



**Inter American University of Puerto Rico  
Fajardo Campus**

**Teacher Education Program Annual Report Data of 2016 Graduates  
For year 2017**

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**Approved by Faculty of the Teacher Education Program on  
April 25, 2017**

## FAJARDO TEP DATA for the Fajardo Teacher Education Annual Report 2016

The Fajardo TEP is presenting the Annual Report data for the year 2016, reporting it in 2017. As of 2016, we have 104 active Undergraduate students and 33 students for the Advance Programs for the year 2015-16

The following table presents the total of Active students for our UG Program and Advance programs at the TEP in the Fajardo Campus.

**TABLE 1: INTER AMERICAN UNIVERSITY OF PUERTO RICO, ACTIVE STUDENTS TEP FAJARDO CAMPUS, ACADEMIC YEAR 2015-16**

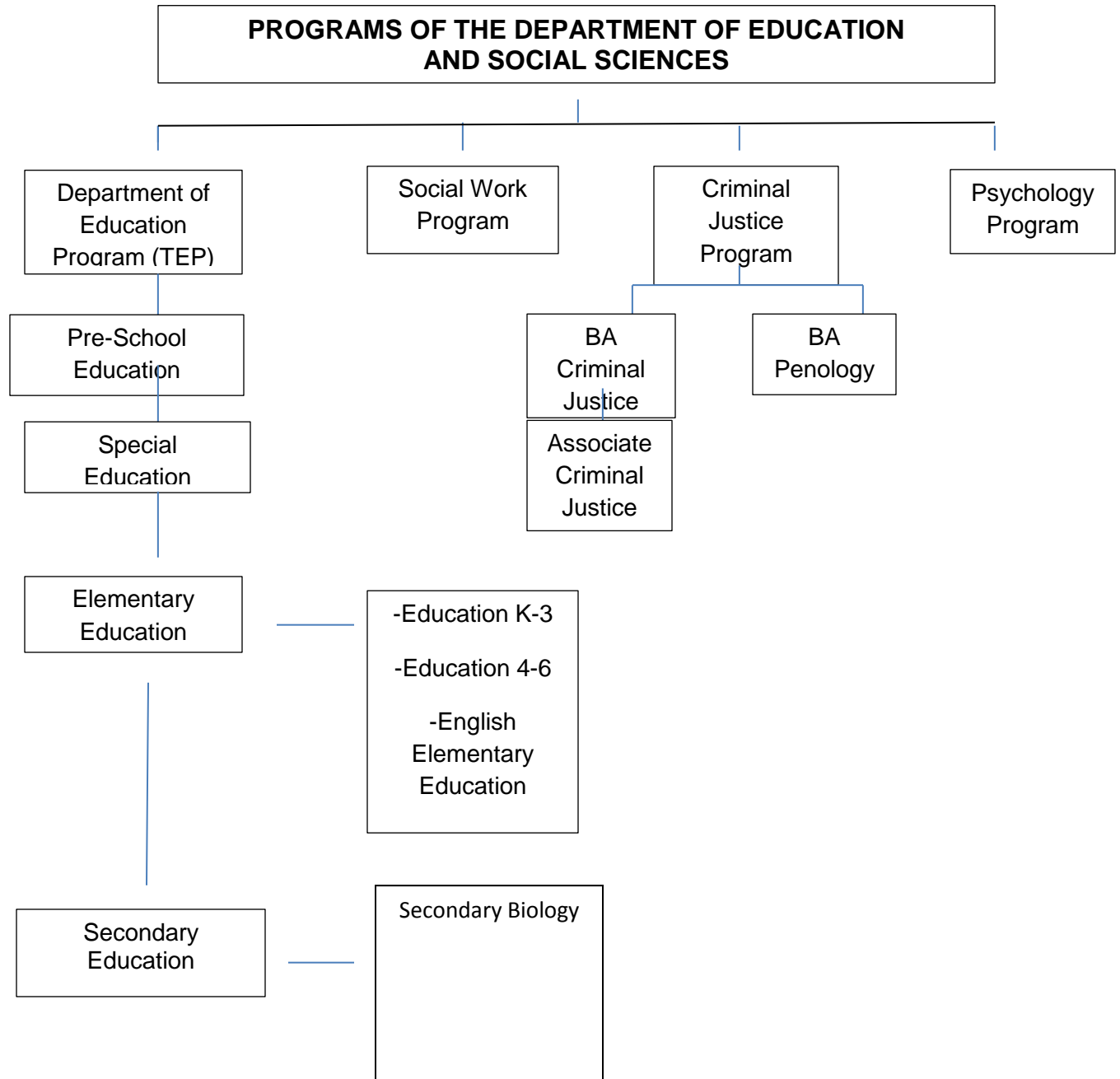
LEVEL / ACADEMIC YEAR	2015-16
<b>UNDERGRADUATE</b>	
BA in Special Education (136)	12
BA in Sec. Educ.: Teaching of English as 2nd Language (147)	2
BA in Sec. Educ.: Teaching of Biology (174)	8
BA in Elemental Educ.: Teaching Eng. as 2nd Language (206)	28
BA in Teaching Elemental K-3 (236)	27
BA in Teaching Elemental 4-6 (237)	8
BA in Early Childhood: Preschool Level (243)	19
<b>Total</b>	<b>104</b>

Level / Academic Year	2015-16
<b>GRADUATE</b>	
MA in Special Education (239)	17
MED in Teaching Elementary Level (395)	8
MA in Education: Mgmt. & Educational Leadership (402)	8
Subtotal	33

Data obtained from the Institutional Director of Graduate and Retention, Vice Presidency of Academic Affairs, Systemic Students and Planning Office, UIPR System.

We have been observing a decrease in the number of active students in our program. We understand that this decrease can be justified for some reasons such as: Number of families migrating to the United States for better job opportunities, the new State standards for teachers that has increased in terms of GPA rates for graduation and for the TEP admission rates and progress norms at the universities and also the closing of schools in Puerto Rico due to decrease in the number of students at the schools.

The Department of Education and Social Sciences has thirty-eight (38) members of Faculty: eleven (11) are full-time faculty members, of whom four (4) teachers belong to the Teacher Education Program (TEP) and twenty-seven (27) part-time who are broken down as follows: PEM, thirteen (13) teachers; Program of Criminal Justice, seven (7) teachers; Program of Social Work, one (1) teacher; Psychology Program, five (5) teachers; and Social Sciences, one (1) teacher. The number of part-time teachers may vary each semester, depending on the demand for the courses for each of the programs. The following diagram shows the composition of the Department.



**Standard 4: Program Impact.**

**In relation to graduation rates**, the following table presents the following table presents this distribution of Fajardo TEP graduates for the years 2015-16 for the UG and Advance Programs. This data from the table was obtained through the Vice Presidency of Planning Office from the UIPR Systems at San Juan, P.R.

**Fajardo TEP graduates years 2015-16 totally and also per specialty**

**TABLE 2: INTER AMERICAN UNIVERSITY OF PUERTO RICO, GRADUATES TEP FAJARDO CAMPUS, ACADEMIC YEAR 2015-16**

<b>LEVEL / ACADEMIC YEAR</b>	<b>2015-16</b>
<b>UNDERGRADUATE</b>	
BA in Sec. Educ.: Teaching of Biology (174)	1
BA in Elemental Educ.: Teaching Eng. as 2nd Language (206)	2
BA in Teaching Elemental K-3 (236)	
BA in Teaching Elemental 4-6 (237)	1
BA in Early Childhood: Preschool Level (243)	1
<b>Total</b>	<b>5</b>

<b>Level / Academic Year</b>	<b>2015-16</b>
<b>GRADUATE</b>	
MA in Special Education (239)	6
MED in Teaching Elementary Level (395)	5
MA in Education: Mgmt. & Educational Leadership (402)	5
Subtotal	16

Data obtained from the Institutional Director of Graduate and Retention, Vice Presidency of Academic Affairs, Systemic Students and Planning Office, UIPR System.

