

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

**COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION
ANNUAL REPORTING MEASURES 2021**

**DEPARTMENT OF EDUCATION AND HUMANISTIC STUDIES
TEACHER EDUCATION PROGRAM (TEP)**

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Introduction:

The Inter-American University of Puerto Rico is a top-quality higher education institution in search of academic excellence, emphasizing the formation of people with democratic and ethical values framed in an ecumenical Christian context. It has the mission to offer post-secondary and higher education in the arts and sciences, through teaching, research, and community service, within an ecumenical Christian context. In addition, it offers educational programs at the Pre-school, Elementary, and Secondary levels.

The University also contributes to society by educating people from different socioeconomic sectors within and outside Puerto Rico. It incorporates in its offerings and services, innovating study modalities supported by informatics and telecommunications. The University aims to prepare its graduates to be responsible and cultured citizens with democratic and Christian values, conscious of their social and environmental obligation and can perform competently and exercise leadership in an occupational or professional context.

It aims to maximize the educational potential of students in an environment without discrimination, in compliance with the law, the accreditation regulations, and standards. All this, in harmony with the search for academic excellence, critical thinking, scientific knowledge, and sensitivity towards the arts, ethical responsibility, and social coexistence skills.

Our University's Teacher Education Program (TEP) consists of two levels: the Initial and the Advance. The Initial TEP program offers 10 Bachelor's degrees in Education at the Initial Level and three master's degree programs at the advanced levels.

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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 Pre-school 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.

The Inter-American University of Puerto Rico's Aguadilla Campus (IAPR) Department of Education and Humanities Teacher Preparation Programs are accredited by the Teacher Education Accreditation Council (TEAC) since 2015. As a requisite for this accreditation, an Annual Data Report from our TEP (or PEM as we know it) needs to be exhibited on our institution's website. This Annual Report needs to evidence the eight Individual Measure and Outcomes of our Teacher Education Program (TEP). These include: Impact on P-12 Learning and Development (Component 4.1), Indicators of Teaching Effectiveness (Component 4.2), Satisfaction of Employers and Employment Milestones (Components 4.3/ A.4.1), Satisfaction of Completers (Components 4.4/ A.4.2), Graduation Rates (Initial & Advanced Levels), Ability of Completers to Meet Licensing (Certification) and any Additional State Requirements; Title II, Ability of Completers to be Hired in Education Positions for which they have been prepared, and

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Student Loan Default Rates and Other Consumer Information. Below are the eight CAEP measures that provide additional supporting evidence:

Annual Reporting Measures (CAEP Component 5.4 / A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development.	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 / A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 / A.4.2)	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 prepare teachers to report the pass rates of their graduates or program completers on teacher licensure exams taken by students. Additional information related to the quality of teacher preparation, such as Program Assurances (program preparation), Annual Goals (Mathematics, Science, Special Education, and Instruction of Limited English Proficient Students), Use of Technology, and Teacher Training, 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 2019-2020 State Reports reported to the Department on April 30, 2021 (in process-reporting period) will be here <https://title2.ed.gov/Public/Home.aspx> (2018-19 is already displayed). While COVID-19 has impacted our ability to collect some data, we are maintaining our commitment to strengthen 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

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 students' learning in the P-12 classroom. Currently, the latest survey data is available for 2016, the last time the Central Office executed this concerted effort. 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 two weeks, (2) On January 7, 2020, 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) In March 2020, the COVID disruption and stay-at-home orders added to the poor survey participation from patrons. All these factors have changed the data collection processes for this institution and our Main Central Offices. We have collected data from our Patrons Survey (newly created) to rate teachers' (our TEP graduates') impact on students' learning in the P-12 classrooms. We also see an emergent pattern of low survey participation from schools due to Island-wide

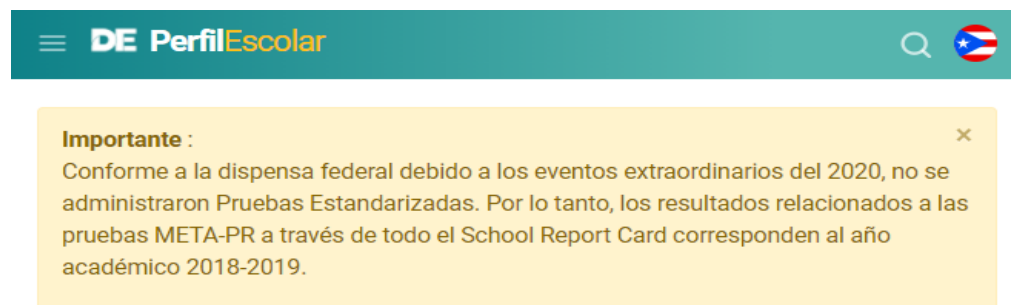
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school closures (Covid School Remote Learning due to CDC Level 4 Covid Levels in the Island).

Some of the tactics to collect data from the complete impact on P-12 learning mentioned in the 2020 Annual Measures Report have been addressed. Some of those tactics are:

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

* META-PR School-Wide Standard Testing was canceled for the year 2019-2020 due to the pandemic.



The screenshot shows the header of the 'DE Perfil Escolar' website. The header is teal with a white hamburger menu icon on the left, the text 'DE PerfilEscolar' in white, a magnifying glass search icon, and the Puerto Rican flag on the right. Below the header is a yellow notification box with a close button (X) in the top right corner. The notification text reads: 'Importante : Conforme a la dispensa federal debido a los eventos extraordinarios del 2020, no se administraron Pruebas Estandarizadas. Por lo tanto, los resultados relacionados a las pruebas META-PR a través de todo el School Report Card corresponden al año académico 2018-2019.'

- **IAUPR will reach out to local districts**, which 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 educator preparation programs. This effort involves P-12 partners, thus contributed to stakeholder engagement and collaboration. The EPP collaborates with local

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

administrators to finalize how the data can be collected, organized, and analyzed. Our TEP Coordinator has had various meetings with the Department of Education Representatives to find the data that corresponds to each school district. The link below shows where this school-wide profile and database can be found: <https://perfilescolar.dde.pr/#>.

- **IAUPR will pilot a Completer Case Study.** The design addresses components 4.1 and 4.2, including completer's observations, students' pre-and post-assessments, student work samples, and completers' interviews. The areas of measuring student growth are 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.

A Completer Survey was created to measure the PEM graduate's impact on P-12 Learning and Development. Among the alumni who completed the survey, three (3) were selected through purposeful sampling to conduct case studies and closely monitor their professional and work growth. Also, three (3) additional cases were selected, through purposeful sampling, that did not complete the

employer survey. The sample of this study is made up of 6 graduates of the Teacher Education Program, as detailed below:

- A 2014 Secondary Education: Teaching of Spanish Level Graduate
- A 2017 Secondary Education: Teach of English as 2nd Language Level Graduate
- A 2019 Preschool Level Graduate
- A 2019 Elementary Education: Teach of English as 2nd Language Level Graduate
- A 2019 Secondary Education: Teach of English as 2nd Language Level Graduate
- A 2020 Elementary Education: Teach of English as 2nd Language Level Graduate

Case studies allow us to evaluate the impact of our graduates from the Teacher Education Program on the learning and development of their students at the Pk-12 level. Similarly, it allows data collection to analyze the effectiveness of the teaching offered by the graduate in classrooms and schools. The graduates were contacted, interviewed, and the respective academic records and evidence provided were examined. A summary of the transcripts findings is outlined below.

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

Name	Student ID	Major	GPA	Graduation Year	Honors	Campus Experiences I	Campus Experiences II	Clinical Experiences I	Clinical Experiences II
Completer 1	Not published to ensure confidentiality	Secondary Spanish	4.00	2014	Summa Cum Laude	A	A	A	A
Completer 2	Not published to ensure confidentiality	ESL Secondary Level	3.65	2017	Magna Cum Laude	A	A	A	A
Completer 3	Not published to ensure confidentiality	Pre-School	3.04	2019	N/A	A	A	B	B
Completer 4	Not published to ensure confidentiality	ESL Elementary Level	3.66	2019	Magna Cum Laude	A	A	A	A
Completer 5*	Not published to ensure confidentiality	ESL Secondary Level	3.98	2020	Summa Cum Laude	A	A	A	A
Completer 6*	Not published to ensure confidentiality	ESL Elementary Level	3.50	2020	Magna Cum Laude	A	A	A	A

**New case studies that are starting for next year's 2020-2021 period report.*

INTER AMERICAN UNIVERSITY OF PUERTO RICO AGUADILLA CAMPUS

Completer 1

Completer 1 graduated in 2014 from secondary Education with a concentration in Spanish with a general average of 4.00 (Suma Cum Laude). During her years of study, she participated in the Ortega y Gasset's boarding school in Toledo, Spain. She stood out as a Spanish tutor, offering services to her peers and as a subject mentor guiding and providing support for the enrollment of new students. She was part of the Honor Program and stood out as a participant in the institutional debate group. At her graduation, she was awarded the John W. Harris Medal, the highest distinction awarded by the Inter-American University of Puerto Rico. Said distinction is awarded to the graduating student, among all campuses, with outstanding (superior) academic performance and distinguished by their ethical and moral values under the faith and commitment that the institution represents. Which also reflects in their civic and social performances a high level of community commitment.

