

April 13, 2016

FAJARDO TEP DATA for the Fajardo Teacher Education Annual Report 2015

The Fajardo TEP is presenting the Annual Report for the year 2015, reporting it in 2016. As of 2015, we have 103 active Undergraduate students and ____ for the Advance Programs for the year 2014-15.

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

**INTER AMERICAN UNIVERSITY OF PUERTO RICO
Active Students TEP FAJARDO CAMPUS
ACADEMIC YEAR 2014-15**

LEVEL / ACADEMIC YEAR	2014-15
UNDERGRADUATE	
BA in Special Education (136)	17
BA in Sec Educ.: Teaching of Spanish (145)	
BA in Sec. Educ.: Teaching of English as 2nd Language (147)	4
BA in Sec. Educ.: Teaching of Biology (174)	10
BA in Sec. Educ.: Teach of Social Studies (177)	2
BA in Elemental Educ.: Teaching Eng. as 2nd Language (206)	21
BA in Teaching Elemental K-3 (236)	33
BA in Teaching Elemental 4-6 (237)	17
BA in Early Childhood: Preschool Level (243)	20
Total	103

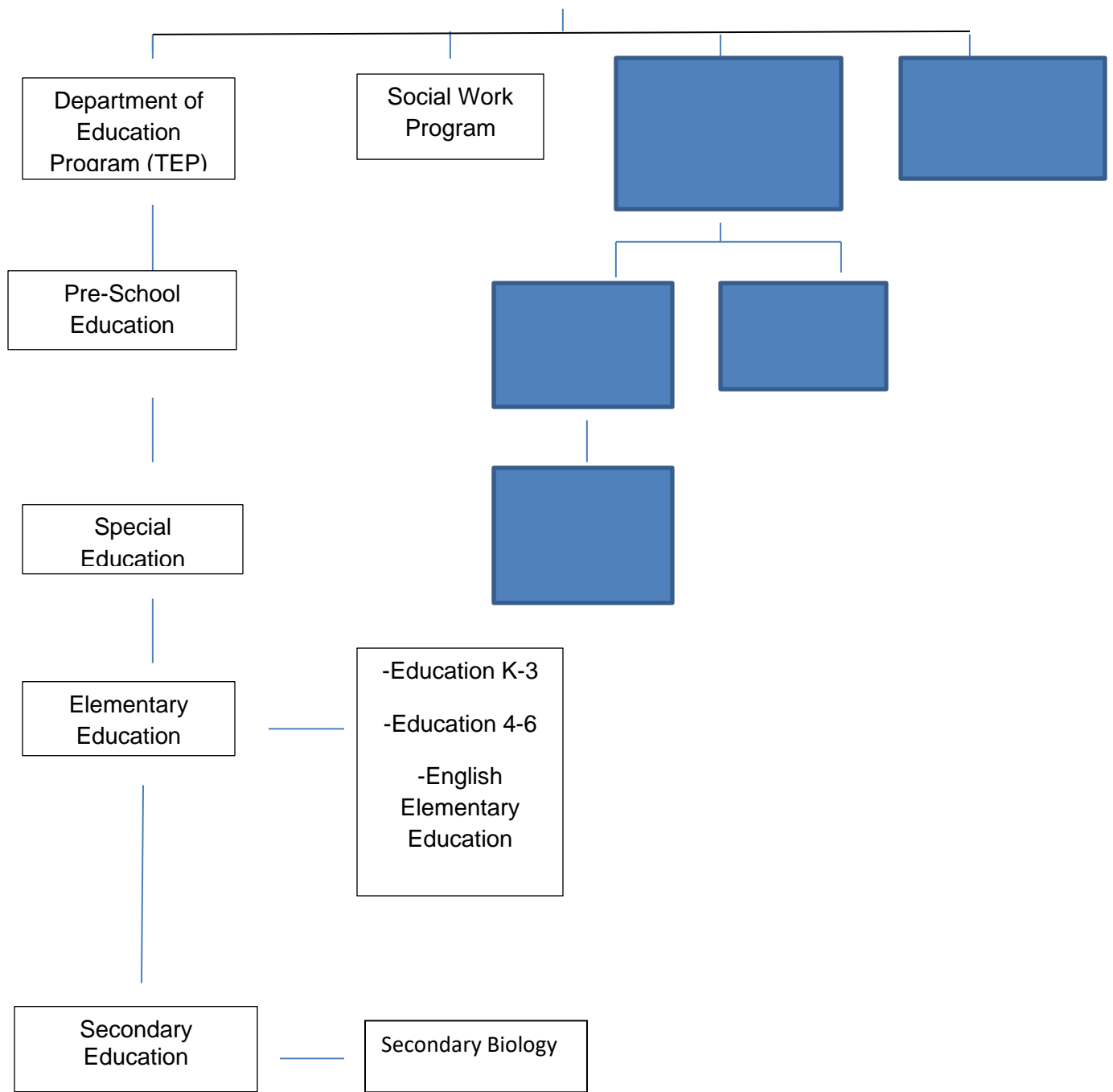
Level / Academic Year	2014-15
GRADUATE	
MA in Special Education (239)	
MA in Teaching & Curriculum: Mathematics (385)	
MED in Teaching Elementary Level (395)	
MA in Education: Mgmt & Educational Leadership (402)	
Subtotal	

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-five (35) members of Faculty: ten (10) are full-time faculty members, of whom three (3) teachers belong to the teacher education program (PEM) and twenty-five (25) part-time who are broken down as follows: PEM, eight (8) teachers; Program in Criminal Justice, eight (8) teachers; Program of Social work, two (2) teachers; Psychology program, five (5) teachers; and social sciences, two (2) teachers program. 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.

**PROGRAMS OF THE DEPARTMENT OF EDUCATION
AND SOCIAL SCIENCES**



In relation to graduation rates, the following table presents the following table presents this distribution of Fajardo TEP graduates for the years 2014-2015 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.

Table 2: Fajardo TEP graduates years 2014-2015 totally and also per specialty

**INTER AMERICAN UNIVERSITY OF PUERTO RICO
GRADUATES TEP FAJARDO CAMPUS
ACADEMIC YEAR 2014-15**

LEVEL / ACADEMIC YEAR	2014-15
UNDERGRADUATE	
BA in Special Education (136)	6
BA in Sec Educ.: Teaching of Spanish (145)	0
BA in Sec. Educ.: Teaching of English as 2nd Language (147)	1
BA in Sec. Educ.: Teaching of Biology (174)	0
BA in Sec. Educ.: Teach of Social Studies (177)	0
BA in Elemental Educ.: Teaching Eng. as 2nd Language (206)	1
BA in Teaching Elemental K-3 (236)	2
BA in Teaching Elemental 4-6 (237)	0
BA in Early Childhood: Preschool Level (243)	3
Total	13

Level / Academic Year	2014-15
GRADUATE	
MA in Special Education (239)	3
MA in Teaching & Curriculum: Mathematics (385)	0
MED in Teaching Elementary Level (395)	4
MA in Education: Mgmt. & Educational Leadership (402)	5
Subtotal	12

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

Substantive Changes for the 2014-2015 Year:

The Fajardo TEP has been collaborating with 2 other Campuses (Metropolitan Campus and San Germán Campus) in creating and designing the new TEP Instruments in terms of: Aligning the instruments to the New CAEP'S Standards and also in creating the analytic rubric for each premise in the Instruments. These instruments will be sent to CAEP for review in terms of the rubrics and the aligning with CAEP Standards at the end of April 2016. We need to make sure that we can have data for the next Brief which will be due in the year 2019.

