

**REPOSNE TO
2020 EPP Annual Report - Reviewer Feedback
(Staff Review Report, December 2020)**

Section 1 AIMS Profile & Section 2 Program Completers

CAEP: *Fee bracket change. In 2019, the EPP reported 45 completers (45 initial and 0 advanced). In 2020, the EPP reported 87 (33 initial and 54 advanced). [This information is important for CAEP's finance team for accounting purposes. The EPP does not need to respond to this feedback but will continue to report completers for initial and/or advanced programs as applicable for the next annual report.*

EPP-San Germán Campus: Got it, thank you.

CAEP: *The link (Link: <http://www.sg.inter.edu/decanato-de-asuntos-academicos/departamentos-academicos/educacion-yeducacion-fisica/caep-informacion/>) leads to a webpage that does not clearly demonstrate which Initial and/or Advanced Programs were part of the last accreditation review. The EPP needs to update the webpage by the time the 2021 Annual Report is submitted.*

EPP-San Germán Campus:

- New link: Accreditation Decision (November 9, 2019), http://www.sg.inter.edu/wp-content/uploads/Documentos/departamentos/educacion_y_educacion_fisica/CAEP/Accreditation-2019.pdf
- New link to Self-Study Report (September 30, 2020), http://www.sg.inter.edu/wp-content/uploads/Documentos/CAEP/Self_Study_Report%20Sept_30_2020.pdf

Section 4. Display of Annual Reporting Measures.

CAEP: *The data is in a file that is linked on the page (Link: <http://www.sg.inter.edu/decanato-de-asuntos-academicos/departamentos-academicos/educacion-y-educacionfisica/caep-informacion/>). In the file, there is other information included, not just the reporting measures. Further, the data is unclear of connection to the CAEP measures. CAEP's expectation is that data for annual reporting measures should be prominently displayed on the EPP's website for easy public access.*

EPP-San Germán Campus:

- New link to 2020 Annual Report (May 31, 2020), http://www.sg.inter.edu/wp-content/uploads/Documentos/CAEP/EPP_2020_Annual_Report_May_31_20.pdf
- New link to Data for 2020 Annual Report (May 31, 2020), http://www.sg.inter.edu/wp-content/uploads/Documentos/CAEP/DATA_Annual_Report_2020_May_31_20.pdf

Annual Reporting Measures (CAEP Component 5.4 | A.5.4)

CAEP: Reviewers could not locate data for CAEP's Annual Reporting Measure(s) 1,2, 3, 4, 7. To ensure compliance with CAEP requirements, the EPP needs to update and prominently display the information on its own website with completer data for all the annual reporting measure(s), as collected from academic year 2018-19, and send a confirmation to CAEP staff via email (eppannualreport@caepnet.org) by January 31, 2021. To the extent the data is not available the EPP should use placeholders on its webpage and indicate when data will be made public. EPP stated, "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."

EPP-San Germán Campus:

Data and other related information were published in the following Links:

http://www.sg.inter.edu/wp-content/uploads/Documentos/CAEP/EPP_2020_Annual_Report_May_31_20.pdf

http://www.sg.inter.edu/wp-content/uploads/Documentos/CAEP/DATA_Annual_Report_2020_May_31_20.pdf

Updated information for terms Fall 2018, Spring 2019, and Fall 2019 are the following:

Impact Measures (CAEP Standard 4): 1. Impact on P-12 learning and development (Component 4.1)

The impact on P-12 learning and development (Component 4.1) was measured in Local Assessment instrument PD-11 Survey to Employers. The areas evaluated in terms Fall 2018, Spring 2019, and Fall 2019 were: Use of technology, Classroom management, and Diversity Data evidenced the following:

1. In general: All areas accomplished the expected point average.
2. In specific: The classroom management by Completers did not accomplish the expected point average according with Employers.
3. In specific: The use of technology by Completers accomplished the expected point average according with Employers.
4. In specific: The respect of diversity by Completers accomplished the expected point average according with Employers.

