



**Inter American University of Puerto Rico  
Fajardo Campus  
Teacher Education Program**

**Fajardo Teacher Education Data for 2014 Annual Report**

The Fajardo Campus (FC) is a private (non-profit) liberal arts institution which continues to emphasize Christian values within a democratic and non-sectarian framework as did its founders in 1912. Its mission focuses on the diversity of needs and interests of its students and the demands of the society; it is distinguished for its pre-university programs, undergraduates, graduates, and professional certificates.

The new vision of teacher preparation (TEP) implies a program of study which provides a great number of related experiences in the construction of pedagogical knowledge and content which will develop the future teacher. These experiences are characterized by continuous reflection, hands-on practice, research and collaboration. Our Program consists of two components: The General Education Program (GEP) and the Teacher Education Programs (TEP). Candidates must complete program expectations in two phases. First, they must meet established requirements for admission to the TEP. Secondly, they must apply for enrolment in the last field experience course (EDUC 4013), which include fulfilling the 2.50 minimum overall grade point average requirement and having the required approved courses.

The teacher education program went through an accreditation audit process in November 2011 and received a seven year accreditation in February 28, 2012. As a result of this audit, we received this accreditation with 2 weaknesses; the first weakness was related to claim subject matter knowledge by some measures utilized in our program. The second weakness was related to some evidence that indicated some assessment were no reliable and valid. The TEP at Fajardo Campus decided to:

1: Revise/the precise definition of the Claims I, II and III and align them to the new CAEP'S Standards. The following table presents the new alignments of Fajardo TEP Claims with CAEP's New Standards and Evaluation criteria we will utilize to measure our claims

**Alignments of CAEP'S NEW STANDARDS, TEAC'S FAJARDO TEACHER  
EDUCATION CLAIMS AND EVALUATION INDICATORS**

<b>CAEP'S NEW STANDARDS</b>	<b>TEAC'S FAJARDO TEP CLAIMS</b>	<b>EVALUATION INDICATOR</b>
<p>Standard I-</p> <p>Ensures that candidates develop a deep understanding of critical concepts and principles of their discipline and by completion are able to use discipline –specific practices flexibility to advance the learning of all students toward attainment of college- and career readiness standards.</p> <p>“In Task Standards”</p> <p>Standard 4- Content knowledge Standard 8- Instructional Strategies Standard 7- Planning Standard 3- Learning Environment Standard 1- Learner Development</p>	<p>Claim I- Subject Matter Knowledge</p> <p>Teacher Education Program graduates demonstrate knowledge of skills in the subject matter they teach.</p>	<p>-GPA of 2.50 or above in the following professional area courses: EDUC 2021, EDUC 2022, EDUC 2031, EDUC 2032, EDUC 2060, EDUC 2870, EDUC 2890, EDUC 3013, EDUC 3015 , EDUC 4011, EDUC 4012 and EDUC 4050.</p> <p>-Score of 92 in the PRFT (AM-PCMAS).</p> <p>-Score of 89 (Elementary Level) and 87 (Secondary Level) in the PRPT (PM-PCMAS).</p> <p>-3.00 or above in a 5 point likert scale from the Cooperator Teacher and University Supervisor in items related to subject matter knowledge in the clinical practice course (EDUC 4013) where 3.00 or above is mastery.</p> <p>-3.0 or above in the Graduate (PEM 2) and Employer Questionnaire( PEM 1) in a 5 point likert scale in items related to subject matter knowledge where 3.00 or above is mastery.</p>
<p>In Task Standard</p> <p>Standard 2- Learning Differences</p>	<p>Cross Cutting Themes</p> <p>Claim I Multicultural</p>	<p>CC Theme Claim I Indicators</p> <p>-The following courses addresses this Claim I CC Theme: GEHS 3020, GEHS 3030, GEHS 3040, GEHS</p>