Also, the Fajardo TEP was using as an external party in measuring Content and Pedagogical Knowledge the SIAAM Battery Test from the College Board of Puerto Rico Agency, but as of August 2015, College Board decided to eliminate this Battery Test due to high cost from their part in administering the Battery Test and low response from the Universities in adopting this Test as predictor for passing in their Programs. Therefore we no longer can use this Test as a Third party External measure for Standard 1 and 2. As a result , The Fajardo TEP decided ti implement for our students that need to take the PCMAS Test , that in order to Fajardo Approve their students to take the test , they need to take the Review that the Teacher Association offers and pass the pre-posttest for each review they take. They also need to bring the evidence that they are taking the review and are passing the tests.

Standard I. Content and Pedagogical Knowledge

Standard I. Subject Matter Knowledge: Measure of GPA Averages as indicators of measuring Content and Pedagogical Knowledge.

The Fajardo TEP is using an average of 3.0 or above (GPA) as a measure of mastery in courses related to Content and Pedagogical knowledge. This measure is also in accordance to the DEPR requisites for the Puerto Rico License requisites and also TEP faculty at Fajardo Agreed that obtaining an average of 3.0 or above means that our candidates masters their content in the Subject Matter Knowledge. . For the year 2013-13 the Fajardo TEP graduated 23 students. In order to verify the GPA indicated, the following table presents the averages, means and SD of the TEP courses designated that measures Content and Pedagogical Knowledge.

Table 5: Mean and Standard Deviation of Subject Matter TEP Professional Areas Courses per Specialties of 2014 Graduates

Specialties	N	Mean	SD
136. Special Education	4	3.61	.33
147 English Secondary	1	3.50	.00

174. Secondary Biology	2	3.88	.42
177. Secondary Social Studies	3	3.63	.36
206. English Elementary	3	3.79	.11
236. K-3 Elementary	5	3.33	.15
237. 4-6 Elementary	2	3.56	.18
243. Pre-school Education	3	3.37	.09
Total	23	3.54	.25

Table shows that the total mean is 3.54 meaning that our graduates demonstrate good to near excellent content knowledge in courses related to content knowledge with a SD of .25. We also presented segregated means and SD scores per specialties offered in the Fajardo TEP. Table showed that all of our graduates demonstrated a good to near excellent content knowledge with averages between 3.33 to 3.88 out of 4.0 average and an SD ranging of .09 to .42

The following table presents the means and SD of courses related to Pedagogical Knowledge of 2014 graduates

Table 6: Means and SD of TEP courses related to Pedagogical Knowledge of 2014 graduates

Specialties	N	Mean	SD
136.Special Education	4	3.79	.31
147. English Secondary	1	3.75	.50
174. Secondary Biology	2	3.75	.53
177.Secondary Social Studies	3	3.76	.44
206. English Elementary	3	3.71	.08
236. K-3 Elementary	5	3.35	.19
237. 4-6 th Elementary	2	3.83	.37
243. Pre-school Education	3	3.21	.30
	23	3.60	.32

Table showed that the total mean of pedagogical knowledge is 3.60 out of 4.0 meaning that all of our graduates demonstrated a very good to near excellent knowledge of pedagogical knowledge in our TEP courses related to pedagogical knowledge. We also presented segregated means and SD per specialty. Data showed that the mean fluctuated from 3.21 to 3.79 out of 4.0 and SD also fluctuated from .08 to .53.

Finally, the following table presents the Means and SD of TEP courses related to Pedagogical Knowledge from our Specialty courses.

Table 7: Means and SD of TEP related to Pedagogical Knowledge from our Specialty Courses.

Specialties	N	Mean	SD
136.Special Education	4	3.64	.26
147. Eng. Second	1	3.56	.88
174. Second Biology	2	3.58	.05
177.Secondary Social Studies	----	----	----
206. English Elem	3	3.89	.21
236. K-3 Elem	5	3.44	.13
237. 4-6 th Elem	2	3.68	1.81
243. Pre-school	3	3.63	.03
Total			

Table showed that the total mean of specialty courses related to pedagogical knowledge is ____ and SD of ____ meaning that all of our graduates possessed a good to near excellent pedagogical knowledge in their specialty courses. The means per specialty also ranged 3.44 to 3.89 with an SD of .03 to .88. This means that in all specialty courses, students demonstrated a very good to near excellent knowledge.

The TEP also measured Content and Pedagogical Knowledge in our Clinical Practice Course (ED. 4013) per specialty. The TEP expects that all of our students must obtain an average of 3.0 or above out of 5.0, meaning that 3.0 or above means that our graduates demonstrates a good to excellent knowledge. The following table presents the Means and SD of our 2014 graduates that measures Content and Pedagogical knowledge from the Clinical Practice Cooperator Teacher Cooperator Teachers evaluation form.

Table 8 : Means and SD of our 2014 graduates that measures Subject Matter and Pedagogical knowledge used by the Clinical Practice Cooperator evaluation form.

Competencies	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Subject matter	1	4.80	.42	2	5.0	.00	1	5.0	.00	4	5.0	.00	2	4.95	.16	3	4.43	.28	2	4.8	.42
Pedagogical Knowledge	1	4.81	.40	2	4.94	.25	1	5.0	.00	4	4.84	.29	2	4.94	.17	3	4.56	.28	2	4.84	.37

Codes (Specialties):

145- Secondary English 174- Secondary Biology 243- Pre-School
 177- Secondary Social Studies 206- English Elementary 236- K-3 Elementary
 237- 4-6 Elementary

Table showed that our Cooperator Teachers evaluated our graduates in relation to Mastery of Subject Matter related to their specialization, with a mean from 4.43 to 5.0 and an SD from .00 to .42. This mean that our graduates during their clinical practice course demonstrated a good to near excellent knowledge of the subject matter they taught. In relation to Pedagogical Knowledge, our graduates were evaluated from 4.56 to 5.0 and an SD from .00 to .40, meaning also that our graduates during their clinical practice course demonstrated a good to near excellent knowledge of the pedagogical knowledge and strategies during their clinical practice course.

Our University Supervisors who visited our graduates at least 3 times also used the clinical practice form to evaluate the TEP graduates. The following table presents the results of the evaluation performed by the University Supervisors to our 2014 graduates.

Table 9: Means and SD of our 2014 graduates that measures Content and Pedagogical knowledge from the Clinical Practice form (Ed. 4013) from the University Supervisor evaluation form.

