

**2018 EPP ANNUAL REPORT DATA TO CAEP:  
EDUCATOR PREPARATION PROGRAMS AT THE SAN GERMÁN CAMPUS OF THE  
INTER AMERICAN UNIVERSITY OF PUERTO RICO  
ACADEMIC YEAR 2016-2017**

**Educator Preparation Programs**

The TEP is an institutional program offered in eight campuses or institutional units, including San Germán Campus. In July 2014, the TEP revised and established its theoretical and methodological frame. This framework is in attached document *Teacher Education Program (TEP) Framework*.

The Educator Preparation Programs (EPPs) at the San Germán Campus of the IAUPR are in two levels: Initial and Advanced. The Teacher Education Program (TEP) is an initial EPP that offers Bachelor degrees in Education or related fields. The Graduate Programs in Education and other related fields are advanced-level EPPs that will not be included in this *2018 EPP Annual Report* nor in *the Inquiry Brief* (may, 2018), but will be included in the *Plan for the Accreditation of Advanced-Level Educator Preparation Programs* according to the “Phase-In Schedule for Advanced-Level Programs” as established in *CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level*.<sup>1</sup>

The *2018 EPP Annual Report* submitted to the Council for the Accreditation of Education Preparation (CAEP) is for Teacher Education Program (TEP) at the San Germán Campus. It presents the data required through the Annual Report System (ARS) at <http://aims.caepnet.org/ARS/Page012017.asp?IID=1269&YID=25&RID=18266>

**Program Options**

The Teacher Education Program (TEP) at the San Germán Campus offers a Bachelor of Arts degree. Its majors are: Preschool Level Education; Early Childhood Education (levels K-3<sup>rd</sup> and 4<sup>th</sup>-6<sup>th</sup>); Secondary Education (Biology, Chemistry, History Mathematics, Social Studies, and Spanish); Physical Education and Recreation (Elementary and Secondary levels, and Adapted); Special Education; Teaching English as a Second Language (Elementary and Secondary levels); Art Education; and Music Education.<sup>2</sup> These options or majors meet the requirements for teacher certification granted by the Department of Education of Puerto Rico (DEPR, 2012).

In the Initial Level, two academic departments administer one EPP (TEP) which offer 18 active program options or specialties (majors). The Department of Education and Physical Education is in charge of the majors: Preschool Level Education; Early Childhood Education (levels K-3<sup>rd</sup> and 4<sup>th</sup>-6<sup>th</sup>); Secondary Education (Biology, Chemistry, History Mathematics, Social Studies, and Spanish); Physical Education and Recreation (Elementary and Secondary

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<sup>1</sup> Council for the Accreditation of Educator Preparation, CAEP (2017), pp. 66-71.

<sup>2</sup> IAUPR (2017a), pp. 123-124, 168-194, 278-285.

levels, and Adapted); Special Education; and Teaching English as a Second Language (Elementary and Secondary levels). The Department of Fine Arts administered the majors: Arts Education (Visual Arts), and Music Education (General-Vocal, and Instrumental).

Advanced-Level EPPs consist of 15 active program options or specialties (majors)<sup>3</sup>, administered in six academic departments. The Departments are: Languages and Literatures, Department of Education and Physical Education, Social Sciences and Liberal Arts, Entrepreneurial and Management Science, Fine Arts, and Mathematics and Applied Sciences.

The program options of TEP and Advanced-Level Programs of the EPPs at the San Germán Campus are in Table 1.1 *Program Options in the Teacher Education Program (TEP) and EPP Advanced Level Program Options at the San Germán Campus*.

