

2023 EPP Annual Report - Reviewer Feedback (Staff Review Report)

Section 1 AIMS Profile & Section 2 Program Completers

Overview: These sections ask for a yearly update to the EPP's electronic profile information and number of completers to ensure relevant communication and actions from CAEP.

Why are these sections important? The assurance of accurate profile information (including confirming up to five points of contact, identifying EPP characteristics, and detailing programs offered) are crucial to CAEP being able to get in touch with you, as well as being aware of EPP characteristics for research and site team assignment purposes, and accurate scrutiny of disaggregated data from relevant programs by Program Reviewers and/or site visitors and Accreditation Councilors. Additionally, completer counts are important to accurate billing for accreditation activities.

Why does CAEP ask for this information, and what do we do with it?

- ✓ **CAEP asks for current listings of contact persons** due to potential turnover at the EPP that may prevent the most relevant individuals from receiving essential information. As the contact information confirmed in the EPP Annual Report is used for official accreditation-related communications, the EPP should take the opportunity to list up to two "EPP Heads" and up to three "CAEP Coordinators" to facilitate a consistent flow of information to appropriate individuals. Individual identified "EPP Head" should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP. The individual(s) identified as the CAEP Coordinator should have a role in managing accreditation activities and may be carbon copied on communications to the EPP head.
- ✓ **CAEP asks for current EPP Characteristics** to generate official accreditation documents, provide context for site visitors and Accreditation Councilors, allow for disaggregation of information by relevant demographics for research purposes, and ensuring adequate representation in formal and informal feedback efforts.
 - **Basic Information.** This section includes information that CAEP uses to generate official accreditation documents, including mailing address and EPP name.
 - **EPP Characteristics and Affiliations.** This section provides contextual information for better understanding the EPP and its work including types of licensure/degree programs at the initial-teacher licensure and/or advanced-level, EPP type consistent with Carnegie Classification, Professional Development School levels, Religious affiliation, admissions test(s), language of instruction, teaching majors, institutional/regional accreditation, institutional memberships, and off campus/branch campus(es)/distance learning/alternative certification programs.
- ✓ **CAEP asks for current EPP Program Listings** to ensure current information for all programs offered by the EPP that fall within CAEP's scope, as well as those covered by current NCATE or TEAC accreditation. Please review, update, and/or add each Program Name, Level, Certificate Level for Degree(s), and Program Category Fields.
- ✓ **CAEP asks for current EPP Program Completers** to generate accurate billing information, as the CAEP Annual Fee structure is based on the number of completers - for both initial-licensure and advanced-level programs - and scaled to support smaller EPPs.

1.1 Update Contact Information in AIMS

1.1.1 Has the EPP listed contact information for the individual(s) designated as "EPP Head?"

Yes No

1.1.2 Has the EPP listed the contact information for the individual(s) designated as "CAEP Coordinator?"

Yes No

1.1.3 Has the EPP provided contact information for two distinct people for these roles?

Yes No

1.2 Update EPP Information in AIMS

1.2.1 Does the EPP's basic information (including mailing address and EPP name) appear up to date and accurately reflected in AIMS.

Yes No

1.2.2: Do the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) appear to be up to date and accurately reflected in AIMS?

Yes No

1.2.3: Do the EPP's program listings (including program name, program review level, certificate level, program category, and program review option) appear up to date and accurately reflected in AIMS for all EPP programs that fall within CAEP's scope of accreditation?

Yes No

ACEI and TESOL are no longer active SPAs. The EPP must select either the CAEP Evidence Review of Standard 1/A.1 or the State Review option to gather fresh data from the Elementary and ESL programs for the F24 CAEP review. Once the information is updated in AIMS, please send a confirmation to CAEP staff via email (eppannualreport@caepnet.org) within 30 days of the receiving the feedback.