Competencies Evaluated	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Content	1	5.0	.00	2	5.0	.00	1	5.0	.00	4	4.85	.23	3	4.97	.11	2	4.20	.26	2	4.80	.42
Pedagogical Knowledge	1	4.94	.00	2	4.88	.17	1	4.94	.25	4	4.48	.36	3	4.88	.22	2	4.53	.43	2	4.75	.37

Codes (Specialties):

145- Secondary English 174- Secondary Biology 243- Pre-School
 177- Secondary Social Studies 206- English Elementary 236- K-3 Elementary 237- 4-6 Elementary

Table showed that our University Supervisors evaluated our graduates in relation to Mastery of Subject Matter related to their specialization, with a mean from 4.20 to 4.94 with an SD from .00 to .43 and an SD from .00 to .42. This mean that our graduates during their clinical practice course demonstrated a good to near excellent knowledge of the subject matter they taught. In relation to Pedagogical Knowledge, our graduates were evaluated from by the University Supervisors with a mean from 4.48 to 5.0 and an SD from .00 to .40 meaning also that our graduates during their clinical practice course demonstrated a good to near excellent knowledge of the pedagogical knowledge and strategies during their clinical practice course. It is expected that our graduates need to obtain a mean of 3.0 or above in the evaluation from Clinical practice cooperator Teachers and University Supervisors in order to demonstrate they master either Subject matter they teach or also their pedagogical knowledge according to their specializations

Standard 1: InTASC Standard learning differences

Table 10: Sub Standard Learning differences: Mean and Standard Deviation of TEP Courses in the Medullar Area related to Multicultural and Diverse subject matter Knowledge

Specialties	N	Mean	SD
136.Special Education	4	3.63	.39
147. English Secondary	1	3.50	1.0
174. Second Biology	2	3.83	.41
177.Second Social Studies	3	3.63	.59
206. English Elementary	3	3.67	.41
236. K-3 Elementary	5	3.53	.21
237. 4-6 th Elementary	2	3.25	.05
243. Pre-school Education	3	3.12	.56
Total TEP Students	23	3.53	.40

Table showed that the total mean of professional Area courses related to Multi cultural; and diverse subject matter knowledge is 3.53 and SD of .40 meaning that all of our graduates possessed a good to near excellent knowledge in multi-cultural and diverse content knowledge. The means per specialty also ranged 3.12 to 3.83 with an SD of .05 to .1.0. This means that in all specialties except 147 specialty, students demonstrated a very good to near excellent knowledge in courses related to multi-cultural and diverse knowledge.

Table 11: Sub Standard Learning differences: Mean and Standard Deviation of TEP Courses in the Professional Area related to Multicultural and Diverse Knowledge

Specialties	N	Mean	SD
136- Special Education	4	3.33	.33
147- English Secondary	1	3.00	1.41
174- Secondary Biology	2	4.0	.00
177- Secondary Social Studies	3	3.33	.00
206- English Elem.	3	3.89	.33
236- K-3 Elementary	5	3.42	.58
237- 4-6 th Elementary	2	3.17	.00
243- Pre-School	3	3.39	.09
Total TEP	23	3.48	.43

Table showed that the total mean of TEP Professional Area Courses related to Multi cultural and diverse knowledge is 3.48 and SD of .43 meaning that all of our graduates possessed a good to

near excellent multi-cultural and diverse knowledge. The means per specialty also ranged 3.00 to 3.89 with an SD of .00 to 1.41. This means that in all specialties except 147, courses, students demonstrated a very good to near excellent knowledge in multi-cultural and diverse knowledge. The Fajardo TEP also measures how our clinical practice students teach diversity students in our clinical practice Course (Educ 4013) Table 12 and 13 shows Mean and SD of Diversity and learning differences premises in Clinical Practice course forms measured by Cooperator Teachers (table 12) and University Supervisors (table 13) for 2014 .

Table 12: Standard 1; Sub Standard Learning differences: Mean and SD of Diversity and learning differences premises in Clinical Practice course forms measured by Cooperator Teachers for 2014

Competencies	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Content	1	4.80	.42	2	5.0	.00	1	5.0	.00	4	5.0	.00	2	4.95	.16	3	4.43	.28	2	4.8	.42
Pedagogical Knowledge	1	4.81	.40	2	4.94	.25	1	5.0	.00	4	4.84	.29	2	4.94	.17	3	4.56	.28	2	4.84	.37
Use of Technology	1	5.0	.00	2	5.0	.00	1	4.83	.41	4	4.83	.13	2	5.0	.00	3	5.0	.00	2	5.0	.00
Classroom Management	1	4.86	.38	2	5.0	.00	1	4.86	.38	4	4.51	.16	2	5.0	.00	3	5.76	.32	2	4.79	.43
Caring and Commitment	1	5.0	.00	2	5.0	.00	1	4.9	.32	4	4.8	.17	2	5.0	.00	3	4.8	.28	2	5.0	.00
Diversity	1	5.0	.00	2	5.0	.00	1	4.9	.32	4	4.65	.21	2	4.95	.16	3	4.77	.28	2	5.0	.00
Learn to Learn	1	5.0	.00	2	5.0	.00	1	4.8	.45	4	4.5	.36	2	4.9	.22	3	4.93	.15	2	5.0	.00

145- Secondary English
 174- Secondary Biology
 177- Secondary Social Studies
 206- English Elementary
 236- K-3 Elementary
 237- 4-6 Elementary
 243- Pre-School

In regard to diversity and individual differences our clinical practice cooperator teachers evaluated that our clinical practice students demonstrated a mean from 4.65 to 5.0 and an SD from .00 to .32, meaning that all clinical practice students from the cooperators point of view master between very good to excellent in regards to diverse and individual differences in the classroom.

Table 13 : Standard 1, Sub Standard Learning differences : Mean and SD Diversity of diversity premises in Clinical Practice Courses forms measured by University Supervisors for 2014 graduates

Competencies Evaluated	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Content	1	5.0	.00	2	5.0	.00	1	5.0	.00	4	4.85	.23	3	4.97	.11	2	4.20	.26	2	4.80	.42
Pedagogical Knowledge	1	4.94	.00	2	4.88	.17	1	4.94	.25	4	4.48	.36	3	4.88	.22	2	4.53	.43	2	4.75	.37
Use of Technology	1	5.0	.00	2	5.0	.00	1	4.67	.52	4	4.92	.13	3	5.0	.00	2	5.0	.00	2	5.0	.00
Classroom Management	1	5.0	.00	2	5.0	.00	1	4.80	.38	4	4.79	.26	3	5.0	.00	2	4.64	.48	2	4.79	.43
Caring and Commitment	1	5.0	.00	2	5.0	.00	1	4.90	.32	4	4.85	.21	3	5.0	.00	2	4.70	.42	2	5.0	.00
Diversity	1	5.0	.00	2	4.9	.21	1	4.9	.32	4	4.6	.21	3	4.9	.25	2	4.3	.79	2	5.0	.00
Learn to Learn Skills	1	5.0	.00	2	4.7	.50	1	4.6	.55	4	4.85	.14	3	5.0	.00	2	4.4	.42	2	5.0	.00

- 145- Secondary English
- 174- Secondary Biology
- 177- Secondary Social Studies
- 206- English Elementary
- 236- K-3 Elementary
- 237- 4-6 Elementary
- 243- Pre-School

In regard to diversity and individual differences our university supervisors evaluated that our clinical practice students demonstrated a mean from 4.4.3 to 5.0 and an SD from .00 to.79 meaning that all clinical practice students from the supervisor’s point of view master between very good to excellent in regards to diverse and individual differences in the classroom.

