

**INTER AMERICAN UNIVERSITY OF PUERTO
RICO - AGUADILLA**

**COUNCIL FOR THE ACCREDITATION OF
EDUCATOR PREPARATION
ANNUAL REPORTING MEASURES 2020**

**DEPARTMENT OF EDUCATION AND
HUMANISTIC STUDIES**

TEACHER EDUCATION PROGRAM (TEP) AND EDUCATOR
PREPARATION PROVIDERS (EPPS)
MONITORING TEAM

Introduction:

Accreditation by the **Council for the Accreditation of Educator Preparation (CAEP)** is a mark of distinction and provides recognition that the College of Education has met national professional standards for the preparation of teachers and other educators. The National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) merged with CAEP in September 2014. The NCATE- and TEAC- accredited educator preparation providers (EPPs) are CAEP-eligible until such time as the CAEP accreditation review process is completed. Under CAEP performance-based accreditation system, institutions must provide verification of proficient teacher candidate performance. Studies indicate that student achievement increases when teachers are fully prepared as well as licensed.

Inter-American University of Puerto Rico, Aguadilla Campus (IAUPR) Department of Education and Humanistic Teacher Preparation programs were accredited by NCATE in 2015.

Today is one of 20 CAEP/NCATE/TECA EPPs accredited programs in P.R. (Source: <http://ncate.org/provider-search?state=PR&provider=&tab=provider#provresults>). The mission at the Department of Education and Humanistic Studies at our Campus is to be a leader across Puerto Rico in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society. IAUPR's The Teacher Education Program (TEP) at the Aguadilla Campus is comprised of two levels: initial and advanced. The TEP offers 10 B.A. degrees in Education at the initial level, and three graduate programs at the advanced levels.

- **Programs at the initial level** - The TEP offers the following B.A. degrees in education: (1) Secondary Education in Spanish, (2) Secondary Education in the Teaching of English as a Second Language, (3) Teaching of Physical Education at the Secondary Level, (4), Teaching of Physical Education at the Elementary Level, (5) Teaching of English as a Second Language at the Elementary Level, (6) Elementary Education in Special Education, (7) Teaching at the Elementary Primary Level K-3, (8) Teaching at the Elementary Primary Level 4-6, (9) Teaching Biology at the Secondary Level, and (10) Childhood Preschool Level.
- **Programs at the Advanced level** - The advanced level courses are (1) Teaching at the Elementary Level, (2) Educational Management and Leadership, and (3) Bilingual Education.

IAUPR Aguadilla, 2020 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

The Inter American University of Puerto Rico, Aguadilla Campus provides impact and outcome indicators based on the eight annual measures designated by the Council for the Accreditation of Educator Preparation (CAEP). These measures allow the EPP to provide information to the general public about EPP program outcomes and EPP candidates' and program completers' impact on P-12 learning. All Assessment instruments are validated and aligned with CAEP and/or InTasc standards. **Below are the eight CAEP measures that provide additional supporting evidence:**

Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 Learning and Development (<i>Component 4.1</i>)	5. Graduation Rates (Initial & Advanced Levels)
2. Indicators of Teaching Effectiveness (<i>Component 4.2</i>)	6. Ability of Completers to Meet Licensing and Additional State Requirements (Initial & Advanced Levels)
3. Satisfaction of Employers and Employment Milestones (<i>Components 4.3 A.4.1</i>)	7. Ability of Completers to be Hired in Education Positions (Initial & Advanced Levels)
4. Satisfaction of Completers (<i>Components 4.4 A.4.2</i>)	8. Student Loan Default Rates and Other Consumer Information (Initial & Advanced Levels)

Title II of the Higher Education Act requires institutions of higher education that prepares teachers to report the pass rates of their graduates or program completers on teacher licensure exams taken by students. Additional information that relates to the quality of teacher preparation is also reported. The State Department of Education must then submit a state report summarizing the results of all teacher preparation institutions that is submitted to the U. S. Department of Education. The 2019 State Reports reported to the Department in October 2019 are here <https://title2.ed.gov/Public/Home.aspx>. While COVID-19 has impacted our ability to collect some data, we are maintaining our commitment to strong teacher preparation programs that are responsive to our communities. To that effect, we continue to engage in reflective practice and program growth incorporating feedback from multiple stakeholders.