## STANDARD 4: RETENTION RATE DATA

**In regards to Retention Rates**, the following table presents the retention rates of the TEP Program for the year 2014 cohort. This information is given by the Vice Presidency of Student Retention and Planning, from UIPR System

**TABLE 3: RETENTION RATES OF THE TEP PROGRAM FOR THE YEAR 2015 COHORT**

Campus	Base Cohort 2015	Persistence	%	Retention	%
Fajardo	327	242	74	233	71
Interamerican University	4594	3350	73	3209	70

**SWBYAUTO mat1610T del 1 07 16(Total más reciente).sav(Editado para Cohorte 2015 BA IPEDS Oficial 3-Oct-16).sav**

**SWBYAUTO mat 1710P del 9 28 16 para Nicolás**

**Oficina Institucional de Retención Estudiantil**

**Vicepresidencia de Asuntos Académicos Estudiantiles y Planificación Sistémica**

**Datos preliminares hasta que sean reportados en el *Integrated Postsecondary Estadistics Data System*.**

Data reflects that the retention rates for the Fajardo Campus reflects a 71% and for the University a 70%. The retention rate was sent from the Vice Presidency total for the Fajardo Campus

### 4.1 Case Study to measure Program Impact

#### CAEP: 4.1 Impact of the TEP graduate in k-12 students learning

Due to the lack of information from the Puerto Rico Department of Education in regards to the impact of the UIPR graduates in the K-12 learning of their students, the university designed in collaboration with Metro, San German Campus a case study with our graduates. We wanted to investigate how the Fajardo TEP graduate using different instructional and evaluative strategies can demonstrate an impact in students learning K-12 using the methodology of action research in the classroom. This model of investigation was approved by the UIPR Institutional review Board (IRB) on \_\_\_\_\_. Content and face validity of the instrument was performed by the Fajardo TEP faculty in a meeting held using the Lawshe Method. We wanted to obtain an agreement among raters, in this case the TEP faculty, regarding how clear and if it measure the construct of the premise. We asked the raters the following question: are the premises in this instrument clear and do they measure the skills or the knowledge necessary to the performance required of the graduate for this purpose? We asked the same questions on all of the premises of the questionnaire and over all we obtained more than half of the faculty indicated that the premises were clear and that they measured the construct of the premise. From Fajardo

Campus, 5 faculty members participated in the process of validation and the results are kept by the Program Director. We also trained the Fajardo TEP faculty and the graduate that was willing to participate, in regards to:

Protocol of the case study, purpose of the case study, expectations from the graduate and faculty, performances that the graduate must do in each of the 2 phases of the case study and role of the graduate in regards to Portfolio to be handed in.

Instrument that the faculty will use to evaluate the portfolio that the graduate will hand in demonstrating the impact in learning on their K-12 students and explanation of the scale to be used.

Questionnaire used to students to evaluate student's perceptions in regards to the effectiveness of the graduate in the classroom. (This instrument is also in the process of face validity and reliability of the instrument)

Finally , the program decided to start a pilot the project starting august 2016 -17 a sample of at least one (1) graduate of the Fajardo TEP Program that voluntary wants to participate in the project in August and 1 during Jan to May 2017. At present we are in the process of analyzing the data obtained through different strategies from the TEP faculty who visited the graduate, observing classes, verifying lessons plans that should be according to the DEPR Content Standards and expectations for each subject and grade from October 2016.

### **4.3 Satisfaction of Employers CAEP 4.3**

#### **EMPLOYEES QUESTIONNAIRE IP-12**

The Fajardo TEP administered the revised Employee Questionnaire to 20 employers, and only 16 (84%) completed them. 12 out of 15 (80 %) employers that responded were from the Public school system and 5 employers were from the private school system, but only 4 (80%) responded. We decided to administer the questionnaire to Public schools in the Luquillo, Fajardo, Ceiba, Vieques, Canovanas, Rio Grande and Naguabo districts. We also included 5 private schools from the Fajardo, Luquillo, Ceiba and Rio Grande districts. The Employer Questionnaire measures Fajardo TEP graduates mastery in the professional competencies in the areas of:

- A:** Mastery of subject matter taught: Theory and Practice (Subscale 1-4) Standard 1.1
- B:** Pedagogical Skills and Knowledge: Planning, Teaching and Assessment (Subscale 5-9) Standard 1.3
- C:** Use of Technology (Subscales 10-12) Standard 1.5
- D:** Classroom Management (Subscale 13-15) St. 1.3
- E:** Disposition and Commitment to the Profession and its Students (Subscale 16-19) Standard 1.1
- F:** Diversity (Subscale 20 - 22) Sta. 1.1 Diversity
- G:** Competencies in reflective thinking and research (Subscale 23-25)

To measure these knowledge and skills the questionnaire was also revised and utilizes a 3 point scale ranging from 1– Unacceptable to 3- Very Acceptable. This questionnaire is administered every year by the TEP Faculty personally, in to obtain information in regards to our graduates' mastering of the 7 competencies already established. These same competencies are also evaluated by the Cooperator Teacher and University Supervisor during Clinical Practice Course. (EDUC 4013) in order to compare results in terms of views of the different sectors evaluating the same competencies.

Once the questionnaire was developed a face and content validity from the different TEP faculties from Metro, Fajardo and San German Campus was performed. We also tagged each premises to CAEP's standard 1, In Task standards. This decision was based that we wanted to know if the employers are satisfied with our graduates and that they evaluate that our graduates master the competencies that the TEP developed and evaluated during Clinical Practice course. Finally, we decided to train the TEP faculty that was administering the Questionnaire to the Employers, so that they will train the employers in the use of the questionnaire. The data of the Employers questionnaire will be presented totally, data from the employers in the public school system and data from employers from the private school system.

#### **DATA REGARDING THE EMPLOYEES QUESTIONNAIRE IN REGARDS TO OUR GRADUATES**

The following table presents the total Mean and SD of the total of employer's evaluation in regards to graduates mastery of the professional competencies

**TABLE 4: TOTAL MEAN AND SD OF THE TOTAL OF THE TOTAL OF EMPLOYER'S EVALUATION IN REGARDS TO GRADUATES MASTERY OF THE PROFESSIONAL COMPETENCIES**

<b>Employers evaluation of the mastery of the knowledge and Skills Related to Professional competencies of the Fajardo TEP graduates</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
A. Methodology of Subject Matter Thought: Knowledge of Theory and Practice	16	2.00	3.0	2.73	.3223
B. Pedagogical Skills and Knowledge: Planning, Teaching, and Assessment	16	2.40	3.0	2.76	.2334
C. Use of Technology	16	2.00	3.0	2.64	.3326
D. Classroom Management	16	2.00	3.0	2.89	.2910
E. Disposition and Commitment with the Profession and its Students	16	2.75	3.0	2.87	.1291
F. Diversity	16	1.67	3.0	2.60	.4589
G. Competencies in reflective thinking and research	16	1.00	3.0	2.50	.5962

TEP also segregated data from Public and Private Schools. The following tables' presents total Mean and SD of the public and private schools employer's evaluation in regards to graduates mastery of the professional competencies

**TABLE 5: TOTAL MEAN AND SD OF THE PUBLIC SYSTEM EMPLOYER'S EVALUATION IN REGARDS TO GRADUATES MASTERY OF THE PROFESSIONAL COMPETENCIES**

<b>Employers in the public School System evaluation of the mastery of the knowledge and Skills Related to Professional competencies of the Fajardo TEP graduates</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
A. Methodology of Subject Matter Thought: Knowledge of Theory and Practice	12	2.25	3.00	2.79	.2786
B. Pedagogical Skills and Knowledge: Planning, Teaching, and Assessment	12	2.40	3.00	2.78	.2480
C. Use of Technology	12	2.00	3.00	2.63	.3612
D. Classroom Management	12	2.33	3.00	2.94	.1924
E. Disposition and Commitment with the Profession and its Students	12	2.75	3.00	2.89	.1287
F. Diversity	12	2.00	3.00	2.66	.4264
G. Competencies in reflective thinking and research	12	2.00	3.00	2.66	.4264

**TABLE 6: TOTAL MEAN AND SD OF THE PRIVATE SCHOOL SYSTEM EMPLOYER'S EVALUATION IN REGARDS TO GRADUATES MASTERY OF THE PROFESSIONAL COMPETENCIES**

<b>Employers in the public School System evaluation of the mastery of the knowledge and Skills Related to Professional competencies of the Fajardo TEP graduates</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
A. Methodology of Subject Matter Thought: Knowledge of Theory and Practice	4	2.00	3.00	2.56	.4269
B. Pedagogical Skills and Knowledge: Planning, Teaching, and Assessment	4	2.60	3.00	2.70	.2000
C. Use of Technology	4	2.33	3.00	2.666	.2721
D. Classroom Management	4	2.00	3.00	2.75	.5000
E. Disposition and Commitment with the Profession and its Students	4	2.75	3.00	2.81	.1250
F. Diversity	4	1.67	3.00	2.41	.5692
G. Competencies in reflective thinking and research	4	1.00	3.00	2.00	.8165



### Reliability of the Instrument Performed

An Alpha Cronbach was performed and we obtained an Alpha of .909, indicative of an excellent measure of internal consistency (Alvelo, 2007)

Alpha Cronbach	Estimated Alpha Cronbach	N
.909	.905	16

An Alpha Cronbach was performed and we obtained an alpha of .909 using the 16 cases.

### STANDARD 4.3 EMPLOYMENT MILESTONES DATA

In regards to Employment Milestones, the Fajardo TEP uses a Telephone Interview to obtain data from our graduates as a measure to obtain employment milestones. We also use the data y by the DEPR if they offer this data.

### STANDARD 4: UG EMPLOYMENT MILESTONES

The Fajardo TEP has been trying to contact our UG graduates for the past three years by mail, and by electronic mail. In the last annual report, we reported the graduates from years 2014-15. Unfortunately, it is very difficult to find data regarding our graduates' employability status due to the lack of response Of our graduates, we have been using a telephonic questionnaire and as a result we have found that our graduates changes addresses and also telephone numbers

We established a protocol in using this questionnaire for UG and also we are beginning to use the same instrument for the graduate program by calling our graduates at least 7-8 months after graduation. We are using a Formal telephone interview sheet where we call our graduates during the months of November to December after their graduation month (June) and record in writing the number of call we make for each graduate. The person in charge of calling our graduates must record the number of times they have called each graduate specifying the date they called, and the action taken

We decide to call our 5 2016 UG graduates. We contacted 4 (80%) out of the 5 graduates. The following table presents the frequency and percent of the 2016 graduates contacted by phone per specialty.