Table 1.1

*Program Options in the Teacher Education Program (TEP) and EPP Advanced Level Program Options at the San Germán Campus*<sup>4</sup>

Option Name	IAUPR Code	CIP Code	Level	Number of Completers (2016-2017)	Number of Students Enrolled (2017-2018)*
<b>Initial Level</b>					
B.A. Secondary Education in Mathematics	128	13.1311	Undergraduate	3	10
B.A. Special Education	136	13.1001	Undergraduate	7	17
B.A. Secondary Education in History	144	13.1328	Undergraduate	1	15
B.A. Secondary Education in Spanish	145	13.1330	Undergraduate	1	17
B.A. Teaching English as a Second Language at the Secondary Level	147	13.1401	Undergraduate	1	34
B.A. Secondary Education in Biology	174	13.1322	Undergraduate	1	5
B.A. Secondary Education in Science in the Junior High School ♦	175	13.1316	Undergraduate	2	0
B.A. Physical Education at the Secondary Level	176	13.1314	Undergraduate	0	11
B.A. Secondary	177	13.1318	Undergraduate	1	3

<sup>3</sup> IAUPR (2017b), pp. 85-87, 91-99, 100-102, 107-109, 113-121, 129-130, 160-162, 168-172.

<sup>4</sup> Inter American University of Puerto Rico, IAUPR. (2017a, January). *General Catalog 2015-2017*. San Juan, Puerto Rico: Author. Retrieved from <http://documentosinter.azurewebsites.net/#31-catalogos-vigentes>

Option Name	IAUPR Code	CIP Code	Level	Number of Completers (2016-2017)	Number of Students Enrolled (2017-2018)*
Education in Social Studies					
B.A. Physical Education at the Elementary Level	178	13.1314	Undergraduate	3	13
B.A. Secondary Education in Chemistry	187	13.1323	Undergraduate	1	0
B.M. Music Education: Instrumental	191	13.1312	Undergraduate	2	61
B.M. Music Education: General-Vocal	192	13.1312	Undergraduate	1	79
B.A. Teaching English as a Second Language at the Elementary Level	206	13.1401	Undergraduate	0	14
B.A. Adapted Physical Education	207	13.1099	Undergraduate	4	11
B.A. Early Childhood: Elementary Level (K-3)	236	13.1202	Undergraduate	1	22
B.A. Early Childhood: Elementary Level (4-6)	237	13.1202	Undergraduate	5	7
B.A. Early Childhood: Pre-school Level	243	13.1209	Undergraduate	5	18
B.A. Visual Arts: Art Education	254	13.1302	Undergraduate	6	16
B.A. School Health ♦♦	267	13.1299	Undergraduate	5	1
<b>Total of TEP's Students</b>				<b>45</b>	<b>354</b>
<b>Advanced-Level</b>					
Education:					
Counseling (M.A.)	309A	13.1101	Graduate	9	21
Special Education (M.A.)	329	13.1001	Graduate	9	20
Teaching of Science (M.A.) ♦♦♦	343	13.1316	Graduate	3	7
Teaching at the Elementary Level (M.Ed.)	395	13.1202	Graduate	4	7
Physical Education: Teaching of Physical Education (M.A.)	401	13.1314	Graduate	3	7
Educational Management and Leadership (M.A.)	402	13.0401	Graduate	5	6
Education (M.Ed.): Teaching of	T451	13.1316	Graduate	N/A	0

Option Name	IAUPR Code	CIP Code	Level	Number of Completers (2016-2017)	Number of Students Enrolled (2017-2018)*
Chemistry <sup>•</sup>					
Education (M.Ed.): Teaching of Biology <sup>•</sup>	T452	13.1316	Graduate	N/A	4
Teaching English as a Second Language (M.A.)	300	13.1401	Graduate	3	22
Psychology (M.A.): School Psychology	324	42.280	Graduate	5	13
Business Education (M.A.)	339	13.1303	Graduate	2	7
Music Education (M.A.)	393	50.0903	Graduate	7	14
Education (Ed.D.):					
Education Management and Leadership	520C	13.0401	Graduate	3	65
Curriculum and Teaching	540C	13.0301	Graduate	3	90
Business Education	587	13.1303	Graduate	2	7
Mathematics Education	D001	13.1311	Graduate	N/A	4
<b>Total of Advanced- Level Students</b>				<b>64</b>	<b>320</b>

Data provided by the Office of Research, Assessment and Planning, IAUPR, and by the Registrar Office of San Germán Campus.