Impact Measures (CAEP Standard 4): 2. Indicators of teaching effectiveness (Component 4.2)

The indicators of teaching effectiveness (Component 4.2) were measured in Local Assessment instrument PD-11 Survey to Employers. The areas evaluated in terms Fall 2018, Spring 2019, and Fall 2019 were: Subject matter knowledge, Pedagogy knowledge, Disposition and commitment with students and profession, and Reflective thinking competencies and research. Data evidenced the following:

1. In general: All areas accomplished the expected point average.
2. In specific: The subject matter knowledge of Completers did not accomplish the expected point average according with Employers.
3. In specific: The pedagogy knowledge, the disposition and commitment with students and profession, and the reflective thinking competencies and research of Completers accomplished the expected point average according with Employers

Impact Measures (CAEP Standard 4): 3. Satisfaction of employers and employment milestones (Component 4.3 | A.4.1)

The satisfaction of Employers (n=16 in three terms) was also measured in Local Assessment instrument PD-11 Survey to Employers. The general satisfaction of Employers accomplished the expected point average (Very acceptable).

The small number of employers in PD-11 administration was 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.

Impact Measures (CAEP Standard 4): 4. Satisfaction of completers (Component 4.4 | A.4.2)

The satisfaction of Completers was to be measured in Local Assessment instrument PD-13-B1 Survey to Completers. This instrument was not administered during in terms Fall 2018, Spring 2019, and Fall 2019 due to 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 to answer the AFI's and Stipulations confirmed by CAEP for our EPP-Initial Level Program.

Outcome Measures: 7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

The ability of Completers to hired in education positions for which they have prepared was to be measured in Local Assessment instrument PD-13-B1 Survey to Completers. This instrument was not administered during in terms Fall 2018, Spring 2019, and Fall 2019 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 to answer the AFI's and Stipulations confirmed by CAEP for our EPP-Initial Level Program.

Section 4. Display of Annual Reporting Measures.

CAEP: 3. Is display of data an example of best practice? No

4. [4.2] Does EPP narrative sufficiently address all question prompts? No

4.a. If no, which prompts are not sufficiently addressed? 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? With whom are measures shared? Overall, what have you learned about the EPP's performance on these outcome and impact measures?

4.b. Further clarification (optional): The EPP presented a timeline of their report completion but did not address the prompts.

EPP-San Germán Campus:

We reaffirm what we wrote in May 30, 2020:

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.

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

EPP-San Germán Campus:

This section was waived by CAEP in 2021 Annual Report due to our decision to voluntarily allow the CAEP Probatory Accreditation to lapse. Dr. Christopher Koch, President of CAEP accepted our decision in his letter on March 4, 2021.

Our letter signed by our Chancellor on March 1, 2021 to Dr. Vince O'Neill, CAEP Accreditation Director, Councilors and Accreditation Decisions expressed the following:

The Teacher Education Program (TEP) of the Inter American University of Puerto Rico, San Germán Campus, was accredited by the Teacher Education Accreditation Council (TEAC) from 2012 to 2019. In May 2019, our EPP as TEAC legacy program received the site visit of CAEP and a probationary status was given for two (2) years in October 2019.

Originally, to remove the probationary status, it was required the compliance of Standard 1 (Component 1.4) and Standard 5 (Components 5.4 and 5.5). Our Self-Study Report was sent in September 30, 2019, and the Formative Feedback Report received on February 1, 2021. This report reaffirmed the original stipulations but also added Stipulations to Standard 5 (Components 5.1, 5.2, and 5.3).

Due to the unprecedented events in Puerto Rico, especially in the Southwest area where our Campus is (seismic movements after the earthquake of January 7th, 2020, pandemic due to COVID-19, school closings and changes in the educational private and public systems), the data required for compliance especially of Standard 5 cannot be currently gathered for the pertinent academic analysis, and will be impossible to retrieved.

*Therefore, sadly the San Germán Campus with the approval of the President of the Inter American University of Puerto Rico system, has decided to withdraw from the re-accreditation process as of **October 21st, 2021 (due date of our probatory accreditation)**. We hope to apply for a new accreditation process again in the future. Thanks you very much for all your understanding, help and advise.*

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

Name: Dr. Elba T. Irizarry-Ramírez
Position: Coordinator for the Accreditation of Advanced-Level EPP and
Related Fields
Phone: (787) 264-1912, ext. 7388; (787) 383-4939
E-mail: elba_irizarry_ramirez@intersg.edu

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

Acknowledge