Study: Telephone Survey

n= Total

Year: 2016

c= Total employability milestones

**TABLE 7: FREQUENCY AND PERCENT OF 2016 GRADUATES WHO WERE CONTRACTED BY PHONE PER SPECIALTY**

Specialty	Frequency	Percent
174 Secondary Biology		
206 - Elementary English	2	50
237 - Elem 4 - 6	1	25
243 - Preschool	1	25
<b>Total</b>	<b>4</b>	<b>100</b>

The Fajardo TEP also wanted to know what school level our graduates are working and found that three (3) graduates are working at the Elementary level and three (3) are working at the secondary level. One (1) graduate is working at the post-secondary level and one (1) did not answer.

**TABLE 11: FREQUENCY AND PERCENT OF EMPLOYMENT STATUS FOR 2016**

Employability Status	Frequency	Percent
Yes	3	75
No	1	25
<b>Total</b>	<b>4</b>	<b>100</b>

**TABLE 12: FREQUENCIES AND PERCENT OF TYPE OF SCHOOL WHERE OUR 2016 GRADUATES ARE WORKING**

Type of School	Frequency	Percent
Public	1	33
Private	2	67
Missing		
<b>Total</b>	<b>3</b>	<b>100</b>

**TABLE 13: FREQUENCY AND PERCENT OF SCHOOL LEVEL WHERE OUR GRADUATE 2016 WORK**

School Level	Frequency	Percent
Pre School	1	33.3
English Elementary	1	33.3
4-6th	1	33.3
<b>Total</b>	<b>3</b>	<b>100</b>

In regards to time lapse in obtaining a job, three graduates found a job between 0-6 months, one graduate does not find a job in her area of specialty. The following table presents this confirmation.

**TABLE 14: TIME LAPSE IN OBTAINING A JOB OF 2016 GRADUATES**

<b>Time</b>	<b>Frequency</b>	<b>Percent</b>
0-6 months	3	100
6-9 months	0	
Another area not related	0	
Post Graduate Studies	0	
<b>Total</b>	<b>3</b>	<b>100</b>

In regards to data segregated by specialties, the following tables will present the data by Specialties. also obtaining

**Segregated Frequencies and Percent of 2016 Graduates Employability Milestones**

**Specialty 243- Preschool Level**

**TABLE 15: FREQUENCIES AND PERCENT OF 1 PRESCHOOL (243) 2016 GRADUATES**

<b>Specialty</b>	<b>Frequency</b>	<b>Percent</b>
243	1	

**TABLE 16: FREQUENCIES AND PERCENT OF 243- PRESCHOOL EMPLOYABILITY STATUS**

<b>Employability Status</b>	<b>Frequency</b>	<b>Percent</b>
Yes	1	
No		

**TABLE 17: FREQUENCY AND PERCENT OF 243- PRESCHOOL GRADUATE TYPE OF SCHOOL/SETTING WHERE OUR 2016 GRADUATES ARE WORKING**

Type of School/Setting	Frequency	Percent
Public	1	100
Private		
<b>Total</b>	<b>1</b>	<b>100</b>

**TABLE 19: FREQUENCY AND PERCENT OF TIME LAPSE BETWEEN GRADUATION AND EMPLOYMENT RECRUITMENT FOR 243- PRESCHOOL LEVEL**

Type of Lapse	Frequency	Percent
0-6 months	1	100
6-9 month		
<b>Total</b>	<b>1</b>	<b>100</b>

Regarding all the tables segregated from the 243- Preschool Specialty, we found that one graduate responded and answered our telephonic questionnaire. She is working in the private school setting. In regards to time lapse to being employed she found a job between 0-6 months after graduation.

#### **Specialty 4-6<sup>th</sup> Elementary Education**

**TABLE 20: FREQUENCIES AND PERCENT OF 2016 GRADUATE SPECIALTY 237- 4-6<sup>th</sup> ELEMENTARY**

Specialty	Frequency	Percent
237	1	100
<b>Total</b>	<b>1</b>	<b>100</b>

**TABLE 21: FREQUENCIES AND PERCENT OF 237- 4-6<sup>th</sup> ELEMENTARY 2016 GRADUATES EMPLOYABILITY STATUS**

Employability Status	Frequency	Percent
Yes	1	100
No	0	0
<b>Total</b>	<b>1</b>	<b>100</b>

**TABLE 22: TYPE OF SCHOOL WHERE OUR 237- 4-6<sup>th</sup> Elementary 2016 GRADUATES OF YEAR 2016 ARE WORKING**

Type of School/Setting	Frequency	Percent
Public	1	100
Private		
<b>Total</b>	<b>1</b>	<b>100</b>

**TABLE 23: FREQUENCIES AND PERCENT OF SCHOOL LEVEL WHERE OUR 237- 4-6<sup>th</sup> ELEMENTARY 2016 GRADUATES WORK**

School Level	Frequency	Percent
Elem. 4-6 <sup>th</sup>	1	100
Missing		
<b>Total</b>	<b>1</b>	<b>100</b>

**TABLE 24: FREQUENCIES AND PERCENT OF TIME LAPSE BETWEEN GRADUATION AND OBTAINING A JOB OF 2016, 237- ELEMENTARY 4-6<sup>th</sup> LEVEL**

Time Lapse	Frequency	Percent
0-6 months	1	100
6-9 months		
Another area not related		
<b>Total</b>	<b>1</b>	<b>100</b>

In regards to the Elementary 4-6<sup>th</sup> (237) data, one student answered our questionnaire. 100% student is employed at the public school system. It took her between 0-6 months to be employed in her area of specialty

**Specialty 206: Elementary English**

**TABLE 25: FREQUENCIES AND PERCENT OF 206- ELEMENTARY ENGLISH GRADUATES YEAR 2016**

Specialty	Frequency	Percent
206: Elementary English	2	100

**TABLE 26: FREQUENCIES AND PERCENT OF 206- ELEMENTARY ENGLISH GRDUATES SPECIALTY EMPLOYABILITY STATUS FOR YEAR 2016**

Employability Status	Frequency	Percent
Yes	1	50

**TABLE 27: FREQUENCIES AND PERCENT OF TYPE OF SCHOOL WHERE 206- ELEMENTARY ENGLISH GRADUATES YEAR 2016 ARE WORKING**

Type of School/Setting	Frequency	Percent
Public		
Private	1	50
<b>Total</b>	<b>1</b>	<b>50</b>

**TABLE 28: FREQUENCIES AND PERCENT OF TIME LAPSE TO OBTAIN A JOB IN EDUCATION FOR 206- ELEMENTARY ENGLISH GRADUATES YEAR 2016**

Time Lapse	Frequency	Percent
0-6 months	1	50
<b>Total</b>	<b>1</b>	<b>50</b>

In regards to the 206- Elementary English specialty, two graduates were found and offered information regarding their employability (100%). One of the graduate (50%) works at the private system and 1 (50%) does not find a job in her area of specialty. In regards to how long it took them to find a job, one graduate (50%) found the job between 0-6 months.

Due to the lack of response of our graduates for a variety of reasons such as: Change of address, change of telephone and cell numbers and other reasons, we have decided to also contact the Department of Education to investigate employability status of our 2014, 2015 and 2016 graduates. Data of this search will be presented in the next topic.

**DATA FROM THE HUMAN RESOURCES OFFICE FROM THE DEPARTMENT OF EDUCATION OF PUERTO RICO (DEPR)**

The Fajardo TEP also contacted the hiring Office from the DEPR in San Juan in November 2016 and this Office provided us with the following data from our 2014-16 UG graduates in December

2016 and also milestones from 2015-15 from our Graduates Programs. The data obtained from the Agency only provides only the graduates that are working in the public sector or schools.