- ◆ - Major change: In April 2016, the closing of the program was approved by the Council of Education of Puerto Rico (Case # 2010-076). A five-year period was established in order to give opportunity to students to complete their BA. No new admissions are permitted.
  - ◆◆ - Major change in July 2015 (Case # 2012-120E): Moratorium approved by the Council of Education in Puerto Rico. A five-year period was established in order to give opportunity to students to complete their BA. No new admissions are permitted.
  - ◆◆◆ - Major change in February 2018: Moratorium request to the Council of Education in Puerto Rico (Certification of Knowledge: 1997-065E, 2005-142, 2016-371, ROA 2018-03). A five-year period was established in order to give opportunity to students to complete their M.A. No new admissions are permitted. The program will closed after this five-year.
  - - Programs of new creation. Beginning date: January 2018.
- \* Preliminary data of YR 2017-18 as of 10/11/2017.

## Demographics

The demographics are described by the enrollment and completers information of EPPs at the San Germán Campus in the initial (TEP) and advanced levels. Table 1.2 presents the enrollment and completers of TEP and Advanced-Level EPP.

Table 1.2

*Demographics of TEP and Advanced-Level Programs: Enrollment and Completers, Academic years 2012-2013 to 2017-2018\*, San Germán Campus<sup>□</sup>*

<b>Enrollment</b>								
<b>Majors</b>	<b>IAUPR Code</b>	<b>CIP Code</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018*</b>
<b>Initial Level</b>								
B.A. Secondary Education in Mathematics	128	13.1311	16	11	12	8	9	10
B.A. Special Education	136	13.1001	23	28	24	24	23	17
B.A. Secondary Education in History	144	13.1328	19	20	13	14	17	15
B.A. Secondary Education in Spanish	145	13.1330	17	20	22	21	14	17
B.A. Teaching English as a Second Language at the Secondary Level	147	13.1401	26	31	34	39	34	34
B.A. Secondary Education in Biology	174	13.1322	6	10	7	10	6	5
B.A. Secondary Education in Science in the Junior High School ♦	175	13.1316	1	1	1	1	0	0
B.A. Physical Education at the Secondary Level	176	13.1314	31	21	20	21	15	11
B.A. Secondary Education in Social Studies	177	13.1318	9	7	6	5	5	3
B.A. Physical Education at the Elementary Level	178	13.1314	32	22	26	12	11	13
B.A. Secondary Education in Chemistry	187	13.1323	1	2	0	1	1	0
B.M. Music Education: Instrumental	191	13.1312	74	70	60	73	67	61
B.M. Music Education: General-Vocal	192	13.1312	99	102	93	90	83	79
B.A. Teaching English as a Second Language at the Elementary Level	206	13.1401	11	10	10	16	16	14
B.A. Adapted Physical Education	207	13.1099	17	12	12	13	13	11
B.A. Early Childhood: Elementary Level (K-3)	236	13.1202	44	40	37	34	31	22
B.A. Early Childhood: Elementary Level (4-6)	237	13.1202	14	7	9	9	5	7
B.A. Early Childhood: Pre-school Level	243	13.1209	33	30	21	16	18	18
B.A. Visual Arts: Art Education	254	13.1302	26	25	20	25	22	16