CAEP'S NEW STANDARDS	TEAC'S FAJARDO TEP CLAIMS	EVALUATION INDICATOR
		4020, GEHS 4030 EDUC 2022, EDUC 2031, and EDUC 2870 (GPA of 2.50 or above in each course).
<p>In Task Standard</p> <p>Standard 3- Learning Environment</p>	<p>CC Theme Claim I: Use of Technology</p>	<p>CC Theme Claim I- Use of Technology</p> <p>-GPA of 2.50 or above in EDUC 2060 and GEIC 1010 to measure technology content knowledge and skills.</p> <p>-In TEP syllabus technology is integrated across the curriculum.</p> <p>-Students and faculty are trained in m-line instruction.</p>
<p>In Task Standard</p> <p>Standard 10- Leadership Collaboration</p>	<p>CC Theme Claim I- Learn to Learn</p>	<p>CC Theme Claim I- Learn to Learn</p> <p>-GPA of 2.50 or above in clinical experiences courses: EDUC 1080, EDUC 2890, EDUC 3015 and EDUC 4013.</p>
<p>In Task Standards</p> <p>Standard 2- Hearing Differences</p> <p>Standard 3- Learning Environments</p> <p>Standard 5- Application of Content</p> <p>Standard 6- Assessment</p> <p>Standard 7- Planning</p>	<p>Claim 2- Pedagogical Knowledge</p> <p>Teacher Education graduates demonstrate master of pedagogical knowledge and skills necessary to apply them for teaching effectively.</p>	<p>-GPA of 2.5 or above in the following professional courses related to pedagogical skills and knowledge: EDUC 3013, EDUC 2032, EDUC 4050, EDUC 2890, EDUC 3015, EDUC 4013, EDUC 3185 and EDUC 3264, EDUC 3863, EDUC 3570, EDUC 3564, EDUC 3187, EDUC 4011</p> <p>-GPA of 2.50 or above in the Pre-School, K-3, 4-6, Special Education, Biology Secondary and English Elementary specialty courses.</p>

<b>CAEP'S NEW STANDARDS</b>	<b>TEAC'S FAJARDO TEP CLAIMS</b>	<b>EVALUATION INDICATOR</b>
		<p>-89 or above in the PRPT (89 elementary and 87 secondary) PCMAS PM Test.</p> <p>-Mean of 3.00 or above in the Cooperator Teacher and University Supervisor in the clinical practice questionnaire, using a five point likert scale in items related to pedagogical knowledge where 3.00 or above is mastery.</p> <p>-Mean of 3.00 or above in items related to pedagogical knowledge from the Graduate (PEM 2) and Employer questionnaire (PEM 1) using a 5 point likert scale where 3.00 or above is mastery.</p>
<p>Standard 2 : learning Differences</p> <p>Standard 3: learning Environment</p> <p>Standard 5: Application of Content</p> <p>Standard 7: Planning</p> <p>Standard 10: Leadership Collaboration</p>	<p>Cross Cutting Themes Claim 2- Multicultural Perspectives</p> <p>Cross Cutting Theme Claim 2- Learn to Learn</p>	<p>-Cross Cutting Themes of Multicultural Perspectives</p> <p>-GPA of 2.50 or above in the following medullar courses: EDUC 2022, EDUC 2031, and EDUC 2870.</p> <p>Claim 2- Cross Cutting Theme of Learn to Learn</p> <p>-GPA of 2.50 or above in the following medullar courses: EDUC 1080, EDUC 4011, and EDUC 4013.</p>
<p>Professional Learning, Ethical Practice, Leadership and Collaboration</p> <p>Standard 10: leadership Collaboration</p>	<p>Claim 3- Graduates of Fajardo TEP demonstrate positive commitment and interest towards, their students, their teaching and professional growth.</p>	<p>-Mean of 3.00 of above in items related to caring from Cooperator Teacher and University Supervisor in the clinical practice questionnaire (EDUC 4013) using a five point likert scale where 3.00 or above is mastery.</p>

CAEP'S NEW STANDARDS	TEAC'S FAJARDO TEP CLAIMS	EVALUATION INDICATOR
		<p>Mean of 3.00 or above in items related to caring from Graduate Questionnaire (PEM 2) using a five point likert scale where 3.00 or above is mastery.</p> <p>Mean of 3.00 or above in items related to caring from Employer Questionnaire (PEM 1) using a five point likert scale where 3.00 or above is mastery.</p>
GRADUATE	<p>Fajardo TEP TEAC's Claim and Appendixes</p> <p>Appendix APPA</p> <p>Appendix A</p> <p>Appendix C</p> <p>Appendix D</p>	<p>2.1 Partnerships for clinical preparation:</p> <ul style="list-style-type: none"> <li>-List of Cooperating Teachers and Schools</li> <li>-In-service trainings for Cooperating Teachers and University Supervisor.</li> <li>-Inter-reliability (of evaluation of student.</li> </ul> <p>2.2 Clinical Educators</p> <ul style="list-style-type: none"> <li>-Certification for Cooperating Teachers (List)</li> <li>-Re-certification for Cooperating Teachers (List)</li> <li>-Evidence of on-line course of certification pre-certification/re-certification course.</li> <li>-List of faculty that meet Puerto Rico certification standards.</li> </ul> <p>2.3 Clinical Experiences:</p> <ul style="list-style-type: none"> <li>-Hours for clinical practice.</li> </ul>