The graduate completed her master's degree in speech pathology and was recently admitted to the Doctoral Program in Education in Curriculum and Teaching at an Accredited University. Also, as part of her professional development, she passed a course in Basic Sign Language. Since August 2017, she is working as a Spanish educator at the secondary level (grades 10, 11, and 12) in an accredited private school in the northwest of the Island. Data from the College Board Standardized Academic Achievement Tests (PAA) provided by the school's administration, where she teaches, were analyzed. The results of the PAA reflect an increase in verbal reasoning skills since the completer began working as a Spanish teacher. Below are the results of the last six (6) years, comparing the school in question with the results at the island level and private institutions. Similarly,

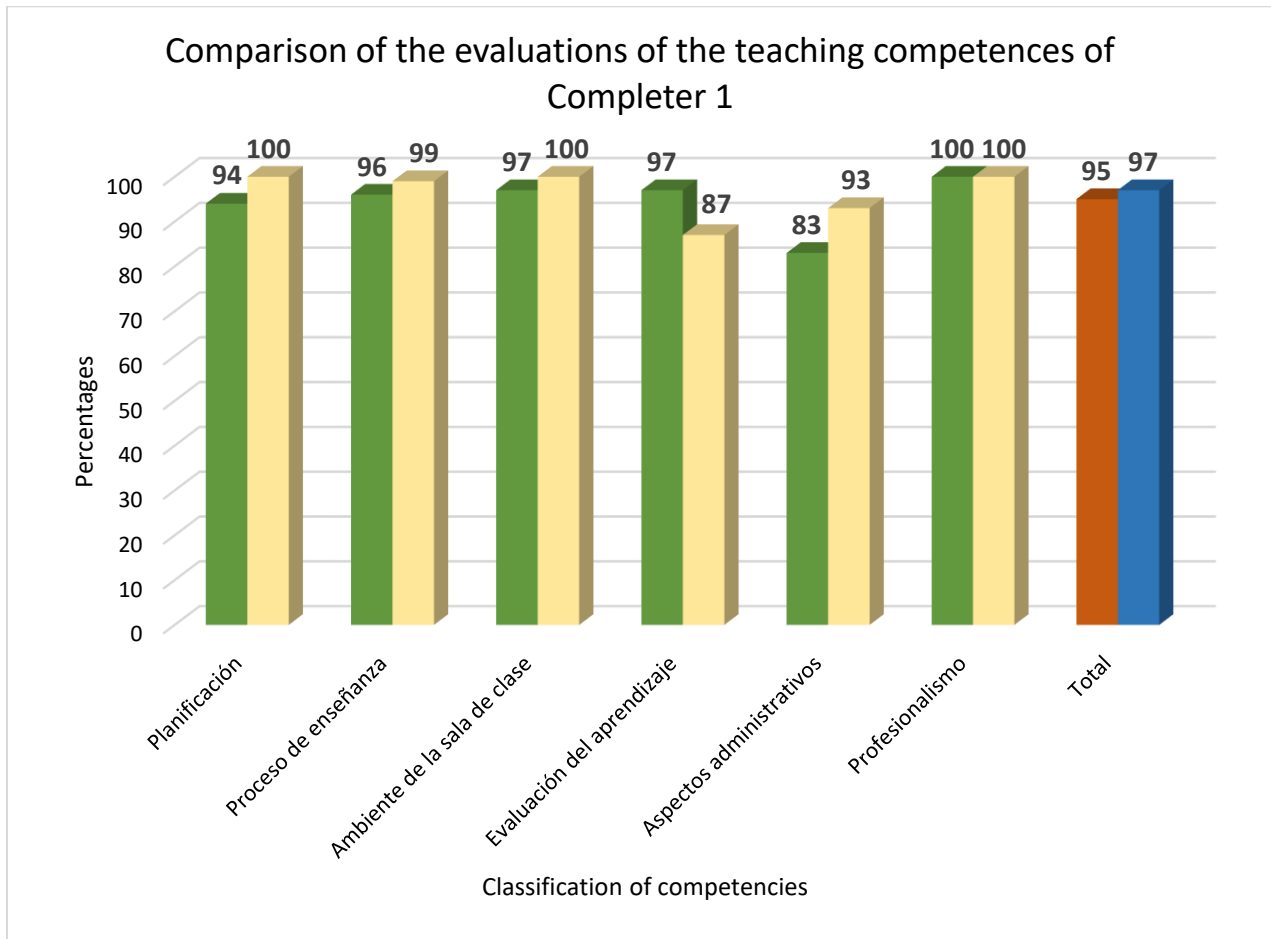
IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

it is evident that the teacher, through her teaching strategies and pedagogical performances, has managed to maintain academic excellence in the subject she teaches.

Additionally, the data below show how the administration has evaluated the completer in the areas of planning, teaching process, classroom environment, learning assessments, administrative aspects, professionalism, and the general average of each yearly evaluation. These evaluations demonstrate the completer's improvement throughout the teaching experience and how our Teacher Education Program served as a base for this improvement.

Academic Achievement/ Verbal Reasoning						
	2015 *Before	2016 *Before	2017 *After	2018 *After	2019 *After	2020 *After
School where the graduate teaches	506.5	513.0	529.5	549.2	538.0	566.1
Island Wide	458.2	458.2	455.2	456.8	463.6	456.4
Private Schools	508.6	516.1	500.8	513.7	506.7	499.2
*Before: Before Completer 1 started teaching at the school						
*After: After Completer 1 started teaching at the school						

Academic Achievement/ Verbal Reasoning					
	2016 *Before	2017 *After	2018 *After	2019 *After	2020 *After
School where the graduate teaches	499.4	515.7	542.5	532.7	562.7
Island Wide	450.5	450.4	451.1	459.5	452.3
Private Schools	495.8	490.5	506.2	503.0	496.0
*Before: Before Completer 1 started teaching at the school					
*After: After Completer 1 started teaching at the school					



Classification of Competencies (results analysis)

Evaluation year	Planning	Teaching Process	Class Environment	Learning Assessment	Administrative Aspects	Professionalism	Total
<i>2018-2019</i>	94	96	97	97	83	83	95
<i>2019-2020</i>	100	99	100	87	93	93	97
<i>General Percentages</i>	97	97.5	98.5	92	88	88	96

Evaluation Differences	
Planning	% Difference
Teaching Process	3
Class Environment	3
Learning Assessment	-10
Administrative Aspects	10
Professionalism	0
Total	2

Completer 2

Completer 2 graduated in 2017 with a Bachelor of Arts in English as a Second Language Education at the secondary level. She was recognized for her academic achievements harmoniously, combining her responsibilities as a student and community service. During her student years at our TEP, she stood out as a member of the Association of Future Educators. In addition, she was a volunteer member of a non-profit organization where they “used” their passion for cars to do social work. The completer dedicated herself to promoting a campaign to foster a drug-free environment, rescue young people from vices, and help them refocus on their goals. She integrated her knowledge of education and communication skills to help coordinate and participate in charitable activities around Puerto Rico.

The graduate organized and attended fundraising activities to benefit terminally ill children and victims of assault or abuse. She guided young people about their ability to overcome the circumstances they faced and their resilience. At her graduation, she received the leadership award for her outstanding work in community service, promoting the value of life, serving others, and teamwork. Also, she was awarded the Board of Trustees medal for her demonstrated leadership and community service.

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

She currently works as a full-time teacher in a private school in western Puerto Rico. In addition, in the evenings and on weekends, she is a review instructor, of the subject of English, for the university admission tests. In addition, she offers conversational English courses at an educational center in the area.

Based on the information provided by the school where the graduate teaches, a brief description of her achievements as a teacher is presented.

Qualitative Classroom visit assessments (Completer 2)			
2018	2019	2020	2021
<p>An exploratory evaluation was carried out that consisted of a visit to the classroom. The class and lesson plans were evaluated.</p> <p>There were no bad performance remarks.</p> <p>The enrollment of that group consisted of 18 students.</p>	<p>The report of visits to the classroom highlights that the teacher “has good group control.” Review: “she writes the objectives well” and that “she has her planning up to date.”</p> <p>The enrollment of that group consisted of 18 students.</p> <p>This year a quantitative evaluation was carried out in which academic aspects were scored, obtaining a score of 98%. 90% (18) of the evaluated criteria were rated as Excellent, while</p>	<p>The evaluation report highlights that the teacher “demonstrates mastery of the subject she teaches.”</p> <p>In addition, he reports that she achieved “very good group participation.”</p> <p>The enrollment of that group consisted of 26 students, of which 26 attended on the day of the visit.</p>	<p>The evaluator emphasizes that she has “a good command of the material she is teaching.”</p> <p>The enrollment of the group attended during the visit was 34 students.</p>

Qualitative Classroom visit assessments (Completer 2)			
2018	2019	2020	2021
	10% (2) were rated as Good. No criteria were rated as Fair or Poor (0%)		

The following table shows the results of the standardized academic achievement tests administered annually to the students attended by Completer 2.

The Effect of Completers 2’s teaching on student academic achievement (Standardized Testing LA – English Reading Section)			
Percentage of students who obtained above average results from the academic achievement test without the Completer 2’s teaching impact.		Percentage of students who obtained above average results from the academic achievement test by Completer 2 teaching (at least once).	
2018		2020	
4th	63.2%	6th	65.6%
5th	56.5%	7th	77.8%
6th	53.7%	8th	83.3%

Completer 3

Completer 3 finished her bachelor’s degree in Preschool Education in 2019 with an overall average of 3.04. During her studies, she stood out as a leader, committed to Education and service. She stood out as a leader of the board of the teacher’s association and coordinated community service activities. In particular, she was very active in service during the months after Hurricane Maria. She handed out food, baby diapers, and household items. The graduate also organized activities to collect necessities for families

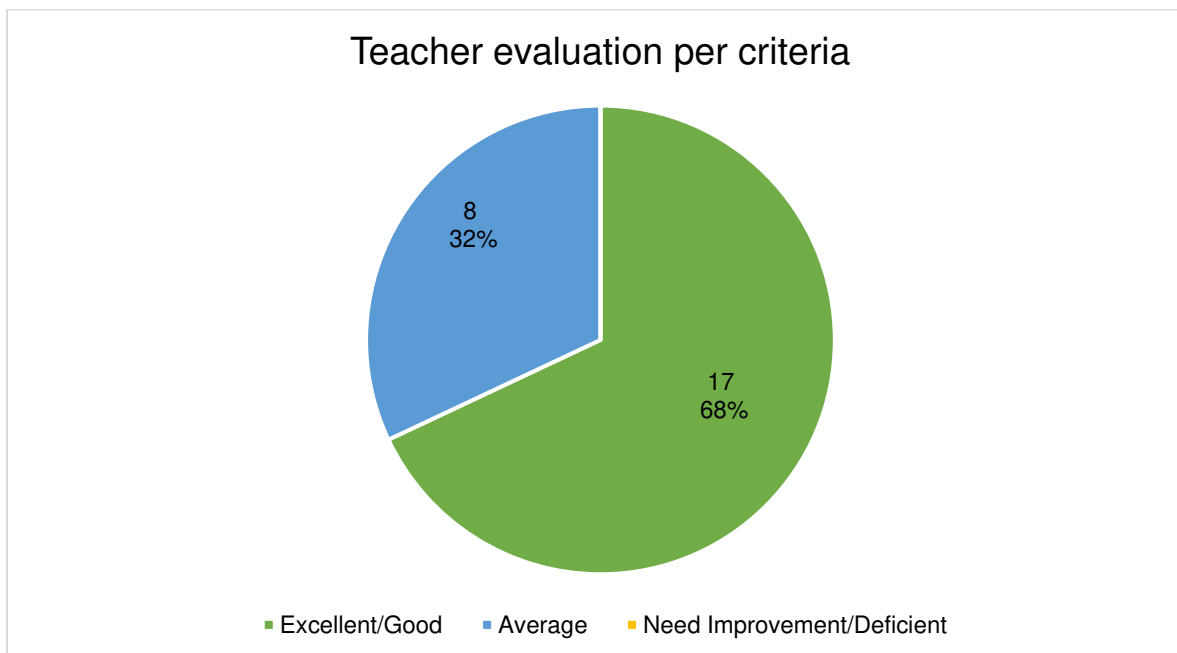
IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

of children with disabilities. At her graduation, she was recognized with the Department's Graduating Award for distinguished community service.