**UIPR Fajardo TEP**  
**Employability Data UG graduates from the Fajardo TEP by year 2014**

<b>Employee</b>	<b>Professional Licences Obtained</b>	<b>Specialty</b>	<b>School and title</b>
1. Zamara Martínez	No		No
2. Gabriel Vivas	No		No
3. Maribel Hernández			
4. Lymaris Ocasio	No		
5. Freddy Rosa	Maestro Educación Especial	Educación Especial	Educación Especial, Transitorio Escuela Santiago Veve Calzada , Fajardo
6. Dalimar González	No		Escuela Petra Román Vigo, Carolina
7. Edden Manuel Alama	Maestra Educación Especial	Educación Especial	Escuela Carlos F. Daniels, de Carolina, Maestra transitoria
8. María Benítez	No	No	No
9. Verónica Lozada	No	No	No
10. Yaítza Guerrieri	Maestra Nivel Elemental 4-6 Niñez Temprana Preescolar	No	
11. Karoleen Martínez	Niñez Temprana Preescolar	No	
12. Yesenia Morales	No	NO	
13. Luisito Ortiz	NO	NO	UIPR– Coordinador Servicios Estudiantiles
14. Naara Rodríguez	Maestra Nivel Secundario Inglés	Inglés Secundario	Escuela Iglesias Pantín, Rio Grande Transitorio Provisional
15. Ryand Feliciano	Maestro Secundaria Estudios Sociales	Estudios Sociales Secundaria	Escuela Ana Delia Flores, Fajardo Transitorio elegible
16. Heidi Nazario	No	No	
17. Iris Encarnación	Biología Secundaria	Biología Secundaria	Escuela Antonio Valero de Bernabé, Fajardo Transitorio elegible
18. Zacha Ortiz	No	No	
19. Fabiola Maldonado	Maestra Educación Especial K-12	Educación Especial K-12	María I. Dones, Fajardo Transitorio elegible
20. Yamilka Schumacker	No	No	
21. Mizrraim Arteaga	No	No	
22. Ayat Zayed	No		Escuela Inés Mendoza, San Juan

Employee	Professional Licences Obtained	Specialty	School and title
			Transitorio Provisional

**Employability Data UG Graduates Fajardo TEP  
2015**

Employee	Professional Licences obtained	Specialty	School and Title
1. Lisandra Encarnación	No		
2. Christine Williams Ramírez	Maestra Nivel Elemental Inglés	Maestro Inglés Elemental	Escuela María Simmons, Vieques Inglés Elemental Transitorio elegible
3. Karina Pérez	No	No	
4. Damarys Montañez	No	No	
5. Luzaiá Ortiz	No	No	
6. Cynthia Padín	No	NO	
7. Ramy Monge	No	No	
8. Eunice Ríos	Maestra Nivel Elemental K-3	No	No. Se mudó a EU
9. Yoannelys Cintrón	Maestro Preescolar	No	
10. Awilda Méndez	No	No	
11. Nataly Jaime	Maestra Educación Especial K-12	No	
12. Jeanette Lugo	Educacion Especial K-12	Educación Especial K-12	Escuela Rosa Bernard, Canóvanas Transitoria Elegible
13. Mianelle Mercado	No	No	
14. Jessica Rivera	Maestra Educación Especial K-12	Educación Especial K-12	Escuela Isidro A. Sánchez, Luquillo Transitorio provisional

**Employability Data Graduates Fajardo TEP  
2016**

Employee	Professional Licences	Specialty	School and Title
1. Natalie García	No	No	No
2. Iris Ramos	Maestra Preescolar	Maestra Preescolar	Escuela Elemental Urbana, Ceiba
3. Katherine Moler	Maestra Inglés Elemental Maestra Nivel Secundario	Maestra Inglés Elemental Maestra Nivel Secundario	No
4. Alba Paiz	Maestra Inglés Elemental	Inglés Elemental	TIE, private school, Fajardo



5. Lisandra Romero	Maestra Biología Secundaria	Maestra Biología Secundaria	No
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Data obtained by the Human Resource Office at DEPR, San Juan, PR November, 2016.

## Graduate Program

### Employability Data Graduates for the Special Education Advance Program Fajardo TEP

2015

Nombre Graduado	Professional Licences Obtained	Specialty	School and Title
1, Estrada García, Myrna	Certificado Docente en Educación Especial	Educación Especial	Ramón Quiñones Pacheco de Fajardo
2. Pomales Rodríguez, Sonia E.	Certificado Docente en Educación Especial	Educación Especial	Eugenio Brac de Naguabo Elemental
3. Rodríguez Mercado, Verónica	Certificado Docente en Educación Especial	Educación Especial	The City School in Philadelphia

### Employability Data Graduates for the Special Education Advance Program Fajardo TEP

2016

Employee	Professional Licences	Specialty	School and Title
1. Ávila Fernández, Alejandra		Educación Especial	Trabaja para el Municipio de Fajardo.
2. 2. Díaz García, Lian L	Certificado Docente en Educación Especial	Educación Especial	Escuela Alfonso Díaz Lebrón de Juncos
3. Rivera Becerril, Noelia		Educación Especial	Trabaja en K-Mart
4. Martínez Rivera, Eileen	Certificado Docente en Educación Especial	Educación Especial	S.U Cruz Ortíz Stella de Humacao
5. Rosa Salgado, Freddy N.	Certificado Docente en Educación Especial	Educación Especial	Escuela Superior Dr, Santiago Veve Calzada
6. Rosario Semidey, Johana	Certificado Docente en Educación Especial	Educación Especial	Liberata Hiraldo de Río Grande

Data obtained by the Human Resource Office at DEPR, San Juan, PR. December, 2016

### Employability Data for the advance program Leadership Program

#### Employability Data Graduates for the advance Leadership Program Fajardo TEP 2015

<b>Graduate</b>	<b>Professional Licences</b>	<b>Specialty</b>	<b>School and Title of job</b>
Gómez Rodríguez, Juan E.	Director de Escuelas Maestro Ed Física	Gerencia y Liderazgo Educativo	Director Escuela Especializada CROEC de Ceiba
Herrero Avillán, Melissa	Maestra de Matemática Nivel secundario	Gerencia y Liderazgo Educativo	Not found
López Llanos, Norangely	Maestra de nivel primario(k-3)	Gerencia y Liderazgo Educativo	Maestra Programa Head Start Humacao
Olmo Collazo, Patricia	Maestra nivel elemental Directora de escuelas	Gerencia y Liderazgo Educativo	Maestra nivel elemental 4to al 6to Escuela Alejandrina Ríos Benabe (Luquillo)
Pagán Feliciano, Angel	Maestro Español nivel secundario Director de escuelas	Gerencia y Liderazgo Educativo	Director del Colegio New Generation Trujillo Alto por 4 años

#### 2016

<b>Graduate</b>	<b>Professional Licences</b>	<b>Specialty</b>	<b>School and Title of job</b>
Miranda Algarín, Marilyn	Maestra nivel primario(K-3)	Gerencia y Liderazgo Educativo	Maestra líder(Directora) Centro de cuido de Angem en Juncos
Núñez Valentín, Jackeline	Maestra Nivel elemental	Gerencia y Liderazgo Educativo	Asistente administrativa Esc Superior de Fajardo
Ramos Santana, Amy L.	Maestra de nivel elemental	Gerencia y Liderazgo Educativo	Directora Programas Tecnológicos Compañía ED Group San Juan
Rodríguez Sepúlveda, Jesús	Maestro de historia de Nivel Secundario Director de escuelas	Gerencia y Liderazgo Educativo	Maestro de historia Escuela Superior de Ceiba
Sostre López, Damáris	Maestra de nivel primario (K-3)	Gerencia y Liderazgo Educativo	Maestra de Kindergarden Colegio Bautista de Carolina

## 2017

<b>Graduate</b>	<b>Professional Licences</b>	<b>Specialty</b>	<b>School and Title of job</b>
De la Maza, Gustavo	Maestro educación Física Elemental	Gerencia y Liderazgo Educativo	Gerente de su propia Compañía
Ramos, Milagros	Maestra Educación vocacional	Gerencia y Liderazgo Educativo	Maestra Especialista de belleza Escuela Carlos Escobar- Loíza
Roque Solís, Janice	Maestra nivel secundario	Gerencia y Liderazgo Educativo	Maestra de Estudios Sociales- Escuela Intermedia de Fajardo

Data obtained by the Human Resource Office at DEPR, San Juan, PR, December, 2016

**Employability Data Graduates for the advance Elementary Program Fajardo TEP  
2015**

<b>Nombre Graduado</b>	<b>Licencia Profesional Solicitada</b>	<b>Especialidad</b>	<b>Ubicación Escuela Puesto</b>
Concepción Ayala, Sheila	<b>K-3 Elementary</b>	<b>Elementary Education</b>	<b>Esc. Pedro Rosario Nieves Fajardo Maestra</b>
Gerena Moses, Samantha	<b>K-3 Elementary</b>	<b>Elementary Education</b>	<b>Esc. La Fermina Las Piedras Maestra</b>
López Montes, Doreen	<b>K-3 y 4-6th Elementary</b>	<b>Elementary Education</b>	<b>Escuela Edmundo Del Valle Cruz Rio Grande Maestra</b>
Morales Colón, Natalie	-----	<b>Elementary Education</b>	<b>Se fue a Estados Unidos</b>

Data obtained by the Human Resource Office at DEPR, San Juan, PR  
December, 2016

**Employability Data Graduates for the advance Elementary Program Fajardo TEP  
2016**

<b>Nombre Graduado</b>	<b>Licencia Profesional solicitada</b>	<b>Especialidad</b>	<b>Ubicación Escuela Puesto</b>
Benitez Rivera, Maria	<b>K-3 Elementary</b>	<b>Elementary Education</b>	<b>Colegio Christian Bilingual Academy Fajardo Maestra</b>
Cirilo Vega, Digneris	-----	<b>Elementary Education</b>	<b>Se fue a Estados Unidos</b>
Gotay Benitez, Rhaysa M.	<b>K-3 Elementary</b>	<b>Elementary Education</b>	<b>Escuela Antonio R. Barceló Fajardo Maestra</b>
Ortiz Santiago, Luisito	<b>Has not taken PCMAS</b>	<b>Elementary Education</b>	<b>Universidad Interamericana de PR – Fajardo Director de Actividades</b>
Rodriguez Fuentes Naara	<b>English Provisional</b>	<b>Elementary Education</b>	<b>Escuela Superior Santiago Iglesias Pantín Ceiba Maestra</b>

Data obtained by the Human Resource Office at DEPR, San Juan, PR  
December, 2016

#### **4.4 DATA FROM THE GRADUATES PERCEPTIONS OF THEIR MASTERY OF THEIR CONTENT AND PEDAGOGICAL KNOWLEDGE (IE-13)**

The Fajardo Teacher Education Program uses IE-13 Questionnaire; Instrument to use to evaluate the mastery of the Professional Competencies of the Fajardo TEP graduates. This instrument will provide the information in regards to graduates perceptions of their knowledge of Professional Competencies related to their field. This instrument was also revised by the Faculty of Fajardo, Metro and san German Campus. Face and content validity was performed by the faculty. The TEP faculties of the 3 Campuses decided to use the same competencies used in the Cooperator Teacher and University Supervisor instruments in order to compare perceptions of mastery before and after graduation of our candidates.

