

# 2020 EPP Annual Report

CAEP ID:	32359	AACTE SID:
Institution:	Inter American University of Puerto Rico - San Germán	
Unit:	Department of Education and Physical Education	

## Section 1. EPP 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"/>

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

<http://www.sg.inter.edu/decanato-de-asuntos-academicos/departamentos-academicos/educacion-y-educacion-fisica/caep-informacion/>

## 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 2018-2019 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure<sup>1</sup>

33

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.)<sup>2</sup>

54

**Total number of program completers** 87

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

<sup>2</sup> 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 2018-2019 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

**YES, WE ADDED ADVANCED-LEVEL PROGRAMS THAT WILL BE INCLUDED IN A PHASE-IN PLAN FOR THEIR ACCREDITATION IN THE NEXT ACCREDITATION CYCLE.**

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://www.sg.inter.edu/decanato-de-asuntos-academicos/departamentos-academicos/educacion-y-educacion-fisica/caep-informacion/>

Description of data accessible via link: Web page link from San Germán Campus, EPP Initial-Level Program

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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?

Note: The Section 4 of the 2020 Annual Report to CAEP could not be fully completed due to facts that affected us. Our Program could not gather all data and finished all the tabulations and analysis required due to the following reasons:

1. Academic year 2018-2019 was dedicated primarily and exclusively to write and send to CAEP the Self-Study Report of our Teacher Education Program (EPP-Initial Level Program), and to respond to CAEP's communications about the Site-Visit that took place on May 2019.
2. From May 2019 to October 2019, we dedicated our time to respond to CAEP's Rejoinder and to be prepared for the October 2019 virtual meeting with the Accreditation Council. After this meeting, we received a Probatory Accreditation for two (2) years.
3. In November and December 2019, we dedicated our efforts to revise our instruments in order to answer the AFI's and Stipulations confirmed by CAEP for our EPP-Initial Level Program. We also celebrated different meetings with the Chancellor, Academic Deanship, Dean of Students Affairs, and with our EPP's Faculty to analyze the AFI's and Stipulations and to decide how we were to address them in the 2020 Annual Report and in the next required Self-Study Report.

4. Since December 28, 2019, Puerto Rico has been affected with several earthquakes that affected especially the Southwest area of Puerto Rico where our EPP is located (Inter American University of Puerto Rico, IAUPR, San Germán Campus), specially the great earthquake of January 7, 2020. All the Southwest area was affected, including our Campus and all private and public schools, that had to remain closed until certified by the team of structural engineers. This situation caused also the delay in the opening of partner schools to our candidates, candidates-at-completion, and to contact our completers and stakeholders.

5. Then, when we had already begun the placement of our students and the first contacts with our completers and stakeholders, in March the quarantine and curfew began in Puerto Rico due to the COVID-19 pandemic. The IAUPR decreed an academic and administrative recess from March 16, 2020 up to March 30, 2020. Since March 31, 2020, we are working online, but the schools have basically been closed or serving their students online. This situation has affected our process of data gathering, tabulation and analysis of the academic year 2018-2019. The instruments that we have were in hardcopy, and in April 2020 were tabulated. Due to the COVID-19 situation we were unable to collect new data, as necessary.

Due to these facts, we can only submit to CAEP a partial annual report. Therefore, we request an extension of time, to submit data related to our EPP-Initial Level Program for the 2020 Annual Report and for the next Self-Study Report. CAEP, through Dr. Banhi Bhattacharya, Accreditation Director, Research and Annual Reports, extended the deadline until May 31 to complete the rest of the report, where our EPP will include data for your Initial Licensure programs but not of the impact measures related to CAEP Standard 4. We are presented in file uploaded the following Outcome Measures: Graduation Rates for Initial and Advanced-Level Programs; the ability of completers in the Initial-Level EPP to meet licensing (certification) with the most recent information of PCMAS (Standardized Test for teacher certification). Available data is of completers at the Initial-Level EPP. The ability of completers to meet licensing (certification) is measured through PCMAS (standardized test called Pruebas para la Certificación de Maestros).

## 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.

### CAEP: Areas for Improvement (ITP)

1 Content and Pedagogical Knowledge

#### The EPP did not provide sufficient evidence for candidates' understanding of InTASC standards at the appropriate progression levels. (component 1.1)

We revised local Assessment instruments to aligned them to InTASC standards. With this alignment, we tabulated and analyzed data for four academic terms (Spring 2018, Fall 2018, Spring 2019 and Fall 2019). This analysis is presented in this progress report. In Fall, 2020 we are going to continue data gathering with this alignment (Uploaded document).

### CAEP: Stipulation (ITP)

1 Content and Pedagogical Knowledge

#### The EPP did not provide evidence that ensures candidates demonstrate skills and commitment that afford all P-12 students access to college- and career-ready standards. (component 1.4)

Answer: We aligned course Syllabi to college- and career-ready standards as well as revised local Assessment instruments to these standards. We had meetings with Academic and Students Affairs offices in order to establish a collaboration process to data gathering to answer this AFI. We made statistical analysis of data gathered through local Assessment instruments in four terms (Spring 2018, Fall 2018, Spring 2019 and Fall 2019) that will be shared in Self-Study Report in October 2020. From June to September 2020, we are going to analyse Syllabi according to college- and career-ready standards, and since Fall 2020, we are going to begin new data gathering.