We share these indicators of the success of our programs and our graduates.

Impact Measures (CAEP Standard 4)

MEASURE 1. Impact on P-12 Learning and Development

Previously, IUPR-Aguadilla only had one source of data to directly assess completer impact on P-12 student learning. Previously, an Institution-wide First-Year Teacher's Principal Survey (across all campuses and managed by the Central Office) was administrated to all patrons, asking administrators to rate the teacher's impact on the learning of students in the P-12 classroom. Currently, the latest survey data is available for 2016, the last time this concerted effort was executed by the Central Office. Various reasons impeded/halted the administration of surveys, among these recent natural disasters: (1) In Sept. 2017, the island sustained severe damage from two Category 5 storms (Irma and Maria) within a period of two weeks, (2) On January 7th, 2020 a major earthquake event of 6.4 magnitude in South West Puerto Rico caused an island-wide power outage, leaving over 300,000 US citizens without water service, and thousands seeking shelter or without a home. More than >8,000 have been recorded in Puerto Rico during the year 2020 and have been added to the list of recent major natural disasters the island has experienced. (3) COVID disruption and stay at home orders, and poor survey participation from patrons in 2016.

Currently, the EPP personnel at IUPR-Aguadilla are working on various tactics to collect of completer impact on P-12 learning. Multiple performance measures using institutional and state levels metrics can document completers' impact on P- 12 learning and development. Therefore, an implementation plan has been layout:

- **Data will be scrutinized from the standardized tests** offered by the Puerto Rico Department of Education (META Standardized Tests, and from the Puerto Rico Private School System (Learn Aide Standardized Tests). Specific assessments will be drafted using these resources:
 - <http://de.pr.gov/meta-pr/index.html>
 - <https://learnaidpr.com/medicion.html>
 - [META Standardized Tests Statistics](#)

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- **IAUPR will reach out to local districts**, who have access to additional student data generated through standardized and local assessments. These data can be associated with specific teachers who can, in turn, be associated with particular educator preparation programs. This effort involves P-12 partners, thus contributed to stakeholder engagement and collaboration. The EPP is collaborating with local administrators to finalize the details for how these data can be collected, organized, and analyzed.
- **IAUPR will pilot a Completer Case Study**. The design addresses components 4.1 and 4.2 including completers observations, students' pre- and post-assessments, student work samples, and completers' interviews. The areas of measuring student growth is based on the teaching areas of the completer. A longitudinal case study focused, will be performed, looking at the Campus's certification program completers' professional knowledge, skills, and dispositions learned through their preparation experiences in a P-12 setting.
- **Assessment of a Planned Lesson or Capstone Project**: The completer will choose a lesson, develop a purpose statement, provide a rationale for the selection of strategies, review relevant research, develop an action plan, collect and analyze data, and reflect on the results. These data were reported under the supervision of the lead teacher, and will include teacher's feedback, students' pre- and post-assessment results, and student voices where they rate the completers planning, instruction, and professionalism.

All assessment instruments will be validated and aligned with CAEP and/or InTasc standards. The implementation plan will continue to engage in reflective practice and program growth incorporating feedback from multiple stakeholders. A robust data base has been created during 2019-2020, that will shed light into a more comprehensive and longitudinal analysis.

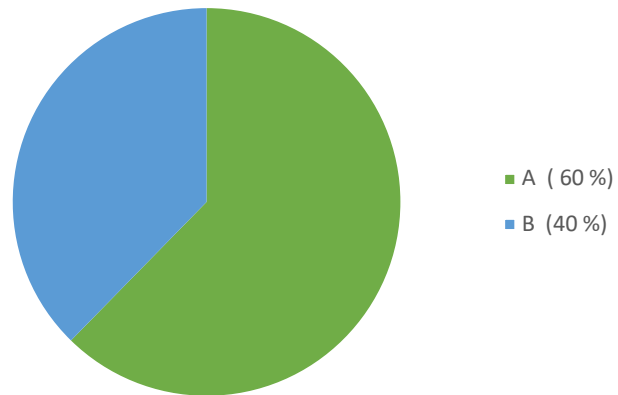
Impact Measures (CAEP Standard 4)

**MEASURE 2. Indicators of Teaching Effectiveness
(Component 4.2)**

Indicators of teaching effectiveness - The following figures display candidate’s performance in the Clinical Experience II for the semester August – December 2018.