The criteria for mastery of Professional Competencies in the Graduate Questionnaire should reflect a mean of 2 or above, meaning that are graduates perceive they master the professional competencies.

#### **Questionnaire is divided into two parts:**

First part provides a general information of the graduates such as: age range, gender, status, high school setting, GPA from high school, Type of Program, year and month of graduation and GPA at graduation.

Second part of the Questionnaire will provide for the graduate to measure knowledge of graduates professional competencies and skills they perceive they master on the following areas:

1. Content knowledge, theoretical and practical
2. Pedagogical knowledge and skills: Planning, Teaching, and Assessment.
3. Use of technology
4. Classroom management
5. Disposition and Commitment with students and the profession
6. Diversity
7. Competencies in reflective thinking and research

#### **NARRATIVE:**

Questionnaire was sent to the five (5) graduates from year 2016 and all 5 graduates (100 %) answered the questionnaire. In relation to the specialty of the graduates who answered the questionnaire, 40% (2) were in the Elementary English Specialty, 20% (1) were in the Pre-School, 4-6<sup>th</sup> Specialty and Secondary Biology Specialty. The age range of these Fajardo TEP graduates were between 18-45. 1 student (20%) age ranged between 19-24 years, 2 students (40%) ranged between 25-34 years and 2 students (40 %) ranged between 46 years or more. 100% (5) graduates were females. 50% (2) of the graduates were divorced or separated, singled (1) and married (1) and 80 % (4) graduates came from the public educational system.

TEP also wanted to know the total GPA obtained at graduation from UIPR and found that 80% (4) had a GPA between 3.50-4.00 and 20% (1) had a GPA between 3.01-3.40.

Part Two (2) of the questionnaire measures the perceptions of the graduates of the mastery of their content and pedagogical knowledge using a scale from 1 (Unacceptable) to 3 (Very Acceptable). The following Table will present the total mean and SD of 2016 graduate's perceptions of their mastery of their Content and Pedagogical Knowledge Competencies. We are presenting first the total mean due to the fact that we only had 5 graduates for the year 2016.

**TABLE 29: TOTAL MEAN, MINIMUM, MAXIMUM AND SD OF 2016 FAJARDO TEP GRADUATES WHO ANSWERED THE QUESTIONNAIRE (NON- SEGREGATED TABLE)**

<b>Professional Competencies</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
1. Mastery of Theoretical and practical Content	5	2.00	3.00	2.65	.4183
2. Pedagogical knowledge and skills: Planning, Instruction, Assessment	5	2.40	3.00	2.84	.2607
3. Use of Technology	5	3.00	3.00	3.00	.0000
4. Classroom Management	5	2.67	3.00	2.93	.1490
5. Disposition and Commitment with Profession and Students	5	2.50	3.00	2.90	.2236
6. Diversity	5	2.33	3.00	2.80	.2981
7. Competencies in reflective thinking and investigation skills	5	3.00	3.00	3.00	.0000

The Fajardo TEP also segregated the data per specialty to verify which academic program graduates perceives higher or lower masteries of their professional competencies. The following tables will present these data segregated by Program.

**TABLE 30: TOTAL MEAN, MINIMUM, MAXIMUM AND SD OF ONE (1) 243-PRESCHOOL OF 2016 FAJARDO TEP GRADUATE WHO ANSWERED THE QUESTIONNAIRE IN REGARDS TO MASTERY OF THEIR PROFESSIONAL COMPETENCIES**

<b>Professional Competencies</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
1. Mastery of Theoretical and practical Content	1	3.00	3.00	3.00	.0000
2. Pedagogical knowledge and skills: Planning, Instruction, Assessment	1	3.00	3.00	3.03.000	.0000
3. Use of Technology	1	3.00	3.00	3.00	.0000
4. Classroom Management	1	3.00	3.00	3.00	.0000
5. Disposition and Commitment with Profession and Students	1	3.00	3.00	3.00	.0000

<b>Professional Competencies</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
6. Diversity	1	3.00	3.00	3.00	.0000
7. Competencies in reflective thinking and investigation skills	1	3.00	3.00	3.00	.0000

**TABLE 31: TOTAL MEAN, MINIMUM, MAXIMUM AND SD OF 237- ELEMENTARY 4-6 LEVEL OF 2016 FAJARDO TEP GRADUATE WHO COMPLETED THE QUESTIONNAIRE**

<b>Professional Competencies</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
1. Mastery of Theoretical and Practical Content	1	2.00	2.00	2.00	
2. Pedagogical knowledge and skills: Planning, Instruction, Assessment	1	2.40	2.40	2.40	
3. Use of Technology	1	3.00	3.00	3.00	
4. Classroom Management	1	3.00	3.00	3.00	
5. Disposition and Commitment with Profession and Students	1	3.00	3.00	3.00	
6. Diversity	1	2.67	2.67	2.67	
7. Competencies in reflective thinking and investigation skills	1	3.00	3.00	3.00	

**TABLE 32: TOTAL MEAN, MINIMUM, MAXIMUM AND SD OF 206- ENGLISH ELEMENTARY 2016 FAJARDO TEP GRADUATE WHO ANSWERED THE QUESTIONNAIRE**

<b>Professional Competencies</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
1. Mastery of Theoretical and practical Content	2	2.75	3.00	2.87	.1767
2. Pedagogical knowledge and skills: Planning, Instruction, Assessment	2	2.80	3.00	2.90	.1414
3. Use of Technology	2	3.00	3.00	3.00	.0000
4. Classroom Management	2	2.67	3.00	2.83	.2357
5. Disposition and Commitment with Profession and Students	2	3.00	3.00	3.00	.0000
6. Diversity	2	2.33	3.00	2.66	.4714
7. Competencies in reflective thinking and investigation skills	2	3.00	3.00	3.00	.0000

**TABLE 33: TOTAL MEAN, MINIMUM, MAXIMUM AND SD OF 174- SECONDARY BIOLOGY OF 2016 FAJARDO TEP GRADUATES WHO ANSWERED THE QUESTIONNAIRE**

<b>Professional Competencies</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
1. Mastery of Theoretical and practical Content	1	2.50	2.50	4.20	
2. Pedagogical knowledge and skills: Planning, Instruction, Assessment	1	3.00	3.00	4.62	
3. Use of Technology	1	3.00	3.00	4.16	
4. Classroom Management	1	3.00	3.00	4.71	
5. Disposition and Commitment with Profession and Students	1	2.50	2.50	4.80	
6. Diversity	1	3.00	3.00	4.63	
7. Competencies in reflective thinking and investigation skills	1	3.00	3.00	4.60	

## CONCLUSION

Regarding the 2016 Graduate Questionnaire administered by the Fajardo TEP, we can conclude that graduates of the academic perceived that they master between Acceptable to very Acceptable.

## RELIABILITY PERFORMED

The Fajardo TEP performed an Alpha Cronbach's of the questionnaire and obtained .744 Alpha meaning acceptable measure of internal consistency; (Alvelo, Collazo A.A Rosario M., 1990-2002) the number of subjects that answered the questionnaire were 5.

<b>Alpha Cronbach</b>	<b>Estimated Alpha Cronbach</b>	<b>N</b>
.744	.736	12

Internal consistency is within the acceptable range (.70-.79)

## Standard I. Content and Pedagogical Knowledge

### Standard I. Subject Matter Knowledge: Measure of GPA Averages as indicators of measuring Content Knowledge in courses in the professional area

The Fajardo TEP is using an average of 3.0 or above (GPA) as a measure of mastery in courses in the professional area that measures Subject Matter Content knowledge. This average is also in accordance to the DEPR requisites for the Puerto Rico License, and also in accordance with the UIPR average for the admission and satisfactory progression and final competition for graduation average for the TEP students.



The TEP faculty also agreed that obtaining a mean of 3.00 or above means that our candidates masters their Subject Matter Content Knowledge in their fields. In order to verify the GPA indicated, the following tables presents the averages, means and SD of the TEP courses designated that measures Content Knowledge for the 2016 graduates.