CAEP'S NEW STANDARDS	TEAC'S FAJARDO TEP CLAIMS	EVALUATION INDICATOR
		<p>-In-service training previous to clinical practice for student teachers.</p> <p>-Meetings with university clinical practice Coordinator to follow up the breath, Report of clinical experiences of student teachers.</p> <p>-“Día de Logros” de Práctica Docente.</p>
<p>Standard 3</p> <p>Demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.</p>	<p>Fajardo TEAC’s TEP Claims</p> <p>Appendix A</p> <p>Appendix A Appendix D</p> <p>Fajardo TEP Protocol for SIAAM and PCMAS</p> <p>Selectivity During Preparation</p>	<p>Evaluation Indicators:</p> <p>3.1 Plan for Recruitment of Diverse Candidates :</p> <p>-Admission Form at UIPR</p> <p>3.2 Admission Standards indicate that candidates have high academic achievement and ability:</p> <p>-Pre-PEM admission requirements.</p> <p>-PEM satisfactory progress of GPA of 3.00 or above in GE and professional courses.</p> <p>-PCMAS level performance scores in:</p> <p>-PRFT (AM PCMAS of 92 or above)</p> <p>-PR PT (PM Elementary 89 or above and Secondary 87 or above).</p> <p>- GPA evaluation for Evaluation Graduation.</p> <p>3.3 Additional Selectivity Factors:</p> <p>-SIAAM Test (Pre-PCMAS) for 80 credits or more (demonstrate they also obtain</p>

CAEP'S NEW STANDARDS	TEAC'S FAJARDO TEP CLAIMS	EVALUATION INDICATOR
		<p>the same score is PCMAS Test; List of students who took test and scores)            -PCMAS Review previous to PCMAS on March every year (List of PCMAS Review topics and takers)</p> <p>3.4 Selectivity During Preparation</p> <p>-Teacher Education Satisfactory Progress of GPA of 3.00 or above to maintain in the TEP. (List) Students in the Satisfaction Progress Report).            -Student records, letters sent for satisfactory progress.</p> <p>3.5 Selection at Completion</p> <p>-PCMAS score in PRFT of 92 in the AM Test.            -PCMAS score in PRPT of 89 Elementary and 87 in Secondary PM Test.            -GPA of 3.00 or above for graduation.</p>
<p>Standard 4</p> <p>Demonstrates the impact of its completers in P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.</p>	<p>Appendix B</p>	<p>4.1 Impact on P-12 Student Learning and Development (In process )</p> <p>4.2 Indicators of Teaching Effectiveness</p> <p>-Mean of 3.00 or above in a five point likert scale from the Cooperating Teacher and University Supervisor in items related to pedagogical knowledge (B11 to B26).</p>

CAEP'S NEW STANDARDS	TEAC'S FAJARDO TEP CLAIMS	EVALUATION INDICATOR
		<p>4.3 Satisfaction of Employers</p> <p>-GPA's of 3.00 or above in the Employers Questionnaire (PEM 1) using a five point likert where 3.00 or above is mastery measuring the following in the TEP graduates:</p> <ul style="list-style-type: none"> <li>-Mastery of subject matter they teach (A1 to A 10)</li> <li>-Pedagogical knowledge (B11 to B26)</li> <li>-Use of technology (C27 to C32)</li> <li>-Classroom management (D33 to D39)</li> <li>-Caring (E40 to E49)</li> <li>- Diversity (F50 to F59)</li> <li>-Learn to Learn (G60 to G65)</li> </ul> <p>4.4 Satisfaction of Completers</p> <p>-GPA of 3.00 or above in the Graduates Questionnaire (PEM 2) using a five point likert scale where 3.0 or above is mastery where graduates measures the following:</p> <ul style="list-style-type: none"> <li>-Mastery of subject matter they teach (A1 to A10)</li> <li>-Pedagogical knowledge (application) (B11 to B26)</li> <li>-Use of technology (C27 to C32)</li> <li>-Classroom</li> </ul>