August – December 2018		
Percent	Grade	Students
88	B	1
80	B	1
90	A	1
91	A	1
97	A	1

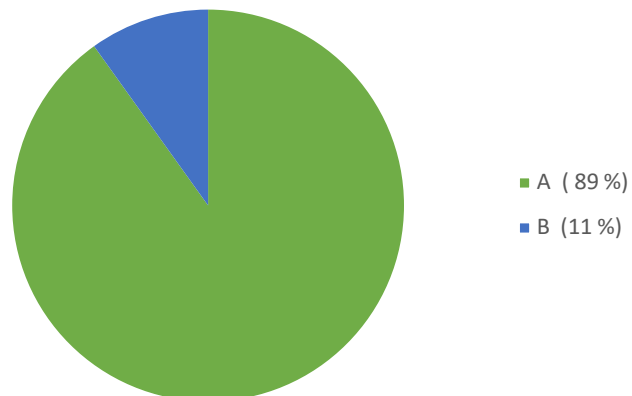
Grade Average Clinical Experiences II
August - December 2018



The following figures display candidate’s performance in the Clinical Experience II for the semester January – May 2019.

January – May 2019		
Percent	Grade	Students
80 %	B	1
90 %	A	3
91 %	A	3
92 %	A	1
94 %	A	1

Grade Average Clinical Experiences II
January - May 2019



Impact Measures (CAEP Standard 4)

**MEASURE 3. Satisfaction of Employers and Employment Milestones
(Components 4.3 | A.4.1)**

Due to COVID-19, and the various reasons explained on MEASURE 1, data for this section is only available for 2016. We at IAUPR and our partners are still working on gathering recent data for this section. We will update this section once they become available. The Department of Education and Humanistic Studies remains committed to a world-class education for all of our students.

Satisfaction of Employers 2016-2017: General Competencies - The following table reveals the satisfaction of school principals with the performance of our completers in general competencies.

Indicator	Premises: Completers from the TEP Aguadilla Campus	Excellent and Good
General Competencies	1. Have the capacity for teamwork	95%
	2. Demonstrate ability to manage conflicting situations	95%
	3. Think critically	91%
	4. Have the ability to solve complex problems	86%
	5. Take the initiative	96%
	6. Have the ability to conduct research	81%
	7. Demonstrate willingness to learn	100%
	8. Show creativity at work	90%
	9. Exhibit leadership	91%
	10. Maintain good interpersonal relationships	95%
	11. Have organizational skills	100%
	12. Know how to use technology	90%
	13. Have effective communication skills	95%
	14. Follow instructions	100%
	15. Demonstrate integrity and professional ethics	100%
	Mean	93.66% 3.44 of 4.00

Satisfaction of Employers 2016-2017: Pedagogical Knowledge

The following table reveals the satisfaction of school principals with the performance of our completers in pedagogical knowledge.

Indicator	Premises: Graduates from the TEP Aguadilla Campus	Excellent and Good
Pedagogical knowledge	1. Demonstrate knowledge of the philosophical foundations of education	95%
	2. Demonstrate knowledge of the processes of construction of learning as they apply to the different stages of human development	96%
	3. Integrate the underlying theoretical principles into pedagogical practices	90%
	4. Plan student learning integrating scientifically based learning strategies to the instructional design	95%
	5. Use a variety of teaching strategies that facilitate effective learning	95%
	6. Use assessment to determine the effectiveness of the learning processes	95%
	7. Use technological advances as resources to improve pedagogical practices	90%
	8. Use computerized and educational resources from this/her discipline	90
	9. Work collaboratively professional pedagogical practice	96%
	10. Show respect and tolerance to students' individual and cultural in the educational setting	95%
	11. Assume leadership roles and professional responsibility in the different educational settings.	96%
Mean		94% 3.50 of 4.00

