

Evidence of Quality Assurance and Continuous Improvement

The Fajardo TEP is in constant evaluation of their quality assurance process starting in candidates' admission, progression until graduation. For year 2021, TEP has endured in evaluating the TEP and advanced admission and academic progression with the collaboration of TEP faculty, program directors, admissions office, and registrar's office. TEP is aware that the program complies with the DEPR Professional Licenses requirements in relation to 3.0 or above average in graduation, Passing scores of 89 or above in PCMAS National Battery Test and CAEP 3.0 average.

The TEP BA and Advanced has admission requirements and academic progress norms and both programs implement them and evaluate the progress yearly to ensure quality assurance processes, compliance with the DEPR Professional Licensing requisites and CAEP 3.0 or above requirements.

In relation to ability to meet Professional Licensing, in coordination to DEPR and College Board of Puerto Rico and America Latina (CBPRLA), the TEP has enforced a protocol for the candidates to take a review from the Puerto Rico Teachers Association (PRTA) in order to be certified to take the PCMAS Test. If a candidate does not evidence the passing of this review, the TEP does not certify to the College Board to let this candidate take the test. AS a result of this quality assurance process, the year 2021 PCMAS Results was: 100 % (Excellent) passing score in the General (excellent) test and 100 % Elementary PCMAS Test. The number of test takers were 9. The Program also compared the results Statewide passing rate which was 96 %. This data tells the TEP that the quality assurance process done to ensure passing rates and therefore Licensing for our candidates is excellent. (See Evidence Ability of TEP Fajardo Campus to meet Professional Licenses requirements) Each year, during the month of June-July, the CBPRLA, sends a report to each TEP in Puerto Rico of the single assessment pass Level Rate and aggregate Assessment Passing Rate. The Program discusses these results with the faculty, candidates, and administrators to inform the results. In case one candidate does not pass the test, the TEP discusses the strengths and weaknesses on the results to help the candidate improve in the next test taking opportunity.

In relation to admission requirements protocol, the IAUPR TEP has admission requirements for BA and Advanced programs. Once the student is admitted to the CAMPUS, and

wishes to be admitted to the Teacher Education Program, the IAUPR has a protocol and norm to be fully admitted to the TEP as follows:

“All students admitted to the University that wish admission to the Teacher Education Program (TEP) will receive a Provisional Admission to the major of their interest until they satisfy the admission requirements of the TEP.

To be admitted or readmitted to the Teacher Education Program (TEP), students must fulfill the following requirements: (See 3.2 Evidence of cohort average that exceeds the CAEP criteria BA. Year 2021.

1. Have a minimum academic point average of **2.50 at the university level.**
2. Have approved the following courses with a minimum grade of B
 - a. EDUC 1080 (Field Experience in the Educational Scenario I), or its equivalent.
 - b. EDUC 2021 (History and Philosophy of Education) or EDUC 2022 (Society and Education) or EDUC 2031 (Developmental Psychology).
 - c. GESP 1101 (Literature and Communication: Narrative and Essay) and 1102 (Literature and Communication: Poetry and Theater).
 - d. A course in English at one of the following levels of English. 1) Basic Level: GEEN 1101 and 1102 (English as a Second Language I and II) 2) Intermediate Level: GEEN 1201 and 1202 (Development of English through Reading I) or GEEN 1202 (Development of English through Reading II). 3) Advanced Level: GEEN 2311 (Reading and Writing) and 2312 (Literature and Writing).

Students wishing to enter the Teaching of English as a Second Language at the Elementary Level program, or the Teaching of English as a Second Language at the Secondary Level program must have passed the courses GEEN 2311 (Reading and Writing) or GEEN 2312 (Literature and Writing).

3. Students will have two (2) semesters or three (3) trimesters, from the Provisional Admission to the TEP, to complete the admission requirements. If they do not complete these requirements in the required time, they must choose another field of studies.