Enrollment								
Majors	IAUPR Code	CIP Code	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018*
B.A. School Health ♦♦	267	13.1299	10	6	7	2	1	1
<b>TEP Active Students (Admitted and Enrolled, not duplicated)</b>			<b>509</b>	<b>475</b>	<b>434</b>	<b>434</b>	<b>391</b>	<b>354</b>
Advanced-Level								
Education:								
Counseling (M.A.)	309A	13.1101	29	29	21	25	28	21
Special Education (M.A.)	329	13.1001	19	28	29	28	25	20
Teaching of Science (M.A.)	343	13.1316	14	16	14	7	8	7
Teaching at the Elementary Level (M.Ed.)	395	13.1202	8	9	16	12	7	7
Physical Education: Teaching of Physical Education (M.A.)	401	13.1314	13	9	3	3	6	7
Educational Management and Leadership (M.A.)	402	13.0401	5	10	8	8	9	6
Education (M.Ed.): Teaching of Chemistry	T451	13.1316	N/A	N/A	N/A	N/A	N/A	0
Education (M.Ed.): Teaching of Biology	T452	13.1316	N/A	N/A	N/A	N/A	N/A	4
Teaching English as a Second Language (M.A.)	300	13.1401	32	29	22	20	20	22
Psychology (M.A.): School Psychology	324	42.280	34	28	33	16	15	13
Business Education (M.A.)	339	13.1303	12	12	15	11	7	7
Music Education (M.A.)	393	50.0903	25	16	13	19	21	14
Education (Ed.D.):								
Education Management and Leadership	520C	13.0401	44	48	72	83	70	65
Curriculum and Teaching	540C	13.0301	111	108	112	106	99	90
Business Education	587	13.1303	10	9	8	7	8	7
Mathematics Education	D001	13.1311	N/A	N/A	N/A	2	10	4
<b>Total of Active Students in Advanced Programs (Admitted and Enrolled, not duplicated)</b>			<b>179</b>	<b>408</b>	<b>411</b>	<b>399</b>	<b>369</b>	<b>320</b>
Completers								
Majors	Code	CIP Code	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Initial Level								
B.A. Secondary Education in Mathematics	128	13.1311	3	5	2	3	3	
B.A. Special Education	136	13.1001	4	5	5	6	7	
B.A. Secondary Education in	144	13.1328	3	0	1	1	1	

Enrollment								
Majors	IAUPR Code	CIP Code	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018*
History								
B.A. Secondary Education in Spanish	145	13.1330	0	1	1	0	1	
B.A. Teaching English as a Second Language at the Secondary Level	147	13.1401	0	1	0	0	1	
B.A. Secondary Education in Biology	174	13.1322	0	2	2	1	1	
B.A. Secondary Education in Science in the Junior High School♦	175	13.1316	6	0	3	0	2	
B.A. Physical Education at the Secondary Level	176	13.1314	0	1	0	0	0	
B.A. Secondary Education in Social Studies	177	13.1318	2	0	0	1	1	
B.A. Physical Education at the Elementary Level	178	13.1314	0	1	1	6	3	
B.A. Secondary Education in Chemistry	187	13.1323	1	1	0	4	1	
B.M. Music Education: Instrumental*	191	13.1312	3	4	4	4	2	
B.M. Music Education: General-Vocal*	192	13.1312	5	5	2	1	1	
B.A. Teaching English as a Second Language at the Elementary Level	206	13.1401	5	1	2	0	0	
B.A. Adapted Physical Education	207	13.1099	1	3	4	6	4	
B.A. Early Childhood: Elementary Level (K-3)	236	13.1202	0	1	2	1	1	
B.A. Early Childhood: Elementary Level (4-6)	237	13.1202	3	1	2	8	5	
B.A. Early Childhood: Pre-school Level	243	13.1209	3	4	2	1	5	
B.A. Visual Arts: Art Education*	254	13.1302	9	12	4	7	6	
B.A. School Health♦♦	267	13.1299	7	6	3	2	5	
<b>Total of TEP's Completers</b>			<b>55</b>	<b>54</b>	<b>40</b>	<b>52</b>	<b>45</b>	
Advanced-Level								
Education:								
Counseling (M.A.)	309A	13.1101	5	7	6	8	9	
Special Education (M.A.)	329	13.1001	3	11	7	7	9	
Teaching of Science (M.A.)	343	13.1316	0	7	6	1	3	
Teaching at the Elementary Level	395	13.1202	1	5	9	7	4	

