

Impact Measures

Measure 2. Satisfaction of employers and stakeholder involvement

(Components R.4.2/ R5.3)

It was previously established that the Inter-American University of Puerto Rico, Aguadilla Campus, developed an Employer Satisfaction Survey in 2020, which is administered every three years to collect data on the Teacher Education Program (PEM). The purpose of this survey is to gather employer perspectives regarding the pedagogical and professional competencies of program completers. For the data collection cycles corresponding to academic years 2024–2025, 2023–2024, and 2022–2023, the survey was administered online using Microsoft Forms. Although the survey is traditionally conducted on a triennial basis, the program is currently exploring the possibility of administering it annually to increase participation rates and strengthen the overall data collection process.

A total of 7 employers from public schools in the geographic area served by the IAUPR Aguadilla Campus participated in the **2024-2025** study. In the 7 schools considered for this study, there are 35 teachers who graduated from the PEM of the Aguadilla Campus of the Inter American University, an average of 4.75 teachers per school. The results for the 2024–2025 survey (see table below) indicate a high level of employer satisfaction. Across the 20 criteria included in the survey, 67.86% of employer evaluations reported that program completers “always” meet the established criteria on average, while 30% indicated that completers “frequently” meet the established criteria.

The remaining 2.14% reflects that completers “ocasionally” meet the established criteria, demonstrating that most evaluations fall within the highest performance categories. The employers offered a 4.71-star rating to the Aguadilla Teacher Education Program.

Results from Employer Satisfaction Survey 2024-2025

General Information of Employers

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

Criteria related to the pedagogical and professional competencies that graduates possess

Premises	Responses			
	Always	Frequently	Occasionally	Never
<i>The teachers who graduated from the Teacher Education Program of the Inter-American University of Puerto Rico, Aguadilla Campus:</i>				
<i>1. They have mastery of the content of the subject they teach.</i>	5 71.43%	2 28.57%	0 0.00%	0 0.00%

2. <i>They understand how students learn and develop.</i>	5 71.43%	2 28.57%	0 0.00%	0 0.00%
3. <i>They individualize teaching so that each student develops according to their abilities.</i>	4 57.14%	2 28.57%	1 14.29%	0 0.00%
4. <i>Use appropriate strategies to differentiate instruction.</i>	4 57.14%	3 42.86%	0 0%	0 0.00%
5. <i>Design activities that promote an inclusive learning environment.</i>	4 57.14%	2 28.57%	1 14.29%	0 0.00%
6. <i>Promote student responsibility in the use of technology.</i>	5 71.43%	2 28.57%	0 0.00%	0 0.00%
7. <i>Encourage increased critical thinking based on the stage of their students' development.</i>	5 71.43%	1 14.29%	1 14.29%	0 0.00%
8. <i>Utilize multiple assessment methods to determine student progress.</i>	5 71.43%	2 28.57%	0 0.00%	0 0.00%
9. <i>Use assessment results to optimize learning experiences.</i>	4 57.14%	3 42.86%	0 0.00%	0 0.00%
10. <i>Select learning experiences that are appropriate to content goals, expectations, and standards.</i>	6 85.71%	1 14.29%	0 0.00%	0 0.00%
11. <i>They use available technological resources to support the teaching and learning process.</i>	6 85.71%	1 14.29%	0 0.00%	0 0.00%
12. <i>They respect the laws and regulations that govern the profession.</i>	5 71.43%	2 28.57%	0 0.00%	0 0.00%

13. <i>Exhibit professional and ethical conduct.</i>	6 85.71%	1 14.29%	0 0.00%	0 0.00%
14. <i>They remain committed to their continued professional development.</i>	6 85.71%	1 14.29%	0 0.00%	0 0.00%
15. <i>They work in collaborative teams in face-to-face and virtual contexts.</i>	5 71.43%	2 28.57%	0 0.00%	0 0.00%
16. <i>They assume leadership roles and professional responsibility in different educational settings.</i>	4 57.14%	3 42.86%	0 0.00%	0 0.00%
17. <i>They integrate the family and the community with the school.</i>	3 42.86%	4 57.14%	0 0.00%	0 0.00%
18. <i>They use effective strategies for group control, achieving an appropriate environment for learning.</i>	4 57.14%	3 42.86%	0 0.00%	0 0.00%
19. <i>Provide learning opportunities and experiences that consider equity and diversity in the student population.</i>	4 57.14%	3 42.86%	0 0.00%	0 0.00%
20. <i>Demonstrate respect and tolerance for individual and cultural differences of students in the educational setting.</i>	5 71.43%	2 28.57%	0 0.00%	0 0.00%
Total	95 67.86%	42 30%	3 2.14%	0 0.00%