Table 14: Mean and Standard Deviation of Segregated and Total 2014 Students measuring technological skills on TEP in the Professional Courses

Specialties	N	Mean	SD
136- Special Education	4	3.75	.33
147- English Secondary	1	4.0	.00
174- Secondary Biology	2	3.75	.41
177- Secondary Social Studies	3	3.67	.33
206- English Elementary	3	4.0	.00
236- K-3 Elementary	5	3.50	.26
237- 4-6 th Elementary	2	4.0	.00
243- Pre-School	3	3.33	.33
Total TEP	23	3.70	.28

Table 15: Mean and Standard Deviation of GPA of 2014 Segregated and Total Students measuring Learn to Learn Skills in TEP Medullar Area Courses

Specialties	N	Mean	SD
136- Special Education	4	3.94	.25
147- Eng. Second	1	4.0	.00
174- Second Biol.	2	4.0	.00
177- Second Social Studies	3	3.67	
206- English Elem.	3	3.67	.04
236- K-3 Elem.	5	3.70	.32
237- 4-6 th Elem.	2	3.33	
243- Pre- School	3	3.83	.41
Total TEP	23	3.79	.29

Table 16 : Mean and Standard Deviation of GPA of 2014 Segregated and Total Students measuring Learn to Learn Skills in TEP Professional Area Courses

Specialties	N	Mean	SD
136- Special Education	4	3.75	.33
147- English Secondary	1	4.0	
174- Secondary Biology	2	4.0	.00
177- Second Social Studies	3	3.50	Div/o
206- English Elementary	3	3.78	.33
236- K-3 Elementary	5	3.60	.43
237- 4-6 th Elementary	2	3.50	Div/o
243- Pre-School	3	3.22	.41
Total TEP	23	3.64	.34

Standard 2: Clinical Partnerships and Practice

The Fajardo TEP have ensured that we have effective educational partnerships with our schools, also our cooperator teachers are certified by the DEPR to work as cooperator teachers. Finally we ensure that we offer a high quality clinical practice course (Educ 4013) for our graduates. During the clinical practice course (Ed. 4013) our students are evaluated twice a semester by our Cooperator teachers during their clinical practice and three times a semester from the University Supervisor. During the clinical practice course, in order to pass this course students need to obtain a minimum grade of ‘B’. We utilize a Clinical Practice Evaluation form that both Cooperator Teacher’s and University Supervisor share in order to assure that both parties are evaluating the same skills and competencies. The following table’s presents the data obtained from the Cooperator Teacher and the University Supervisors from our 2014 graduates.

Table 17: Means and SD of skills and competencies measured by the Cooperator Teacher, 2014 in the Clinical Practice Course (Educ. 4013)

Competencies	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Content .00 to .42	1	4.80	.42	2	5.0	.00	1	5.0	.00	4	5.0	.00	2	4.95	.16	3	4.43	.28	2	4.8	.42
Pedagogical Knowledge	1	4.81	.40	2	4.94	.25	1	5.0	.00	4	4.84	.29	2	4.94	.17	3	4.56	.28	2	4.84	.37
Use of Technology	1	5.0	.00	2	5.0	.00	1	4.83	.41	4	4.83	.13	2	5.0	.00	3	5.0	.00	2	5.0	.00
Classroom Management	1	4.86	.38	2	5.0	.00	1	4.86	.38	4	4.51	.16	2	5.0	.00	3	5.76	.32	2	4.79	.43
Caring and Commitment	1	5.0	.00	2	5.0	.00	1	4.9	.32	4	4.8	.17	2	5.0	.00	3	4.8	.28	2	5.0	.00
Diversity	1	5.0	.00	2	5.0	.00	1	4.9	.32	4	4.65	.21	2	4.95	.16	3	4.77	.28	2	5.0	.00
Learn to Learn	1	5.0	.00	2	5.0	.00	1	4.8	.45	4	4.5	.36	2	4.9	.22	3	4.93	.15	2	5.0	.00

Codes (Specialties):

- 145- Secondary English
 - 174- Secondary Biology
 - 177- Secondary Social Studies
 - 206- English Elementary
 - 236- K-3 Elementary
 - 237- 4-6 Elementary
 - 243- Pre-School
- Table D

Cooperators teachers evaluated the subject matter knowledge in 2014 graduates with a mean ranging from 4.43 to 5.0 between all specialties and an SD from .00 to .42. Cooperators teachers evaluated pedagogical knowledge in our graduates with a mean from 4.56 to 5.0 and an SD from .00 to .40. Also in regard to use of technology in the classroom during clinical practice

graduates obtained a mean from 4.83 to 5.0 and an SD from .00 to .41. In regards to classroom management skills, our graduate's reflected a mean from 4.79 to 5.0 and an SD from .00 to .43. In caring and commitment skills and dispositions, cooperator teacher evaluated graduates with a mean from 4.8 to 5.0 and an SD from .00 to .32. In regards to working with diversity, and individual differences in the classroom, our graduates obtained a mean from 4.77 to 5.0 and an SD from .00 to .32. Finally in regards to lean to learn skills and dispositions, cooperator teachers evaluated our clinical practice students with a mean from 4.5 to 5.0 and an SD from .00 to .45. This reflects that in all 7 skills and competencies our clinical practice students demonstrated a very good to excellent knowledge and are obtaining more than a 3.0 mean as it is expected in order to demonstrate they master all 7 competencies that our program is expected to develop in our graduates in order to be effective teachers.

Table 18: Means and SD of skills and competencies measured by the University Supervisor, 2014 in the Clinical Practice Course (Educ 4013)

Competencies Evaluated	145			174			177			206			236			237			243		
	N	Mean	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD	N	X	SD
Mastery of Content	1	5.0	.00	2	5.0	.00	1	5.0	.00	4	4.85	.23	3	4.97	.11	2	4.20	.26	2	4.80	.42
Pedagogical Knowledge	1	4.94	.00	2	4.88	.17	1	4.94	.25	4	4.48	.36	3	4.88	.22	2	4.53	.43	2	4.75	.37
Use of Technology	1	5.0	.00	2	5.0	.00	1	4.67	.52	4	4.92	.13	3	5.0	.00	2	5.0	.00	2	5.0	.00
Classroom Management	1	5.0	.00	2	5.0	.00	1	4.80	.38	4	4.79	.26	3	5.0	.00	2	4.64	.48	2	4.79	.43
Caring and Commitment	1	5.0	.00	2	5.0	.00	1	4.90	.32	4	4.85	.21	3	5.0	.00	2	4.70	.42	2	5.0	.00
Diversity	1	5.0	.00	2	4.9	.21	1	4.9	.32	4	4.6	.21	3	4.9	.25	2	4.3	.79	2	5.0	.00
Learn to Learn Skills	1	5.0	.00	2	4.7	.50	1	4.6	.55	4	4.85	.14	3	5.0	.00	2	4.4	.42	2	5.0	.00

