

**MEASURE 4. Ability of Completers to be Hired in Education Positions for which they have prepared**

During the 2020–2025 reporting period, the program identified seven (7) completers. All seven responded to the Graduate Survey, resulting in a 100% response rate. While this ensures full representation of the completer cohort, employment data should be interpreted in light of the small sample size. Nevertheless, the data provide meaningful insights into completer outcomes and trends, as they reflect the experiences of the entire population of program completers during the reporting period. Employment data were collected through the Graduate Survey administered to program completers from 2020 to 2025. The survey gathered information regarding current employment status, employment setting, geographic location, position type, and alignment between employment and area of preparation. Because the data are self-reported and based on a small respondent group, the program will continue strengthening its completer tracking system by updating contact information annually and triangulating survey responses with employer data when available. Employment rate data for completers (n = 7) based on the 2020–2025 Graduate Survey are presented below:

*Employment Rate 2020-2025*

<b>Employment Rate 2020-2025 Completers</b>				
<b>Program Area</b>	<b>Year</b>	<b>n</b>	<b>Number of Completers Hired in Area of Preparation</b>	<b>Percentage of employment</b>
Teaching of English as a Second Language at the Elementary Level	2025	1	1	100%
Teaching at the Elementary Level Primary Level K-3	2024	1	0	0%
Teaching of Physical Education at the Secondary Level	2022	1	1	100%
English as a Second Language at the Secondary Level	2022	1	1	100%
English as a Second Language at the Elementary Level	2021 and 2022	2	1	50%
Secondary Education in Biology	2023	1	1	100%
<b>TOTAL</b>		<b>7</b>	<b>5</b>	<b>71.43%</b>

The employment data for program completers from 2020 to 2025 indicate a strong overall employment rate in the area of preparation. Of the seven completers included in this reporting period, five secured employments aligned with their field of certification, resulting in an overall employment rate of 71.43%. Several program areas demonstrated a 100% employment rate, including Teaching of English as a Second Language at the Elementary Level (2025), Teaching of Physical Education at the Secondary Level (2022), English as a Second Language at the Secondary Level (2022), and Secondary Education in Biology (2023). Additionally, the English as a Second Language at the Elementary Level program (2021–2022) reported a 50% employment rate. One program area,

Teaching at the Elementary Primary Level K–3 (2024), reported no employment in the field during the reporting period.

Overall, these results suggest that the majority of completers are successfully entering positions aligned with their preparation, providing evidence of program effectiveness in supporting candidate employability. At the same time, the variation across program areas highlights opportunities for continued monitoring and targeted support to further strengthen employment outcomes.

These employment outcomes are further contextualized within federal reporting requirements that emphasize accountability and transparency in educator preparation. Title II of the Higher Education Act requires institutions of higher education that offer teacher preparation programs to report the pass rates of their graduates or program completers on teacher licensure examinations. In addition, institutions must provide other data related to the quality and effectiveness of their teacher preparation programs. The Puerto Rico Department of Education compiles these data into a statewide report summarizing the performance of all teacher preparation institutions, which is subsequently submitted to the U.S. Department of Education. State reports can be accessed at the following link: <https://title2.ed.gov/Public/Home.aspx>

In compliance with Title II requirements, the Teacher Education Program (TEP) submitted and certified its annual report, known as the Teacher Preparation Program Report Card, in April 2026. This report serves as a key mechanism for ensuring transparency, accountability, and continuous improvement. It provides a comprehensive overview of program performance, including candidate outcomes, licensure pass rates, and other indicators of program quality.

Furthermore, the annual report functions as an essential communication tool for stakeholders, including current and prospective students, faculty, administrators, policymakers, and the broader community. By sharing this information transparently, the program reaffirms its commitment to academic excellence, accountability, and the ongoing improvement of teacher preparation.

A Graduate Survey conducted between 2020 and 2025 was designed to collect contact information and track the academic and professional trajectories of graduates from the Teacher Education Program (TEP) at the Aguadilla Campus of the Inter American University of Puerto Rico. Of the seven respondents, five (71.43%) reside in Puerto Rico, while two (28.57%) reside in the United States. Among the respondents, six graduates reported being employed, representing 85.71% of the sample, with five (71.43% of all respondents; 83.33% of those employed) working in education-related positions. Additionally, the data indicates that completers residing in Puerto Rico are primarily concentrated in the western region, with three individuals identified in this area. These individuals are predominantly graduates of the English as a Second Language at the Elementary Level program. These findings provide direct evidence aligned with CAEP Measure 4, demonstrating the ability of program completers to secure employment in education positions for which they were prepared. Collectively, these outcomes underscore the effectiveness of the Teacher Education Program in preparing candidates who can successfully transition into and secure employment in their field of preparation.