Section 2. EPP's Program Completers [Academic Year 2020-2021]

2.1 Comparing the EPP's reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Yes No

Section 3 Substantive Changes

Overview: If a substantive change occurred during the Academic Year of the present EPP Annual Report through the date of the submission of this report, the EPP should provide an explanation. The explanation should provide CAEP with information about the nature of the change, a rationale for the change, an implementation timeline, and other any other essential information. Substantive changes to be reported include changes in the published mission or objectives of the institution/organization or the EPP; in the legal status, form of control, or ownership of the EPP; addition of programs of study at a degree or credential level different from those that were offered when most recently accredited; 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; a contract with other providers for direct instructional services, including any teach-out agreements; that means the EPP no longer satisfies accreditation standards or requirement; in regional accreditation status; or in state program approval.

Why is this section important? Advising CAEP of substantive changes is one of the actions that must be taken to maintain accreditation or eligibility. Changes are reviewed to determine effects, if any, to accreditation status.

Why does CAEP ask for this information, and what do we do with it?

✓ CAEP, in accordance with Federal regulation (34 CFR Part 602 Subpart B (§602.22)), requires an EPP to inform CAEP of any changes to the educational mission, program, or programs of the EPP which may adversely affect the capacity of the EPP to continue to meet CAEP's standards. These changes must be communicated as part of the Annual Report or in a separate communication to the CAEP President, addressed to president@caepnet.org or the current mailing address for the organization. CAEP has the responsibility to determine what effect, if any, substantive changes would have on an EPP's accreditation

Section 3 Substantive Changes

3.1 Did the EPP report any change in the legal status, form of control, or ownership of the EPP?

Yes No

3.2 Did the EPP report any change related to the EPP entering a contract with other providers for direct instructional services (including any teach out agreements)?

Yes No

3.3 Did the EPP report any change related to the state approval of any of its programs? If the EPP reported a substantive change in its state program approval status (since the last reporting cycle) does the item require additional follow up with CAEP?

Yes No

3.4 Did the EPP report any change in the institution's regional accreditation status?

Yes No

If the EPP reported (or if reviewer identified) such a change, describe nature of the change and any relevant instruction for additional follow-up with CAEP.

The EPP provided additional information to MSCHE for their accreditation process. No additional follow-up with CAEP is necessary at this point of time.

3.5 Did the EPP indicate any other change(s) since the last annual reporting cycle?

Yes No

Section 4. Display of Annual Reporting Measures.

Overview: CAEP re-worked its approach to the Annual Reporting Measures. Instead of requesting data via a series of questions and CAEP-created standardized tables, CAEP has aligned its approach to CAEP Standards 4 and 5. In Section 4 of the 2018 EPP Annual Report, the provider is asked to publicly display data, pertaining to each of the Annual Reporting Measures (four of these measures are impact measures matching the four components of the CAEP Standard 4 for Initial-Licensure Programs and two of these match the two components of CAEP Standard 4 for Advanced-Level Programs), on its website. This approach respects an EPP's context by allowing context-specific data collection and hosting in a manner of the EPP's choice, as long as the presented data are appropriate measures and are accurate.

Why is this section important? Having accreditation standards and policies that require EPPs "to routinely provide reliable information to the public on their performance, including student achievement," is central to maintaining CAEP's CHEA recognition, CAEP's role as an accreditor, and EPP's demonstration of accountability to stakeholders and provision of transparent information to potential candidates.

Why does CAEP ask for this information, and what do we do with it?

✓ The requirement to widely disseminate and display the Annual Reporting Measures is located in Components 5.4 and A.5.4 of the CAEP Standards and a part of CAEP Policy (Policies 6.01, on Annual Reporting, and 8.01, on Consumer Information). EPPs accredited under the NCATE standards or TEAC quality principles were required to publicly display candidate performance data in previous EPP Annual Report years. The updated Section 4 includes and builds from that approach by including the Annual Reporting Measures. In alignment with Component 5.4, providers are also asked to summarize the data and trends represented in the provider's Annual Reporting Measures, which allows EPPs to prepare for writing a self-study report and to use the EPP Annual Report as a repository and source for working toward Component 5.4. Site visitors and Accreditation Councilors review EPP Annual Report submissions in evaluating your EPP's evidence toward Component 5.4. Annual Report Reviewers flag exemplars of best practices of displaying these data to enhance the tips and exemplars to be included in next year's EPP Annual Report Technical Guide.