**Source: UIPR Office of Research, Assessment and Planning*

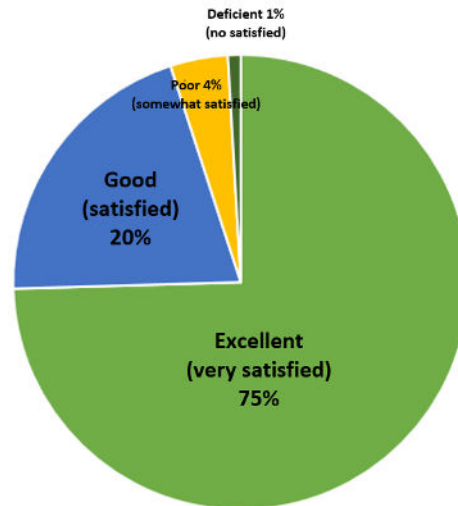
Impact Measures (CAEP Standard 4)

**MEASURE 4. Satisfaction of Completers
(Components 4.4 | A.4.2)**

Satisfaction of Completers 2018-2019 Eleven out of 13 completers responded to the survey that measures their level of **satisfaction** with their Teacher Preparation Program. Following are the results of this evaluation.

Completers satisfaction with Program N = 11

**Completers satisfaction
with Program / TEP
Evaluation (2018-2019)**



More detailed data from Satisfaction Surveys by Completers has been collected and is currently being analyzed and will be updated here shortly. A robust data base has been created during 2019-2020 that will shed light into a more comprehensive and longitudinal analysis.

Outcome Measures

Outcome Measures
MEASURE 5. Graduation Rates (Initial & Advanced Levels)

General statistic for Graduation Rates and Retention of IUPR are provided as depicted in the IIES/NCES National Center for Education Statistics

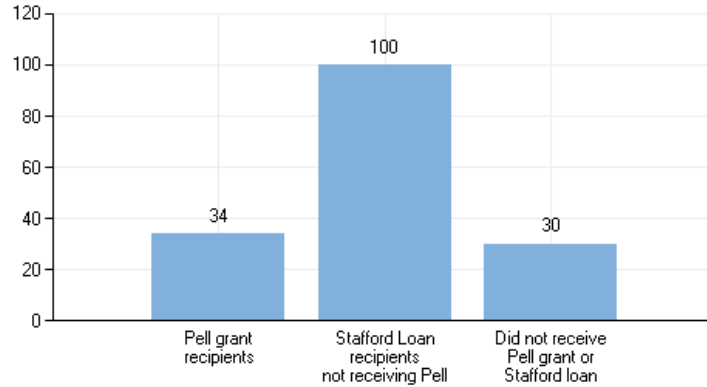
<https://nces.ed.gov/ipeds/datacenter/institutionprofile.aspx?unitId=242626> Data is shared below to provide a glimpse of our student’s population.

Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by gender and race/ethnicity and transfer out-rate: 2013 cohort (*Graduation rates are based on the student's completion status as of August 31, 2019*)

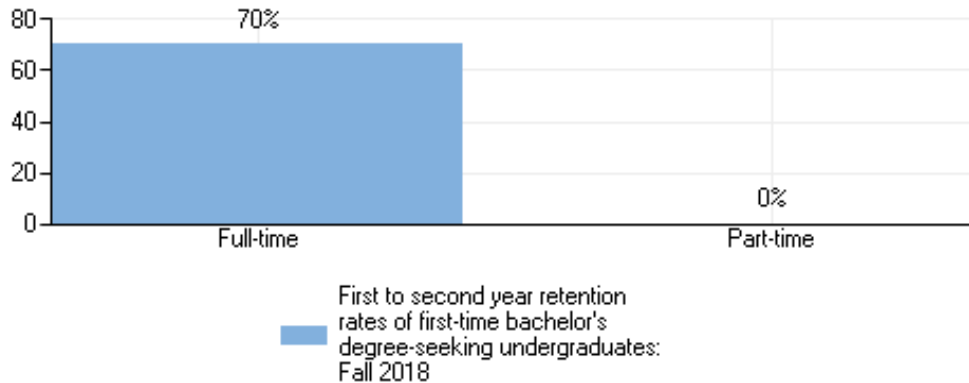
	Rate
Overall graduation rates	
Total	34%
Men	27%
Women	39%
American Indian or Alaska Native	
Asian	
Black or African American	
Hispanic or Latino	33%
Native Hawaiian or Other Pacific Islander	
White	100%
Two or more races	
Race/ethnicity unknown	
Nonresident alien	
Transfer out-rate	2%