**TABLE 34: MEANS AND SD OF THE PROFESSIONAL COURSES THAT MEASURES SUBJECT MATTER CONTENT KNOWLEDGE IN THE FIELDS OF 2016 GRADUATE FOR THE 206, ELEMENTARY EDUCATION SPECIALIZATION**

Claim	Id	Name	Camp	Major	Average	Standard Deviation
STD 11	F00-33-38483	Moler, Katherine	F	206	3.62	.5064
	F00-38-7804	Paiz, Alba	F	206	4.00	.0000

**TABLE 35: MEANS AND SD OF THE PROFESSIONAL COURSES THAT MEASURES SUBJECT MATTER CONTENT KNOWLEDGE IN THE FIELDS 2016 GRADUATE TEACH FOR THE 243, PRE-SCHOOL SPECIALIZATION**

Claim	Id	Name	Camp	Major	Average	Standard Deviation
STD 1.1	F00-01-0547	Ramos Benítez, Iris	F	243	3.36	.7449

**TABLE 36: MEANS AND SD OF THE PROFESSIONAL COURSES THAT MEASURES SUBJECT MATTER CONTENT KNOWLEDGE IN THE FIELDS FOR 2016 GRADUATE TEACH, SECONDARY BIOLOGY SPECIALIZATION**

Claim	Id	Name	Camp	Major	Average	Standard Deviation
STD 1.1	F00-33-1243	Romero Santiago, Lisandra	F	174	3.64	1.0818

**TABLE 37: MEANS AND SD OF THE PROFESSIONAL COURSES THAT MEASURES SUBJECT MATTER CONTENT KNOWLEDGE IN THE FIELDS FOR 2016 GRADUATE TEACH, 237, 4-6<sup>TH</sup> ELEMENTARY LEVEL SPECIALIZATION**

Std. 1.3	Name	Gender	Major	Mean	Standard Deviation
STDESP237	García Otero, Nathalie E.	F	237	2.31	.1931

**Standard I. Content and Pedagogical Knowledge: Results of the State Battery Test (PCMAS) in Content and Pedagogical Knowledge as indicators of measuring Content and Pedagogical Knowledge**

The Fajardo Campus also uses the State Battery Test (PCMAS) to measure Content and Pedagogical Knowledge in the areas they teach as an external measure. This test was revised for the year 2016 administration, but they are still using the score of 92 as an indicator of mastery of Content Knowledge and 89 as an indicator for pedagogical knowledge. The faculty of the Fajardo TEP accepts this score as a measure of mastery in the Content and Pedagogical Knowledge in the area of teaching.

For the year 2016, 5 graduates took the Battery Test the results is as follows:

**Fajardo 2016 Teacher certification test (PCMAS) SCORES**

**TABLE 38: AGGREGATE ASSESSMENT LEVEL PASS-RATE DATA, REGULAR TEACHER PREPARATION PROGRAM**

Institution: Inter American University of Puerto Rico, Fajardo Campus  
Academic Year 2014-2015 Testing Period 7/14-6/15  
Number of program Completers: 5

Type of Assessment	Assessment Code Number	No. of Students taking Assessment	No. of Students Passing the Test	Institution Pass Rate	Statewide Pass Rate
Pcmas General	PR10	2	1	50%	90%
PCMAS General and Elementary	PR21, PR25	2	1	50%	90%
Specialization	PR30, PR40, PR50, PR60, PR70	1	1	100%	92%
Summary Pass Rate		2	1	50%	728 / 835= 87%

Sources: *College Board. "Institutional Composite Summary Rate Data Report on Teacher Certification Test 2015-2016*

Only five students took the test. Summary Pass Rate Fajardo Campus is 50% and statewide pass rate is 87%.

Justification: The Fajardo TEP is taking some steps to increase this %. **First:** Students need to take the review the PR Teachers Association offers from November to January. They need to pass the pre-posttest they offer and take also in the Campus the Fundamental Knowledge review the Campus offers during August to November. **Second:** Students need to demonstrate they have taken the review and passed it, in order to be certified to take the test.

### Standard 1.3: Pedagogical Knowledge Courses

The TEP of the Fajardo Campus also uses the GPA in the Specialization courses to measure Pedagogical Knowledge in their field. The Fajardo TEP is using an average of 3.0 or above (GPA) as a measure of mastery in specialization courses related to Pedagogical knowledge. (Specialization Courses) This measure is also in accordance to the DEPR requisites for the Puerto Rico License requisites, and also in accordance with the UIPR average for the admission and satisfactory progression and final competition for graduation average for the TEP students. . Finally, TEP faculty at Fajardo Campus also agreed that obtaining an average of 3.0 or above means, that our candidate's masters their pedagogical knowledge content in the specialization they teach. The following table's presents the averages and SD of the courses related to pedagogical knowledge related to the field.

#### GPA Averages and Standard Deviation for Specialty Courses that measures Pedagogical Knowledge in the field they teach (STD. 1.3) for 2016 graduates

**TABLE 39: MEANS AND SD OF THE 174 SPECIALTY COURSES THAT MEASURES PEDAGOGICAL KNOWLEDGE**

STD. 1.3	Name	Gender	Major	Average	Standard Deviation
STDMED	Romero , Lisandra	F	174	3.45	.8202

**Table 40: Means and SD of the 206 specialty courses that measures Pedagogical KNOWLEDGE**

Name	Gender	Major	Mean	Standard Deviation
Moler, Katherine	F	206	3.90	.3262
Paiz Alba N.	F	206	4.00	.0000

**TABLE 41: MEANS AND SD OF THE 243 SPECIALTY COURSES THAT MEASURES PEDAGOGICAL KNOWLEDGE**

Claim 1.1, 1.2	Name	Gender	Major	Mean	Standard Deviation
STDESP206	Ramos Benitez, Iris	F	243	3.45	.6876

**TABLE 42: MEANS AND SD OF THE 237 SPECIALTY COURSES THAT MEASURES PEDAGOGICAL KNOWLEDGE**

<b>Std. 1.3</b>	<b>Name</b>	<b>Gender</b>	<b>Major</b>	<b>Mean</b>	<b>Standard Deviation</b>
STDESP237	Garcia Otero, Nathalie E.	F	237	3.82	.4045
	<b>Total</b>				

**STD. 1.5 CAEP Diversity**

Fajardo TEP also measures the Means of 3.0 or above of courses in the Professional Area that measures diversity. The following tables presents the Mean and SD from students segregated by specialty of the TEP Courses in the Professional area related to diversity. Candidates must obtain a Mean of 3.0 or above in the courses related to diversity to indicate they master the competencies related to use of technology.

**TABLE 43: MEAN AND SD OF TEP COURSES IN THE PROFESSIONAL AREA RELATED TO DIVERSITY FOR THE 237 SPECIALTY YEAR 2016**

<b>Std. 1.5 Diversity</b>	<b>Name</b>	<b>Gender</b>	<b>Major</b>	<b>Mean</b>	<b>Standard Deviation</b>
STDESP237 Diversity	Garcia Otero, Nathalie E.	F	237	1.33	2.309

**TABLE 44: MEAN AND SD OF TEP COURSES IN THE PROFESSIONAL AREA RELATED TO DIVERSITY FOR THE 243 SPECIALTY, YEAR 2016**

<b>Claim 1.5 Diversity</b>	<b>Name</b>	<b>Gender</b>	<b>Major</b>	<b>Mean</b>	<b>Standard Deviation</b>
STDESP206	Ramos Benitez, Iris	F	243	3.00	1.000

**TABLE 45: MEAN AND SD OF TEP COURSES IN THE PROFESSIONAL AREA RELATED TO DIVERSITY FOR THE 174 SPECIALTY YEAR 2016**

<b>Claim 1.5 Diversity</b>	<b>Name</b>	<b>Gender</b>	<b>Major</b>	<b>Mean</b>	<b>Standard Deviation</b>
STDESP206	Romero, Lisandra	F	174	3.90	.3262

**TABLE 46: MEAN AND SD OF TEP COURSES RELATED TO DIVERSITY FOR THE 243 SPECIALTY YEAR 2016**

Claim 1.5 Diversity	Name	Gender	Major	Mean	Standard Deviation
STDESP206	Moler, Katherine	F	206	4.00	.0000
	Paiz, Alba N.	F	206	4.00	.0000

### CAEP 1.1 Technology

Fajardo TEP also measures the Mean of 2 courses in the professional area that measures use of Technology. Candidates must obtain a Mean of 3.0 or above to indicate they master the competencies related to use of technology. The use of technology is also imbedded in our TEP courses. The following table's presents the averages and SD from students segregated by specialty of the TEP Courses related to technology.