- ____ 1. Minimum general academic index of 2.50
- ____ 2. Have passed the following courses with a minimum grade of B, among them:
 - ____ a. EDUC 1080 or its equivalent
 - ____ b. EDUC 2021 or 2022 or 2031
 - ____ c. GESP 1101 or 1102

- _____ d. GEEN 1101 or 1102/GEEN 1201 or 1202/ GEEN 2311 or 2312
- _____ e. Complete your academic record

To remain in the PEM, the student must comply with the University's Satisfactory Academic Progress Standard, as follows:

CREDITS	MINIMUM AVERAGE
0-36 credits	2.50
37-55 credits	2.75
56-74 credits	2.90
75-100 credits	3.00

Students that do not comply with the Satisfactory Academic Progress Norm once admitted as PRE_PEM or probationary, the University will be subject to the provisions established in said norm such as probation or suspension

The IAUPR TEP protocol to maintain track of the admission and academic progress of each candidate is done using the TEP Academic Progress Report done using the "SWDNPEM document data from the IAU Registrar's Office. (See copy of the document in attachment provided)

Analysis performed to evidence that the program is evaluating admission cohort regarding CAEP admission requirements for year 2021

The TEP performs an analysis of the admitted to the program as probationary status. Once the candidates enter the TEP, as a probationary status must increase the average to 2.5 during the first 2 semesters of admission of three trimesters of admission. The TEP has analyzed the data from the Registrar's office of the admission cohort for year 2021 and found that only nine (9) students were admitted to the TEP as a PRE-PEM or probationary status according to the TEP admission Requirements Norm (See evidence tables provided from the registrar's Office). Only 4 students were admitted with an average of 2.24 to the Campus, but they met the other components required to be admitted to the Campus, therefore, they were admitted to the TEP as a PRE_PEM or probationary status. On the other hand, 2 students were admitted with a high school index of 2.68 and 3.32 and finally 1 student was admitted with an

average of 3.58 The total cohort average of admitted to the TEP is 2.90. The Campus uses other admission requirements but for CAEP purposes the TEP uses only the high school index as the admission element to enter as PRE_TEP or probationary status.

The TEP understands that the student's admitted as a PRE_PEM, must follow the admission requirement and Satisfactory Progress Norm depending on the number of credits approved, until they reach an average of 2.75 to 3.0 for the TEP established to maintain an active status. Once the candidates reach the clinical practice course, they must have an average of 3.0 or above to qualify to take the course, pass the course with B or above. To graduate, candidates must have 3.0 or above in total average

Once these candidates are admitted they must increase the average depending on the number of credits approved until they reach 3.0 average for completion to graduate. Once these candidates are admitted they must increase the average depending on the number of credits approved until they reach 3.0 average to be in compliance with the 3.0 norm for progression and for completion in order to graduate. To verify the academic progress of the admitted to the TEP, the program uses the Academic Progress report document for 2021 of TEP actives -candidates. The document is in accordance with the IAUPR Academic Progress Norm for any TEP candidate. The norm is in the 2019-2021 IAUPR General Catalog pages 222-223. Each Year the TEP faculty evaluates the academic Progress of the TEP candidates according to the Norm. This year the TEP faculty analyzed the report and sent 12 letters to the candidates informing their academic progress. (See evidence Analysis of the Academic Progress evaluation Report for BA year 2021.) In this evidence the TEP demonstrated that they are evidencing the quality assurance process for BA TEP Candidates year 2021. This evidence includes copy of the letters sent to the candidates in relation to their progression average and evidence of the Academic Progress Report the TEP uses to evaluate their BA candidate's satisfactory progression according to the academic progress Norm of the TEP.

The Advance Program also evidences that they are following the admission and Academic Progress Norm Each year the Advance Program Coordinator performs an academic review of candidates according to the IAU Academic Progress Norm process the institution has established. The institution sends the Academic Program Evaluation Report (SWDEPPG), to

track the academic progress of the advance candidates. (See Evidence of Advance Academic Progress Evaluation Report). The process is done by the Advance Coordinator once a year and she use the candidates' transcripts and the Report to evaluate that once the candidates are admitted to the advance educational Leadership program, they comply to the 3.0 average in the credits approved in the remaining years until the end of the study program completion. The program Coordinator informs the advance candidates using a letter (See evidence of letter sent to the candidates in Spanish and English). Once the process is done, the Advance Coordinates proceeds to send a letter to inform the candidates regarding their academic progress. The letter informs the candidate the norm, including the qualitative and quantitative component of the process. Utilizing the candidates' transcripts and the information from the Academic Progress evaluation Report, she evaluates if the candidate complies with the norm or not and explains specific reasons. The letters are in the candidate's records.

Finally, the letter invites the candidates to meet with the program coordinator and discuss their status in terms of academic progress norm. This process is done until the candidate graduates. For the Year 2021, the Program Coordinator sent 7 letters to the candidates because of the evaluation of the Academic Progress Evaluation Report. (See 7 letters sent for 2021 to the advance Educational Leadership Candidates). As a conclusion, the Advance program demonstrated that they are following the quality assurance protocol and also demonstrated continuous improvement regarding the results of the analysis performed for the 2021 evaluation.