EPP Weblink with CAEP (NCATE/TEAC) Accreditation Status and Reviewed Programs

Link: <https://ppm.uprag.edu/>

4.1 Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review?

Yes No

The EPP currently holds accreditation with CAEP. The legacy NCATE accreditation status has expired and is no longer relevant. It is recommended that the EPP displays the CAEP accreditation status and the programs included as part of the EPP's last CAEP accreditation review. Please update the information on the website accordingly. Once the updates have been made please send a confirmation to CAEP staff via email (eppannualreport@caepnet.org) within 30 days of the receiving the feedback.

4.2 Weblinks displaying evidence of CAEP Accountability Measures

Initial: <https://ppm.uprag.edu>

Advanced: <https://ppm.uprag.edu>

4.2.1 Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

Yes No

4.2.2: Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

Yes No

The EPP is currently displaying updated data for the old Annual Reporting Measures on its webpage. The four Accountability Measures that EPPs need to display on their website for 2023 annual reporting purposes include: (1) completer effectiveness and impact on P-12 student learning; (2) satisfaction of employers and stakeholder involvement; (3) candidate competency at completion; and (4) ability of completers to be hired in the area of licensure. These measures have been streamlined from the earlier eight annual reporting measures to align with the 2022 Revised CAEP Standards. It is recommended that the provider updates its website by clearly tagging information to the four accountability measures as outlined in the 2023 Annual Report Technical Guide available at <http://caepnet.org/~media/Files/caep/accreditation-resources/epp-annual-report-technical-guide-final.pdf?la=en>.

4.2.3: Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

Yes No

The EPP is not displaying data for Measure 2 as the employer satisfaction link is broken. Please review the 2023 Annual Report Technical Guide to understand the expectations and best practices for reporting each the four accountability measures, address the issues stated above, and send a confirmation to CAEP staff via email (eppannualreport@caepnet.org) within 30 days of the receiving the feedback.

4.2.4: Are the data for the CAEP Accountability Measures reflect data collected in the 2021-2022 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

Yes No

4.2.5: Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

Yes No

4.2.6: Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

Yes No

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

Overview: This section asks EPPs to report on progress correcting any Areas for Improvement, Weaknesses, and/or Stipulations cited during the most recent accreditation site visit.

Why is this section important? Any citations earned by EPPs at the most recent accreditation visit represent parts of accreditation standards or principles that were not demonstrated sufficiently according to expectations represented by such a designation. Therefore, rectifying these deficiencies is essential to the quality of the EPP and the integrity of accreditation. This section allows for the EPP's annual reflection on progress -looking toward addressing gaps sufficiently within the required time - and CAEP's monitoring of the EPP during the accreditation cycle between in-depth self-study submissions.

Why does CAEP ask for this information, and what do we do with it?

✓ Accreditation is a check on work EPPs do daily - not just every seven years. Therefore, CAEP's role as an accreditor, in general and as part of being recognized by CHEA, includes monitoring EPPs between site visits, particularly when accreditation standards were not fully met. Under CAEP, Areas for Improvement describe a weakness in evidence for a CAEP Standard and/or component that should be remediated by the end of the accreditation term, while Stipulations describe one or more systemic concerns or serious deficiencies in evidence for a CAEP Standard and/or component that must be remedied to continue accreditation. Accordingly, this section allows EPPs and CAEP to check-in on progress to prompt EPPs to hopefully have fully corrected any deficiencies by the time of the next review, if not sooner as these represent aspects of EPP's program(s) that hinder ensuring development of effective candidates to meet the needs of P-12 students. Further, EPP Annual Report Reviewers review progress and offer prompts, as appropriate to steer EPPs in productive direction.

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CAEP: Areas for Improvement (ITP) related to 3 Candidate Quality, Recruitment, And Selectivity

The EPP provided limited evidence that the recruitment plan monitors progress and uses data in planning and monitoring recruitment strategies (component 3.1).