*

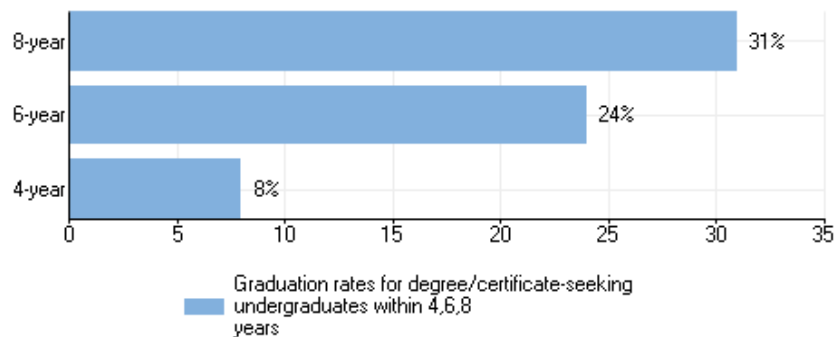
Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by Title IV aid status: 2013 cohort
(Graduation rates are based on the student's completion status as of August 31, 2019)



First to second year retention rates of first-time bachelor's degree-seeking undergraduates: Fall 2018



Bachelor's degree graduation rates of full-time, first-time, bachelor's degree-seeking undergraduates within 4 years, 6 years, and 8 years: 2011 cohort



IAUPR Aguadilla, 2020 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Completers for the different program options - The following table presents the demographics of the 2018-2019 completers.

Degrees Conferred by Academic Level, Major, GPA and Gender 2018-2019 Bachelor					
Code	Major	Average GPA	Female	Male	Total
145	BA - Secondary Education: Teaching of Spanish	3.59	2	0	2
147	BA - Secondary Education: Teach of English as 2nd Language	3.58	1	1	2
174	BA - Secondary Education: Teaching of Biology	3.19	1	0	1
206	BA - Elementary Education: Teach of English as Second Language	3.42	2	0	2
231	BA - BA in Elementary Education in Special Education	3.58	3	0	3
236	BA - Teach Elementary Primary Level K-3	3.17	2	0	2
243	BA - Early Childhood: Pre-School Level	3.04	1	0	1
			12	1	13

Enrollment for the past three years – The following tables present the TEP enrollment disaggregated by major for the past three years.

Bachelor (Initial Level)				
Code	Majors	2017-18	2018-19	2019-20*
145	BA – Secondary Education: Teaching of Spanish	11	14	6
147	BA – Secondary Education: Teaching of English as a 2 nd Language	22	26	19
174	BA – Secondary Education: Teaching of Biology	8	4	3
176	BA – Secondary Education: Teaching of Physical Education	20	14	14
178	BA – Elementary Education: Teaching of Physical Education	12	7	8
206	BA – Elementary Education: Teaching of English as a 2 nd Language	7	3	3

IAUPR Aguadilla, 2020 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

231	BA – Elementary Education in Special Education	10	9	9
236	BA – Teaching Elementary Primary Level K-3	11	14	10
237	BA – Teaching Elementary Level 4-6	1	3	1
243	BA – Early Childhood Pre-School Level	13	9	11
	Total Enrollment Bachelor	115	103	84

** Source: UIPR Statistical Report.*

Graduation rates for for EPP completers withing 6 yrs. or less. (Cohort considerations: regular students, first year, full time). We at IAUPR and our partners are still working on gathering recent data for this section. We will update this section with numbers for the 2013 cohort once they become available. The Department of Education and Humanistic Studies remains committed to a world-class education for all of our students.