*Distribution by Towns of Residence in Puerto Rico*

<b>Distribution by Towns of Residence in Puerto Rico</b>	
<b>Town</b>	<b>Completers</b>
Mayaguez	1
Isabela	1
Arecibo	1
San Sebastian*	2*
<b>TOTAL</b>	<b>5</b>

\*Completers are not working in an Educational Field

*Distribution by Towns of Residence in the United States*

<b>Distribution by Towns of Residence in the United States</b>	
<b>Town</b>	<b>Completers</b>
Annapolis	1
Maryland	1
<b>TOTAL</b>	<b>2</b>

*Distribution by Concentration*

<b>Distribution by concentration</b>	
<b>Concentration</b>	<b>Completers</b>
Teaching at the Elementary Level Primary Level K-3	1
Physical Education Secondary Level	1
Secondary Education in Biology	1
English as a Second Language-Elementary*	3
English as a Second Language-Secondary	1

\* One of the Completers is not currently employed

Regarding employment outcomes, six out of the seven completers (85.71%) reported being employed, while one (14.29%) is not currently employed. Among those employed, five (83.33%) are working in positions related to their field of study, while one (16.67%) is employed in a field not aligned with their preparation. Among the completers working in their area of study in Puerto Rico, 100% (4) are employed as teachers. Of these, 50% (2) work in private schools, while the remaining 50% (2) are employed in the public education system of Puerto Rico.

#### Completer Employment and Demographic Summary (2020-2025)

Indicator	Result
Total completers (respondents)	7
Completers employed	6 of 7 = 85.71%
Completers not employed	1 of 7 = 14.29%
Employed in field of preparation	5 of 6 = 83.33%
Employed outside field of preparation	1 of 6 = 16.67%
Employed in education-related positions	5 of 7 = 71.43%
Residing in Puerto Rico	5 of 7 = 71.43%
Residing in the United States	2 of 7 = 28.57%

*Distribution of Type of Teaching Work Performed in Puerto Rico*

<b>Distribution of type of teaching work performed in Puerto Rico</b>	<b>Completers</b>
Private School Teacher	2
Public School Teacher	2
<b>TOTAL</b>	<b>4</b>

*Teaching Grade Level*

<b>Teaching Grade Level</b>	<b>Completers</b>
Secondary Level	3
Elementary Level	1
<b>TOTAL</b>	<b>4</b>

It is worth noting that 28.57% of completers (2 out of 7) reported either starting or completing graduate-level studies. Of these two individuals, one indicated that their area of study is related to Education, representing 50% of those pursuing graduate studies.

Similarly, to further validate completer effectiveness, an analysis was conducted using employer evaluations from the 2023–2024, 2024–2025, and 2025–2026 academic years, with the latter included to inform the next data collection cycle. This analysis aimed to identify public schools employing the highest number of completers from the Aguadilla Campus PEM. The purpose was to characterize the academic performance profile of these schools and explore potential correlations between institutional performance and

the presence of program completers on their faculty. These findings highlight the reach and influence of our program, demonstrating that our completers are not only securing employment but also making an impact across various schools within the public education system. It is important to state that these data represent the broader presence of Aguadilla Campus PEM graduates in selected public schools and are included as contextual evidence of program reach. They are not limited to the 2020–2025 completer survey respondents.

*Aguadilla Campus' PEM Completer's Schools (2022-2025)*

<b>2023-2024</b>		
<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>
School 1	Isabela	12
School 2	Rincón	2
School 3	Aguadilla	4
<b>TOTAL</b>		<b>18</b>

\*Data collected by Employer Surveys

<b>2022-2023</b>		
<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>
School 1	Moca	9
School 2	San Sebastian	15
School 3	Mayaguez	1
School 4	Mayaguez	0
School 5	San Sebastian	3

<b>2022-2023</b>		
<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>
School 6	Añasco	0
School 7	Aguadilla	25
School 8	San Sebastian	3
School 9	Añasco	3
School 10	Aguadilla	6
<b>TOTAL</b>		<b>65</b>
*Data collected by Employer Surveys		

<b>Data collected by Employers Survey 2024-2025</b>		
<b>Schools</b>	<b>Municipality</b>	<b>Teachers that are Graduates from the Aguadilla Campus</b>
School 1	Mayagüez	2
School 2	Añasco	12
School 3	San Sebastián	3
School 4	Aguada	6
School 5	San Sebastián	2
School 6	Rincón	6
School 7	Añasco	4
<b>TOTAL</b>		<b>35</b>

Moreover, this analysis highlights the broad influence and effectiveness of program completers within the educational landscape. By identifying schools where graduates are

represented among the faculty, the program gains valuable insight into its reach and impact across diverse educational settings. The data affirm the quality of preparation provided by the Teacher Education Program and underscore the meaningful contributions completers make in the field of education. Additionally, the findings reflect the range of contexts in which completers serve, demonstrating their adaptability and readiness to perform effectively in varied teaching environments, including both public and private school settings. Most importantly, this evidence provides a clear indication of program outcomes, illustrating how completers contribute to student learning and development across schools and communities. These findings provide direct evidence for CAEP Accountability Measure 4, demonstrating the ability of program completers to secure employment in education positions aligned with their area of preparation. Furthermore, the high rate of employment in teaching positions, particularly within Puerto Rico's educational system, reinforces the program's effectiveness in preparing candidates who successfully transition into the profession. In addition, the concentration of completers in specific regions and schools highlights the program's sustained presence and influence within the local educational context. Taken together, these findings confirm the program's effectiveness in preparing candidates who successfully enter and contribute to the education workforce.