The University of Puerto Rico, Governing Board has approved the Certification #33-2022-2023 which implements the new Admission policy. This new policy has to be implemented by all the UPR in the system. The University of Puerto Rico in Aguadilla have already implemented it. Also, UPR-Aguadilla have already constituted an institutional committee as a new strategy to work with the recruitment of students for all academic programs. A faculty member of the Department of Education and Physical Education is part of this committee. The institutional Committee is chaired by the Dean of Students. They have held four work meetings. According to this new guide we already have one enrolled in our department for the academic year 2023-2024.

Although we are working with the creation of a new strategies for recruitment, the current recruitment plan for 2020-2021 & 2021-2022 establishes the following goals as it serves to attract more diverse and academic talented students: To focus on college bound high school students, transfers and reclassification as well as other majors seek teaching licenses. The face-to-face strategies consist of open house, school visits, expos, and career fairs. Recruitment events provide a forum of interchange include activities with our alumni association and university organizations. We continue working with the creation of an online presence through our social media website, a virtual open house, virtual catalogues, QR videos directed through university channels, where we actively target a larger geographical base. Additionally, we include brochures, flyers, and banners which can help generate greater and broader interest to a diverse audience. These goals would diversify the candidate pool by disseminating information to a broader audience through more direct varied virtual channels. Extending our offerings to online courses further reaches students from outside our region to event that can include off island candidates. Baseline and progress data are now available through statistics gleaned from the Department Dashboard files. Working together with the Office of Planning and Institutional Studies (OPEI), we can track student enrollment, race, ethnicity, and retention rates by gender and from year to year. With the collaboration of the Admission's Office, we have identified 16 public school and 17 private colleges. All these institutions are located in the northwest region, and we visit them to recruit students.

The administration of the UPR-Aguadilla in its interest to reach students from public and private schools has evaluated strengthening existing strategies and making additional ones for recruitment. Among the specific recruitment strategies, they will use, during the period from March to Summer 2023. These strategies are the following: 1. Involve teachers from all academic programs in the development of recruitment activities. 2. To hold information tables in the schools of the villages bordering our institution. 3. Participate in the cultural activities of the bordering people of our area. 4. Visit the public squares of our area in the cultural activities that take place. 5. Email campaign with the leads of the activities that were carried out either ours or AC. To send them a virtual card of our institution. 6. Make phone calls and send correspondence to students who participated in the open house but did not enroll in our institution. According to the Admission data for the academic year 2021-2022, the Department of Education and Physical Education admitted 28 students (new admissions and transfers).

Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]

Yes No

CAEP: Areas for Improvement (ITP) related to 4 Program Impact**The EPP has limited evidence of a plan to measure indicators of teaching effectiveness for its completers. (component 4.2)**

The Department established on 2020-2021 an alliance with one of the private schools, Carib Christian School. In 2020 we use an instrument called Online Education Teacher Evaluation to evaluate the performance of the employee in relation to the areas to be examined twelve areas. Standard 4.1 highlights how the Educator Preparation Program (EPP) prepared the completers to be successful in their employment.

- Area I: Personal Qualities
- Area II: Classroom Management
- Area III: Professional Skills
- Area IV: Planning
- Area V: Instructional Techniques
- Area VI: Evaluation & Assessment
- Area VII: Online Grading
- Area VIII: Environment & Work Habits
- Area IX: Course Information
- Area X: Learning Environment
- Area XI: Interaction & Collaboration
- Area XII: Technology Tools

The measurement scale used in the survey: Online Education Teacher Evaluation is the following:

- Excellent (4) – exhibits excellence in all its performance, consistently surpasses the results in the evaluation criteria. It stands out in performance and always exceeds the requirements.
- Good (3) – It exhibits a good level of quality in the evaluation criteria. Normally it exceeds the requirements established for the standard.
- Regular (2) – It reflects needs to achieve with the fulfillment of criteria expectations. You can improve with effort and dedication to achieve higher levels of performance.
- Insufficient (1) – The performance exhibited is significantly below the expectations established for the criterion.

For the privacy of the teachers, names were not included. As references, they were named Completer 1, Completer 2, Completer 3, Completer 4, Completer 5, Completer 6, and Completer 7, Completer 8, Completer 9, and Completer 10. This study was done in a Christian Private School located in the Northwest of Puerto Rico.