Enrollment								
Majors	IAUPR Code	CIP Code	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018*
(M.Ed.)								
Physical Education: Teaching of Physical Education (M.A.)	401	13.1314	3	4	3	2	3	
Educational Management and Leadership (M.A.)	402	13.0401	1	3	3	3	5	
Education (M.Ed.): Teaching of Chemistry	T451	13.1316	N/A	N/A	N/A	N/A	N/A	
Education (M.Ed.): Teaching of Biology	T452	13.1316	N/A	N/A	N/A	N/A	N/A	
Teaching English as a Second Language (M.A.) ♦♦♦	300	13.1401	12	4	6	9	3	
Psychology (M.A.): School Psychology ♦♦♦♦	324	42.280	7	9	5	5	5	
Business Education (M.A.) ♦	339	13.1303	6	2	2	7	2	
Music Education (M.A.) ♦♦	393	50.0903	9	7	5	7	7	
Education (Ed.D.):								
Education Management and Leadership	520C	13.0401	2	0	2	1	3	
Curriculum and Teaching	540C	13.0301	10	14	8	11	3	
Business Education	587	13.1303	0	0	0	0	2	
Mathematics Education	D001	13.1311	N/A	N/A	N/A	N/A	N/A	
<b>Total of Advanced Completers</b>			<b>62</b>	<b>75</b>	<b>66</b>	<b>74</b>	<b>64</b>	

☑ - Data provided by the Office of Research, Assessment and Planning, IAUPR, and by the Registrar Office of San Germán Campus.

♦ - Major change in Fall, 2014: Eliminated after moratorium accepted by the Council of Education in Puerto Rico.

♦♦ - Major change in Fall, 2015: Moratorium proposed to the Council of Education in Puerto Rico (five-year period).

♦♦♦ - Major change in Spring, 2017: Moratorium proposed to the Council of Education in Puerto Rico (five-year period).

\* Preliminary data of YR 2017-18 as of 10/11/2017.



## Annual Reporting Measures

The annual reporting measures included are those required in the Section 4 of 2018 *EPP Annual Report* at <http://aims.caepnet.org/ARS/Page032017.asp?IID=1269&YID=25&RID=18266> :

<b>Annual Reporting Measures (CAEP Component 5.4   A.5.4)</b>	
<b>Impact Measures (CAEP Standard 4)</b>	<b>Outcome Measures</b>
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)

### **Impact Measures: Standard 4. Program Impact**

The instruments to evidence the impact measures are: PD-11 TEP Employer Survey (Survey to School Directors or Employers), local Assessment; IAUPR’s Survey to Employers, institutional Assessment 2016-2017; PCMAS’ Survey, external Assessment 2016 & 2017, PD-13B Alumni (Completers) Satisfaction Survey, local Assessment, and IAUPR’s Survey to Alumni, institutional Assessment. Summary of data are as follows.

### **Evidences for Impact on P-12 learning and development (Component 4.1)**

Table 1

*Impact on P-12 learning and development (Component 4.1): TEP Employers Survey*

<b>Academic Term</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Interpretation</b>
May 2016 (Spring 2016), n=12	3.89 of 4.00	0.323	Excellent, Homogeneous
December 2016 (Fall 2016), n=21	3.70 of 4.00	0.501	Excellent, Homogeneous

<b>Academic Term</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Interpretation</b>
May 2017 (Spring 2017), n=10	2.69 of 3.00	0.476	Very acceptable, Homogeneous

Table 2

*Impact on P-12 learning and development (Component 4.1): TEP Completers Satisfaction Survey*

<b>Academic Term</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Interpretation</b>
May 2016 (Spring 2016), n=20	5.00 of 5.00	0.000	Excellent, Homogeneous
December 2016 (Fall 2016), n=21	4.99 of 5.00	0.065	Excellent, Homogeneous
May 2017 (Spring 2017), n=70	4.20 of 5.00	0.910	Excellent, Homogeneous

**Evidences for Indicators of Teaching Effectiveness (Component 4.2)**

Table 3

*Indicators of Teaching Effectiveness (Component 4.2): TEP Employers Survey*

<b>Academic Term</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Interpretation</b>
May 2016 (Spring 2016), n=12	3.76 of 4.00	0.351	Excellent, Homogeneous
December 2016 (Fall 2016), n=21	3.80 of 4.00	0.434	Excellent, Homogeneous
May 2017 (Spring 2017), n=10	2.72 of 3.00	0.446	Very acceptable, Homogeneous

Table 4

*Indicators of Teaching Effectiveness (Component 4.2): TEP Completers Satisfaction Survey*