In relation to continuous improvement of the instruments used in the Advanced Program, the program demonstrated they have actualized, revised the instruments according to the revised 2022 CAEP Advance Standards. In year 2021, the program has validated the instruments once they revised the instruments in collaboration with Program Faculty, school directors, clinical supervisors, and program coordinator. (See evidence of content validity of Advanced Instruments made in year 2021). Once the validity was performed, the instruments were ready to be administrated.

In relation to continuous improvement, the Fajardo TEP (BA and Advanced) uses the results of the administration of the instruments to verify if the candidates demonstrate competence and mastery of the Competencies measures, also they discuss strengths and weaknesses observed in order to improve the courses, content of the courses, incorporation of application activities instead of theory, revision and alignment od advance instruments to 2022

CAEP Advance Standards, Discussions of Collaborative Agreements made in 2021 with school Directors in the BA and Advanced Program , Discussions of the findings of the academic progress evaluations for BA and Advance Programs, incorporation of additional classroom observations specially in methodology courses. The TEP evidenced 5 meetings in 2021, where they are discussing: changes made as a results of CAEP 2022 Standards, discussion of the revised instruments to faculty, school directors, clinical faculty, (See evidence of Agendas of TEP Meetings year 2021) In these meetings participated and collaborated Faculty , clinical faculty , school directors , mentors , cooperative teachers.

**EVIDENCE OF 2021 AGENDAS FROM TEP MEETINGS, BA AND
ADVANCED**

Inter American University
Fajardo Campus
Department of Education and Social Science

Date: August 26, 2021
Room: Meeting Room
Time: 9:00 am

AGENDA

1. Welcome
2. Discussion CAEP revised Standards 2022
(Revised in June, 2021)
3. Discussion and revision TEP instruments according to revised standards 2022

Dr. Porfirio Montes-Program Director
Dr. Migdalia Cardona - CAEP Coordinator

Universidad Interamericana de Puerto Rico
Recinto de Fajardo
Departamento de Educación y Ciencias Sociales

Attendance Sheet

Teacher Education Program

Día: August 26, 2021.

Hora: 9:00 am

Lugar: Meeting Room

Nombre	Firma
Dra. Migdalia Cardona –CAEP Coordinator	Migdalia Cardona
Dr. Porfirio Montes- Program Director	Porfirio Montes
Prof. César Meléndez- Teacher Internship Coordinator	César Meléndez
Prof. Luis Velázquez- School Director	Luis Velázquez
Dra. Nilsa Trenche - Supervisor	Nilsa Trenche
Prof. Ilia Rivera – Cooperating Teacher	Ilia M. Rivera Cruz
Dr. Myriam Caballero -Supervisor	Myriam Caballero Quinones

Porfirio Montes
Director

Inter American University
Fajardo Campus
Department of Education and Social Science

Date: October 5, 2021
Room: Meeting Room
Time: 9:00 am

AGENDA

1. Welcome
 2. Orientation Standards revision 2022
 3. Instruments validation to TEP according to 2022 CAEP Standards
 4. Align instruments to standards 2022
- Note: No validation will be done, only content validation.

Dr. Porfirio Montes-Program Director
Dr. Migdalia Cardona - CAEP Coordinator

Universidad Interamericana de Puerto Rico
Recinto de Fajardo
Departamento de Educación y Ciencias Sociales


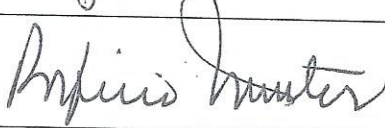
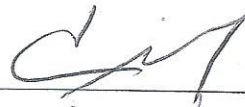
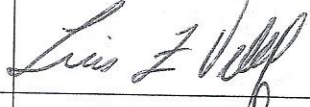

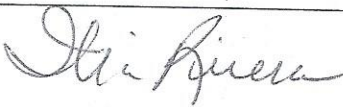
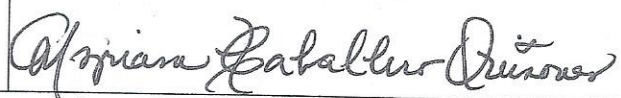
HOJA DE ASISTENCIA

Teacher Education Program (BA)

