

2016 EPP Annual Report

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

Section 1. AIMS 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"/>

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 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure 65

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.) 1

Total number of program completers 66

**2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.*

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

- 3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable
- 3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable
- 3.3 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
No Change / Not Applicable
- 3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable
- Any change that means the EPP no longer satisfies accreditation standards or requirements:
- 3.5 Change in regional accreditation status
No Change / Not Applicable
- 3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Title II Report: Programs, Requirements, Completers, Completers per Area, Goals for Math and Science and Use of technology:

<https://title2.ed.gov/Public/Report/PrintReport.aspx?Year=2014&StateID=72>

Section 6. 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.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

- | | |
|---|--------------|
| 1. The secondary education program with a concentration in history did not meet the 80 percent pass rate in the required licensure exam. | (ITP) |
|---|--------------|

The History Program is currently offering its courses even though the TPP program has requested to set it dormant until the revision is fully achieved. The reorganization of the courses is key to the NCSS accreditation. Candidates have been informed. The Candidates keep on taking a specialized methodology course that covers the main competencies of the profession in preparation for their Clinical Experience. This has rendered positive outcomes. There was an improvement in the state licensure test for the completers in 2013-2013, there was a 100% passing rate average; and in 2014-2015 the average was again 100%.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

- | | |
|---|--------------|
| 1. The unit does not consistently collect and analyze data. | (ITP) |
| 2. The unit does not consistently summarize, report, and use data for improvement. | (ITP) |

The Unit purchased a Data Base which deemed not efficient in various areas including the cost. The data base was discontinued in September 2015. Among the issues for the decision taken was that UPR System Vicepresidency of Academic Affairs has been discussing the possibility of purchasing a systemic data base. This has not been yet concluded. Nevertheless the TPP Program keeps on using all the transition points and collecting, reporting and analyzing the Candidates' data. The SPA reports were sent in September 2015 and March 2016 without the data base. The meetings where data is analyzed and the corresponding actions decided are being held. The Elementary program and the Special Education program were fully recognized by their corresponding SPAs. The communication pathway between the Institutional Evaluation Office, the Department of Education, the College Board (licensure test) and the Program, has helped in calibrating statistics data.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

- | | |
|--|--------------|
| 1. The unit does not systematically ensure that all candidates have diverse field and clinical experiences. | (ITP) |
|--|--------------|

Candidates and faculty are growing in the use of the Online Diversity Tracking system. It keeps on being an effective resource in evidencing the Candidates' reflections when dealing with diverse populations according to UPR Cayey's diversity definition. Special attention has been given to dealing with student populations with disruptive behavior in Lectures as co-curricular activities. Methodology courses assign visits to schools in diverse settings and the exceptional child course (which is required for all Candidates) exposes all candidates to issues and tools of this population. The Student Organizations celebrate the Child's Day where candidates have an opportunity to work with children of the region. Every March the Down Syndrome Day is celebrated in Campus.

Section 7. Accreditation Pathway

Continuous Improvement. Summarize progress toward target level performance on the standard(s) selected.

UPR System has decided to have CAEP Standard 4, Program Impact (Impact on Student learning) as the systemic improvement standard. Meetings have already taken place and a plan is being developed.

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 2016 EPP Annual Report.

I am authorized to complete this report.