<b>Academic Term</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Interpretation</b>
May 2016 (Spring 2016), n=20	4.63 of 5.00	0.016	Excellent, Homogeneous
December 2016 (Fall 2016), n=21	4.98 of 5	0.067	Excellent, Homogeneous
May 2017 (Spring 2017), n=70	4.14 of 5	1.171	Good, Heterogeneous

Table 5

*Indicators of Teaching Effectiveness (Component 4.2): IAUPR's Survey to Employers (2016-2017), n=13*

<b>Indicators</b>	<b>Premises</b>	<b>Excellent and Good</b>
General Competencies	1. Capacity for teamwork	100%
	2. Know how to handle conflicting situations	100%
	3. Think critically Solve complex problems	100%
	4. Take the initiative	100%
	5. Ability to conduct research	84%
	6. Willingness to learn	85%
	7. Show creativity at work	100%
	8. Exhibit leadership	100%
	9. Maintain good interpersonal relationships	100%
	10. Organizational skills	100%
	11. Know how to manage technology	100%
	12. Have an effective communication	100%
	13. Know how to follow instructions	100%
	14. Demonstrate integrity and professional ethics	100%
Teacher Education Competencies (Pedagogical Knowledge)	1. Knowledge of the philosophical foundations that are the basis of education.	100%
	2. Knowledge of the processes of construction of learning through the different stages of human development.	100%
	3. Integrate into pedagogical practice the theoretical principles that underlie education.	100%
	4. Plan the learning of the students integrating the teaching strategies with a scientific basis in the instructional design.	100%
	5. Use a variety of teaching strategies to facilitate effective learning.	100%
	6. Apply the assessment to determine the effectiveness of the learning processes.	100%
	7. Apply technological advances as resources to improve pedagogical practice.	100%
	8. Use existing computerized and educational resources in their discipline.	100%
	9. Work collaboratively in professional	100%

Indicators	Premises	Excellent and Good
	pedagogical practice.	
	10. Demonstrate respect and tolerance to the individual and cultural differences of students in the educational setting.	100%
	11. Assume leadership roles and professional responsibility in the different educational scenarios.	100%

### Evidences for Satisfaction of employers and employment milestones (Component 4.3)

Table 6

#### *Satisfaction of Employers*

Source of Evidence	Instrument	Mean	Interpretation
As reported by School Directors in TEP Employers Surveys (Local Assessment)	May 2016 (Spring 2016), n=12	3.79 of 4.00	Very satisfied
	December 2016 (Fall 2016), n=21	3.75 of 4.00	Very satisfied
	May 2017 (Spring 2017), n=10	2.53 of 3.00	Very satisfied
As reported in Employers Survey (IAUPR Institutional Assessment)	2016-2017, n=13	98.76%	Very satisfied

Table 7

#### *Employment Milestones (Initial level only)*

Source of Evidence	Instrument	Data	
As reported by School Directors in TEP Employers Surveys (Local Assessment)	December 2016 (Fall 2016), n=21	Number of Teachers in the School	618
		Teachers from IAUPR, San Germán Campus	305
		Percentage of recruitment	49.4%
	May 2017 (Spring 2017), n=10	Number of Teachers in the School	207
		Teachers from IAUPR, San Germán Campus	64
		Percentage of recruitment	30.9%

Source of Evidence	Instrument	Data	
		Will you recruit other completers from the TEP of the San Germán Campus?	100.0% (Yes)
As reported in Employers Survey (IAUPR Institutional Assessment)	2016-2017, n=13	How many employees does your organization have?	13
		How many graduates of TEP are working in your organization?	13
		Percentage of recruitment	100.0%
		How important is it to hire graduates of the Teacher Education Program?	85.0% (Important/Very important)
As reported by TEP Completers in Satisfaction Survey (Local Assessment)	May 2017 (Spring 2017), n=70	24: How long did it take you since you graduated until you got your first job as a teacher?	64.3% (0 to 6 mo.)
		25: Do you currently practice as a teacher in the major with which you graduated?	95.7% (Yes)
As reported in Alumni Survey (IAUPR Institutional Assessment)	2015-2016, n=39	Are you currently working?	64.0% (Yes)
		How much time has passed since you graduated until you got a job?	57.0% (0 to 6 mo.)
		How related is your current employment to your area of concentration?	71.0% (Highly related)