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



- 7 responses

Average Rating: 4.71

A total of 3 employers from public schools in the geographic area served by the IAUPR Aguadilla Campus participated in the **2023-2024** study. In the 3 schools considered for this study, there are 65 teachers who graduated from the PEM of the Aguadilla Campus of the Inter American University, an average of 8 teachers per school. The results for the 2023-2024 survey reveal (see table below) great satisfaction from the employers; regarding 20 criteria presented in the survey 48.33% of the employer evaluations were their employees (our completers) “always” meet the established criteria on average, whereas 51.67% were their employees (our completers) “frequently” meet the established criteria on average. The employers offered a 4.33-star rating to the Aguadilla Teacher Education Program.

Results from Employer Satisfaction Survey 2023-2024

General Information of Employers

<i>Variable</i>	<i>Categories</i>	<i>Frequency</i>	<i>Percentages</i>
<i>Sector: Public or Private Institution?</i>	Public	3	100%
	Private	0	0
<i>How important is it to hire graduates of the Teacher</i>	Very Important	3	100%
	Important	0	0.00%

Preparation Program for your organization?

Somewhat Important	0	0.00%
Not Important	0	0.00%

Criteria related to the pedagogical and professional competencies that graduates possess

Premises	Responses			
	Always	Frequently	Occasionally	Never
<i>The teachers who graduated from the Teacher Education Program of the Inter-American University of Puerto Rico, Aguadilla Campus:</i>				
21. <i>They have mastery of the content of the subject they teach.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
22. <i>They understand how students learn and develop.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
23. <i>They individualize teaching so that each student develops according to their abilities.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
24. <i>Use appropriate strategies to differentiate instruction.</i>	1 33.33%	2 66.67%	0 0%	0 0.00%
25. <i>Design activities that promote an inclusive learning environment.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
26. <i>Promote student responsibility in the use of technology.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%

27. <i>Encourage increased critical thinking based on the stage of their students' development.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
28. <i>Utilize multiple assessment methods to determine student progress.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
29. <i>Use assessment results to optimize learning experiences.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
30. <i>Select learning experiences that are appropriate to content goals, expectations, and standards.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
31. <i>They use available technological resources to support the teaching and learning process.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
32. <i>They respect the laws and regulations that govern the profession.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
33. <i>Exhibit professional and ethical conduct.</i>	2 66.667%	1 33.33%	0 0.00%	0 0.00%
34. <i>They remain committed to their continued professional development.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
35. <i>They work in collaborative teams in face-to-face and virtual contexts.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
36. <i>They assume leadership roles and professional responsibility in different educational settings.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%

37. <i>They integrate the family and the community with the school.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
38. <i>They use effective strategies for group control, achieving an appropriate environment for learning.</i>	1 33.33%	2 66.67%	0 0.00%	0 0.00%
39. <i>Provide learning opportunities and experiences that consider equity and diversity in the student population.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
40. <i>Demonstrate respect and tolerance for individual and cultural differences of students in the educational setting.</i>	2 66.67%	1 33.33%	0 0.00%	0 0.00%
Total	29 48.33%	31 51.67%	0 0.00%	0 0.00%

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



- 3 responses Average Rating: 4.33

For the **2022-2023** data collection a total of 10 employers from public schools in the geographic area served by the IAUPR Aguadilla Campus participated in the study. Two of the participating schools were not considered to analyze the results since they did not have PEM graduates from the Aguadilla Campus of the Inter-American University. In the 8 schools considered for this study, there are 65 teachers who graduated from the PEM of the Aguadilla Campus of the Inter American University, an average of 8 teachers per school. The results for the 2022-2023 survey reveal (see table below) great satisfaction

from the employers; with regard to 20 criteria presented in the survey 75.6% of the employer evaluations were their employees (our completers) “always” meet the established criteria on average, whereas 24.4% were their employees (our completers) “frequently” meet the established criteria on average. The employers offered a 4.88-star rating to the Aguadilla Teacher Education Program.