Academic Program	Cohort Base 2012	Degrees	% Graduation
145 - SEC EDUC TEACHING OF SPANISH	1	1	100%
147 - SEC ED TEACH ENG 2ND LANG	3	1	33%
174 - SEC ED SECONDARY LEVEL IN BIOLOGY	0	0	0%
176 - PHYS ED SECONDARY LEVEL	3	0	0%
178 - PHYS ED ELEMENTARY LEVEL	3	0	0%
206 - ELEM EDUC ENGL AS SECOND LANGUAGE	2	0	0%
231 - ELEM EDUC SPECIAL EDUCATION	5	2	40%
236 - EARLY CHILDHOOD ELEM LVL K3	2	0	0%
237-TEACH ELEM 4-6	1	0	0%
243 - Educación Pre-escolar	3	0	0%
Total	23	4	17%

Outcome Measures

MEASURE 6. Ability of Completers to Meet Licensing and Additional State Requirements (Initial & Advanced Levels)

Results of State Licensure Exams

This section provides information with regard to completers of TEP leading to some categories of data which include results of state licensure exams. The Puerto Rico Teacher Certification Test (PCMAS, for its acronym in Spanish) developed by College Board of Puerto Rico and Latin America Office, provides information about student competencies in knowledge of subject matter and pedagogy or teaching skills. The PCMAS is divided into Fundamental Knowledge and Communication Competencies (PCMAS General – PR10) and Professional Competencies in Elementary (PR21) and Secondary (PR25) level. Also, the secondary level test includes a specialization section in Spanish (PR30), English (PR40), Mathematics (PR50), Social Studies (PR60), and Science (PR70).

Official results from the College Board of Puerto Rico are depicted below. For the 2018-19, 100% of our completers meet the requirements for their PCMAS General – PR10 certification as required by the College Board and Puerto Rico Department of Education. This value is higher than the state-wide average passing rate, highlighting the excellence of our students.

Universidad Interamericana de PR, Recinto de Aguadilla

Aggregate Assessment Pass-Rate

Academic Year: 2018 - 2019



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

Institution: Universidad Interamericana de PR, Recinto de Aguadilla

Academic Year: 2018 - 2019 Testing Period: 7/18-6/19
Number of Program Completers: 4

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	4	4	4 / 4 = 100%	94%
PCMAS General (Elementary/Secondary)	PR21, PR25	4	4	4 / 4 = 100%	94%
Specialization	PR30, PR40, PR50, PR60, PR70	2	2	2 / 2 = 100%	92%
Summary Pass-Rate**		4	4	4 / 4 = 100%	592 / 642 = 92%

* 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.

Outcome Measures

MEASURE 7. Ability of Completers to be Hired in Education Positions (Initial & Advanced Levels)

Ability to be hired data for program completers is forthcoming. Data collection is in progress, but we have been able to get feedback from approximately 30% of the 2019 graduates.

From those that responded

- 100% on education-related positions.
- 50% are currently employed as teachers at K-12 institutions (private and publics)
- 50% are currently pursuing a master's degree (M.S. on English and Second Language, and M.S. on Educational Computing). Both students are pursuing their graduate degrees at the IUPR-Aguadilla attesting of their satisfaction with the preparation they received as undergraduates. The
- 75% would like to keep in contact with their Alma Mater UIPR-Aguadilla

Additional Completer's Data

Title II of the Higher Education Act requires institutions of higher education that prepares teachers to report the pass rates of their graduates or program completers on teacher licensure exams taken by students. Additional information that relates to the quality of teacher preparation is also reported. The State Department of Education must then submit a state report summarizing the results of all teacher preparation institutions that is submitted to the U. S. Department of Education. The 2019 State Reports reported to the Department in October 2019 are here <https://title2.ed.gov/Public/Home.aspx>.