#### Evidences for Satisfaction of Completers (Component 4.4)

Table 8

#### *Satisfaction of Completers*

Source of Evidence	Instrument	Mean	Interpretation
As reported by Completers in TEP Satisfaction Surveys (Local Assessment)	May 2016 (Spring 2016), n=20	3.79 of 4.00	Very satisfied
	December 2016 (Fall 2016), n=21	3.75 of 4.00	Very satisfied
	May 2017 (Spring 2017), n=70	2.53 of 3.00	Very satisfied
As reported in Alumni Survey (IAUPR Institutional Assessment), 2015-2016, n=7	How important was the preparation you received at the TEP for the position you hold?	86.0%	Very important

Source of Evidence	Instrument	Mean	Interpretation
	Extent to which the academic program contributed to develop the following competencies of the graduate	97.3%	Excellent and Good
As reported in PCMAS Survey (External Assessment)	2015, n=68	100.0%	Very adequate, Fair enough, and Adequate
	2016, n=70	100.0%	Very adequate, Fair enough, and Adequate
	2017, n=65	97.0%	Very adequate, Fair enough, and Adequate

## Outcome Measures

### Graduation Rates

Table 8

*Graduation Rates (initial & advanced levels)*

Level	Cohort 2008	Graduation Rate in Program	%	Graduation in another program of education	%	Total graduation at the program	%
<b>Initial-BA</b>	113	In 6 years or less: 12	10.6	In 6 years or less: 4	3.5	16	14.2
<b>Advanced-MA/Med</b>	5	In 3 years or less: 2	40	In 3 years or less: 0	0	2	40
<b>Advance-Edd<sup>5</sup></b>	8	In 4 years or less: 0	0	In 4 years or less: 0	0	0	0

<sup>5</sup> Ed.D. in Education: Educational Management & Leadership (520C), and Curriculum & TEaching (540C)

<b>Level</b>	<b>Cohort 2009</b>	<b>Graduation Rate in Program</b>	<b>%</b>	<b>Graduation in another program of education</b>	<b>%</b>	<b>Total graduation at the program</b>	<b>%</b>
<b>Initial-BA</b>	53	In 6 years or less: 3	5.7	In 6 years or less: 2	3.8	5	9.4
<b>Advanced-MA/Med</b>	19	In 3 years or less: 11	57.9	In 3 years or less: 0	0	11	57.9
<b>Advance-Edd</b>	10	In 4 years or less: 0	0	In 4 years or less: 0	0	0	0
<b>Level</b>	<b>Cohort 2010</b>	<b>Graduation Rate in Program</b>	<b>%</b>	<b>Graduation in another program of education</b>	<b>%</b>	<b>Total graduation at the program</b>	<b>%</b>
<b>Initial-BA</b>	72	In 6 years or less: 10	13.9	In 6 years or less: 5	6.9	15	20.8
<b>Advanced-MA/Med</b>	8	In 3 years or less: 1	12.5	In 3 years or less: 0		1	12.5
<b>Advance-Edd</b>	7	In 4 years or less: 0	0	In 4 years or less: 0	0	0	0

**Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)**

Table 9

*PCMAS Passing Scores (Raw Data): Subject matter Knowledge of Teacher Candidates (2010 to 2017)*