**TABLE 47: MEANS AND SD OF THE 206 OF 2 COURSES IN THE PROFESSIONAL AREA THAT MEASURES USE OF TECHNOLOGY**

Name (Technology)	Gender	Major	Mean	Standard Deviation
Moler, Katherine	F	206	4.00	.0000
Paiz Alba N	F	206	4.00	.0000

**TABLE 48: MEANS AND SD OF THE 243 SPECIALTY OF 2 COURSES IN THE PROFESSIONAL AREA THAT MEASURES USE OF TECHNOLOGY**

STD 1.1,	Name	Gender	Major	Mean	Standard Deviation
STDESP206 Technology	Ramos Benitez, Iris	F	243	4.00	.0000

**TABLE 49: MEANS AND SD OF THE 237 SPECIALTY OF 2 COURSES IN THE PROFESSIONAL AREA THAT MEASURES USE OF TECHNOLOGY**

Std. 1.1	Name	Gender	Major	Mean	Standard Deviation
STDESP237 Technology	Garcia Otero, Nathalie E.	F	237	4.00	.0000

**TABLE 50: MEANS AND SD OF THE 174 SPECIALTY OF 2 COURSES IN THE PROFESSIONAL AREA THAT MEASURES USE OF TECHNOLOGY**

STD. 1.3	Name	Gender	Major	Average	Standard Deviation
STDMED	Romero , Lisandra	F	174	4.00	.0000

### Standard 5. Provider Quality Assurance and Continue Improvement

#### Classification of the teacher preparation programs (PPM) by DEPR, 2014

Enclosure	Average of PCMAS ("Composite Extract de Pass Rate") for 2008-09 to 2012-13	Relative weight Awarded to the PCMAS (80%)	Relative weight Awarded to the Accreditation Professional (20%)	Percentage obtained (Sum of weights Relative)	Classification 2014
<b>Fajardo</b>	78.2	62.6	20.0	82.6	Satisfactory

1. The "Composite Summary Pass Rate" for the cohort 2008-09 to 2012-13 has a relative weight of 80% for the classification.
2. Evidence of professional accreditation from the PPM have a relative weight of 20% for the classification.
3. Categories of the regulations for the classification of the PPM (2006): copy (100-95), excellent (94.9-90), satisfactory (89.9-75), at risk (74.960), under-achieving (59.9-0). Qualifying for 2014 will be determined with the following formula: 80% "Composite Summary Pass Rate" + 20%

Self-study (or accreditation)

Sources: Letter from the Secretary of DEPR on November 13, 2014.

*College Board. "Institutional Composite Summary Rate Data Report on Teacher Certification Test 2009 to 2013".* Review officer and end submitted by the College Board to the Department of education of p. r. in August 2014 for the classification of the PPM in October 2014.

Regulations for the classification of the PPM (2006) Office of curricular Affairs of the UIPR1

The Department of Education of Puerto Rico, (DEPR) established the Classification of the teacher Preparation Programs (PPM) as of 2014 utilizing the following formula: 80% will be accredited to the PCMAS performance results of our graduates and 20% will be awarded to the Professional Accreditation of our TEP from CAEP or other National Accreditation Agency. We

were awarded an 82.6% meaning that our program will be classified as Satisfactory according to the Categories of the regulations of the PPM accreditation guidelines established by the DEPR.

The Fajardo TEP is trying to increase this classification utilizing diverse strategies such as: PCMAS mandatory review seminars, passing of the Educ. 4551 and 4551 courses, approval scores in the SIAAM Test Battery before taking the PCMAS test.

### **IAU, Student Default Rates, COHORT DEFAULT RATE**

Defaulted federal student loans cost taxpayers money. By calculating cohort default rates, sanctioning schools with higher rates, and providing benefits to schools with lower rates, the Department creates an incentive for schools to work with borrowers to reduce defaults. As a result, cohort default rates help save taxpayers money.

#### **2-year cohort default rate (CDR)**

For schools having 30 or more borrowers entering repayment in a fiscal year, the school cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFELs) and/or William D. Ford Federal Direct Loans (Direct Loans) during within the cohort default period and default before the end of the following fiscal year.

The official cohort default rate for Inter American University of Puerto Rico for the two year calculation are:

<b>Cohort Default Rate Year (CDR)</b>	<b>Percent</b>
<b>CDR 2012-2 years</b>	<b>12.7</b>
CDR 2011 2-Years	16.4
CDR 2010 2-Years	20.8
CDR 2009 2-Years	18.4

On October 28, 2009, the Department of Education published in the Federal Register the regulations that will govern the calculation of the 3-year cohort default rates beginning with the FY 2009 cohort year. Section 436(e) of the Higher Education Opportunity Act of 2008 amended section 435(m) of the Higher Education Act of 1965 to implement the change from 2-year to 3-year cohort default rates. Section 436(e) (2) establishes FY 2009 as being the first cohort year that 3-year cohort default rates will be released.

To help transition from 2-year to 3-year rates, schools will receive two cohort default rates, a 2-year and a 3-year, until September 2014 when only a 3-year rate will be released. Schools will not be subject to loss of eligibility until three consecutive years of 3-year cohort default rates have been calculated. However, it is important to note that schools will still be subject to loss of eligibility for 2-year cohort default rates until 2014.

### **3-year cohort default rate (CDR)**

For 3-year cohort default rate, the school's cohort default rate is the percentage of a school's borrowers who enter repayment in a fiscal year on certain William D. Ford Federal Direct Loans (Direct Loans) during that fiscal year and default before the end of the **second fiscal year**.

The 3-year cohort default rate for IAUPR are:

<b>Cohort Default Rate Year (CDR)</b>	<b>Percent</b>
CDR 2012 3-Years DRAFT	12.7
CDR 2011 3-Years	19.5
CDR 2010 3-Years	28.9
CDR 2009 3-Year	27.9

There are sanctions associated with high official cohort default rate. If a 3-year cohort default rate that is equal to or greater than 30 percent the school must establish a default prevention task force. This task force must prepare a plan to identify the factors causing the school's cohort default rate to exceed 30 percent and submit to the Department for review. In addition, schools with cohort default rates of *30 percent or greater for two consecutive years* will have to revise their plans to implement additional procedures and also could be subject to provisional certification. In the year 2014, schools that meet certain criteria will become subject to sanctions as a result of the 3-year cohort default rates.

Inter-American University of Puerto Rico (IAUPR) already established a Default Prevention and Management Plan for 2012-2015 years. This plan provides strategies to reduce the default rate in the payment of students' educational loans of IAUPR. The University implemented a new Policy for the granting of loans to students.

After the application of our preventive measures and the development of strategies to accomplish the goals and objectives in the Default Prevention and Management Plan for 2012-2015 years, Inter-American University of Puerto Rico (IAUPR) reduced its 3-years default rate from 28.9% to 19.5%, a 9.4% of reduction.

On February 2017, we received the 3-Years Cohort Default Rate ***Draft*** for fiscal year 2012. The rate is. This rate is not officially published as final rate, because the procedure establishes time to the Institution to verify the data and notify any discrepancy. After that procedure, the U.S. Department of Education publishes the Official Cohort Default Rate for fiscal year 2012.

The following preventive measures have been taken:

1. The loan will not be offered, in the automatic evaluation process, to new students.
2. The loan will not be offered, in the automatic evaluation process, to students on academic probation.
3. The loan will not be offered, in the automatic evaluation process, to students that did not have or did not accept a loan in the previous academic year.



4. The loan will not be offered, in the automatic evaluation process, to students that participated in the program, but who dropped out or left their studies in the previous academic year.
5. To include and keep in the electronic web site updated information on the loans. Links with the service agencies and the Federal Department of Education.
6. Starting on July 1, 2012, all students who wish to take loans must attend a counseling session as a condition for the loan to be awarded. This counseling is available through the Web for distance learning students and continuing participants' students in the Direct Loan Program.

Note: These students will be able to receive loans after being interviewed and counseled on their responsibilities regarding loans.

The goal of the Default Prevention and Management Plan is to develop and maintain an uninterrupted process of communication with students, to counsel them with regard to their responsibilities with student loans that will help to prevent noncompliance. Three phases are integrated:

- Phase I, Objective 1– To develop and maintain a process of early intervention with the student through the diverse strategies.  
Objective 2– Improve the entrance and exit interview process and the general student counseling.

To achieve the objectives, the University contracted Wright International Services – WISS, to contacts the students to offer them counseling on options to prevent them from noncompliance.

- Phase II, Objective – To develop and maintain an uninterrupted process of intervention and communication with the student, at the end of registration and after the student leaves the institution.

IAUPR established an agreement with the National Student Clearinghouse (NSCH) for the management of the information related to students' registration status. This will keep the student information updated in the agencies that make the loans and prevent payments to be made before students complete their studies.

- Phase III, Objective- To identify and maintain a communication system with students after they graduate, or leave their studies, with the University.

Updated 3/March/2015 Registrar's Office

Retention as of 11 07 13.sav

Cohort 2012 bachelor with

retention as of 10 10 13.sav.