Codes (Specialties):

- 145- Secondary English
- 174- Secondary Biology
- 177- Secondary Social Studies
- 206- English Elementary
- 236- K-3 Elementary
- 237- 4-6 Elementary
- 243- Pre-School

University Supervisors evaluated the subject matter knowledge in 2014 graduates with a mean ranging from 4.20 to 5.0 between all specialties and an SD from .00 to .43. University Supervisors evaluated pedagogical knowledge in our graduates with a mean from 4.53 to 5.0 and an SD from .00 to .43. Also in regard to use of technology in the classroom during clinical practice, graduates obtained a

mean from 4.67 to 5.0 and an SD from .00 to .52. In regards to classroom management skills, our graduate's reflected a mean from 4.64 to 5.0 and an SD from .00 to .48. In caring and commitment skills and dispositions, university supervisors evaluated graduates with a mean from 4.70 to 5.0 and an SD from .00 to .32. In regards to working with diversity, and individual differences in the classroom, our graduates obtained a mean from 4.3 to 5.0 and an SD from .00 to .32. Finally in regards to learn to learn skills and dispositions, university supervisors evaluated our clinical practice students with a mean from 4.4 to 5.0 and an SD from .00 to .55. This reflects that in all 7 skills and competencies our clinical practice students demonstrated a very good to excellent knowledge and are obtaining more than a 3.0 mean as it is expected in order to demonstrate they master all 7 competencies that our program is expected to develop in our graduates in order to be effective teachers.

Standard 4: Program Impact

4.3 Satisfaction of Employers (PEM 1)

Employer Survey

The Fajardo TEP wants to know from the Employer's questionnaire, if our graduates' preparation is relevant for the responsibilities in their field of expertise. For the year 2013, the Fajardo TEP sent 31 surveys to the public and private employers and received 17 (54%) questionnaires. We have been having problems in receiving the questionnaire if its mailed and therefore , our strategy is to visit our employers personally and expect them to complete it and again we have to go to collect them . We understand that we should send this questionnaire every two years.

For the year 2013, we received 14 questionnaires from the public sector and 3 questionnaires from the private sector. The purpose of the questionnaire is to know how our employers evaluate our graduates in terms of effectivity of teaching and also demonstrate ability to teach effectively. In other words, we need to know how satisfied they are in relation to the skills and knowledge that our TEP is developing in our graduates.

The following table presents the results obtained from our employers evaluating our graduates skills and dispositions in being well prepared and be able to teach effectively.

Table 19: Mean and Standard deviation of TEP graduates as of 2013 by the employer's

Skills evaluated by our employers	N	Mean	Minimum	Maximum	SD
A: Subject Matter Knowledge	17	4.72	3.60	5.0	.40
B: Pedagogical Knowledge	17	4.54	2.62	5.0	.58
C: Use of Technology	17	4.31	2.0	5.0	.84
D:Classroom Management	17	4.71	3.14	5.0	.50
E:Caring and Commitment	17	4.79	3.30	5.0	.46
F: Diversity	17	4.60	2.5	5.0	.63
G: Learn to Learn Skills	17	4.63	2.60	5.0	.61

Table shows that our employers evaluated that our graduates demonstrated a mean of 4.72 and SD of .40, meaning that they demonstrate a very good to near excellent subject matter knowledge. Also in terms of Pedagogical knowledge, the evaluated with a mean of 4.54, meaning that they demonstrate a good to near excellent knowledge of pedagogical knowledge with an SD of .58. In relation to use of technology, employers evaluated the graduates as possessing a good to near excellent (4.31, SD of .50) knowledge of integrating technology in their classrooms. In relation to classroom management, they perceives they also possess a good to near excellent knowledge of classroom management (Mean, 4.71, SO of .50) In relation to caring(4.79), Diversity(4.60) and Learn to Learn skills (4.63) they evaluated their knowledge and skills as good to near excellent also. In conclusion, our employers evaluated all 7 skills and

dispositions as good to near excellent, being the use of technology as the lowest score and caring and commitment as the highest score of all seven.

4.3 Employment Milestones at TEP Fajardo Campus Graduates

The TEP at Fajardo Campus developed an oral telephone interview, after various tries to contact graduates by mail/or e-mails from the Planning Office.

As a response, our Department created a six open ended questionnaire, where one of the Education professors is responsible to call our graduates six months after graduation. We wait for 6 months in order to give time to our graduates to find jobs. Their questionnaire is filled by the professors and kept after trying for several times to contact our graduates by phone (AM, PM or night) and also by e-mail.

In the year 2013-14, we could contact twelve out of twenty-three graduates (52%). We also found that seven graduates, (30%) are presently working in their field as teachers. Two graduates contacted are not working as teachers but rather preferred to stay in their jobs due to economic reasons (job pays better). One graduate, moved to the States to try to find job as a teacher. Finally, ten graduates out of twenty-three (43 %) did not respond either by phone/mail. We have found out they closed the Fajardo E- mail given and have changed their cell phone numbers.

It is a challenge for our TEP to contact out graduates and we even use social media to try to contact them. The following table presents a summary of the telephone interview data from our graduates 2013-2014.

Table 20: Summary of the Telephone Interview Data for Employment Milestones from our TEP graduates for the year 2013-2014

Student Id	Code	Are you working?		Place (if yes)	Type School/ Job		How long it took you to find a job?
		Yes	No		Private	Public	
F00285018	136						No response by either phone/mail
F00288142	136	X		Public Secondary School Education		X	20 days (Graduated 2014, finished Dec 2013, found job Jan 10/2014)
F00345975	136	X		Berta Zalduondo Elementary Special Education		X	7 months after graduation
F00236613	136	X		Joanelys Academy (salón contenido)	X		1 month after graduation
F00258840	147		X	Airport in Isla Verde			I was called to work at the D.E. P.R, but pat in school is lower than the job I preform at the airport (7 years working)
F00309808	174						No information Tried by phone, and e-mail no response
F00360525	174						No response, either by phone/e-mail
F00013798	177						No response, either by phone/e-mail
F00348618	177	X		Carmen D. Feliciano Secondary		X	6 months after graduation
F00293661	177	X		Rio Grande Academy	X		1 week after graduation
F00050986	236						No response, left various messages by phone/e-mail
F00171045	236	X		As a muse in Fajardo			Hospital. Have not called her. Does not look for teaching job.
F00082114	236						No response, either by phone/e-mail
F00319876	236						No response, either by phone/e-mail

Student Id	Code	Are you working?		Place (if yes)	Type School/ Job		How long it took you to find a job?
		Yes	No		Private	Public	
F00014130	236						Looking for a job in USA sense graduation
F00320279	237						Does not respond either by phone/e-mail
F00344303	237		X			X	Worked for 6 months, but is studying full time. Master's Degree
F00144787	243						No response
F00140788	243						No response/changed phone number
F00339000	243		X			X	Worked for 3 months, not working sense oct/14
F00295659	206	X		Secondary School	X		Working in private school, English (Rio Grande)
F00028009	206	X		FAU Fajardo	X		Working 3 months after graduation, studying masters (15 credits approved)
F00309813	206	X		Camilo Valles, Luquillo		X	7 months after graduation, English elem. teacher

4.4 Satisfaction of Completers (Graduates)

The Graduates Questionnaire was administered to our 2013 graduates and only 14 answered the questionnaire. The Fajardo TEP wants to know feedback from our graduates in terms of how they perceive the effectiveness of the Fajardo TEP in terms of developing 7 competencies that our program wants to develop in their students. The following table presents the Means and SD of the skills and dispositions our 2013 graduates evaluate they possess.