CAEP'S NEW STANDARDS	TEAC'S FAJARDO TEP CLAIMS	EVALUATION INDICATOR
		<p>management (D33 to D39)</p> <ul style="list-style-type: none"> <li>-Caring (E40 to E49)</li> <li>-Diversity (F50 to F59)</li> <li>-Learn to Learn (G60 to G65)</li> </ul> <p>-August 2013- Phone interviews to graduates asking for:</p> <ul style="list-style-type: none"> <li>-Satisfaction of Fajardo TEP Preparation</li> <li>-Mastery of subject matter they teach</li> <li>-Evaluation of their teaching effectiveness in reaching that students learn.</li> </ul>
<p>Provider Quality Assurance and Continuous Improvement</p> <p>Standard 5</p> <p>Maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidate and completers positive impact in 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, test innovations to improve completer's impact in P-12</p>	<p>Fajardo TEAC's TEP Claims</p> <p>Appendix A Appendix D</p> <p>Appendix A</p> <p>Appendix A Appendix B</p> <p>Appendix C</p>	<p>5.1 Quality and Strategic Evaluation</p> <ul style="list-style-type: none"> <li>-Satisfactory progress norm of 3.00 teacher students.</li> <li>-GPA of 3.00 for graduation</li> <li>-GPA of 2.80 for clinical practice</li> <li>-PCMAS results</li> <li>-Academic counselors of TEP professors per specialty</li> <li>-Lists of Satisfactory Progress Report</li> <li>-Pre-PEM requisites and lists</li> </ul> <p>5.2</p> <ul style="list-style-type: none"> <li>-PCMAS results</li> <li>-SIAAM Test Results</li> </ul> <p>5.3 Continuous Improvement</p> <ul style="list-style-type: none"> <li>-Probatory status of TEP students</li> <li>-Satisfactory progress</li> </ul>

CAEP'S NEW STANDARDS	TEAC'S FAJARDO TEP CLAIMS	EVALUATION INDICATOR
student learning and development.		-Pre-Graduation evaluation for clinical practice -TEP Faculty Evaluation protocol -TEP Faculty Recruitment protocol -TEP Faculty In-Service Training  5.4 Completers Impact on P-12 student growth (Starting January 2014)  5.5 Evaluation of Providers:  -By Employers of TEP Graduates -By their graduates phone -Satisfaction Survey of Completers -TEP Faculty Evaluation by Students

2. Revise and aligned all the instruments used for the assessing claims I, II and III. In this revision, we revised all the instruments and aligned them to the three Fajardo Campus Claims related to mastery of subject matter knowledge they teach, pedagogical knowledge and caring skills reflected in their teaching practice ad also the new CAEP Standards. The instruments reviewed were:

- a. Employer Questionnaire (PD-1) - TEP will administer this Questionnaire every two years. The Employer data for the 2014 will not be sent since we administered it last year.
- b. Graduate's Questionnaire (PD-2) - administered every year.
- c. University Supervisor Questionnaire (PD-3)- Elementary Level K-3 (236), Elementary Level 4th-6th (237), Secondary Level in biology (174), Special Education (136), English Elementary Education (206)
- d. Cooperative Teacher Questionnaire (PD-4) - Elementary Level K-3 (236), Elementary Level 4th- 6th (237), Secondary Level Biology (174), Special Education level. (136) English as a Second Language Elementary Level (206)
- e. Criteria for Clinical Practice Portfolio
- f. Criteria for the innovative project in clinical practice course (EDUC 4013)
- g. Cooperative Teacher Questionnaire (PD-5)- Early Childhood Level (243)
- h. University Supervisor Questionnaire (PD-6)- Early Childhood Level (243)

As of February, 2013, the Fajardo Campus TEP reported its first annual report as of 2011-2012 emphasizing the three things required indicated in the Annual Report Guide as of 2012 on line provided by the TEAC annual Report Guide (<http://www.teac.org/accreditation/annual/reports/>).