Currently, she works as a pre-school teacher in a public pre-school educational center located in western Puerto Rico since October 2019. From the evidence and information provided by the administration of the center for which she teaches, it appears that the graduate "has shown a great sense of responsibility and dedication in her tasks." Below is a summary of the evaluation results of the teacher's achievements (Completer 3).

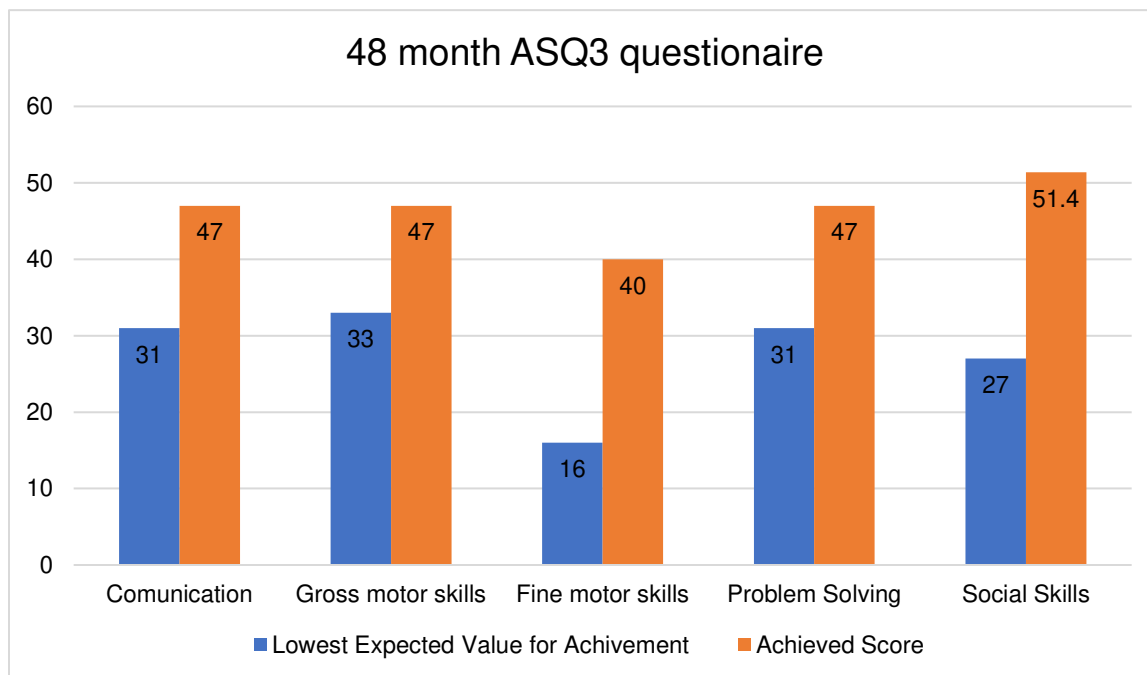
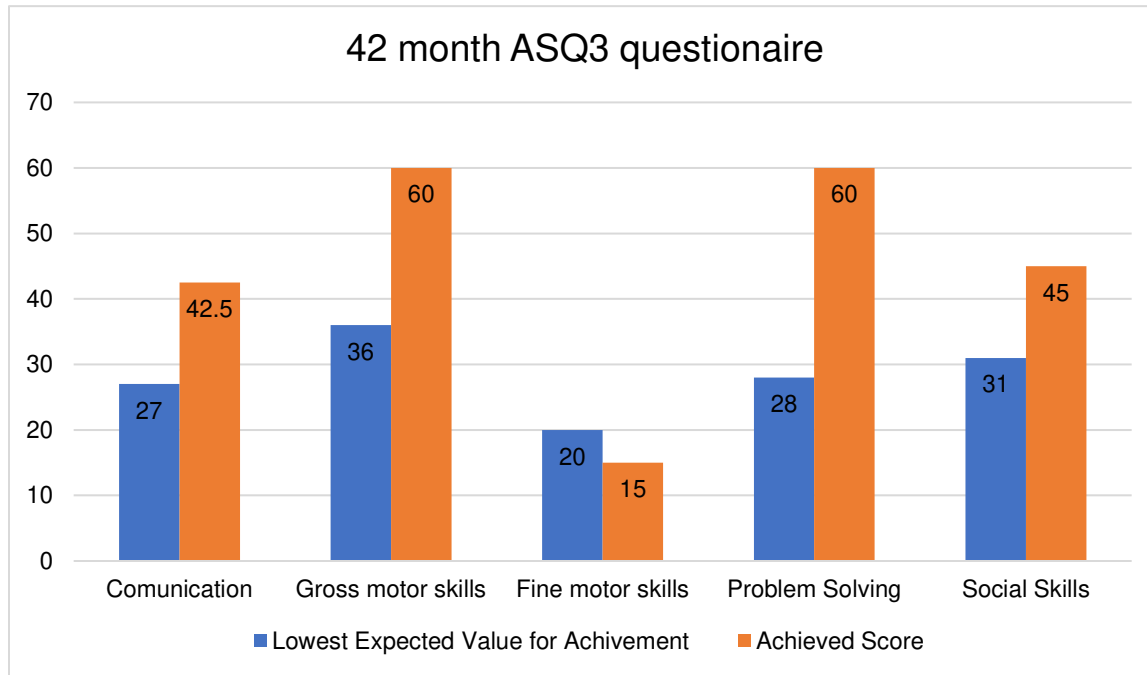
The evaluation instrument considered 25 criteria using the following scale:

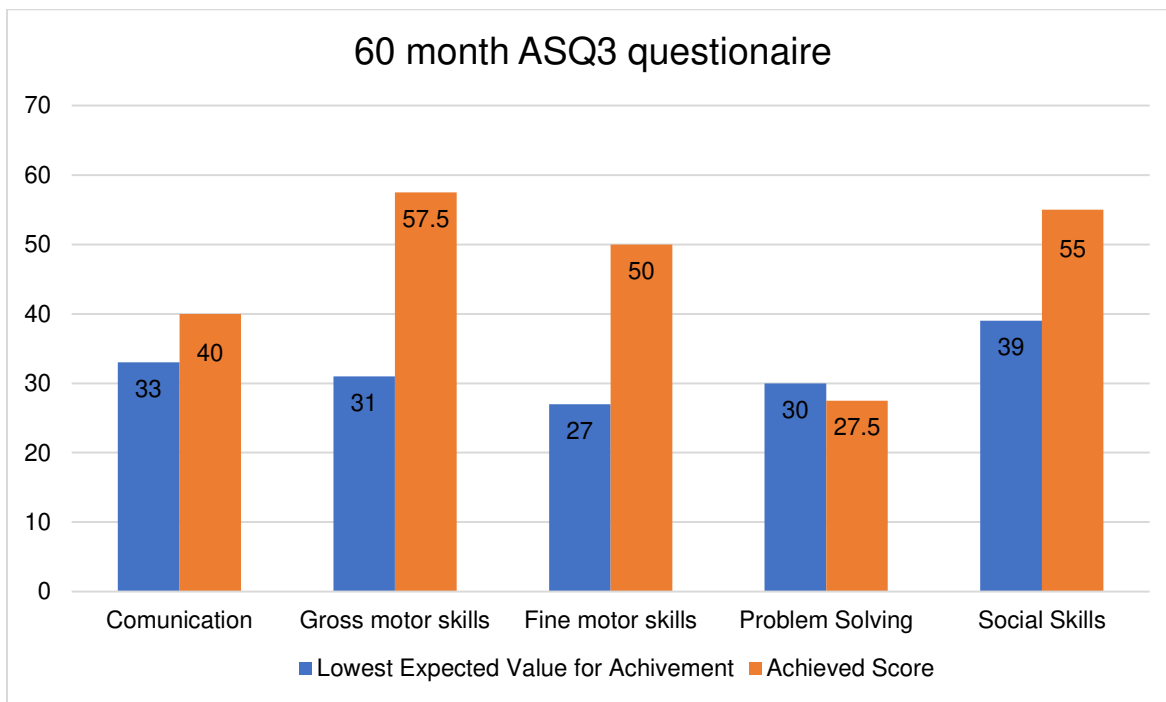
Deficient	Need Improvement	Average	Good	Excellent
Lowest				Highest



IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

The following graphs show the analysis of the Ages & Stages Questionnaires of 42, 48, and 60 (months of age) administered to the students attended by Completer 3.





Completer 4

Completer 4 completed her bachelor’s degree in teaching English as a Second Language in 2019. As a teacher candidate in the Teacher Education Program, she excelled as an English tutor. She was an active member of the student organization Association of Future Teachers, in which she served as secretary and later as treasurer. She completed the degree with a GPA of 3.66. At her graduation, she was awarded the Antolina Vélez medal. This award is given to the most outstanding student in the Teacher Education Program. Currently, she works as an Elementary Level English teacher in a private school in northwestern Puerto Rico.

The following table shows an outline of her students’ performance on academic achievement tests in the first year after graduation as a teacher.

Results of the Completer 4's third-grade group			
Section	Above Average	Average	Below Average
Non verbal	29.6	48.1	22.2
Reading	44.4	48.1	7.4
Math	40.7	25.9	33.3

Completer 5 (New Case Study)

Completer 5 finished her bachelor's degree in English as a Second Language at the Secondary Level in 2020 with a 3.98 GPA. She belonged to the Honors Program and worked as a student tutor for two subjects (English and Spanish). She stood out as a teacher's assistant to an associate professor in the Spanish faculty. In addition, she was president of the student organization Future Teachers. It should be noted that she was recognized by the international sisterhood of Alpha Delta Kappa educators as an outstanding student. At her graduation, she was awarded the prize for the most outstanding student in the Education Department, the Antonina Vélez medal.

She is currently studying for her Master of Arts degree in Teaching English at the Mayagüez Campus of the University of Puerto Rico. She also works as a teacher's assistant in the English Department at said University.

Completer 6 (New Case Study)

Completer 6 graduated in the year 2020 from his bachelor's degree in English as a Second Language at the Secondary level, with a 3.50 GPA. The graduate stood out as a member of the Future Educators student organization. In addition, he worked at the university as an English tutor. He was known for his willingness to cooperate in all the

activities of the Academic Department. Due to family situations related to the global health emergency caused by covid-19, he is not currently employed.

- **Assessment Planning Project:**

Our Teacher Preparation Program developed the logistics and the rubric for the implementation of the Assessment Planning Project. This project aspires to demonstrate the effectiveness of our teacher candidate's teaching process. The assessment plan will be implemented as a pilot study after the rubric goes through the validation process in the August-December Fall Semester of 2021. In this project, the completer chooses a lesson, develops the objectives, provides a rationale for the selection of strategies, reviews relevant research, develops an action plan, creates adaptation and modifications (taking into account student's needs/accommodations) to their class, implements the lesson plan, collects and analyzes data, and reflects on the results. This data will be reported under the supervision of the clinical experience supervisor and cooperative teacher's feedback on completers planning, instruction, and professionalism. It will also include students' pre- and post-assessment results.