Table 21: Mean and Standard Deviation of TEP graduate's skills and dispositions from the 2013 graduate's point of view (PEM 2)

Skills evaluated by our employers	N	Mean	SD
A: Subject Matter Knowledge	14	4.98	.53
B: Pedagogical Knowledge	14	4.95	.09
C: Use of Technology	14	4.96	.09
D: Classroom Management	14	5.00	.00
E: Caring and Commitment	14	4.94	.13
F: Diversity	14	5.0	.00
G: Learn to Learn Skills	14	5.00	.00

In relation to Subject Matter knowledge, our graduates evaluated they possess a very good to near excellent (4.98) with an SD of .53 of content knowledge in the field they teach. They also evaluated that they possess a very good to near excellent (4.95) with an SD of .095 knowledge of pedagogical knowledge. In regards to use of technology, they indicate they possess a very good to very near excellent (4.96) with an SD of .09, knowledge of technology. In relation to classroom management, they perceived they also possess an excellent knowledge of classroom management (Mean, 5.0, SD of .00) In relation to caring (4.94, SD of .13), they possess a very good to very near excellent skill and disposition to commitment. In relation to Diversity (5.0) and Learn to Learn skills (5.0) they evaluated their knowledge and skills as excellent also. In conclusion, our 14 graduates evaluate highly the skills and dispositions our program have developed in them.

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
Fajardo	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.

Fajardo Teacher certification test (PCMAS) SCORES

Approval rate in the PCMAS of the cohort 2008-09 to 2012-13 Enclosure ¹ 2009-10² 2010-11³ 2011-12³ 2012-13³ Average ("Composite of PCMAS ") 2008-09 ("Cohort revised cohort revised cohort revised Summary Pass Rate")

Fajardo TEP Scores 78.6 (+ 17) 71.4 (+ 14) 68.8 100.0 (+ 20) 100.0 (+ 12) **78.2**
Puerto Rico Results 82 (+ 8) 85 (+ 6) 85 (+ 8) 87 (+ 6) 86 (+ 5) **85.0**

1. 2008-09 revised cohort was informed by the *College Board* when it submitted reports of the cohort 2011-12. In parentheses are percentage points increased with the review.
2. 2009-10 revised cohort was informed by the *College Board* when it submitted reports of the 2012-13 cohort. In parentheses are percentage points increased with the review.
3. All the cohorts (2008-09 to 2012-13) were reviewed by the *College Board* for the classification process of preparation programs for teachers (PPM) for the classification of 2014. In parentheses are percentage points increased with the review.

Sources: *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. Office of curricular Affairs of the UIPR

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:

Cohort Default Rate Year (CDR)	Percent
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:

Cohort Default Rate Year (CDR)	Percent
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 2015, we received the 3-Years Cohort Default Rate *Draft* for fiscal year 2012. The rate is 12.7%. 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

Retention and Graduation Rates:

Retention and Graduation Rates: Latest information will be found in:

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

Inter-American University of Puerto Rico
 Vice President of Academic and Students Affairs and Systemic Panning
 Institutional Office for Student Retention

Retention rates for the Annual Report (2015) of the Council for the Accreditation of Educator Preparation "CAEP"
 Fajardo Campus

Programs	Cohort 2011	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Sec. Educ: Teach of Mathematics (128)	1	0	0%	0	0%
BA in Special Education (136)	1	1	100%	0	0%
BA in Sec. Educ: Teaching of History (144)	1	0	0%	0	0%

BA in Sec. Educ: Teaching of Spanish (145)	1	0	0%	0	0%
BA in Sec. Educ: Teaching of Physical Education (176)	3	1	33%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	2	2	100%	0	0%
BA in Teach Elemental K-3 (236)	2	2	100%	0	0%
Programs	Cohort 2012	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Special Education (136)	2	2	100%	0	0%
BA in Sec. Educ: Teach of English as 2nd Language (147)	1	0	0%	0	0%
BA in Sec. Educ: Teaching of Biology (174)	1	0	0%	0	0%
BA in Sec. Educ: Teach of Social Studies (177)	1	0	0%	0	0%
BA in Elemental Educ: Teaching of Phys. Educ. (178)	1	1	100%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	6	3	50%	0	0%
BA in Teach Elemental K-3 (236)	5	3	60%	0	0%
BA in Teach Elemental 4-6 (237)	2	1	50%	0	0%
BA in Early Childhood: Preschool Level. (243)	7	3	43%	0	0%
Programs	Cohort 2013	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Special Education (136)	3	2	67%	0	0%
BA in Sec. Educ: Teaching of History (144)	2	1	50%	0	0%
BA in Sec. Educ: Teaching of Spanish (145)145, Secondary Physical Education are not offered at the Fajardo Campus and our students need to transfer to either Guayama Campus or Metro Campus.	2	0	0%	1	50%
BA in Sec. Educ: Teach of English as 2nd Language (147)	3	1	33%	0	0%
BA in Sec. Educ: Teaching of Biology (174)	1	1	100%	0	0%
BA in Sec. Educ: Teaching of Physical Education at Secondary	1	0	0%	0	0%
BA in Elementary Educ: Teaching of Phys Educ at Elementary L	1	0	5	0	0%
BA in Elementary Educ: Teach English as Second Language (206)	3	1	33%	0	0%

BA in Teach Elementary Primary Level K-3 (236)	10	0	0%	1	10%
BA in Early Childhood: Pre-School Level (243)	6	4	67%	0	0%

Report date: March 18, 2015

Data sources: "SWBYAUTO" 1210 from 12 01 11, "SWBYAUTO" 1310 from 01 09 13, "SWBYAUTO" 1410 from 01 07 14, SWBYAUTO 1510P from 10 17 14

Institucional Office for Student Retention, Vice Presidency for Academic and Student Affairs and Systemic Planning

Retention rates fluctuated from 0% to 100 % for the year 2013-2014. Concentrations such as 147 and Secondary Physical Education are not offered at the Fajardo Campus, therefore our students need to transfer to other IAUPR Campuses.