Also from January to May 2014, the Fajardo Campus TEP in collaboration with the UIPR TEP Metropolitan Campus are working in designing an instrument (PEM 8) that will measure the student practitioner's (in EDUC 4013) impact on student learning as part of compliance with the accrediting board CAEP. To do this, our student practitioner will be required to demonstrate his/her ability to:

- 1) Develop appropriate objectives that evaluate and assess the goals established by the learning plan.
- 2) Plan instruction according to the strengths and needs of students.
- 3) Assess learning using *assessment* techniques appropriate to the objectives and/or planned activities in the student practitioner's planning and evaluation.
- 4) Use the results of the *assessment* techniques (instructional and/or evaluative) to measure the achievement of the student practitioner's objectives.

The instrument is going through content validity and will be ready to start collecting data related to the impact of the TEP student's practitioners on their students learning k-12 as of August 2014.

### **Fajardo TEP profile**

The TEP at Fajardo Campus offers specializations leading to bachelor in arts in: Early Childhood Education (243), Elementary Education K-3 (236), Elementary Education 4th-6th (237), English Elementary k-6 (206), Secondary Education in Biology (174), and Special Education (136). As of year 2010, the Fajardo Campus TEP also offers the following specialties as transfer specialties: Secondary Education Spanish (145), Secondary Education in Social Studies (177), and Secondary Education in English as a second language (147).

Students interested in these specialties can begin studies at Fajardo Campus, but they need to transfer to other campuses who offer these specialties in order to graduate. We still have some data regarding these three specialties, but we are trying to graduate students that were admitted prior 2010.

The following table presents number of Active Students per specialty for years 2012-2013 and Numbers of Students who graduated in 2012-2013.

Table: Number of Active Students per Specialty for years 2012-2013 and Numbers of Students who graduated in 2012-2013.

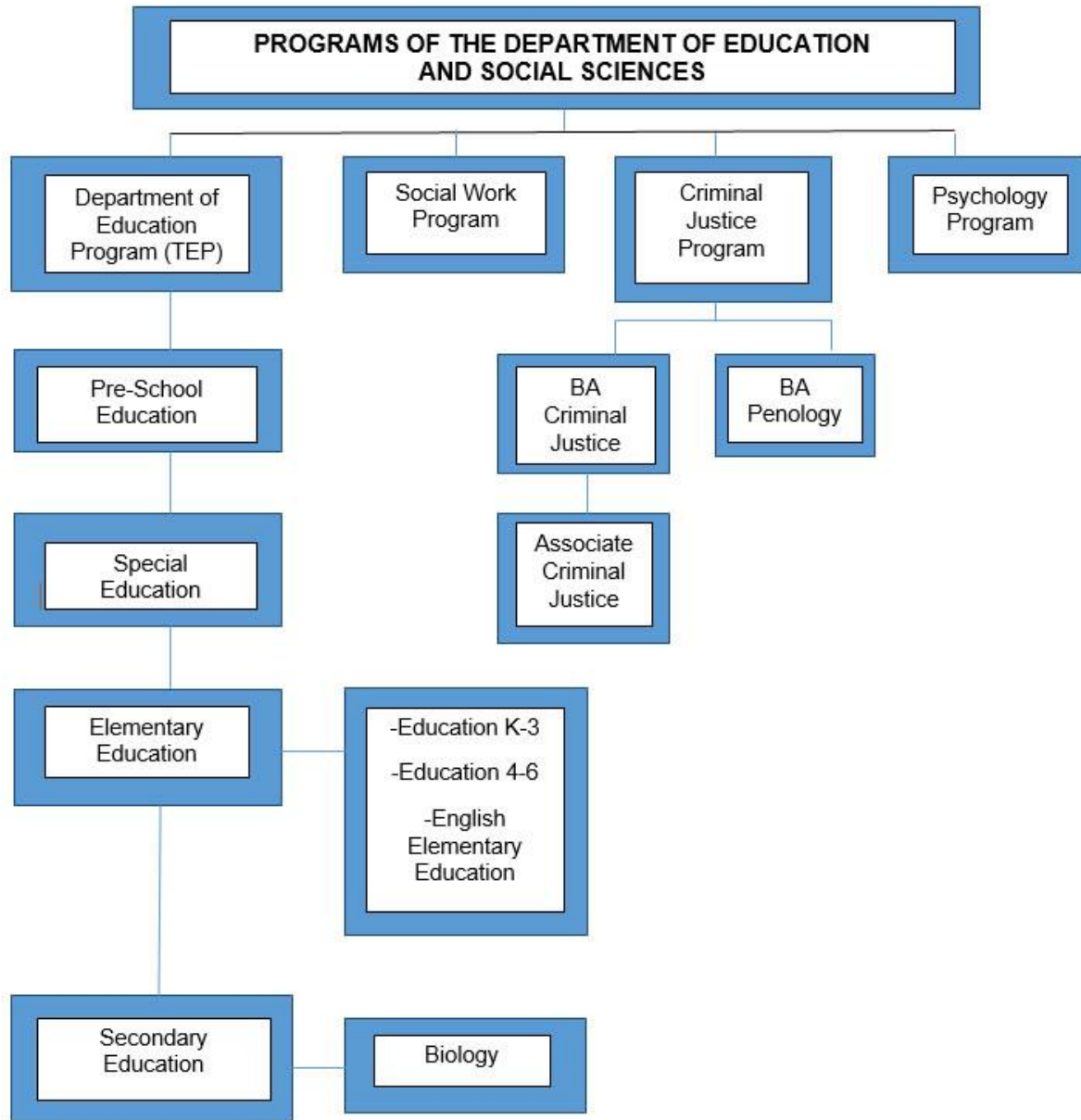
Active students 2012-2013	Graduate 2012-2013			
	F	M	F	M
Specialty				
BA Special EDUC (136)	24	3	3	0
BA Second EDUC Spanish (145)*	2	0	0	0
BA Second English (147)*	3	4	2	0
BA Second Biology (174)	6	0	1	0
BA-Second S. Stud (177)*	2	2	1	0
BA English Elem EDUC (206)	25	5	3	0
BA Elem EDUC K-3 (236)	26	1	4	0
BA Elem EDUC 4-6 (237)	10	4	7	0
BA Early Child hood pre-school (243)	26	0	2	0
Pre-PEM (760)	66	5		0
Total	190	24	23	0

