

2019 EPP Annual Report

CAEP ID:	32355	AACTE SID:	
Institution:	Inter American University of Puerto Rico - Fajardo		
Unit:	Education & Social Sciences		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2017-2018 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹ 19

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)² 0

Total number of program completers 19

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2017-2018 academic year?

- 3.1 Changes in the established mission or objectives of the institution/organization or the EPP _____
- 3.2 Any change in the legal status, form of control, or ownership of the EPP. _____
- 3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited _____
- 3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited _____
- 3.5 A contract with other providers for direct instructional services, including any teach-out agreements _____
- Any change that means the EPP no longer satisfies accreditation standards or requirements:
- 3.6 Change in regional accreditation status _____
- 3.7 Change in state program approval _____

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <http://fajardo.inter.edu/caep-accreditation-2018/>

Description of data accessible via link: Link to TEP information related to the 8 Annual Report measures, including a narrative of the 2019 Annual Report

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

*What has the provider learned from reviewing its Annual Reporting Measures over the past three years?
 Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?
 Are benchmarks available for comparison?
 Are measures widely shared? How? With whom?*

TEP is constantly measuring the completers impact in K=12 Learning. However there has been problems in identifying completers willing to participate in the action research for CAEP 4.1. TEP is working in identifying completers willing to participate since this research is voluntary and the completers are expressing that they have a lot of work in the schools. For CAEP 4.2, TEP has developed an instrument that the employers will use to measure the completers effectiveness , however the TEP has been having locating the Fajardo TEP graduates since they take more than six months to get employed once they graduate in June of each year. The instrument has been validated and will start the administration in August 2019 . In regard to CAEP 4.3 , the TEP has developed an employer satisfaction questionnaire which also was validated , and the administration will start in August 2019. Regarding milestones, TEP has used three sources to locate the graduates , however the response is limited . The response from the Puerto Rico Department of Education has offered information only for graduates employed in the public system. TEP will start locating their graduates starting August 2019, in the private schools . Regarding the ability of completers to meet licensing (certification) and any additional state requirements, TEP has been comparing the Test results over the last three years using the Puerto Rico teacher Association review and the results have proven to be positive in terms of increasing our test scores and therefore our institution classification to satisfactory (81.2 %) . Regarding Student loan default rates, the institution have lowered the default rate for the last three years. .

TEP is also using the Completers self-evaluations questionnaire (IE-13) consist of 12 completers for the year 2018 from Fajardo TEP. The specialty areas of the teachers evaluated were Preschool Education (2), K-3 education (5), 4-6 Elementary Education (1), Elementary English (2) and Special Education (2). All completers were female, nine reported to be married and three were single. All recent completer had a full academic load while at Fajardo TEP and had GPA's above 3.0. The completer's self-evaluation met the goal for all premises and professional competencies measured. The results can be observed in Table 5 and 6 of the annual Report. The data was also disaggregated by specialties observed in tables 7 to 15 .

TEP is using as measure the IAUPR's Survey which offers the data that the 4 employers surveyed, indicated that they were very

satisfied in the first administration in November 2016. (CAEP 4.2) This survey is administered every two years therefore the next administration will be in November 2018. The 4 School Directors surveyed indicated that it is very important for them to hire IAUPR Fajardo Campus graduates, therefore we can infer that they are very satisfied with the graduates they have hired and supervised in their schools.

The uses the IP-12 - Employers Evaluation Questionnaire. The program identified five employers that evaluated five TEP completer's professional competencies. The survey is the IP-12, composed of 25 premises that evaluate seven professional competencies. The scales have three levels that go from very acceptable (3) to not acceptable (1). The completers evaluated by the employers teach the 8th (25%), 10th (25%) and 12th grade (50%). Most employers (60%) reported that Fajardo TEP quality is excellent.(table 18). Most Employers (60%) also reported that completers from Fajardo TEP are very prepared and demonstrate knowledge, skills and compromise(table 19). The results of the employer evaluation from the IP-12 questionnaire, revealed that Fajardo TEP completers met the goals in all the premises measured. The results of the factor analysis revealed that Fajardo TEP also met the all the goals for each of the areas measured.(tables 20 and 21) .

The TEP uses the I-Satis composed of 18 premises that evaluate satisfaction of the graduates in seven areas of professional competency. The codification of each premise and the area can be observed in Table 32. The TEP established a mean of 4.00 or more to determine satisfaction in the premise. The results of the satisfaction survey by item revealed that Fajardo TEP met the goals in all premises measured and in all professional competencies. The results can be seen in Table 33 and Table 34.

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

TEAC: Weakness

0.1 Evidence of candidates' subject matter knowledge

Subject matter knowledge is by some measures an area of weakness.