Retention rates for the Annual Report (2015) of the Council for the Accreditation of Educator Preparation "CAEP"

Fajardo Campus

Programs	Cohort 2011	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Special Education (136)	1	1	100%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	2	2	100%	0	0%
BA in Teach Elemental K-3 (236)	2	2	100%	0	0%
Programs	Cohort 2012	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Special Education (136)	2	2	100%	0	0%
BA in Sec. Educ: Teaching of Biology (174)	1	0	0%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	6	3	50%	0	0%
BA in Teach Elemental K-3 (236)	5	3	60%	0	0%
BA in Teach Elemental 4-6 (237)	2	1	50%	0	0%
BA in Early Childhood: PreSchool Lvl. (243)	7	3	43%	0	0%
Programs	Cohort 2013	Program retention	Retention rate	Retention in another program of education	Retention rate in another program of education
BA in Special Education (136)	3	2	67%	0	0%
BA in Sec. Educ: Teaching of Biology (174)	1	1	100%	0	0%

BA in Elementary Educ: Teach English as Second Language (206)	3	1	33%	0	0%
BA in Teach Elementary Primary Level K-3 (236)	10	0	0%	1	10%
BA in Early Childhood: Pre-School Level (243)	6	4	67%	0	0%

Report date: March 18, 2015

Data sources: "SWBYAUTO" 1210 from 12 01 11, "SWBYAUTO" 1310 from 01 09 13, "SWBYAUTO" 1410 from 01 07 14, SWBYAUTO 1510P from 10 17 14

Institutional Office for Student Retention

Vice Presidency for Academic and Student Affairs and Systemic Planning

Fajardo accumulated retention rate of enclosure: Cohorts 2001-2013 high-school students

Cohort	Base	Amount of retention of first year students	Percentage of first year retention
2010	301	213	71%
2011	266	197	74%
2012	298	227	76%
2013	323	237	73%

Source: Vice President of academic affairs, student and systemic planning, Nov. 2014

323 students who were admitted in the first half of 2013 Fajardo enclosure retained 237 (73%) students who continued their studies in the second year.

Graduation Rates as of 2014

Inter-American University of Puerto Rico

Vice Presidency of Academic and Students Affairs and Systemic Panning

Institutional Office for Student Retention

Graduation rates for the Annual Report (2015) of the Council for the Accreditation of Educator Preparation "CAEP" Fajardo Campus

Programs	Cohort 2006	Program graduation in 6yrs or less	Graduation rate in 6yrs or less	Graduation in another program of education in 6yrs or less	Graduation rate in another program of education 6yrs or less
BA in Sec. Educ: Teaching of Biology (174)	10	1	10%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	4	0	0%	0	0%

BA in Teach Elemental K-3 (236)	13	0	0%	0	0%
BA in Teach Elemental 4-6 (237)	4	0	0%	0	0%
BA in Early Childhood: PreSchool Level. (243)	7	0	0%	0	0%
Programs	Cohort 2007	Program graduation in 6yrs or less	Graduation rate in 6yrs or less	Graduation in another program of education in 6yrs or less	Graduation rate in another program of education 6yrs or less
BA in Special Education (136)	4	0	0%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	2	0	0%	0	0%
BA in Teach Elemental K-3 (236)	9	3	33%	0	0%
BA in Teach Elemental 4-6 (237)	6	1	17%	0	0%
BA in Early Childhood: Preschool Lvl. (243)	7	0	0%	0	0%
Programs	Cohort 2008	Program graduation in 6yrs or less	Graduation rate in 6yrs or less	Graduation in another program of education in 6yrs or less	Graduation rate in another program of education 6yrs or less
BA in Special Education (136)	5	1	20%	0	0%
BA in Sec. Educ: Teaching of Biology (174)	1	0	0%	0	0%
BA in Elemental Educ: Teach Eng as Sec Lang. (206)	1	1	100%	0	0%
BA in Teach Elemental K-3 (236)	5	0	0%	0	0%
BA in Teach Elemental 4-6 (237)	2	1	50%	0	0%
BA in Early Childhood: Preschool Lvl. (243)	5	0	0%	1	20%

Report date: March 18, 2015

Data sources: "SWBYAUTO" MAT0710 from 4 2 13, "SWBYAUTO" mat0810T from 12 10 13, "SWBYAUTO" MAT0910T from 4 14 09.

**Egresados 0405 to 1213 from 09 10 14, egre0809 to 1314
from 10 07 14 Institutional Office for Student Retention
Vice Presidency for Academic and Student Affairs and Systemic Planning**

Average Cost of Attendance:

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

Inter American University of Puerto Rico-Fajardo

Calle Union-Batey Central Highway 195, Fajardo, Puerto Rico 00738-7003

Distance from ZIP:	0.0 miles from 00738
General information:	(787) 863-2390
Website:	fajardo.inter.edu/
Type:	4-year, Private not-for-profit
Awards offered:	Less than one year certificate One but less than two years certificate Associate's degree Bachelor's degree Master's degree
Campus setting:	Suburb: Small
Campus housing:	No
Student population:	2,259 (2,179 undergraduate)
Student-to-faculty ratio:	31 to 1

⊖ GENERAL INFORMATION

Admissions

Apply Online

Financial Aid

Net Price Calculator

Mission Statement

fajardo.inter.edu/contenido/conocenos/mision-vision.htm

Carnegie Classification

Baccalaureate Colleges--Diverse Fields

Religious Affiliation

Not applicable

Federal Aid

Eligible students may receive Pell Grants and other federal aid (e.g. Direct Loans).

Undergraduate students enrolled who are formally registered with office of disability services

7%

Special Learning Opportunities

ROTC (Army)

Teacher certification

Distance education opportunities - undergraduate level

Distance education opportunities - graduate level

Weekend/evening college

Student Services

Remedial services

Academic/career counseling service

Employment services for students

Placement services for completers

Credit Accepted

Institution does not accept dual, credit for life, or AP credits

FACULTY AND GRADUATE ASSISTANTS BY PRIMARY FUNCTION, FALL 2013

FULL TIME PART TIME

Total faculty	44	81
Instructional	39	81
Research and public service	5	0
Total graduate assistants	-	0
Instructional	-	0
Research	-	0

TUITION, FEES, AND ESTIMATED STUDENT EXPENSES

ESTIMATED EXPENSES FOR FULL-TIME BEGINNING UNDERGRADUATE STUDENTS

- Beginning students are those who are entering postsecondary education for the first time.

ESTIMATED EXPENSES FOR ACADEMIC YEAR	2010-2011	2011-2012	2012-2013	2013-2014	% CHANGE 2012-2013 TO 2013-2014
Tuition and fees	\$4,448	\$4,448	\$4,600	\$4,600	0.0%
Books and supplies	\$995	\$995	\$995	\$995	0.0%
Living arrangement					
Off Campus					
Room and board	\$9,400	\$9,400	\$7,314	\$7,314	0.0%
Other	\$3,900	\$3,900	\$4,284	\$4,284	0.0%
Off Campus with Family					
Other	\$3,900	\$3,900	\$4,284	\$4,284	0.0%
TOTAL EXPENSES	2010-2011	2011-2012	2012-2013	2013-2014	% CHANGE 2012-2013 TO 2013-2014

ESTIMATED EXPENSES FOR ACADEMIC YEAR	2010-2011	2011-2012	2012-2013	2013-2014	% CHANGE 2012-2013 TO 2013-2014
Off Campus	\$18,743	\$18,743	\$17,193	\$17,193	0.0%
Off Campus with Family	\$9,343	\$9,343	\$9,879	\$9,879	0.0%

1. Select **starting academic year** 2. Select **tuition inflation rate**

ESTIMATED TUITION AND FEES

FOR ACADEMIC YEAR

2013-2014	-
2014-2015	-
2015-2016	-
2016-2017	-
2017-2018	-
2018-2019	-
2019-2020	-
2020-2021	-
2021-2022	-
Total for 4 years	-

Estimate the total tuition and fee costs over the duration of a typical program.