Results from Employer Satisfaction Survey 2022-2023

General Information of Employers

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

Criteria related to the pedagogical and professional competencies that graduates possess

Premises

The teachers who graduated from the Teacher Education Program of the Inter-American University of Puerto Rico, Aguadilla Campus:

Responses

Always Frequently Occasionally Never

1. <i>They have mastery of the content of the subject they teach.</i>	6 75%	2 25%	0 0.00%	0 0.00%
2. <i>They understand how students learn and develop.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
3. <i>They individualize teaching so that each student develops according to their abilities.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
4. <i>Use appropriate strategies to differentiate instruction.</i>	5 62.5%	3 37.5%	0 0%	0 0.00%
5. <i>Design activities that promote an inclusive learning environment.</i>	6 75%	2 25%	0 0.00%	0 0.00%
6. <i>Promote student responsibility in the use of technology.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
7. <i>Encourage increased critical thinking based on the stage of their students' development.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
8. <i>Utilize multiple assessment methods to determine student progress.</i>	8 100%	0 14.29%	0 0.00%	0 0.00%
9. <i>Use assessment results to optimize learning experiences.</i>	6 75%	2 25%	0 0.00%	0 0.00%
10. <i>Select learning experiences that are appropriate to content goals, expectations, and standards.</i>	6 75%	2 25%	0 0.00%	0 0.00%

11. <i>They use available technological resources to support the teaching and learning process.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
12. <i>They respect the laws and regulations that govern the profession.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
13. <i>Exhibit professional and ethical conduct.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
14. <i>They remain committed to their continued professional development.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
15. <i>They work in collaborative teams in face-to-face and virtual contexts.</i>	4 50%	4 50%	0 0.00%	0 0.00%
16. <i>They assume leadership roles and professional responsibility in different educational settings.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
17. <i>They integrate the family and the community with the school.</i>	5 62.5%	3 37.5%	0 0.00%	0 0.00%
18. <i>They use effective strategies for group control, achieving an appropriate environment for learning.</i>	4 50%	4 50%	0 0.00%	0 0.00%
19. <i>Provide learning opportunities and experiences that consider equity and diversity in the student population.</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%
20. <i>Demonstrate respect and tolerance for individual and cultural</i>	7 87.5%	1 12.5%	0 0.00%	0 0.00%

differences of students in the educational setting.

Total

121	39	0	0
75.6%	24.4%	0.00%	0.00%

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

- 8 responses

Average Rating: 4.88



The key stakeholders associated with the Teacher Education Program (PEM) include faculty members, current students (teacher candidates), prospective candidates (Pre-PEM), the broader community, and the Department of Education of Puerto Rico. To promote active participation and stakeholder engagement, the Teacher Education Program (PEM) established an Advisory Committee composed of representatives from the broader community. This committee functions as an advisory and consultative body for key stakeholder groups (see table below). Its primary role is to review assessment outcomes, evaluate teaching effectiveness, and recommend actions aimed at improving program quality. In its advisory capacity, the committee provides evidence-based recommendations to program leadership. Committee members are granted the autonomy to propose initiatives and strategies that support continuous improvement and enhance the overall quality of the program. The following evidence outlines the composition of the Advisory Committee.

Teacher Education Program Advisory Committee

The Teacher Education Program (PEM) Advisory Committee serves as an advisory and consultative body composed of key stakeholders. Its primary responsibility is to review assessment outcomes and evaluate teaching effectiveness, as well as to recommend actions that support the continuous improvement of program quality. In its advisory capacity, the Committee provides evidence-based recommendations to program leadership, which are subsequently shared with senior administration for consideration and action. Committee members are encouraged to contribute actively by offering informed suggestions and proposals aimed at strengthening the program. The PEM Advisory Committee includes representation from a PEM student, a program completer, a cooperating school director, a representative from the Puerto Rico Department of Education at the central level, and a community member with an educational background.