Date of production of the data: 12/09/2013

The following Data presents the Puerto Rico State Law 109, Salary for teachers as of 2008. (P. de la C. 4130), 2008, ley 109

**Ley de aumento del salario básico a los maestros de 2008 a \$1,750.00 mensuales.  
Ley Núm. 109 de 11 de junio de 2008**



**LexJuris**  
Puerto Rico

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**Ley Núm. 109 del año 2008**

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(P. de la C. 4130), 2008, ley 109

**Ley de aumento del salario básico a los maestros de 2008 a \$1,750.00 mensuales.  
Ley Núm. 109 de 11 de junio de 2008**

Para disponer que a partir del 1ro. de julio de 2008, toda persona que sea reclutado por el Departamento de Educación de Puerto Rico, el Departamento de Corrección y Rehabilitación y la Administración de Instituciones Juveniles, para ocupar una plaza de maestro(a) en una jornada a tiempo completo será compensada con un salario básico de mil setecientos cincuenta (1,750) dólares mensuales; establecer que toda persona que al presente esté ocupando la plaza de maestro(a) se le otorgará un aumento de ciento cincuenta (150) dólares mensuales a partir del 1ro. de julio de 2008; y para otros fines relacionados.

**EXPOSICION DE MOTIVOS**

Resulta indiscutible que los(as) maestro(a) s son el eje alrededor del cual gira el conocimiento de la sociedad mundial. De igual forma en Puerto Rico, el (la) maestro(a) es la clave para asegurar que las niñas, niños y jóvenes desarrollen sus capacidades y talentos al máximo, a fin de que se conviertan en ciudadanos productivos e independientes, aprendices de por vida, y respetuosos de la ley y del ambiente. Efectivamente, el profesional de la enseñanza, junto al núcleo familiar, es el forjador del ciudadano que como adulto contribuirá al bienestar colectivo de nuestra sociedad.

A pesar de la importancia incuestionable de la clase magisterial en la sociedad, es una realidad que no se le compensa adecuadamente por la labor que realiza. Los(as) maestros(as) del Departamento de Educación de Puerto Rico, Departamento de Corrección y Rehabilitación y Administración de Instituciones Juveniles no han recibido un aumento en el nivel de salario básico por los pasados años, aunque sí recibieron mediante leyes especiales aumentos generales de salario que se les concedieron a todos los empleados públicos.

Por tal razón, el salario básico del (de la) maestro(a) puertorriqueño(a) ha permanecido por todos estos años en dieciocho mil (18,000) dólares anuales, cantidad que está muy por debajo del promedio que devengan los(as) maestros(as) de los cincuenta (50) estados de los EEUU.

Ante ese cuadro, resulta imperativo reconocer y compensar de forma adecuada el tesón y esfuerzo que realiza el profesional de la enseñanza que labora en el sistema de educación pública. A la clase magisterial se le debe compensar de manera justa y equitativa como se ha hecho con otros empleados gubernamentales que también ejercen labores de vital importancia para el pueblo. Así vemos como él (la) maestro(a) devenga mil quinientos (1,500) dólares mensuales ante los dos mil (2,000) dólares de los policías, dos mil quinientos (2,500) dólares de las enfermeras, mil seiscientos (1,600) dólares de los oficiales de custodia y mil setecientos (1,700) dólares de los encargados de comedores escolares. Además, recientemente se les otorgó una bonificación a los directores escolares de tres mil (3,000) dólares y desde el 1ro. De julio pasado, estos empleados recibieron un alza de doscientos cincuenta (250) dólares mensuales en sus cheques de nómina. Es imprescindible que el (la) maestro(a), quien probablemente ejerce una de las labores más importantes en el gobierno, de igual manera reciban unos aumentos que se ajusten al costo de vida.

Mediante la presente legislación se provee para aumentar el sueldo básico del (de la) maestro(a) a unos mil setecientos cincuenta (1,750) dólares mensuales. El mismo aplicaría a toda persona que entre al magisterio a partir del 1ro. de julio de 2008. De otra parte, se concede a toda persona que al presente esté ocupando la plaza de maestro(a) o de Director(a) Escolar un aumento de ciento cincuenta (150) dólares mensuales. Es nuestra contención que la aprobación de esta Ley servirá para hacerle justicia a la clase profesional magisterial y servirá como un disuasivo al éxodo de los maestros a los EE.UU. donde el salario promedio del maestro(a) es superior al local.

***DECRETASE POR LA ASAMBLEA LEGISLATIVA DE PUERTO RICO:*** Artículo 1.-A partir del 1ro. de julio de 2008, toda persona que sea reclutada por el Departamento de Educación de Puerto Rico, el Departamento de Corrección y Rehabilitación y la Administración de Instituciones Juveniles, para ocupar una plaza de maestro(a) en una jornada a tiempo completo será compensada con un salario básico de mil setecientos cincuenta (1,750) dólares mensuales.

Artículo 2.-Se establece que toda persona que, al 1ro. de julio de 2008, esté ocupando una plaza de maestro(a) dentro del Sistema de Educación Pública de Puerto Rico, del Departamento de Corrección y Rehabilitación y de la Administración de Instituciones Juveniles se le otorgue un aumento de ciento cincuenta (150) dólares mensuales.

Artículo 3.-Se dispone que el ajuste a la escala salarial y el aumento al sueldo aquí legislado son independientes y no menoscabarán cualquier otro ajuste realizado a las escalas o aumentos salariales otorgados, siempre que sean en beneficio del maestro(a), obtenido mediante negociación colectiva o por cualquier otro medio legal.

Artículo 4.-El impacto económico anual del ajuste a la escala salarial y del aumento al sueldo de los maestros(as) aquí legislado deberá ser consignado en el Presupuesto Anual de Gastos del Gobierno del Estado Libre Asociado de Puerto Rico para el Año Fiscal 2008-2009 y años

subsiguientes. La procedencia de los fondos para cubrir dicho impacto provendrá de las partidas adjudicadas a nómina y costos relacionados de dichas agencias.

Artículo 5- Esta Ley entrará en vigor el 1ro. de julio de 2008.

.....  
*Presidente de la Cámara*

.....  
*Presidente del Senado*

Este documento constituye un documento de las leyes del Estado Libre Asociado de P.R. que está sujeto a los cambios y correcciones del proceso de compilación y publicación oficial de las leyes de Puerto Rico. Su distribución electrónica se hace como un servicio público a la comunidad. Siempre busque leyes posteriores para posibles enmiendas a esta ley.

## **ESTIMATED EXPENSES FOR FULL-TIME BEGINNING UNDERGRADUATE STUDENTS**

Site relates to full estimated expenses for Full Time Begginig UG Students.

<https://nces.ed.gov/collegenavigator/?q=Inter+American+University+of+Puerto+Rico&s=all&zc=00738&zd=0&of=3&id=242680#retgrad>

## **ADVANCED PROGRAMS at Fajardo Campus**

### **Alignment of the Masters Programs to the Puerto Rico State Laws and Regulations from the DEPR**

#### **Department of Education of Puerto Rico Laws**

The Department of Education of Puerto Rico has established different laws that support the Teacher Education Programs that include the graduated levels.

**“Organic Act of the Department of Education of Puerto Rico” -Act No. 149 of July 15, 1999**  
*Reconsideration of the Right to Education:* The reorganization in this case refers to the quality of the curriculum; to its integration with the needs and aptitudes of the students; to the implementation of effective ways and means to teach languages, the sciences and mathematics; to the use of computers as educational tools; to the professional growth of the teachers and improvements in

their salaries and working conditions and to the provision of services as complements to the teaching process to all students who may need them. The Secretary shall establish through regulations an incentive system so as to retain the most qualified teachers with the highest performance in the classrooms.

**Teacher Career Law-158-**This law establish three levels for teachers ranks-For Auxiliary Teachers they needs to demonstrate content domain and effective skills in two years to be competent teachers.

To be an Associate Teacher-In this rank, teachers who had approved a Master Degree in Education in any of the specialties offers by the universities in Puerto Rico had to approve 45 academic credits. The recognition must be provided when teachers present evidence of the Master Degree completion. This process responds to The Professional Development Plan in each school in Puerto Rico. Teacher rank is going to be conferred to teachers who demonstrate evidence of Doctoral Degrees in any of the specialties offered by state universities.

**Law 109– July 1, 2008-Department of Education of Puerto Rico-** Every teacher which is recruited by the Department of Education of Puerto Rico for a full time position, salary will be compensated with the amount of \$1750.00 monthly.

### **Regulation for Teachers Certification Program in Puerto Rico -No. 8146**

This regulation establishes the requirements for the academic preparation, professional, experiences for education specialties in graduated level. Candidates will be certificated to practice in different categories for teacher’s positions. The following table presents the certification requirements according to the different routes from the students:

**Table 74: Teachers Certifications in Academic Programs**

<b>Teacher certification</b>	<b>Traditional Route</b>	<b>Recertification Route</b>	<b>Certification Route</b>	<b>Additional requirements</b>
	A Bachelor or Master Degree in Education with concentration or specialty, that included a course in Teaching Methodology in the Discipline and Practicum Course in the area of certification	A regular certification and a minor that includes a Methodology Course in Teaching in the area of certification.	A Bachelor Degree, Master or a Doctorate and approved the requirements for each programs.	

Regulation in regards to complying with the graduation GPA in the three areas: General Education, Specialization and Concentration area.

<b>School Year</b>	<b>General GPA, concentration and specialties (scale 0.00-4.00 points)</b>
2011-2012 2012-2013 2013-2014	2.50 points
2013-2014 2014-2015 2015-2016	2.80 points
2016-2017 onwards	3.0 points