MULTIYEAR TUITION CALCULATOR

2013-2014

AVERAGE GRADUATE STUDENT TUITION AND FEES FOR ACADEMIC YEAR

Tuition	\$2,424
---------	---------

2013-2014

AVERAGE GRADUATE STUDENT TUITION AND FEES FOR ACADEMIC YEAR

Fees	\$619
ALTERNATIVE TUITION PLANS	
TYPE OF PLAN	OFFERED
Tuition guarantee plan	
Prepaid tuition plan	
Tuition payment plan	X
Other alternative tuition plan	
⊖ FINANCIAL AID	

UNDERGRADUATE STUDENT FINANCIAL AID, 2012-2013**Full-time Beginning Undergraduate Students**

- Beginning students are those who are entering postsecondary education for the first time.

TYPE OF AID	NUMBER RECEIVING AID	PERCENT RECEIVING AID	TOTAL AMOUNT OF AID RECEIVED	AVERAGE AMOUNT OF AID RECEIVED
Any student financial aid ¹	391	96%	—	—
Grant or scholarship aid	391	96%	\$2,066,719	\$5,286
Federal grants	387	95%	\$1,937,145	\$5,006
Pell grants	387	95%	\$1,876,556	\$4,849
Other federal grants	155	38%	\$60,589	\$391
State/local government grant or scholarships	127	31%	\$40,084	\$316
Institutional grants or scholarships	217	53%	\$89,490	\$412

TYPE OF AID	NUMBER RECEIVING AID	PERCENT RECEIVING AID	TOTAL AMOUNT OF AID RECEIVED	AVERAGE AMOUNT OF AID RECEIVED
Student loan aid	9	2%	\$26,203	\$2,911
Federal student loans	9	2%	\$26,203	\$2,911
Other student loans	0	0%	\$0	—

- ¹ Includes students receiving Federal work study aid and aid from other sources not listed above.

All Undergraduate Students

TYPE OF AID	NUMBER RECEIVING AID	PERCENT RECEIVING AID	TOTAL AMOUNT OF AID RECEIVED	AVERAGE AMOUNT OF AID RECEIVED
Grant or scholarship aid ¹	2,018	93%	\$10,929,202	\$5,416
Pell grants	1,875	86%	\$8,353,127	\$4,455
Federal student loans	452	21%	\$1,674,903	\$3,706

- ¹ Grant or scholarship aid includes aid received, from the federal government, state or local government, the institution, and other sources known by the institution.
- For more information on Student Financial Assistance Programs or to apply for financial aid via the web, visit [Federal Student Aid](#).

⊖ NET PRICE

AVERAGE NET PRICE FOR FULL-TIME BEGINNING STUDENTS

Full-time beginning undergraduate students who were awarded grant or scholarship aid from federal, state or local governments, or the institution.

	2010-2011	2011-2012	2012-2013
Average net price	\$5,974	\$5,189	\$5,285

Full-time beginning undergraduate students who were awarded Title IV aid by income.

AVERAGE NET PRICE BY INCOME	2010-2011	2011-2012	2012-2013
\$0 – \$30,000	\$5,768	\$5,003	\$5,107
\$30,001 – \$48,000	\$6,600	\$5,479	\$5,929

AVERAGE NET PRICE BY INCOME	2010-2011	2011-2012	2012-2013
\$48,001 – \$75,000	\$7,052	\$7,029	\$7,021
\$75,001 – \$110,000	\$4,765	—	—
\$110,001 and more	—	—	—

- Average net price is generated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the weighted average for room and board and other expenses.
 - Beginning students are those who are entering postsecondary education for the first time.
 - Title IV aid to students includes grant aid, work study aid, and loan aid. These include: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent Grant (National SMART Grant), Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Work-Study, Federal Perkins Loan, Subsidized Direct or FFEL Stafford Loan, and Unsubsidized Direct or FFEL Stafford Loan. For those Title IV recipients, net price is reported by income category and includes students who received federal aid even if none of that aid was provided in the form of grants. While Title IV status defines the cohort of student for which the data are reported, the definition of net price remains the same – total cost of attendance minus grant aid.
- verage beginning Salary of a program Completer :** <http://www.lexjuris.com/lexlex/Leyes2008/lexl2008109.htm>

Tuition and Fees IAU: This is the information located in this site:

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

Inter American University of Puerto Rico-Fajardo : Calle Union-Batey Central Highway 195, Fajardo, Puerto Rico 00738-7003

Distance from ZIP: 0.0 miles from 00738

General information: (787) 863-2390

Website: fajardo.inter.edu/

Type: 4-year, Private not-for-profit

Awards offered: Less than one year certificate
One but less than two years certificate
Associate's degree

Campus setting: Bachelor's degree
 Master's degree
 Suburb: Small
Campus housing: No
Student population: 2,259 (2,179 undergraduate)
Student-to-faculty ratio: 31 to 1

⊕ **GENERAL INFORMATION**

Admissions fajardo.inter.edu/contenido/futuro-estudiante/admisiones-requisitos-subgraduado.html
Apply Online ssb.inter.edu:8000/PROD/bwskalog.P_DispLoginNon
Financial Aid fajardo.inter.edu/contenido/futuro-estudiante/asist-econo-gen-info.htm
Net Price Calculator asistencia.inter.edu/calculadora/

Mission Statement fajardo.inter.edu/contenido/conocenos/mision-vision.htm

FULL TIME PART TIME

FACULTY AND GRADUATE ASSISTANTS BY PRIMARY FUNCTION, FALL 2013

	FULL TIME	PART TIME
Total faculty	44	81
Instructional	39	81
Research and public service	5	0
Total graduate assistants	-	0
Instructional	-	0
Research	-	0

⊖ **TUITION, FEES, AND ESTIMATED STUDENT EXPENSES**

ESTIMATED EXPENSES FOR FULL-TIME BEGINNING UNDERGRADUATE STUDENTS

- Beginning students are those who are entering postsecondary education for the first time.

ESTIMATED EXPENSES FOR ACADEMIC YEAR	2010-2011	2011-2012	2012-2013	2013-2014	% CHANGE 2012-2013 TO 2013-2014
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Other	\$3,900	\$3,900	\$4,284	\$4,284	0.0%
TOTAL EXPENSES	2010-2011	2011-2012	2012-2013	2013-2014	% CHANGE 2012-2013 TO 2013-2014
Off Campus	\$18,743	\$18,743	\$17,193	\$17,193	0.0%
Off Campus with Family	\$9,343	\$9,343	\$9,879	\$9,879	0.0%

Law 109, July 14, 2008 in relation to Teachers Salary as of 2008 will be found at:
<http://www.lexjuris.com/lexlex/Leyes2008/lexl2008109.htm> .



Ley Núm. 109 del año 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

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.

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