Academic Years		PCMAS Passing Scores for Majors: Subject matter Knowledge					
		Spanish	English	Mathematics	Science	Social Studies	Mean
		Passing Scores (of 160)					
Passing scores between 2007-2015		<b>93</b>	<b>98</b>	<b>88</b>	<b>94</b>	<b>96</b>	<b>93.8</b>
Passing cores starting in 2016		<b>85</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>85</b>	<b>82</b>
<b>2014</b>	<b>TEP</b>	132.0 (n=1)	127.0 (n=3)	N/A	114.5 (n=2)	106.5 (n=2)	<b>120.0</b>
	<b>Statewide</b>	104 (N=98)	104 (N=298)	100 (N=86)	104 (N=102)	106 (N=139)	<b>103.6</b>
	<b>Difference TEP vs Statewide</b>	28.0	13.0	N/A	10.5	0.5	<b>16.4</b>
<b>2015</b>	<b>TEP</b>	105 (n=6)	125 (n=5)	98 (n=7)	112 (n=8)	122 (n=1)	<b>112.4</b>
	<b>Statewide</b>	105 (N=67)	109 (N=273)	106 (N=62)	110 (N=90)	105 (N=95)	<b>107.0</b>
	<b>Difference TEP vs Statewide</b>	0.0	16.0	-8.0	2.0	17.0	<b>5.4</b>
<b>2016</b>	<b>TEP</b>	102 (n=4)	116 (n=11)	89 (n=5)	88 (4)	101 (n=3)	<b>99.2</b>
	<b>Statewide</b>	109 (N=62)	95 (N=241)	91 (N=50)	95 (N=76)	97 (N=63)	<b>97.4</b>
	<b>Difference TEP vs Statewide</b>	-7	+21	-2	-7	+4	<b>+1.8</b>
<b>2017</b>	<b>TEP</b>	105	113	95	108	92	<b>102.6</b>
	<b>Statewide</b>	103	100	97	103	103	<b>101.2</b>



Academic Years	PCMAS Passing Scores for Majors: Subject matter Knowledge						
	Spanish	English	Mathematics	Science	Social Studies	Mean	
	Passing Scores (of 160)						
Passing scores between 2007-2015	93	98	88	94	96	93.8	
Passing cores starting in 2016	85	80	80	80	85	82	
	<b>Difference TEP vs Statewide</b>	+2	+13	-2	+5	-11	<b>+1.4</b>

N/A – Not applicable, No candidates

Table 10

*Approval Rate in PCMAS, Cohorts 2014-2014*

Year of PCMAS Tests	TEP	Statewide	Difference (TEP vs Statewide)
2014	92	90	+2
2015	95	83	+12
2016	92	87	+5
2017	91	93	-2

Additional information is in the Teacher Report Card (2016-2017).

**Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)**

Table 7

*Employment Milestones (Initial Level only)*

Source of Evidence	Instrument	Data	
As reported by School Directors in TEP Employers Surveys (Local Assessment)	December 2016 (Fall 2016), n=21	Number of Teachers in the School	618
		Teachers from IAUPR, San Germán Campus	305
		Percentage of recruitment	49.4%
	May 2017 (Spring 2017), n=10	Number of Teachers in the School	207
		Teachers from IAUPR, San Germán Campus	64
		Percentage of recruitment	30.9%

Source of Evidence	Instrument	Data	
		Will you recruit other completers from the TEP of the San Germán Campus?	100.0% (Yes)
As reported in Employers Survey (IAUPR Institutional Assessment)	2016-2017, n=13	How many employees does your organization have?	13
		How many graduates of TEP are working in your organization?	13
		Percentage of recruitment	100.0%
		How important is it to hire graduates of the Teacher Education Program?	85.0% (Important/Very important)
As reported by TEP Completers in Satisfaction Survey (Local Assessment)	May 2017 (Spring 2017), n=70	24: How long did it take you since you graduated until you got your first job as a teacher?	64.3% (0 to 6 mo.)
		25: Do you currently practice as a teacher in the major with which you graduated?	95.7% (Yes)
As reported in Alumni Survey (IAUPR Institutional Assessment)	2015-2016, n=39	Are you currently working?	64.0% (Yes)
		How much time has passed since you graduated until you got a job?	57.0% (0 to 6 mo.)
		How related is your current employment to your area of concentration?	71.0% (Highly related)

**Student loan default rates and other consumer information (initial & advanced levels)**

Refer to <http://www.sg.inter.edu/index.php?page=student-right-to-know-act>

Certify correct,



Elba T. Irizarry-Ramírez  
Accreditation Coordinator  
April 30<sup>th</sup>, 2018