For the Clinical Experience I course (EDUC 3015), the completers will have to administer a pre-test to know the skills, knowledge on the subject, and educational needs that the students may have. With this data, the student-teacher is expected to create

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

an educational plan (lesson plan) in which these needs are met. After the lesson is implemented, a post-test will be administered to analyze if the data showed improvement in the students' skills, knowledge on the subject, and the educational needs were met. For the Clinical Experience II course (EDUC 4013), the completers will have to create a new Assessment Planning Project that attends to all the needs (findings) identified in the process of the Assessment Planning Project of the EDUC 3015 course. The teacher-student will administer a pre-test to know the skills, knowledge on the subject, and the educational needs that the students may have. With this data, the student-teacher is expected to create an educational plan (lesson plan) in which these needs are met. After the lesson is implemented, a post-test will be administered to analyze if the data showed improvement in the students' skills, knowledge on the subject, and the educational needs were met.

Impact Measures (CAEP Standard 4)
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MEASURE 2. Indicators of Teaching Effectiveness (Component 4.2)
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Indicator of teaching effectiveness- The following figures display the completers' performance in the Clinical Experience II for the semester August- December 2019.

August-December 2019			
Course Code	Major	Completers	Average GPA
EDUC 4013 A	BA in Early Childhood: Pre-School Level	1	W
EDUC 4013 D	B.A. in Secondary Education: Teaching English as a Second Language	1	4.00
EDUC 4013 E	B.A. in Elementary Education: Teaching of English as a Second Language	1	4.00
EDUC 4013 G	BA in Elementary Education in Special Education	1	4.00
TOTAL		3	4.00

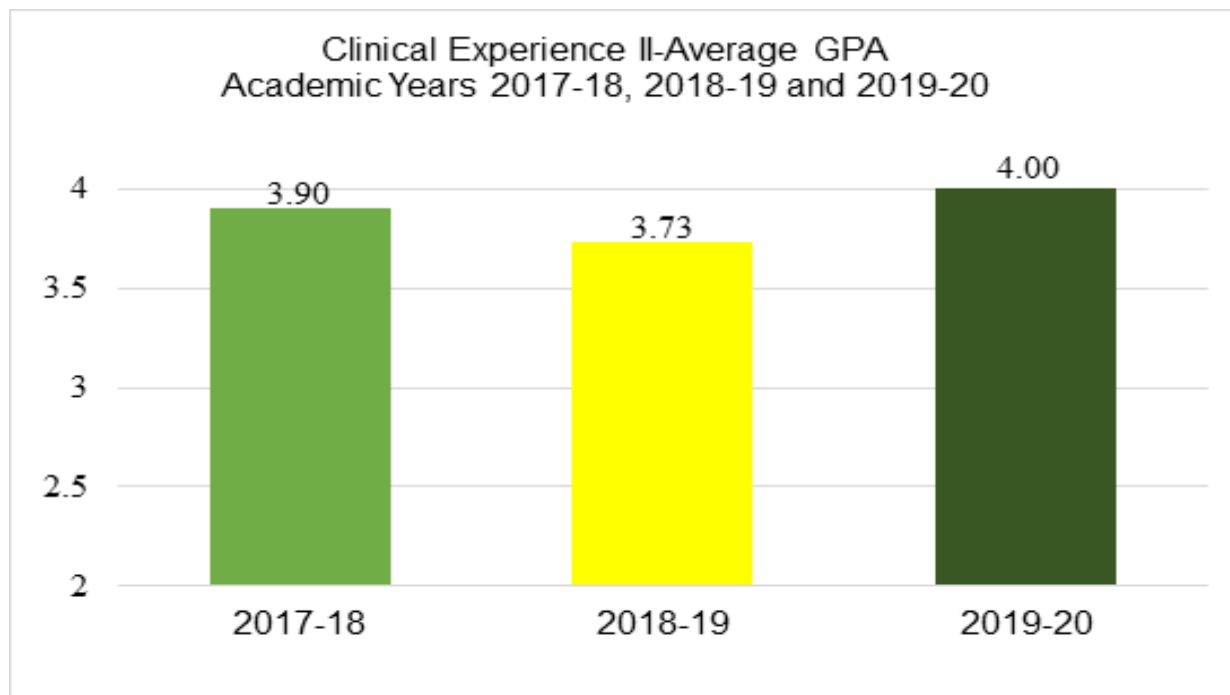
**W= Withdrew course. Student was not considered for the total and the calculated average GPA.*

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Indicator of teaching effectiveness- The following figures display the completers' performance in the Clinical Experience II for the semester January- May 2020.

January- May 2020			
Course Code	Major	Completers	Average GPA
<i>EDUC 4013 B</i>	B.A. in Teaching Elementary Primary Level K-3	2	4.00
<i>EDUC 4013 D</i>	B.A. in Secondary Education: Teach of English as 2 nd Language	2	4.00
<i>EDUC 4013 f</i>	B.A. in Elementary Education: Teaching of Physical Education	2	4.00
<i>EDUC 4013 G</i>	B.A. in Elementary Education in Special Education	2	4.00
<i>EDUC 4013K</i>	B.A. in Secondary Education: Teaching of Physical Education	1	4.00
<i>EDUC 4013 R</i>	B.A. in Secondary Education: Teaching of Spanish	1	4.00
TOTAL		10	4.00

Clinical Experience II- Average GPA		
2017-18	2018-19	2019-20
3.90	3.73	4.00



The following table shows the progress achieved by the completer of the Clinical Experience II (EDUC 4013) course.

Summative evaluation

This evaluation indicates the progress achieved by the completer of the Clinical Experience II (EDUC 4013) course. The cooperative teacher and clinical experience supervisor is encouraged to review the class observations, teacher candidate documents, classroom visit reports, narrative reports, and any other related information that is available before conducting the summative evaluation of their practitioner, with the execution of the candidate. It is requested that, when conducting this evaluation, you be as objective and impartial as possible. Each evaluator (Cooperative Teacher and Clinical Experience Supervisor) conducts each evaluation individually.

Performance levels

The performance levels are described by the words: Excellent, Good, Satisfactory, Satisfactory with Recommendations and Needs Improvement.

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

1. Excellent - The performance clearly, convincingly, and consistently demonstrates the mastery of the knowledge, skills and attitudes evaluated.
2. Good - The performance demonstrates that they clearly and consistently master the knowledge, skills, and attitudes assessed.
3. Satisfactory - Has partial mastery of some of the knowledge, skills, and attitudes assessed.
4. Satisfactory with recommendations - Has very little mastery of the knowledge, skills and attitudes assessed.
5. Needs improvement - Does not master the knowledge, skills, and attitudes assess.

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

CRITERIA	DESCRIPTION OF EXPECTED PERFORMANCE	EXCELLENT		GOOD		SATISFACTORY WITH RECOMMENDATIONS		NEEDS IMPROVEMENT	
		Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher
Student development InTASC 1, 2, 7	Designs lessons that contribute to the comprehensive development of students based on the strengths and needs of the learner.	69.23%	75.00%	30.77%	25.00%	0.00%	0.00%	0.00%	0.00%
Appropriate resources for student development. InTASC 1, 2, 4, 5, 8	Uses a variety of resources, including technology, to address the individual needs of students and help them maximize their achievement.	69.23%	91.67%	30.77%	8.33%	0.00%	0.00%	0.00%	0.00%
Knowledge of the content InTASC 4, 5, 7, 8	Demonstrates exceptional mastery of the subject, incorporates technology and supplementary information to encourage students to understand, analyze and question the content from various perspectives.	53.85%	58.33%	46.15%	41.67%	0.00%	0.00%	0.00%	0.00%
Knowledge of the methodology. InTASC 1, 2, 7, 8	Plans and develops his/her classes using a variety of strategies consistent with the subject, the level of development of his students and their particular needs.	38.46%	91.67%	61.54%	8.33%	0.00%	0.00%	0.00%	0.00%

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

CRITERIA	DESCRIPTION OF EXPECTED PERFORMANCE	EXCELLENT		GOOD		SATISFACTORY WITH RECOMMENDATIONS		NEEDS IMPROVEMENT	
		Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher
Alignment of instructional objectives with standards and assessment processes. InTASC 2, 4, 5, 6, 7	Writes objectives and plan assessment activities aligned to the standards, taking into consideration the needs of the students and integrating multiple ways of demonstrating what has been learned.	46.15%	83.33%	53.85%	8.33%	0.00%	8.33%	0.00%	0.00%
Integrated planning InTASC 4, 5, 7, 8	Integrates perspectives from other disciplines and the real world into curricular units to expand student learning, stimulate critical thinking, and foster the inquiry process.	15.38%	66.67%	84.62%	33.33%	0.00%	0.00%	0.00%	0.00%
Assessment InTASC 4, 5, 6	Uses various measurement instruments and assessment techniques (formative and summative) aligned with instructional objectives in order to monitor, document, and guide student learning.	69.23%	91.67%	30.77%	8.33%	0.00%	0.00%	0.00%	0.00%
Use of the assessment results InTASC 1, 2, 6, 8	Use the assessment results to identify your students' unique needs and design differentiated learning experiences.	61.54%	91.67%	38.46%	8.33%	0.00%	0.00%	0.00%	0.00%
Learning environment InTASC 3, 9	Encourage assertive communication to create an environment of respect and use dialogue to exchange ideas, analyze prejudices, and foster tolerance.	92.31%	100.00%	7.69%	0.00%	0.00%	0.00%	0.00%	0.00%

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

CRITERIA	DESCRIPTION OF EXPECTED PERFORMANCE	EXCELLENT		GOOD		SATISFACTORY WITH RECOMMENDATIONS		NEEDS IMPROVEMENT	
		Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher	Supervisor	Cooperative Teacher
Collaborative interaction with the school community InTASC 10	Leads and coordinates with colleagues, parents, and the community activities that contribute to the academic, physical, social, and emotional development of students.	46.15%	81.82%	46.15%	18.18%	7.69%	0.00%	0.00%	0.00%
Reflection in practice (written and oral) InTASC 9	Creates an original and documented critical reflection on their educational practice and offers alternatives to improve it.	53.85%	91.67%	46.15%	8.33%	0.00%	0.00%	0.00%	0.00%
School Record	Presents the School Record clean, with a variety of evaluation techniques, filled in all the required parts, and on time.	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Roll Book	Presents the Roll Book, on time, clean, divided by sections, with different evaluation and assessment criteria.	90.91%	88.89%	9.09%	11.11%	0.00%	0.00%	0.00%	0.00%

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

Impact Measures (CAEP Standard 4)

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

An Employer Survey was administered to examine the opinion of the employers on the pedagogical and professional competencies that the graduates of the Teacher Education Program (PEM) of the Aguadilla Campus of the Inter-American University of Puerto Rico. A total of 17 employers of public and private schools in the geographic area to which the UIPR Recinto de Aguadilla provides services participated in the study. Three 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 14 schools considered for this study, there are 164 teachers who graduated from the PEM of the Aguadilla Campus of the Interamerican University, an average of 12 teachers per school.