Data presents that for the year 2012-2013, our TEP has a total of 214 students, with 190 females and 24 were males. Fajardo TEP graduated for 2012-2013, 23 female students. We are experiencing a decrease in the enrolment of our program due mostly to the closing of various specialties (Secondary Spanish, Secondary English and Secondary Social Studies) at Fajardo Campus. Another reason for this decrease in enrolment is the minimum of requirement of a G.P.A of 3.0 in professional and Specialty areas of the TEP and a minimum grade of B in most of the general Education Courses and Practicum (EDUC 4013) course. Three mayor factors have contributed to the establishment of these requirements: first factor is the requirement of eligibility for employment in the Puerto Rico Department of Education to have a minimum of 3.0 in GPA. The second factor is a graduation requirement for the TEP at the Inter American University for any specialty to be 2.8 or above. The third factor is that the Fajardo TEP recognizes the importance of maintaining a minimum of 2.8 in order to fulfilled admittance to the program, and be able to graduate from the teacher Education Program at Fajardo Campus with a final GPA of 3.0 or above. This decrease in enrolment also affected the number of full time faculty that decreased from 4 to 3 full time faculties at the Fajardo Teacher Education Program.

### Department of Education Composition

The Department of Education and Social Sciences at the Fajardo Campus has a total of nine (9) full time faculty members : four (4) faculty members belongs to the TEP, two (2) faculty members belong to Criminal Justice Program, three full time faculty members belong to Social Work Program and one (1) faculty member belong to the Psychology Program . We also employ twenty five (25) part time faculties that also work with our Department as follows: eight (8) part time faculty at the TEP, eight (8) at the Criminal Justice Program, five (5) at the Psychology Program, two (2) at the Social Sciences Program and Social Work Program. The following diagram shows the structure of the Department of Education and Social Sciences.