Outcome Measures

**MEASURE 8. Student Loan Default Rates and Other Consumer Information
(Initial & Advanced Levels)**

Student Loan Default Rates - On Monday, Sept. 28, 2020, the Department of Education (Department) distributed the FY 2017 Official Cohort default rate (CDR) notification packages to all eligible domestic and foreign schools only. The rates were publicly released on Wednesday, Sept. 30, 2020, and can be found here:

<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

IUPR-Aguadilla 2017 cohort default rates remain stable at 3.7%, which is less than the FY 2017 U.S. national cohort default rate of 9.7%. Previous rates for IUPR are as follows: 2016=2.7%, 2015=7.9%.

Other Consumer Information - General information on our Campus, and the students we serve is depicted below.

Organization Profile: The Inter American University of Puerto Rico-Aguadilla Campus was established in 1957 as an extension of the San Germán Campus, located approximately an hour’s drive south of Aguadilla. In 1969, the Campus became part of the Regional College Administration System of Inter American University and in 1992 was recognized as a branch campus (one of 11 in the IAUPR system).

INTER AMERICAN UNIVERSITY OF PUERTO RICO – AGUADILLA			
STUDENT PROFILE (FALL 2019)		FACULTY PROFILE (FALL 2019)	
UNDERGRADUATE ENROLLMENT	3,563	FULL-TIME FACULTY	79
FULL-TIME	85%	PART-TIME FACULTY	147
PART-TIME	15%	HISPANIC FACULTY	99.5%
HISPANIC ENROLLMENT	(99.8%)	MASTER’S DEGREE	72.6%
FEMALE/MALE	58%/ 42%	DOCTORATE DEGREE	23.9%
AVERAGE AGE	22	FEMALE / MALE (FULL-TIME)	61% / 39%
PELL GRANT RECIPIENT	87%	FACULTY TO STUDENT RATIO	1:16
<i>Source: IAUPR-Aguadilla Statistical Report, Fall 2019</i>			

The institution’s total enrollment in Fall 2019 was 3,764, of which 3,563 (95%) are undergraduate students, primarily from the northwest region of the Island.

IAUPR Aguadilla, 2020 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

INTER AMERICAN UNIVERSITY OF PUERTO RICO – AGUADILLA	
Mission	The mission of Inter American University of Puerto Rico-Aguadilla is focused on the holistic development of students through excellence in education within an ecumenical, Christian context, in all levels of formal education, with an emphasis on ethical, civic, democratic, and Christian values.
Institution Type	Private nonprofit, four-year Institution of Higher Education
Accreditation	Middle States Commission on Higher Education; Puerto Rico Council of Higher Education; Accreditation Commission for Education in Nursing (ACEN); Council of Social Work Education (CSWE); Council for the Accreditation of Educator Preparation (CAEP); The International Association for Continuing Education and Training (IACET); National League for Nursing (applicable programs)
Academic Programs	18 Associate Degrees, 44 Bachelor’s Degrees, 13 Master’s Degrees in: Business Administration, Education, Social Science, Health Sciences, Science & Technology

The median household income for Aguadilla residents is less than one third that of the U.S. (\$16,821 vs. \$57,652); more than half live in poverty (51.6%); and the unemployment rate is more than triple the U.S. rate (*U.S. Census, ACS, 2013-2017; BLS, 2019*). Inter American University of Puerto Rico-Aguadilla (IAUPR-Aguadilla or IAUPR-A) is a private, nonprofit, four-year Hispanic-Serving Institution that serves an economically distressed area.