General Information of Employers

Variable	Categories	Frequency	Percentages
Sector: Public or Private Institution?	Public	12	85.71%
	Private	2	14.29%
How important is it to hire graduates of the Teacher Preparation Program for your organization?	Very Important	10	71.43%
	Important	4	28.57%
	Somewhat Important	0	0.00%
	Not Important	0	0.00%

Criteria related to the pedagogical and professional competencies that graduates possess

Employers Surveys Results

Premises	Responses			
	Always	Frequently	Occasionally	Never
The teachers who graduated from the Teacher Education Program of the Inter-American University of Puerto Rico, Aguadilla Campus:				
1. <i>They have mastery of the content of the subject they teach.</i>	10 71.43%	3 21.43%	1 7.14%	0 0.00%
2. <i>They understand how students learn and develop.</i>	9 64.29%	5 35.71%	0 0.00%	0 0.00%
3. <i>They individualize teaching so that each student develops according to their abilities.</i>	8 57.14%	5 35.71%	1 7.14%	0 0.00%
4. <i>Use appropriate strategies to differentiate instruction.</i>	8 57.14%	4 28.57%	2 14.29%	0 0.00%
5. <i>Design activities that promote an inclusive learning environment.</i>	9 64.29%	4 28.57%	1 7.14%	0 0.00%
6. <i>Promote student responsibility in the use of technology.</i>	10 71.43%	3 21.43%	1 7.14%	0 0.00%
7. <i>Encourage increased critical thinking based on the stage of their students' development.</i>	8 57.14%	5 35.71%	1 7.14%	0 0.00%
8. <i>Utilize multiple assessment methods to determine student progress.</i>	11 78.57%	2 14.29%	1 7.14%	0 0.00%
9. <i>Use assessment results to optimize learning experiences.</i>	7 50.00%	5 35.71%	2 14.29%	0 0.00%
10. <i>Select learning experiences that are appropriate to content goals, expectations, and standards.</i>	10 71.43%	3 21.43%	1 7.14%	0 0.00%
11. <i>They use available technological resources to support the teaching and learning process.</i>	10 71.43%	3 21.43%	1 7.14%	0 0.00%

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Premises	Responses			
12. They respect the laws and regulations that govern the profession.	10 71.43%	3 21.43%	1 7.14%	0 0.00%
13. Exhibit professional and ethical conduct.	9 64.29%	4 28.57%	1 7.14%%	0 0.00%
14. They remain committed to their continued professional development.	8 57.14%	5 35.71%	1 7.14%	0 0.00%
15. They work in collaborative teams in face-to-face and virtual contexts.	8 57.14%	5 35.71%	1 7.14%	0 0.00%
16. They assume leadership roles and professional responsibility in different educational settings.	7 50.00%	6 42.86%	1 7.14%	0 0.00%
17. They integrate the family and the community with the school.	10 71.43%	3 21.43%	1 7.14%	0 0.00%
18. They use effective strategies for group control, achieving an appropriate environment for learning.	9 64.29%	4 28.57%	1 7.14%%	0 0.00%
19. Provide learning opportunities and experiences that consider equity and diversity in the student population.	9 64.29%	4 28.57%	1 7.14%%	0 0.00%
20. Demonstrate respect and tolerance for individual and cultural differences of students in the educational setting.	10 71.43%	3 21.43%	1 7.14%	0 0.00%
Total	173 61.79%	74 26.43%	19 6.79%	0 0.00%

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

- 14 responses

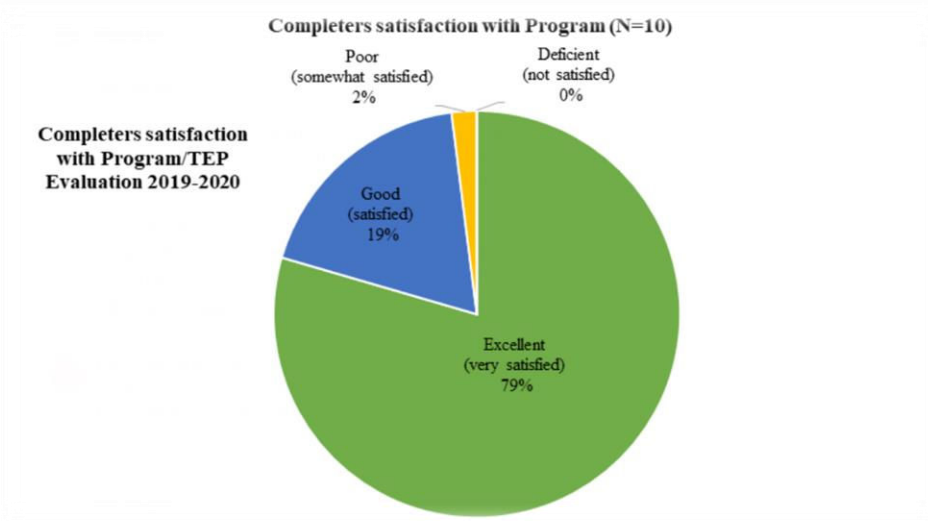
Average Rating: 4.64



Impact Measures (CAEP Standard 4)

MEASURE 4. Satisfaction of Completers (Components 4.3/ A.4.1)

Satisfaction of Completers 2019-2020 Ten completers responded to the survey that measures their level of **satisfaction** with their Teacher Preparation Program. Following are the results of this evaluation.



PEM Program Evaluation Survey 2019-2020 results

Premises	Responses			
The Teacher Education Program trained the Teacher Candidate to	Excellent	Good	Poor	Deficient
<i>1. Reflect on the teaching-learning process and improve their teaching practice.</i>	8 80.00%	2 20.00%	0 0.00%	0 0.00%
<i>2. Use the Curriculum Framework and its standards and expectations in instructional planning.</i>	7 70.00%	3 30.00%	0 0.00%	0 0.00%

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Premises	Responses			
3. <i>Adapt the curriculum and teaching process to accommodate individual differences.</i>	8 80.00%	2 20.00%	0 0.00%	0 0.00%
4. <i>Plan the classes.</i>	8 80.00%	2 20.00%	0 0.00%	0 0.00%
5. <i>Motivate students in academic tasks.</i>	6 60.00%	3 30.00%	1 10.00%	0 0.00%
6. <i>Teach content and skills for students' grade and developmental levels.</i>	8 80.00%	2 20.00%	0 0.00%	0 0.00%
7. <i>Use educational technology as a learning tool.</i>	8 80.00%	1 10.00%	1 10.00%	0 0.00%
8. <i>Use strategies and techniques for classroom management.</i>	7 70.00%	3 30.00%	0 0.00%	0 0.00%
9. <i>Create meaningful learning experiences.</i>	9 90.00%	1 10.00%	0 0.00%	0 0.00%
10. <i>Make decisions about the process.</i>	9 90.00%	1 10.00%	0 0.00%	0 0.00%
11. <i>Create a learning environment for students.</i>	8 89.00%	2 20.00%	0 0.00%	0 0.00%
12. <i>Implement the teaching process in the classroom.</i>	9 90.00%	1 10.00%	0 0.00%	0 0.00%
13. <i>Evaluate and report the academic progress of my students.</i>	7 70.00%	3 30.00%	0 0.00%	0 0.00%
14. <i>Organize and distribute the activities.</i>	8 80.00%	2 20.00%	0 0.00%	0 0.00%
15. <i>Write the objectives of the course.</i>	8 80.00%	2 2.00%	0 0.00%	0 0.00%
16. <i>Organize and distribute time effectively for the achievement of objectives.</i>	9 90.00%	1 10.00%	0 0.00%	0 0.00%
17. <i>Objectively grade student work.</i>	8 80.00%	1 10.00%	1 10.00%	0 0.00%
18. <i>Provide reasonable accommodation to students.</i>	9 90.00%	0 0.00%	1 10.00%	0 0.00%

Premises	Responses			
19. Offer and use assignments as part of the teaching-learning process.	7 70.00%	3 30.00%	0 0.00%	0 0.00%
Total	159	37	4	0

The following table shows the Graduate (Completer) Satisfaction Survey data, divided by categories that represent the programs that the completers majored in.

Evaluation of the Teacher Education Program: Graduate (Completer) Satisfaction

Academic Year 2019-2020

Participants / Sample 10 Graduates (Completers)	
Participant (Completers) Distribution by Concentration	
Major	Participants
BA-Elementary Education in Special Education	3
BA-Teaching at the Elementary Primary Level K-3	2
BA-Teaching of Physical Education at the Elementary Level	2
BA-Teaching of Physical Education at the Secondary Level	1
BA-Secondary Education in the Teaching of English as a Second Language	1
BA-Teaching of English as a Second Language at the Elementary Level	1
Participant (Completers) Distribution by Categories	
Category 1	Elementary Education in Special Education
Category 2	Elementary (Primary Level K-3 and 4-6)
Category 3	Physical Education (Elementary and Secondary Level)
Category 4	English Education (Elementary and Secondary Level)

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Category 1 Elementary Education in Special Education				
The Teacher Education Program prepares the Teacher Candidate to:	Excellent	Good	Poor	Deficient
1. Reflect on the teaching-learning process and improve their teaching practice.	100.00%	0.00%	0.00%	0.00%
2. Make decisions about the teaching process based on knowledge in the knowledge acquired.	100.00%	0.00%	0.00%	0.00%
3. Use the Curriculum Framework and standards and expectations in instructional planning.	100.00%	0.00%	0.00%	0.00%
4. Adapt the curriculum and teaching process to accommodate individual differences.	100.00%	0.00%	0.00%	0.00%
5. Plan the classes.	100.00%	0.00%	0.00%	0.00%
6. Motivate students in academic tasks.	100.00%	0.00%	0.00%	0.00%
7. Teach content and skills for students' grade and developmental level.	100.00%	0.00%	0.00%	0.00%
8. Use educational technology as a learning tool.	100.00%	0.00%	0.00%	0.00%
9. Use strategies and techniques for classroom management.	100.00%	0.00%	0.00%	0.00%
10. Create meaningful learning experiences.	100.00%	0.00%	0.00%	0.00%
11. Make decisions about the teaching-learning process, based on the assessment results.	100.00%	0.00%	0.00%	0.00%
12. Create a learning environment for students.	100.00%	0.00%	0.00%	0.00%
13. Implement the teaching process in the classroom.	100.00%	0.00%	0.00%	0.00%
14. Evaluate and report the academic progress of my students.	100.00%	0.00%	0.00%	0.00%
15. Organize and distribute the activities.	100.00%	0.00%	0.00%	0.00%
16. Write teaching objectives.	100.00%	0.00%	0.00%	0.00%
17. Organize and distribute time effectively for the achievement of objectives.	100.00%	0.00%	0.00%	0.00%

