

# 2020 EPP Annual Report

<b>CAEP ID:</b>	25957	<b>AACTE SID:</b>	
<b>Institution:</b>	Universidad De Puerto Rico De Cayey		
<b>Unit:</b>	Department of Pedagogy		

## 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 EPP seeking Continuing CAEP Accreditation<sup>1</sup> applies to CAEP eligible EPPs] Please provide a link to your webpage that demonstrates accurate representation of your Initial Licensure and/or Advanced Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

## 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> 69

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> 0

**Total number of program completers** 69

<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 

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- 3.2 Any change in the legal status, form of control, or ownership of the EPP. 

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- 3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited 

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- 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 

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- 3.5 A contract with other providers for direct instructional services, including any teach-out agreements 

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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.

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**Link:** <https://cayey.upr.edu/caep/>

**Description of data accessible via link:** All the information concerning the EPP

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

1. Impact on P-12 learning and development (Component 4.1) /2. Indicators of teaching effectiveness (Component 4.2): The University of Puerto Rico at Cayey EPP program believes that the available data establish meeting the standards at an acceptable level. An analysis between completers' questionnaires (2019) and standardized test results (2019), demonstrate compliance with standards. The EPP acknowledges that a single teacher, which is the focus of matching standardized tests results with EPP teacher's performances, is not the only variable that impacts a school student achievement, but its execution may affect the test results. The META standardized Test of the Department of Education of PR measures learning outcomes in the core subjects of Math, Science, English and Spanish. It is only one of the means of describing completers P-12 impact. The EPP Program Evaluation Project, proposed to obtain a sample of teachers out of a school region where completers are usually placed. In PR, the ongoing process of closing schools, continuous changes in school administrations, teachers and students migration to mainland US, and the relocation of teachers in or out of the school regions have been variables that determine the N of the sample of completers. For the CAEP 2020 Annual Report an N of 6 was obtained. The sample consists of six completers and one school director (not a completer) from the Arroyo district (same school). In 2019, the EPP was able to match program completers and schools standardized tests of four teachers (out of six) from the service region. The EPP Meta Standardized Test results assessment in Spanish reveals, for one of the completers, that student's (school) performance in writing was 49%, the region 57%, and the island 54%. In reading, the students (school) obtained 49%, the region 58%, and the island 56%. The completer's school