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

Members of the Advisory Committee	
Adrián J. Rosa Miranda	Teacher Education Program Student Member of the Student Council Pedagogical Association of Inter Aguadilla
Dra. Damarys Varela Vélez	Department of Education of Puerto Rico Representative
Michelle Lorenzo	Teacher Education Program Alumni

During the **2025** academic year, the Teacher Education Program (PEM) implemented several collaborative initiatives with the Department of Education of Puerto Rico. One of the program's key stakeholders, Dr. Damarys Varela, has played a central role in serving as a liaison between the University and local school directors. Through her leadership, the institution has supported directors within the district by providing access to campus facilities, instructional resources, and professional development opportunities designed to strengthen leadership capacity and instructional effectiveness.

These initiatives have included structured meetings, workshops, and collaborative sessions in which school directors engage with faculty and program representatives to exchange best practices, discuss current educational challenges, and identify strategies to improve student outcomes. The use of university spaces as a professional learning hub has further reinforced the institution's commitment to supporting the continuous growth of educational leaders in the region.

Additionally, the institution has established and sustained partnerships with schools across the district to support the broader educational community. These partnerships include opportunities for field experiences, mentoring relationships, and joint

initiatives that benefit both teacher candidates and in-service educators. Such collaborations promote reciprocal learning, allowing the program to remain responsive to the evolving needs of P–12 schools while ensuring that candidates are prepared to meet real-world classroom demands.

Overall, these efforts demonstrate the program’s commitment to meaningful stakeholder engagement and continuous improvement. By maintaining strong collaborative relationships with the Department of Education and local schools, the Teacher Education Program (PEM) strengthens its impact on teacher preparation and contributes to the advancement of educational quality across the region.

For the **2024** academic year, two new members joined the Advisory Committee. Adrián J. Rosa Miranda, a student in the Teacher Education Program, is scheduled to begin Clinical Experience I in the upcoming semester. He is also an active member of the Student Council and the Pedagogical Association of Inter Aguadilla, contributing a valuable student perspective to the committee. Similarly, Michelle Lorenzo, a graduate of the Teacher Education Program, joined the committee as a new member, bringing her professional experience and insights as a program completer. Her participation strengthens the representation of alumni perspectives in the committee’s work.

On May 16, **2022**, stakeholders from the Inter American University of Puerto Rico, Aguadilla Campus, organized a series of professional development workshops in collaboration with representatives from the Puerto Rico Department of Education. These workshops were designed to strengthen outcomes of the Educator Preparation Program (EPP) by promoting effective leadership, data-driven decision-making, and student-centered practices. The sessions included “Leadership for the Educational Generation,”

facilitated by Dr. Damarys Varela Vélez; “Sharing a Vision for Student Success,” led by Dr. Jeanette Ramos; and “Domain of Data Use,” presented by Prof. Daisy Hernández.

In 2022, the Educator Preparation Program (EPP) engaged in a collaborative initiative with the Department of Education of Puerto Rico (DEPR) to review the Teacher Certification Regulations prior to their implementation. This process involved structured discussions with key stakeholders to analyze the regulatory document and the accompanying circular letter on clinical experiences. The feedback and recommendations generated through this collaborative review were systematically compiled and submitted to Dr. Varela of the DEPR. This submission was supported by documented evidence, including attendance records and photographic documentation, ensuring transparency and accountability in the stakeholder engagement process.

Additionally, the Educator Preparation Program (EPP) hosted the Cognitive Neuroscience Symposium, an event that brought together a diverse group of stakeholders, including cooperating teachers, school directors, members of the PEM Advisory Committee, Head Start teachers, community members, PEM students, and faculty. This event provided a collaborative space for the exchange of knowledge and best practices related to teaching and learning. Comprehensive documentation of the symposium, including attendance records, invitations, programs, and supporting materials, has been maintained as evidence of stakeholder engagement.