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Category 1 Elementary Education in Special Education				
The Teacher Education Program prepares the Teacher Candidate to:	Excellent	Good	Poor	Deficient
18. Objectively qualify the students' work.	100.00%	0.00%	0.00%	0.00%
19. Provide reasonable accommodation to students.	100.00%	0.00%	0.00%	0.00%
20. Offer and use assignments as part of the teaching-learning process.	100.00%	0.00%	0.00%	0.00%
TOTAL	100.00%	0.00%	0.00%	0.00%

Category 2 Elementary (Primary Level K-3 and 4-6)				
The Teacher Education Program prepares the Teacher Candidate to:	Excellent	Good	Poor	Deficient
1. Reflect on the teaching-learning process and improve their teaching practice.	50.00%	50.00%	0.00%	0.00%
2. Make decisions about the teaching process based on knowledge in the knowledge acquired.	0.00%	100.00%	0.00%	0.00%
3. Use the Curriculum Framework and standards and expectations in instructional planning.	0.00%	100.00%	0.00%	0.00%
4. Adapt the curriculum and teaching process to accommodate individual differences.	50.00%	50.00%	0.00%	0.00%
5. Plan the classes.	50.00%	50.00%	0.00%	0.00%
6. Motivate students in academic tasks.	0.00%	50.00%	50.00%	0.00%
7. Teach content and skills for students' grade and developmental level.	50.00%	50.00%	0.00%	0.00%
8. Use educational technology as a learning tool.	0.00%	50.00%	50.00%	0.00%
9. Use strategies and techniques for classroom management.	0.00%	100.00%	0.00%	0.00%
10. Create meaningful learning experiences.	50.00%	50.00%	0.00%	0.00%

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Category 2 Elementary (Primary Level K-3 and 4-6)				
The Teacher Education Program prepares the Teacher Candidate to:	Excellent	Good	Poor	Deficient
11. Make decisions about the teaching-learning process, based on the assessment results.	50.00%	50.00%	0.00%	0.00%
12. Create a learning environment for students.	50.00%	50.00%	0.00%	0.00%
13. Implement the teaching process in the classroom.	50.00%	50.00%	0.00%	0.00%
14. Evaluate and report the academic progress of my students.	0.00%	100.00%	0.00%	0.00%
15. Organize and distribute the activities.	0.00%	100.00%	0.00%	0.00%
16. Write teaching objectives.	50.00%	50.00%	0.00%	0.00%
17. Organize and distribute time effectively for the achievement of objectives.	50.00%	50.00%	0.00%	0.00%
18. Objectively qualify the students' work.	0.00%	50.00%	50.00%	0.00%
19. Provide reasonable accommodation to students.	50.00%	0.00%	50.00%	0.00%
20. Offer and use assignments as part of the teaching-learning process.	0.00%	100.00%	0.00%	0.00%
TOTAL	27.50%	62.50%	10.00%	0.00%

Category 3 Physical Education (Elementary and Secondary Level)				
The Teacher Education Program prepares the Teacher Candidate to:	Excellent	Good	Poor	Deficient
1. Reflect on the teaching-learning process and improve their teaching practice.	100.00%	0.00%	0.00%	0.00%
2. Make decisions about the teaching process based on knowledge in the knowledge acquired.	100.00%	0.00%	0.00%	0.00%
3. Use the Curriculum Framework and standards and expectations in instructional planning.	100.00%	0.00%	0.00%	0.00%

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Category 3				
Physical Education (Elementary and Secondary Level)				
The Teacher Education Program prepares the Teacher Candidate to:	Excellent	Good	Poor	Deficient
4. Adapt the curriculum and teaching process to accommodate individual differences.	100.00%	0.00%	0.00%	0.00%
5. Plan the classes.	100.00%	0.00%	0.00%	0.00%
6. Motivate students in academic tasks.	66.67%	33.33%	0.00%	0.00%
7. Teach content and skills for students' grade and developmental level.	100.00%	0.00%	0.00%	0.00%
8. Use educational technology as a learning tool.	100.00%	0.00%	0.00%	0.00%
9. Use strategies and techniques for classroom management.	100.00%	0.00%	0.00%	0.00%
10. Create meaningful learning experiences.	100.00%	0.00%	0.00%	0.00%
11. Make decisions about the teaching-learning process, based on the assessment results.	100.00%	0.00%	0.00%	0.00%
12. Create a learning environment for students.	100.00%	0.00%	0.00%	0.00%
13. Implement the teaching process in the classroom.	100.00%	0.00%	0.00%	0.00%
14. Evaluate and report the academic progress of my students.	100.00%	0.00%	0.00%	0.00%
15. Organize and distribute the activities.	100.00%	0.00%	0.00%	0.00%
16. Write teaching objectives.	100.00%	0.00%	0.00%	0.00%
17. Organize and distribute time effectively for the achievement of objectives.	100.00%	0.00%	0.00%	0.00%
18. Objectively qualify the students' work.	100.00%	0.00%	0.00%	0.00%
19. Provide reasonable accommodation to students.	100.00%	0.00%	0.00%	0.00%
20. Offer and use assignments as part of the teaching-learning process.	100.00%	0.00%	0.00%	0.00%
TOTAL	98.33%	1.67%	0.00%	0.00%

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Category 4				
English Education (Elementary and Secondary Level)				
The Teacher Education Program prepares the Teacher Candidate to:	Excellent	Good	Poor	Deficient
1. Reflect on the teaching-learning process and improve their teaching practice.	50.00%	50.00%	0.00%	0.00%
2. Make decisions about the teaching process based on knowledge in the knowledge acquired.	100.00%	0.00%	0.00%	0.00%
3. Use the Curriculum Framework and standards and expectations in instructional planning.	50.00%	50.00%	0.00%	0.00%
4. Adapt the curriculum and teaching process to accommodate individual differences.	50.00%	50.00%	0.00%	0.00%
5. Plan the classes.	50.00%	50.00%	0.00%	0.00%
6. Motivate students in academic tasks.	50.00%	50.00%	0.00%	0.00%
7. Teach content and skills for students' grade and developmental level.	50.00%	50.00%	0.00%	0.00%
8. Use educational technology as a learning tool.	100.00%	0.00%	0.00%	0.00%
9. Use strategies and techniques for classroom management.	50.00%	50.00%	0.00%	0.00%
10. Create meaningful learning experiences.	100.00%	0.00%	0.00%	0.00%
11. Make decisions about the teaching-learning process, based on the assessment results.	100.00%	0.00%	0.00%	0.00%
12. Create a learning environment for students.	50.00%	50.00%	0.00%	0.00%
13. Implement the teaching process in the classroom.	100.00%	0.00%	0.00%	0.00%
14. Evaluate and report the academic progress of my students.	50.00%	50.00%	0.00%	0.00%
15. Organize and distribute the activities.	100.00%	0.00%	0.00%	0.00%
16. Write teaching objectives.	50.00%	50.00%	0.00%	0.00%
17. Organize and distribute time effectively for the achievement of objectives.	100.00%	0.00%	0.00%	0.00%

Category 4 English Education (Elementary and Secondary Level)				
The Teacher Education Program prepares the Teacher Candidate to:	Excellent	Good	Poor	Deficient
18. Objectively qualify the students' work.	100.00%	0.00%	0.00%	0.00%
19. Provide reasonable accommodation to students.	100.00%	0.00%	0.00%	0.00%
20. Offer and use assignments as part of the teaching-learning process.	50.00%	50.00%	0.00%	0.00%
TOTAL	72.50%	27.50%	0.00%	0.00%

Outcome Measures

Outcome Measures
MEASURE 5. Graduation Rates (Initial Level)

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

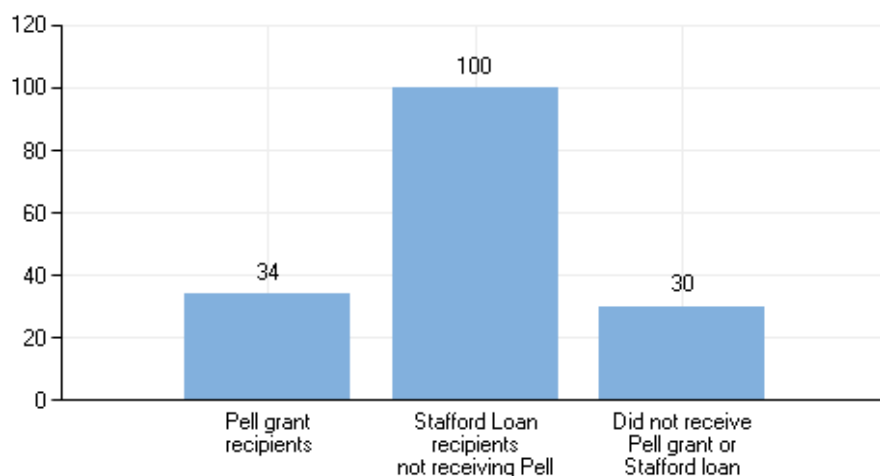
<https://nces.ed.gov/ipeds/datacenter/institutionprofile.aspx?unitId=242626&goToReportId=6>

Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of average 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). As soon as the data for the 2014 cohort is uploaded in the IIES/NCES National Center for Education Statistics, we will be updating this information.