performance score, according to the Meta Scale on performance, was 732 (Basic), the region was 744 (Basic), and the island was 740 (Basic). Even when the student's performance was a basic domain of the academic subject, the positive P-12 impact of the EPP Program completer has been consistent. In the Program Evaluation Project questionnaires, the school director recognized the contribution and effort of the program completer. The teacher recognized the need for improvement in the use of technology. The EPP Meta Standardized Test results assessment in Mathematics reveals, for two of the completers, that student's (school) performance in numeration was 38%, the region 45%, and the island 41%. In algebra, the students (school) obtained 39%, the region 44%, and the island 41%. In geometry, the students (school) obtained 37%, the region 44%, and the island 38%. In measurement, the students (school) obtained 29%, the region 40%, and the island 37%. In data analysis, the students (school) obtained 29%, the region 33%, and the island 29%. The completer's school performance score, according to the Meta Scale on performance, was 738 (Basic), the region was 747 (Basic), and the island was 742 (Basic). Even when the student's performance was a basic domain of the academic subject, the positive P-12 impact of the EPP Program completers has been consistent. In the Program Evaluation Project questionnaires, the school director recognized the high level of academic preparation of the program completers. The teachers recognized the need for improvement on classroom management techniques and data management. The EPP Meta Standardized Test results assessment in Science reveals, for one of the completers, that student's (school) performance in biological science was 53%, the region 53%, and the island 48%. In physical science, the students (school) obtained 51%, the region 50%, and the island 47%. In earth science, the students (school) obtained 51%, the region 53%, and the island 49%. The completer's school performance score, according to the Meta Scale on performance, was 740 (Basic), the region was 741 (Basic), and the island was 738 (Basic). Even when the student's performance was a basic domain of the academic subject, the positive P-12 impact of the EPP Program completers has been consistent. In the Program Evaluation Project questionnaires, the school director recognized the high level of commitment with the school by the program completer. The teacher recognized the need for improvement on classroom management techniques. In general, the EPP recognized that the percentages of domain of the students are below than the percentages of the region and island in various school subjects (Spanish, Mathematics & English). But is acceptable (over 50%) in science. In terms of general performance, according to Meta Standards, the students of our completers have a basic domain of all school subjects. Based on these scores, for the EPP faculty, the teachers in the sample had a positive impact on P-12 students learning and demonstrated an effective teaching performance. Nevertheless, the sample of teachers (completers) served in a rural school that according to the school principal the majority of the students are poor (87%). Also, the school today still recovering from Hurricane Maria damages to the physical plant, and during the process of consolidation of schools, received new students from struggle schools (academically) of other areas of the district. This might explain the lower percentages. The EPP realizes that it still needs to find ways to improve its communication with completers in the public and private educational systems. The Public Education System in PR needs also to understand that it has to grow in ways to support universities (EPPS) by supplying more specific data. The EPP faculty recommended to reach private schools and used their standardized test. This will provide a consistent data to the EPP for the review of completer's performance. 3. Satisfaction of employers and employment milestones (Component 4.3/A.4.1): The EPP Program Evaluation Project includes a School Directors' questionnaire to verify employer's level of satisfaction with program completers. The EPP received a questionnaire from a second unit (K-8) school director from the Arroyo school district. The school director administrates a rural school that employs nine EPP program completers. The school director ranks completers at the good level. In terms of content mastery, the school director ranks completers at the good level. In terms of competencies dealing with parents, the school director ranks completers at the good level. The school director ranks EPP's completers performances at the good level. For the EPP faculty, the completers had a positive impact on students learning and demonstrated an effective teaching performance. According to the positive opinion of the school director, completers know their students and the process of learning, completers possess the ability to create positive educational environments, and completers demonstrate a great relationship with student parents and the school community in general. 4. Satisfaction of completers (Component 4.4/A.4.2): The EPP Program Evaluation Project includes a Program Completers questionnaire to verify completer's level of satisfaction with the EPP program. The EPP received six (6) questionnaires from a second unit (K-8) school of Arroyo school district. All program completers teach at a rural school with a high poverty rate among students. The program completers rank the EPP program at the excellent level. In terms of the academic preparation received, the completers rank the EPP program at the excellent and good level in the majority of the questionnaires premises. The completers rank the EPP program at the regular level in a minority of the questionnaires premises. In terms of the aspects related with the quality of teaching of the EPP faculty, the completers rank the EPP program at the excellent and good level in the majority of the questionnaires premises. The completers rank the EPP program at the regular level in a minority of the questionnaires premises. For the EPP faculty, the excellent and good ranking levels provided in the majority of the questionnaires premises demonstrate the positive impact on completer's learning capacities and teaching performance. According to the positive opinions of the completers, the EPP learning resources used by the faculty, such as the educational laboratories in our library, technological building, and online platforms helped them in the process of learning, specially acquiring many of the skills that employ in their classrooms. 5. Graduation Rates: Because of wording limits, the information is available upon request. 6. Ability of completers to meet licensing (certification) and any additional state requirements: Because of wording limits, the information is available upon request. 7. Ability of completers to be hired in education positions for which they have prepared: The PR Department of Education does not provide this information because of confidentiality issues. 8. Student loan default rates and other consumer information: In May of 2019, the EEP has eight (8) students with loans that graduated. In August of 2019, the EPP has eighteen (18) students with loans.

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

Waived

## **Section 6. Continuous Improvement**

Waived

## **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**