The EPP also established a formal collaborative agreement with Head Start, further demonstrating its commitment to community engagement and continuous educational improvement. This partnership supports shared initiatives aimed at enhancing early childhood education and strengthening connections between the

University and community-based educational programs. Documentation of this agreement has been maintained and shared to affirm the program's commitment to sustained collaboration.

To assess employer satisfaction with the performance and preparation of program completers, the Teacher Education Program (PEM) conducts a qualitative study titled the Employer Focus Group Interview. Administered every three years, this study gathers insights from public and private school principals who supervise program completers. It specifically examines the extent to which the program prepares graduates to effectively work with diverse P–12 students and their families, providing valuable feedback to inform program improvement.

It is important to note that, during the **2024–2025** academic year, the Department of Education and Humanistic Studies coordinated and completed all preparations for the *School Principals and Cooperating Teachers Forum of the Teacher Education Program*, planned for the upcoming 2025–2026 academic year. Preparatory efforts included the distribution of invitation letters to cooperating schools, the development and dissemination of an electronic registration form, coordination of catering services, the organization of a reflective art therapy workshop led by Prof. Idalizz Velázquez, and the institutional promotion of the event, which resulted in the registration of multiple participants. The planned agenda included guided dialogue on the strengths and areas for improvement of the Teacher Education Program, candidates' pedagogical preparation, performance in clinical experiences, observed professional competencies, and current school needs. In addition, the forum was designed to collect direct feedback to inform continuous program improvement. The activity also incorporated a reflective

art therapy component as an innovative strategy to encourage participation and the exchange of perspectives among external stakeholders.

However, due to an extraordinary directive issued at the central level by the Puerto Rico Department of Education, requiring school principals to participate in the administration of the CRECE assessments, the event had to be cancelled and postponed to a new date in the upcoming academic semester. This situation was beyond the control of the Teacher Education Program. As supporting evidence, the official invitation letter issued by the Regional Superintendent is included, documenting the planned event, its agenda, and its components. Despite the postponement, this initiative represents concrete and documented evidence of stakeholder engagement and of efforts to strengthen mechanisms for collecting employer feedback regarding candidate preparation. These actions complement existing collaboration processes with partner schools and support the program's commitment to continuous improvement.

To complement these efforts and ensure the continued collection of stakeholder input, the program also utilizes data from focus group sessions. The focus group session was held on Friday, November 12, 2021, in the Professor Hilda Bacó Meeting Hall, a setting arranged to ensure a quiet, comfortable, and focused environment. The session began at 9:20 a.m. and concluded at 11:30 a.m. It was facilitated by a moderator and supported by two observers—one responsible for timekeeping and the other for audio recording and documentation. The primary purpose of the session was to analyse participants' collective perspectives regarding the effectiveness of the program.

The study was guided by the following objectives:

1. Identify employer perceptions of the performance of PEM program completers.
2. Determine the extent to which the professional preparation of completers meets employer expectations.
3. Gather stakeholder perspectives on the overall quality of the Teacher Education Program at the Aguadilla Campus.

A structural sampling approach was utilized to select participants who represent typical stakeholders rather than a statistically representative sample. The selection criteria included:

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

For this focus group, ten participants were invited to ensure adequate representation. Seven confirmed attendance, and five ultimately participated in the session. The demographic characteristics of these participants are presented below.

Participants and type of sample

Participants

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

The session began with the reception and registration of participants from 8:30 to 9:00 a.m. This was followed by opening remarks, including a welcome address, the dean's greeting, and an invocation. Participants were then introduced, and the purpose and objectives of the study were clearly outlined. General guidelines for the session were presented, and participants were asked to provide informed consent for the audio recording of the session, which was conducted solely for the purpose of accurately analyzing their responses, comments, and recommendations. Participants were assured that all information would remain confidential and that their identities would be protected throughout the analysis and reporting process. Each participant confirmed their voluntary willingness to participate and be recorded. They were also asked to introduce themselves, identify the school they administer, and provide information regarding their years of experience in teaching and school administration.