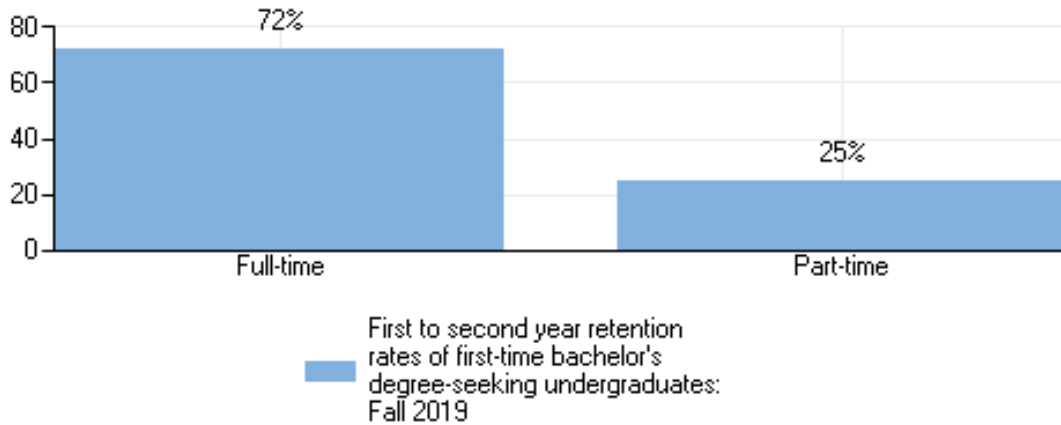
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	Rate
Overall graduation rates	
Total	34%
Men	27%
Women	39%
American Indian or Alaska Native	
Asian	
Black or African American	
Hispanic or Latino	33%
Native Hawaiian or Other Pacific Islander	
White	100%
Two or more races	
Race/ethnicity unknown	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

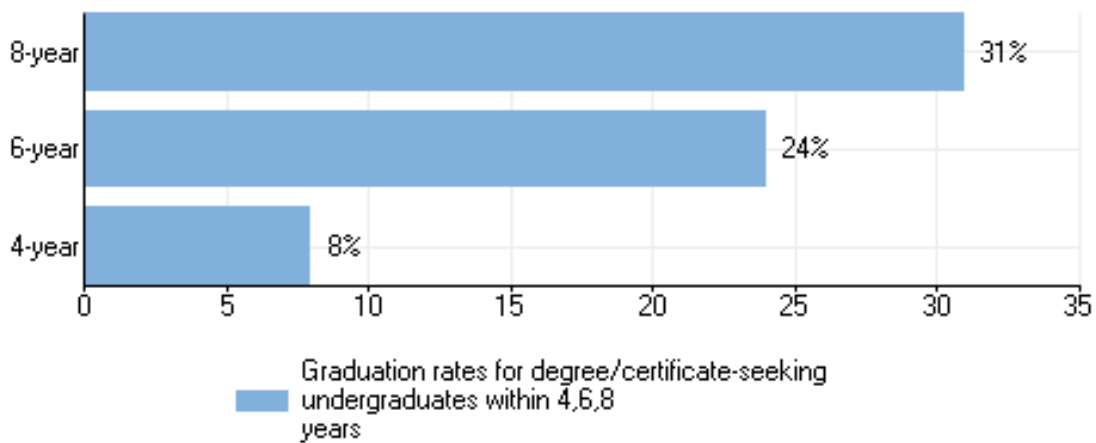
Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of average time to program completion, by Title IV aid status: 2013 cohort (Graduation rates are based on the student’s completion status as of August 31, 2019). As soon as the data for the 2014 cohort is uploaded in the IIES/NCES National Center for Education Statistics, we will be updating this information.



First to second-year retention rates of first-time bachelor's degree-seeking undergraduates: Fall 2019



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



Completers for the different program options- The following table presents the demographics of the 2019-2020 completers.

Degrees Conferred by Academic Level, Major, and Gender 2019-2020				
Code	Major	F	M	Total
145	BA-Secondary Education in Spanish	1	0	1
147	BA-Secondary Education in the Teaching of English as a Second Language	3	0	3
174	BA-Teaching Biology at the Secondary Level	-	-	-
176	BA-Teaching of Physical Education at the Secondary Level	0	1	1
178	BA-Teaching of Physical Education at the Elementary Level	1	1	2
206	BA-Teaching of English as a Second Language at the Elementary Level	0	1	1
231	BA-Elementary Education in Special Education	2	0	2
236	BA-Teaching at the Elementary Primary Level K-3	2	0	2
237	BA-Teaching at the Elementary Primary Level 4-6	-	-	-
243	BA-Childhood Preschool Level	-	-	-
Total		9	3	12

Degrees Conferred by Academic Level, Major, and GPA 2019-2020		
Code	Major	GPA
145	BA-Secondary Education in Spanish	3.06
147	BA-Secondary Education in the Teaching of English as a Second Language	3.56
174	BA-Teaching Biology at the Secondary Level	--
176	BA-Teaching of Physical Education at the Secondary Level	3.97
178	BA-Teaching of Physical Education at the Elementary Level	3.26
206	BA-Teaching of English as a Second Language at the Elementary Level	3.50
231	BA-Elementary Education in Special Education	3.28
236	BA-Teaching at the Elementary Primary Level K-3	3.41
237	BA-Teaching at the Elementary Primary Level 4-6	--
243	BA-Childhood Preschool Level	--

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

Total Enrollment in the Education and Humanities Department-Aguadilla Campus-Fall Semesters					
Code	Majors	2016-17	2017-18	2018-19	2019-20
Bachelor					
145	BA in Secondary Education: Teaching of Spanish	12	11	14	6
147	BA in Secondary Education: Teach of English as 2nd Language	25	22	26	19
174	BA in Secondary Education: Teaching of Biology	5	8	4	4
176	BA in Secondary. Education: Teaching of Physical Education at Secondary Level	17	20	14	14
178	BA in Elementary Education: Teaching of Physical Education	15	12	7	8
206	BA in Elementary Education: Teach of English as Second Language	9	7	3	3
231	BA in Elementary Education in Special Education	11	10	9	9
236	BA in Teach Elementary Primary Level K-3	15	11	14	10
237	BA in Teach Elementary Level 4-6	6	1	3	1
243	BA in Early Childhood: Pre-School Level	10	13	9	11
Total Enrollment (Education and Humanities Department)		125	115	103	85

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

Graduation rates for EPP completers within 4, 5, and 6 yrs. or less. (Cohort 2013 and 2014 considerations: regular students, first year, and full time).

Academic Programs	Cohort Base 2013	Graduated 4 years or less	Graduation rate 4th year	Graduated 5 years or less	Graduation rate 5th year	Graduated 6 years or less	Graduation rate 6th year
145 - BA in Secondary Education: Teaching of Spanish	1	0	0%	1	100%	1	100%
147 - BA in Secondary Education: Teach of English as 2nd Language	9	0	0%	2	22%	2	22%
176- BA in Secondary. Education: Teaching of Physical Education at Secondary Level	6	0	0%	0	0%	0	0%
178 - BA in Elementary Education: Teaching of Physical Education	2	0	0%	0	0%	0	0%
206 - BA in Elementary Education: Teach of English as Second Language	1	0	0%	0	0%	0	0%
231 - BA in Elementary Education in Special Education	1	0	0%	0	0%	0	0%
236 - BA in Teach Elementary Primary Level K-3	2	0	0%	2	100%	2	100%
243 - BA in Early Childhood: Pre-School Level	1	0	0%	0	0%	0	0%
Total	23	0	0%	5	22%	5	22%

Source: Graduation Rate by Program, Cohort 2013. Interamerican University of Puerto Rico: Investigation, Evaluation, and Planning Office.

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

<i>Academic Programs</i>	Cohort Base 2014	Graduated 4 years or less	Graduation rate 4th year	Graduated 5 years or less	Graduation rate 5th year	Graduated 6 years or less	Graduation rate 6th year
145- B.A. in Secondary Education: Teaching of Spanish	1	0	0%	0	0%	0	0%
147 - B.A. in Secondary Education: Teach of English as 2nd Language	5	0	0%	1	20%	2	40%
176 - B.A. in Secondary. Education: Teaching of Physical Education at Secondary Level	9	0	0%	1	11%	1	11%
206 - B.A. in Elementary Education: Teach of English as Second Language	2	0	0%	0	0%	1	50%
231 - B.A. in Elementary Education in Special Education	1	0	0%	0	0%	0	0%
243 - BA in Early Childhood: Pre-School Level	3	1	33%	2	67%	2	67%
Total	21	1	5%	4	19%	6	29%

Source: *Graduation Rate by Program, Cohort 2014. Interamerican University of Puerto Rico: Investigation, Evaluation, and Planning Office.*

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

Outcome Measures

**MEASURE 6. Ability of Completers to Meet Licensing and Additional State
Requirements (Initial Level)**

Results of State Licensure Exams

This section provides information regarding 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 the College Board of Puerto Rico and Latin America Office, provides information about student competencies in 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) levels. Also, the secondary level test includes a specialization section in Spanish (PR30), English (PR40), Mathematics (PR50), Social Studies (PR60), and Science (PR70).

For the 2019-2020 academic year, the various earthquakes (since January 7, 2020) and the Covid-19 pandemic have impacted the implementation and the data collection of the State Licensure Exams. Therefore, the Department of Education canceled the PCMAS Testing for this period. Evidence of this decision was shared in an official letter to all the Puerto Rican Teacher Preparation Programs.



GOBIERNO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN
OFICINA DEL SECRETARIO

12 de junio de 2020

Instituciones de Educación de Puerto Rico con Programas de Preparación de Maestros:

El comienzo del segundo semestre de este año académico se vio afectado por la continua actividad sísmica que alcanzó su punto máximo el 7 de enero de 2020 con un terremoto de magnitud 6.4 y, recientemente, por la declaración del COVID-19 como pandemia por la Organización Mundial de la Salud. Estas emergencias han requerido cambios en todas las dimensiones del modelo de enseñanza del Departamento de Educación de Puerto Rico (DEPR), forzándolo a buscar alternativas para la continuidad de la enseñanza. También provoca cambios al realizar el trabajo administrativo, remotamente, para cumplir con las órdenes de distanciamiento social.

Ante estas situaciones, el Departamento de Educación de los Estados Unidos le otorgó al DEPR una exención para los requerimientos de *Assessment* y *Accountability* de este año académico; por lo que, formalmente, se le notifica a usted, que para el año escolar 2019-2020 no se ofrecerá la Prueba para la Certificación de Maestros (PCMAS). De igual forma, el DEPR proyecta que éstas sean retomadas una vez la moratoria venza y se normalicen las tareas de enseñanza y administrativas.

De tener alguna pregunta, no dude en contactar al personal de la Subsecretaría para Asuntos Académicos, quienes podrán aclararle cualquier duda al respecto o, directamente, con la directora de la Unidad de *Assessment*, la Prof.^a Daisy Hernández González, al correo electrónico: hernandezgd@de.pr.gov.

Cordialmente,


Eligio Hernández Pérez, Ed. D.
Secretario

P.O. Box 190759, San Juan, PR 00919-0759 • Tel.: (787) 773-5800

DE DEPARTAMENTO DE
EDUCACIÓN
EDUCACIÓN

El Departamento de Educación no discrimina de ninguna manera por razón de edad, raza, color, sexo, nacimiento, condición de extranjero, ideología política o religiosa, origen o condición social, orientación sexual o identidad de género, discapacidad o impedimento físico o mental, ni por ser víctima de violencia doméstica, agresión sexual o acoso.