Día: October 5, 2021

Hora: 8:30 am

Lugar: Sala de Reuniones de Facultad

Nombre	Firma
Dra. Migdalia Cardona –CAEP Coordinator	
Dr. Porfirio Montes- Program Director	
Prof. César Meléndez- Teacher Internship Coordinator	
Prof. Luis Velázquez- School Director	
Dra. Nilsa Trenche – Supervisor	
Prof. Iliá Rivera – Cooperating Teacher	
Dr. Myriam Caballero - Supervisor	

Porfirio Montes
Director

Inter American University
Fajardo Campus
Department of Education and Social Science

Date: November 12, 2021
Room: Meeting Room
Time: 9:00 am

AGENDA

1. Welcome
2. Advance revised instruments: A01-R / A02-R / A03-R (A-1.1R) / A04-R / A05-R / A06-R (A-1.1-R) / A07-R / A08-R (A-1.1-R and A1.1-R and A1.2-R).
3. Review of content validity of master's degree instruments
4. 3. Review of subscales aligned to the CAEP document revised in 2022 (Standards Workshop).
5. 4. Mastery instruments aligned to the 2022 standards with faculty participation.
6. 5. Instruments A05-R and A06-R - to be used starting August 2021 - no scheduling of these courses from January-May 2021 - after content validity in November 2021 (courses aligned to A1.2R).
7. 6. A03R- will be used in three courses and is aligned to A1.1-R

Dr. Porfirio Montes-Program Director
Dr. Migdalia Cardona - CAEP Coordinator



HOJA DE ASISTENCIA

Curso: _____

Día y Hora: _____

Sección: _____

Profesor/a: _____

	Nombre	Núm. Identificación
1.	<i>Regalado Luis</i>	_____
2.	<i>Argüero Amador</i>	_____
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25.	_____	_____

Inter American University
Fajardo Campus
Department of Education and Social Science

Date: December 4, 2021
Room: Meeting Room
Time: 9:00 am

AGENDA

1. Welcome
2. Measure 3 applied to BA and Advanced
3. PRE-PEM and PEM Student Academic Standard Report and letters of admission to the master's program (PEM) 2021
4. Collaborative Agreements - Teaching Practice (BA and Advanced) 2021
5. Verify instruments and final revisions in alignment to CAEP Standards 2022.
6. Validation of instruments 05-A and 06-A (February 2022)
7. Verify documents validations carried out (February, 2021)

Dr. Porfirio Montes-Program Director
Dr. Migdalia Cardona - CAEP Coordinator


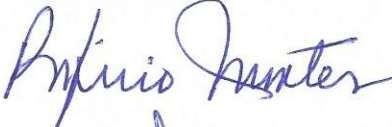

Inter American University
Fajardo Campus
Department of Education and Social Science

ATTENDANCE SHEET
CAEP - ADVANCED PROGRAM

Día: December 4, 2021

Hora: 8:30 am

Lugar: Meeting Room

Nombre	Firma
Dra. Migdalia Cardona –CAEP Coordinator	
Dr. Porfirio Montes- Director	
Nilsa Mercado-Auxiliary Dean (Advanced Program)	

Porfirio Montes
Director

Inter American University
Fajardo Campus
Department of Education and Social Science
Advanced Program
Undergraduate Program

Date: December 11, 2021
Room: Meeting Room
Time: 1:00 pm

AGENDA

1. Welcome
2. Discussion Academic Progress 2021 (BA and MA)
3. Letters sent to master's program students (Academic Progress- 2021)
4. Admission Rate 2021 (Advanced)
5. Admission Rate (BA) (2021)
6. Final Summary

Dr. Porfirio Montes-Program Director - Teacher Education Program
Dr. Migdalia Cardona - CAEP Coordinator
Prof. Nilsa Mercado -Auxiliary Dean, Advanced program

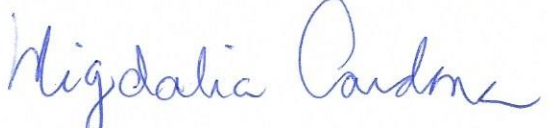
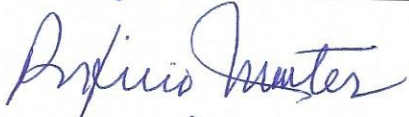

Inter American University
Fajardo Campus
Department of Education and Social Science

**ATTENDANCE SHEET
CAEP - ADVANCED PROGRAM**

Día: December 11, 2021

Hora: 8:30 am

Lugar: Meeting Room

Nombre	Firma
Dra. Migdalia Cardona –CAEP Coordinator	
Dr. Porfirio Montes- Director	
Nilsa Mercado-Auxiliary Dean (Advanced Program)	

Porfirio Montes
Director