P–12 student learning and development. It supports the evaluation of candidates' application of content knowledge, foundational pedagogical skills, and integration of technology in the certification fields. Table EXCL02-EDUC 3015 presents the overall outcomes from the application of this instrument—specifically during the third and final demonstrative class evaluation—across three cycles in Clinical Experience I.

The results presented indicate the average scores assigned by the facilitating teacher and the clinical experiences supervisor. The overall average of three cycles, categorized by Rationale, is provided. The data reveals an overall average of 4.90 for the application of Rationale 1.1 (The Learner and Learning). For Rationale 1.2 (Content), the overall average was 4.89, while for Rationale 1.3 (Instructional Practice) was 4.82, and Rationale 1.4 it was 4.90. Additionally, the overall average of all Rationales per cycle was 5.00 in Spring 2022, 4.87 in Fall 2022, 4.72 Fall 2023, and 4.91 Spring 2024. Candidates' performances are expected to fall between a score of 4 and 5 to determine if they meet

or exceed performance criteria. Therefore, the data indicates that the completers have met and exceeded expectations in the evaluated performance.

On the other hand, Table EXCL02 - EDUC 4013 displays the outcomes of the EXCL2 instrument administration in Clinical Experience II. The data presented indicates that completers, during the Fall 2022, Spring 2023, Fall 2023, and Spring 2024 cycles, achieved scores that surpassed the expected benchmark for each group of criteria, categorized by Rationales, as well as in general terms. The average overall scores for each cycle ranged from 4.72 to 5.00, exceeding expectations.

EXCL02 - EDUC 3015					
General Averages					
Rationales	**R1.1**	**R1.2**	**R1.3**	**R1.4**	**Average**
Spring 2022	5.00	5.00	5.00	5.00	5.00
Fall 2022	4.86	4.87	4.88	4.88	4.87
Fall 2023	4.79	4.67	4.72	4.71	4.72
Spring 2024	4.95	5.00	4.69	5	4.91
Averages	**4.9**	**4.89**	**4.82**	**4.90**	**4.88**

*This course was not offered in Spring 2023

EXCL02 - EDUC 4013 General Averages					
Rationales	**R1.1**	**R1.2**	**R1.3**	**R1.4**	**Average**
Fall 2022	5.00	5.00	5.00	5.00	5.00
Spring 2023	4.92	4.96	4.88	4.88	4.91
Fall 2023	4.98	5	4.95	5.00	4.98
Spring 2024	4.97	4.98	4.63	5	4.90
Averages	**4.97**	**4.99**	**4.87**	**4.97**	**4.95**

The Self-Assessment Questionnaire (EX01) is administered during both field and clinical experiences. Responses from teacher candidates in Clinical Experience I and II provide valuable insights into their alignment with the Program's goals and their readiness to effectively perform teaching responsibilities. The instrument uses a Likert scale ranging from 0 to 4, where a score of 0 indicates no implementation of the criterion, and a score of 4 reflects consistent implementation 90% to 100% of the time. The expected benchmark for this instrument is 85%, corresponding to a score of 3.4 on the Likert scale.

When examining the results (refer to the table below), it's evident that during Clinical Experience I (EDUC 3015- Spring 2022- Spring 2024), teacher-candidates indicated executing the criteria grouped in each of the four sections with scores ranging from 3.32 to 4 in Spring 2022, 3.75 to 3.91 in Fall 2022, 3.56 to 3.82 in Fall 2023, and 3.59 to 3.89 Spring 2024. Similarly, in Clinical Experience II (EDUC 4013-Fall 2022 - Spring 2024), candidates reported executing the criteria in sections with scores ranging from 3.78 to 4 in Fall 2022, 3.90 to 3.98 in Spring 2023, 3.78 to 4.00 Fall 2023, and 3.77 to 3.85 in Spring 2024. These results suggest that, according to the candidates' self-

assessments, they meet the criteria necessary for achieving the goals of the MSP, thereby meeting and even surpassing expectations.

The Self-Assessment Questionnaire Results, EX01

EDUC 3015				
	Spring 2022	Fall 2022	Fall 2023	Spring 2024
Section I	3.67	3.78	3.78	3.59
Section II	4	3.75	3.82	3.89
Section III	3.32	3.91	3.56	3.88
Section IV	3.83	3.78	3.74	3.64

* This course was not offered in Spring 2023

EDUC 4013				
	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Section I	3.78	3.94	3.78	3.83
Section II	4	3.98	4	3.85
Section III	4	3.91	3.82	3.77
Section IV	3.92	3.90	3.83	3.79