### CAEP: Areas for Improvement (ITP)

2 Clinical Partnerships and Practice

#### The EPP did not provide sufficient evidence on how the EPP and their P-12 partners evaluate clinical educators and university supervisors. (component 2.2)

We designed and validated new instruments to fulfill this AFI. We were going to begin data gathering in early Spring 2020, but it was not possible due to earthquakes and COVID-19 pandemic. Since Fall 2020, we are going to begin new data gathering.

### CAEP: Areas for Improvement (ITP)

2 Clinical Partnerships and Practice

#### The EPP did not provide sufficient evidence that it works with partners to design clinical experiences of sufficient diversity, depth, and breadth. (component 2.3)

We had meetings with Faculty of EPP-Initial Level committees in order to revise our partnerships procedures to enhance and obtain sufficient diversity, depth, and breadth evidences. From Fall 2020, we are going to begin new data gathering.

### CAEP: Areas for Improvement (ITP)

3 Candidate Quality, Recruitment, And Selectivity

#### The EPP did not provide sufficient evidence of efforts to address recruitment needs for shortage fields. (component 3.1)

We had meetings with Academic and Students Affairs offices in order to establish a collaboration process to data gathering to address this important concern. This process will be designed in Fall 2020, and implemented in Spring 2021.

**CAEP: Areas for Improvement (ITP)**

4 Program Impact

**The EPP did not provide sufficient evidence of multiple measures related to completer impact on P-12 learning and development. (component 4.1)**

We had meetings with Faculty of EPP-Initial Level committees in order to revise our partnerships procedures. The revised procedures will be designed and implemented since Fall 2020.

**CAEP: Areas for Improvement (ITP)**

4 Program Impact

**The EPP did not provide sufficient evidence on the analysis, evaluation, and interpretation of data related to employer satisfaction regarding completers' impact on P-12 learning. (component 4.3)**

We had meetings with Faculty of EPP-Initial Level committees in order to revise our partnerships procedures to answer this AFI. The revised procedures will be designed and implemented since Fall 2020.

**CAEP: Areas for Improvement (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP did not provide sufficient evidence of a quality assurance system comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. (component 5.1)**

We have a QAS, and it was presented to the Visiting Team from CAEP in May 2019. We had meetings with Faculty of EPP-Initial Level committees in order to revise our QAS procedures, measures and evidences. The revised QAS will be implemented since Fall 2020.

**CAEP: Areas for Improvement (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP did not provide sufficient evidence of a quality assurance system that relies on actionable measures, which can be used for program improvement and operational effectiveness. (component 5.2)**

We have a QAS, and it was presented to the Visiting Team from CAEP in May 2019. We had meetings with Faculty of EPP-Initial Level committees in order to revise our QAS procedures, measures and evidences. The revised QAS will be implemented since Fall 2020.

**CAEP: Stipulation (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP did not provide evidence of acting upon completer impact data for decision-making related to programs, resource allocation, and future direction. (component 5.4)**

We had meetings with Faculty of EPP-Initial Level committees in order to revise our decision-making process for acting upon completer impact and to revise programs, resources allocation, and future direction in order to give answer to this Stipulation. We were going to begin data gathering in Spring 2020, but it was not possible due to earthquakes and COVID-19 pandemic. From June to December 2020, we are going to revise gathered data to re-analyzed them according to college- and career-ready standards. Since Fall 2020, we are going to begin new data gathering.

**CAEP: Stipulation (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP does not assure that appropriate stakeholders, including alumni, employers, practitioners and school partners are involved in program evaluation, improvement, and identification of models of excellence. (component 5.5)**

We have meetings with Faculty of EPP-Initial Level committees, and with Academic and Student Affairs offices in order to revise our partnerships procedures to answer this Stipulation. Due to the earthquakes, and the COVID-19 pandemic, we could not design and implement new strategies to assure that appropriate stakeholders will be involved in program evaluation, improvement, and identification of models of excellence. We are going to implement the revision of our partnerships procedures to answer this Stipulation in Fall, 2020.

## 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?

Pending to be completed due to delay described before. Partial data is included in uploaded document titled: Data for 2020 Annual Report. The revised Quality Assurance System (QAS) of our EPP at Initial-Level, that will be applied to data gathering for the answers of all AFI's and Stipulations since Fall, 2020, is included in uploaded documentation.

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

- 1.1 Understanding of InTASC Standards
- 1.4 All P-12 students afforded access to college- and career-ready standards.
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 2.3 Partners design high-quality clinical experiences
- 3.1 Recruits and supports high-quality and diverse candidate pool
- 4.1 Completer impact on student growth and learning
- 4.3 Employer satisfaction
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- 5.5 Relevant stakeholders are involved in program evaluation

Upload data results or documentation of data-driven changes.

- [!\[\]\(e548a391c65118ac2476924cdb5db38c\_img.jpg\) Letter\\_to\\_CAEP\\_from\\_Chancellor\\_of\\_San\\_German\\_Campus\\_final\\_\(AMC\)\(5\).pdf](#)
- [!\[\]\(6fc1fda334fce799e3b50f6cf68d70a8\_img.jpg\) Annual\\_Report\\_2020\\_\(May\\_31\\_2020\).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

Please refers to 2020 Annual Report in uploaded documentation.

## 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 2020 EPP Annual Report.

**I am authorized to complete this report.**

### Report Preparer's Information

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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**