A. Weakness 1.1- Subject Matter knowledge by some measures

The TEP has aligned all instruments and measures utilized for the SSR evidences to measure Subject Matter Knowledge (Content Knowledge) in the specialty:

Alignment of evidences and instruments with Standards of CAEP, In TASC, and of the Department of Education of Puerto Rico to measure Standards 1 to 4.

Revision of local assessment instruments in order to collect accurate data and to confirm their validity and reliability (It was concluded the process of revision and validity process and designing of new instruments for the self-study process for STD1-4 .

2.2.

Participative collaboration with the Metro and San Germán Campuses Faculty in performing validity procedures in the instrument's utilized to measure Standards 1-4 common to the three IAUPR Campuses.

Use of official PCMAS' data from the College Board to measure content knowledge in the specialty (CAEP 1.1, 1.3)

Use and analysis of TEP's reports generated by the Office of Planning and Research of the Central Office of the Inter American University of Puerto Rico for STD1 and 4. Maintain the interpretation of data using descriptive and inferential statistics. Most data were presented for means and percentages.

TEAC: Weakness

1.5 Evidence of valid interpretations of the assessments

Evidence indicates that some of the assessments are not yet reliable and valid.

Evidence indicates that some of the assessments are not valid and reliable. The Fajardo TEP has undergone with a participative collaboration with the Metro and San Germán Campus Faculty in performing validity procedures in the instrument's utilized to measure Standards 1-4 common to the three IAUPR Campuses. (PD1-PD-6, PD7, PD8A, PD8B, PD10, PD11, IP-12, IE-13, ET-14, EGRE.S 15, I-Practicante (I-Practice Teacher) 04,05 and 06 and I-EGRE (Graduate) 01, 02, and 03.

TEP is collaborating with the San Germán Campus to obtain a validity result using a larger number of faculty (n=29) to compare it to the validity process performed with faculty from Fajardo and Metro Campus. The San Germán Campus performed the face validity with a larger number of faculty/ supervisors (N=29) and the results of the face validity is consistent with the face validity results from the Fajardo/Metro Campus.

All instruments TEP is using as of 2018, have undergone in Face Validity and reliability tests. Some reliability scores are low, due to the small number of testers (persons administered). Also, other instruments such as I-Practicante and I-Egresado will add some premises and revise the scale due to the results of the reliability as of May 2019. TEP is in the process of going into content and face validity with the revise instruments. A pilot administration will be done in May 2019. TEP as of 2019, will start the process of revising the Instruments regarding calibration scales and premises.

Section 6. Continuous Improvement

CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of

candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

The provider uses data/evidence for continuous . One example is that the EPP regularly and systematically assessed its performance against its goals or the CAEP standards. The results are discussed with the faculty..One aspect that the TEP has been working is to improve the retention of the cooperating teachers and university supervisors. (STD 2.2) The TEP has developed two instruments were the clinical practice students will evaluate both clinical educators to verify effectiveness during the clinical practice course . Instruments went through face validity and a pilot administration will be done as of January to May 2019. The provider can document that data-driven changes are ongoing and based on systematic assessment of performances using a TEP protocol for the administration of the Instruments used to evidence CAEP Standards. Also , the TEP uses the IAUPR academic satisfactory norms processes to indicate that the TEP is constantly evaluating at least twice a year the academic progress of the candidates once they are admitted to the TEP until completion. There is evidence of the process done and is located in the active TEP records. (STD 3 .2) . Also, TEP is constantly evaluating the candidates who does not meet the 3.0 aveage and might fall in probationary or suspension status with the Campus Appellation's Committee once a year.

Tag the standard(s) or component(s) to which the data or changes apply.

4.2 Completer effectiveness via observations and/or student surveys
4.3 Employer satisfaction
4.4 Completer satisfaction




Upload data results or documentation of data-driven changes.



DEPR__Fajardo_Campus_2018__graduates__milestones_from_the_Central_Office_of_the_DEPR.
df



Fajardo_Campus_DEFAULT_RATE_Feb._2019.pdf

-  Fajardo_TEP__PCMAS_single_and_aggregate_scores__years__2015_to_2018_.pdf
-  Retention__and_Graduation_Rates_CAEP__Fajardo__12_feb_2019__English_Translation.pdf
-  FAJARDO_TEP_ANNUAL_REPORT_2018_APRIL_2019(1).pdf

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or s activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.3 Optional Comments

Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a succe transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful r regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the fo information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPP's evidence relating to the CAEP standards and the progress r addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial level programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

No identified gaps

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be prepared by your CAEP site visit in the text box below and tag the standard or component to which the text ap

Tag the standard(s) or component(s) to which the text applies.

Not applicable

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC (Principles, as applicable.

Yes No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Stand TEAC Quality Principles, as applicable.

Section 8: Preparer's Authorization

Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2019 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

Name: Migdalia Cardona

Position: CAEP Coordinator

Phone: 787-504-7608

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Acknowledge