Outcome Measures

MEASURE 7. Ability of Completers to be Hired in Education Positions (Initial Level)

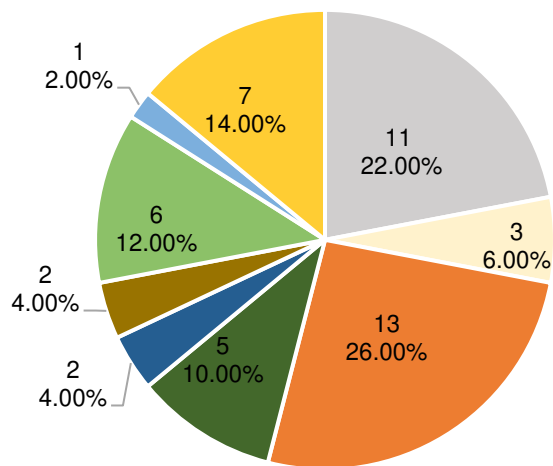
A Graduate Survey was conducted to obtain contact information and inquire about the academic and work trajectory of the graduates of the Teachers Education Program of the Aguadilla Campus of the Inter-American University of Puerto Rico. Of the 50 graduates who participated in the survey, 39 (78.00%) reside in Puerto Rico, while 11 (22.00%) reside in the United States. The survey revealed that of the 39 graduates who have jobs, 34 (87.18%) have jobs related to Education. The town of the graduates living in Puerto Rico was identified. Most of them live in the western area and are graduates of the Elementary Education concentration (k-3 and 4-6) education as detailed below:

Distribution by Towns of Residence	
Town	Completers
Aguadilla	10
Aguada	2
Añasco	6
Ciales	1
Isabela	6
Moca	8
Rincón	2
San Sebastián	3
Utuaado	1
TOTAL	39

Distribution by concentration	
Concentration	Completers
231-Elementary Education in Special Education	11
237-Early Childhood Education: Elementary Level 4-6	3
236-Early Childhood Education: Elementary Level K-3	13
243-Early Childhood Education: Preschool Level	5
178-Physical Education Elementary Level	2
176-Physical Education Secondary Level	2
145-Secondary Education in Spanish	6
206-English as a Second Language-Elementary	1
147English as a Second Language-Secondary	7

Distribution of degrees obtained in the PEM:

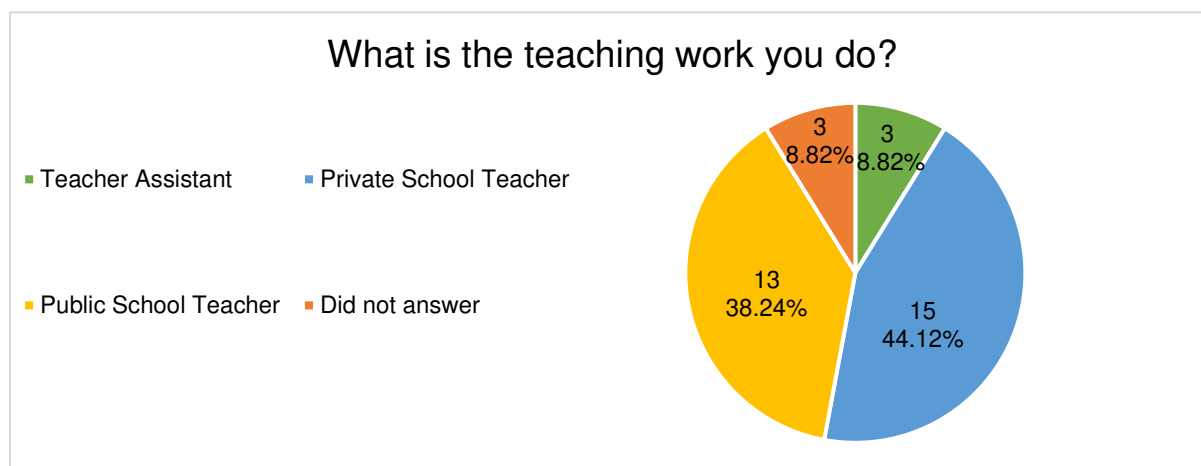
- Elementary Education in Special Education
- Early Childhood Education: Elementary Level 4-6
- Early Childhood Education: Elementary Level K-3
- Early Childhood Education: Preschool Level
- Physical Education Elementary Level
- Physical Education Secondary Level
- Secondary Education in Spanish
- English as a Second Language-Elementary
- English as a Second Language- Secondary



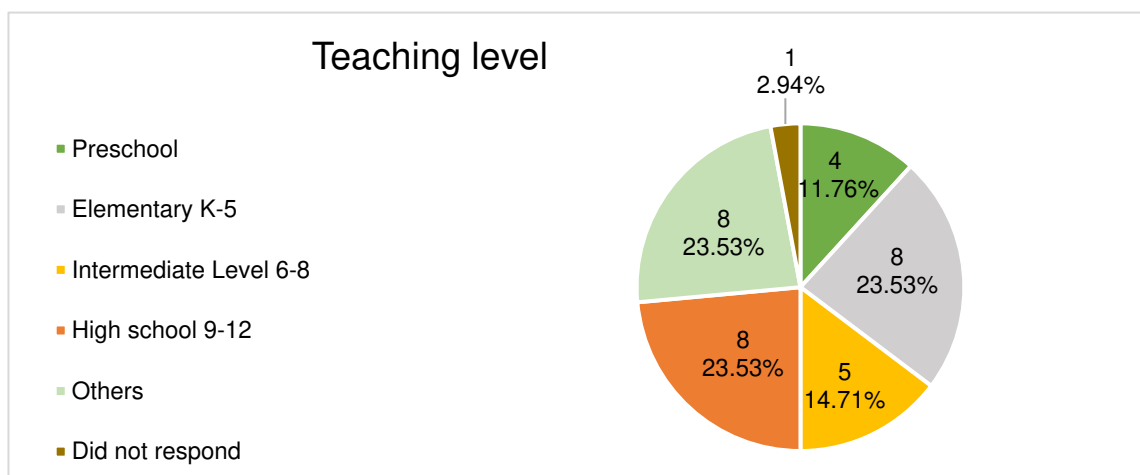
IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

Regarding their area of employment, it is essential to note that of the 39 graduates who indicated that they are working, 34 (87.18%) have a career related to their area of study, while 5 (12.82%) work in an area not associated with their studies. In other words, they are not working in the field of Education. Of these, 31 (62.00%) have a full-time job, while 8 (16.00%) work part-time. Regarding the teaching work they carry out, 82.36% (28) are teachers, 44.12% (15) work in private schools, and 38.24% (13) in schools of the public educational system of Puerto Rico. In addition, 8.82% (3) reported that they work as a teacher’s assistant, and another 8.82% (3) did not specify the teaching work they perform at their job. The distribution of levels of Education in which they practice is shown below.

Distribution of type of teaching work performed	Completers
Teacher assistant	3
Private School Teacher	15
Public School Teacher	13
Did not answer	3
TOTAL	34



Teaching Level	Completers
Preschool	4
Elementary K-5	8
Intermediate Level 6-8	5
High school 9-12	8
Others	8
Did not respond	1
Total	34



On the other hand, it should be noted that 40.00% (20) of the respondents indicated having started or completed studies at the graduate level. Of these, 9 (50.00%) indicated having completed their master’s degree. Regarding the area of study at the graduate level, 90.00% (18) suggest that it is related to Education.

Additional Completer’s Data

Title II of the Higher Education Act requires institutions of higher education that prepare 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

IAUPR Agudilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

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 Level)

Student Loan Default Rates - On Monday, September 28, 2020, the Department of Education (Department) distributed the F.Y. 2017 Official Cohort default rate (CDR) notification packages to all eligible domestic and foreign schools only. The rates were publicly released on Wednesday, September 30, 2020, and can be found here: <https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

IUPR-Agudilla 2017 cohort default rates remain stable at 3.7%, which is less than the F.Y. 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 2020)		FACULTY PROFILE (FALL 2020)	
ENROLLMENT	3,517	FULL-TIME FACULTY	72
UNDERGRADUATE ENROLLMENT	3, 221	PART-TIME FACULTY	127
FULL-TIME /PART TIME	82%/18%	MASTER'S DEGREE	71%
FEMALE/ MALE	61%/39%	DOCTORATE DEGREE	26%
AVERAGE AGE	23	FEMALE/MALE (FULL-TIME)	60%/40%

The institution's total enrollment in Fall 2020 was **3,517**, of which **3,221** (92%) are undergraduate students, primarily from the northwest region of the Island.

INTER AMERICAN UNIVERSITY OF PUERTO RICO- AGUADILLA	
Mission	The mission of the 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 non-profit, four-year Institution of Higher Education.
Accreditation	Middle States Commission on Higher Education; Puerto Rico Council of Higher Education; Accreditation Commission for

INTER AMERICAN UNIVERSITY OF PUERTO RICO- AGUADILLA	
	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	16 Associate Degrees, 44 Bachelor's Degrees, 18 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. (\$16,269 vs. \$62,843); more than half live in poverty (51.5%); and the unemployment rate is more than triple the U.S. rate (U.S. Census, ACS, 5-year estimates, 2019). Inter-American University of Puerto Rico-Aguadilla (IAUPR-Aguadilla or IAUPR-A) is a private, non-profit, four-year Hispanic-Serving Institution that serves an economically distressed area.

IUPR's STUDENTS AND SERVICE AREA SOCIOECONOMIC PROFILE			
ECONOMIC INDICATOR	AGUADILLA	P.R.	U.S.
Median Household Income	\$16,269	\$20,539	\$62,843
Per Capita Home Income	\$9,692	\$12,914	\$34,103
Persons Living in Poverty	51.5%	44.1%	13.4%
Unemployment Rate (Dec. 2020)	10.7%	9.2%	6.7%

**Source: U.S. Census, ACS, 5-year estimates; Bureau of Labor Statistics, 2019*

IAUPR Aguadilla, 2021 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.

<i>Annual Income</i>	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%
\$13,000- \$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	100%	8	100%	14	100%

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

IUPR-AGUADILLA RETENTION RATE	
Fall 2019 to Fall 2020	68%
IUPR-AGUADILLA 6- Year GRADUATION RATE	
2020 Graduates (2014 Cohort)	37%

IAUPR Aguadilla, 2021 EPP Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

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

The retention rate for 1st and 2nd for students in IUPR-Aguadilla's Department of Education and Humanistic Studies			
Cohort	Student cohort Base	Retained	Retention Rate
2017	25	11	44%
2018	19	10	53%*
2019	18	7	39%

*Revised data

Retention for IUPR-Aguadilla's Teacher Preparation Programs			
Academic Programs	Cohort 2019	#students retained	Retention Rate
145- BA Secondary Education in Spanish	1	0	0%
147- B.A. Secondary Education in the Teaching of English as a Second Language	4	2	50%
174- B.A. Teaching Biology at the Secondary Level	2	2	100%
176- B.A. Teaching of Physical Education at the Secondary Level	3	0	0%
178- B.A. Teaching of Physical Education at the Elementary Level	2	1	50%
231- BA Elementary Education in Special Education	1	0	0%
236- BA Teaching at the Elementary Primary Level K-3	1	1	100%
243- BA Childhood Preschool Level	4	1	25%
Total	18	7	39%