The focus group session included the participation of five school directors from the Mayagüez School District. Participants demonstrated a positive and collaborative disposition toward both the moderator and the overall process. The discussion was guided by five central questions designed to elicit their perspectives on key aspects of the Teacher Education Program (PEM):

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

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

Participant responses were categorized into six overarching thematic areas: challenges in teacher recruitment in Puerto Rico; the emotional demands associated with the teaching profession; compensation in relation to academic preparation; English language proficiency as a barrier; the performance of PEM program completers; and recommendations for institutional improvement.

As a result of the focus group, and with respect to employer satisfaction regarding the preparation of program completers to fulfill their professional responsibilities in working with diverse P–12 students and their families, the following statements were provided by participating employers.

- “On a positive note, at least from our perspective, you’re leaving the students well prepared in regards to knowledge of teaching strategies. In the part that talks about that sensitivity and humanistic aspect, it is born from those student organizations and community service activities that you have in the University for future teachers. It is having a positive impact, when they go to read books to the students, help the physical education teacher, help them with their homework, help on Field Day, the Turkey Race, even the few things that we did face-to-face (in the time we were virtual) they wanted to be there and participate and go meet the students. That part of the sensitivity has served us very well. In the part of the

standardized tests, you had asked us for the evidence, and the evidence of one of our graduated teachers; and luckily we are doing well.”

- “I have four graduates from this institution; very well prepared academically, very dynamic. But that also has to do with the generation (the dynamic). I went to visit someone that had a more contemporary mindset, to observe a Math course (I was going to evaluate the class) in a high school, and, you know how it’s difficult to make the students participate, but in this class, they all participated (discussing how dynamic the class was). We are diverse, and we learn in diverse ways. Students are asking questions constantly.”
- “They’re excellent teachers, their planning process is complete and they’re on top of everything when it comes to their teaching.”
- “The teachers we’re receiving are very good.”
- “We receive well-prepared teachers. Also, teacher-candidates that want to give their very best for the sake of their students. I have to congratulate the universities that teach prepare their students to work with technology and computers.”
- “I want to reiterate that my school has ten teachers that graduated from the Inter American University, and, for the year 2019, the results of the META Tests PR classified our school as a five stars’ school. 80% of the Pass Rate, and a big part was thanks to my school’s faculty. Your program can take the credit (The Teacher Education Program of the Inter American University of Aguadilla). They encouraged you with a bonus (economical) for the achievement.”

- “They’re excellent.”
- “I love the teacher-candidate’s I’ve received at our institution. They develop a productive collaboration with their colleagues and with their mentor-teachers. They come with new initiatives and they dare to do new things. I’ve seen them develop positive relationships with the families. I congratulate the University for doing adjustments in the technological area, it went right ahead with what we needed. They told their cooperating teachers “Look, I have this tool that can help you with your virtual classes.” They recommended us programs and apps that were very helpful. Another thing I liked and found positive was that the University provides reviews for the Teacher Proficiency Test. The teachers that take said test from the Inter American University get excellent scores. Also, the disposition of the employees here so that the teacher-candidates are able to offer more to the students is very good... Never lose that dynamic of cooperation.”
- “You are not failing as an institution in the formation of empathic professionals... I want to reiterate that I have a school with twenty-three teachers and ten of them are graduates of the Inter American University, almost a 45% of them. Eight of those teachers are graduates from the Aguadilla Campus. I think my school, a public one, is the school with the most graduates from the Inter American University in the area. This number surprised me, my faculty is excellent; I give them suggestions and strategies so they’re successful, so they’re not only good teachers in the classroom, but also empathic.”

Overall, the findings from the Employer Focus Group Interview provide valuable qualitative evidence of employer satisfaction with the preparation and performance of program completers. Participants consistently highlighted the strengths of PEM graduates in demonstrating professional competencies, adaptability, and the ability to effectively support diverse P–12 learners and their families. At the same time, the insights gathered identified areas for continued growth, offering meaningful recommendations to further strengthen the program. These findings contribute to the program’s continuous improvement efforts by informing decision-making and reinforcing alignment between program preparation and the expectations of the field. Collectively, this evidence supports the program’s commitment to ensuring that completers are well-prepared to meet the evolving demands of the educational environment.