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



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

**Retention Rates per Year and Major Years 2010, 2011 and 2012**

Year/Major	Base	Retention in 1 year			Percent
		Retention in program	Retention in other programs	No retention	
<b>2010</b>	12	5	2	5	58.33%
BA in Special Education (136)	2	2			100.00%
BA in Secondary EDUC in Biology (174)	1			1	0.00%
BA in Elementary EDUC K-3 (236)	5	1	2	2	60.00%
BA in Elementary EDUC 4-6 (237)	2	1		1	50.00%
BA in Pre School EDUC (243)	2	1		1	50.00%
<b>2011</b>	3	3	0	0	100.00%
BA in Special Education (136)	1	1			100.00%
BA in Secondary EDUC in Biology (174)					0.00%
BA in Elementary EDUC K-3 (236)	2	2			100.00%
BA in Elementary EDUC 4-6 (237)					0.00%
BA in Pre School EDUC (243)					0.00%
<b>2012</b>	17	9	3	5	70.59%
BA in Special Education EDUC (136)	2	2			100.00%
BA in Secondary EDUC in Biology (174)	1		1		100.00%
BA in Elementary EDUC K-3 (236)	5	3	1	1	80.00%
BA in Elementary EDUC 4-6 (237)	2	1		1	50.00%
BA in Pre School EDUC (243)	7	3	1	3	57.14%

Data from:

Cohort 2010 bachelor with retention as of 11 08 13.sav Cohort 2011 bachelor with 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.

Fajardo TEP is also being affected by the retention rate in the program to the factors we have already explained before. For the year 2012-13 we have a 53% retention rate en our Program. We are observing a decrease in retention rate in the 4-6th Level (50%), Pre School level (57%) and

K-3 Level (80%). The decrease in the Pre School Level is mostly due to the fact that most Pre School public schools are closing or decreasing in enrolment. In both elementary level we are experiencing closing of schools also due to decrease of enrolments.

### **Ability of completers to meet licensing (certification) Years 2012-13**

Puerto Rico Teacher Certification depends on our graduates to Pass a State Teacher Education Test name PCMAS. This Test consists of a battery of Tests depending on the Specializations of our graduates. All TEP graduates need to take the AM – TEST – Fundamental Knowledge and Communication Competencies Test (FKCT & PR – 10). Our Elementary and Secondary Students also take a PM – Professional Competencies Test (PR 21/PR 25 – Elementary or Secondary).

Finally also they have to take their third test which compresses of the Specialization Test for only: Special Education, Secondary Social Studies, Secondary Biology and Secondary English. (PR 30, PR 40, PR 50, PR 60 and PR 70).

The College Board Puerto Rico and Latin America is in charge of administering this test for the past 15 years and they report as part of the State Agreement and University an Aggregate Assessments level Pass-rate data\* for Regular Teacher Preparation Program. This assessment pass rate depends upon the numbers of students taking the tests and the number of students passing each test. They combine each score and produce a summary pass rate for each TEP in Puerto Rico. As part of the TEP certification requirement in Puerto Rico as of 2014, students need to maintain an average of 3.0 or above in their program studies and graduation average and also pass the PCMAS Battery Test.

The Fajardo Campus also adopted a Pre PCMAS TEST (SIAAM) in order to help our TEP students to increase their scores in order to pass this Battery of Tests. We have found out that since we have initiated this administration as of 2011-12, we have moved from 80 % in the 2011-12 administration of PCMAS to an 88% of Passing Rate for the year 2012-2013. The following table presents the results of the PCMAS Battery Test for the year 2012-2013.  
Table 2 Number of Program Completers for the Aggregate Assessment Level

Pass-Rate Data\*

Type of Assessment	Assessment Code	No. of Students taking assessment	No. of students passing assessment	Fajardo TEP Institution Pass Rate	State wide Pass Rate
Fundamental Knowledge and Communication Competencies	PR 10	8	8	8/8=100%	89%
Professional Competencies	PR 21, PR 25	8	7	7/8=88%	88%
Specialization	PR30, PR40, PR50, PR60, PR70	3	3	3/3=100%	86%
**Summary Pass Rate		8	7	<b>7/8 =88%</b>	<b>929/1159=80%</b>

\*Aggregate Assessment Pass Rate: The proportion of program completers who pass all the test they took in each of the skills or knowledge area, among all program completers who took one or more tests in each area (Fundamental Knowledge a Communication Competencies, Professional Competencies and Specialization).

\*\*Summary Pass Rate: The proportion of program completers who passed all test.

The Fajardo TEP summary pass rate is 88%, out of 80% state wide Pass Rate. Only eight students took PCMAS AM Test and eight passed the test, (100 %), on the other hand 8 students took the Professional Competencies test and seven (88%) passed. Finally 3 out of 3 students took the test and the 3 students passed the Specialization Battery Test (100%).