IUPR’S STUDENT’S AND SERVICE AREA SOCIOECONOMIC PROFILE			
<i>ECONOMIC INDICATOR</i>	AGUADILLA	P.R.	U.S.
	A		
Median Household Income	\$16,821	\$19,775	\$57,652
Per Capita Income	\$10,872	\$12,081	\$31,177
Persons Living in Poverty	51.6%	44.9%	14.6%
Unemployment Rate (Dec. 2019)	12.3%	8.4%	3.5%
<i>Source: U.S. Census Bureau, ACS, 2013-2017; Bureau of Labor Statistics, 2019</i>			

FALL 2019 STUDENT ECONOMIC PROFILE	
HOUSEHOLD INCOME *	UNDERGRADUATE STUDENTS
\$50,000 or more	7.2%
\$40,001 - 50,000	4.5%
\$30,001 - 40,000	8.9%
\$20,001 - 30,000	10.5%
\$10,001 - 20,000	16.5%
\$10,000 or less	52.6%
<i>* Student FASFA Self-Report</i>	

IAUPR Aguadilla, 2020 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Therefore, IAUPRA’s students are highly disadvantaged, coming from communities with household incomes that are less than one third of U.S. incomes, with poverty rates that range from 35% to more than 50% (ACS, 2013-2017). The table below depicts the socioeconomic profile of IUPR-Aguadilla students who take the PCMAS Exam.

Annual Income	2017		2018		2019	
	# students	%	# students	%	# students	%
\$3,000 or less	1	9%	2	25%	3	21%
\$3,001 - \$6,000	3	27%	2	25%	1	7%
\$6,001 - \$9,000	1	9%	0	0%	2	14%
\$9,001 - \$13,000	0	0%	0	0%	3	21%
\$13,001 - \$20,000	4	36%	3	38%	1	7%
\$20,001 - \$30,000	1	9%	1	13%	4	29%
\$30,001 or more	1	9%	0	0%	0	0%
Totals	11		8		14	

Furthermore, the majority of our students are academically underprepared, as they are products of a secondary public school system plagued by numerous challenges. *“One problem is the prevalence of high dropout rates, especially among youths from lower-income households at public schools. Another problem is the poor quality of many Puerto Rican schools, a circumstance that is reflected in persistently low scores on standardized tests.”* (“Economic Storm: The Crisis of Education in Puerto Rico,” *World Education News & Reviews*, May 8, 2018). Unfortunately, institutional retention and graduation rates reflect this dire situation. As shown in the table below, AUPR retention and graduation rates fall far below national U.S. averages (81% retention rate and 60% graduation rate, per data reported by the National Center for Education Statistics in 2019).

The table below depicts Campus-wide retention and graduation rates:

IUPR-Ag Retention Rate	
Fall 2018 to Fall 2019	72%
IUPR-Ag 6-Yr. Graduation Rate	
2019 graduates (2013 Cohort)	34%

Therefore, and as shown in the next table, retention rates in our Department and the Teacher Preparation Programs follow the national and institutional trends.

IAUPR Aguadilla, 2020 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Retention rate for 1st and 2nd for students in IUPR-Aguadilla’s Department of Education and Humanistic Studies			
<i>Cohort</i>	<i>Student cohort Base</i>	<i>Retained</i>	<i>Retention Rate</i>
2016	19	9	47%
2017	25	11	44%
2018	19	11	58%

Retention for IUPR-Aguadilla’s Teacher Preparation Programs			
Academic programs	Cohort 2018	# students retained	Retention Rate
145-SEC EDUC TEACHING OF SPANISH	5	2	40%
147-SEC ED TEACH ENG 2ND LANG	6	4	67%
176-PHYS ED SECONDARY LEVEL	3	1	33%
178-PHYS ED ELEMENTARY LEVEL	1	1	100%
231-ELEM EDUC SPECIAL EDUCATION	1	1	100%
236-EARLY CHILDHOOD ELEM LVL K3	2	1	50%
237-TEACH ELEM 4-6	1	1	100%
Total	19	11	58%

Data from our student’s at various levels (Campus-wide, Department’s and TEP Programs) are frequently gathered as part of our continuous improvement efforts. Currently we are reviewing multiple measures from varied sources to share with prospective students, current students, alumni, and stakeholders. A longitudinal case study focused on the application of the Unit’s initial certification program completers’ professional knowledge, skills, and dispositions learned through their preparation experiences in a P-12 setting is currently being conducted, and various other success measures are being analyzed. Moving forward, we will also focus on improving the dissemination efforts on our program outcomes and success stories, as well improve our stakeholder engagement.