The following results are a summary of the analysis for those twelve areas and a percentage range: Personal Qualities (80% - 100%), Classroom Management (69% - 100%), Professional Skills (95% - 100%), Planning (69% - 100%), Instructional Techniques (81% - 97%), Evaluation Assessment (90% - 100%), Online Grading System Usage (81% - 100%), Environment and Work Habits (86% - 100%), Course Information (92% - 100%), Learning Environment (79% - 100%), Interaction and Collaboration (91% - 100%), and Technology Tools (90% - 100%). We collected 0 instruments from our completers in 2020.

Currently, we are analyzing the data that were collected during the second semester of 2022-2023, because these questionnaires were submitted during the months of March and April 2023. This information will be available on the website during the Summer 2023. This semester we had 27 students in 12 different practice centers and the stakeholders allow us to submit the instruments. We collected a total of 177 instruments.

Also, practice coordinator had a meeting with the Superintendent of the Department of Education of Puerto Rico. In this meeting the UPR-Aguadilla and the DEPR established an alliance where the cooperative teacher receives an online professional development from April 22, 2023, until May 6, 2023. This will help the Clinical Educators to acquire the 13 hours that are require for the Department of Education of Puerto Rico to renew their license as a Clinical Educator, better known for them as the Cooperative Teacher. Our next meeting with the stakeholders will take place on May 12, 2023. We invited around 60 directors, professors, and cooperative teachers to this meeting and orientation. During each semester the faculty members continue and will continue doing the academic advisor to our students. This practice helps our students to review and follow their curriculum sequential advice. The academic advisor takes place prior the beginning of a new semester. It gives the students the opportunity to review of the courses they have taken and the practice they will have to do during the second semester of each academic year.

One of the measure indicators of teaching effectiveness for our completers are the PCMAS. In 2021 and 2022 we have 89 points of approval in the General PCMAS. In 2021 we have 47 of 48 students that approved the PCMAS, only one student didn't approve the PCMAS for in that year. In 2022 we had 18 of 21 students approved the PCMAS, only three students did not approve the PCMAS.

Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]

Yes No

Section 6. Continuous Improvement

Overview: In this section of the EPP Annual Report, EPPs no longer respond by accreditation pathway. Instead of responding to pathway requirements, all providers have an opportunity to share continuous improvement efforts and processes relating to the CAEP Standards.

Why is this section important? The prompts in Section 6 are aligned with Standard 5 and Component 5.3, allowing providers to use the EPP Annual Report to catalog data and narrative over time in a way that prepares the provider to respond to Component 5.3 in the self-study report. Component 5.3 provides a chance for EPPs to put data related to the rest of CAEP's Standards to work to systematically change programs to improve outcomes for candidates and ultimately the P-12 students they will serve. Not only is the application of appropriate data to make and monitor informed changes a requirement of CAEP's Standards, but it is also a regular behavior and value of high-performing organizations; noticeably, the Baldrige Criteria and improvement science research inspired Standard 5.

Why does CAEP ask for this information, and what do we do with it?

✓ Quality assurance systems and data-informed continuous improvement are essential, foundational requirements for CAEP accreditation. This section instantiates an ongoing culture of evidence, while allowing CAEP to see some of the work done between accreditation cycles. Further EPP Annual Report Reviewers identify models of data-informed improvement so that CAEP may further collaborate with the field to spread continuous improvement initiatives.

6.1.1 Has the EPP shared its continuous improvement initiatives , AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

Yes No

6.1.2 If the EPP indicated that it would be willing to publicly share its efforts towards continuous improvement, is there a particular effort that could be highlighted by CAEP? [This information is for internal CAEP use and does not require additional action from the EPP.]

Yes No

Section 8: Preparer's Authorization

Overview: : The report preparer checks the box to affirm that they are authorized to complete the report by the and enters their name, position, phone number, and email address. The report preparer checks the box to acknowledge their understanding of the CAEP Policies pertaining to the EPP Annual Report.

Why is this section important? The final section of the report requests information on the report preparer and asks the preparer to affirm that he or she is authorized to complete the EPP Annual Report and demonstrate that he or she understands and agrees to CAEP's policy on data ownership, annual reporting, and misleading or incorrect statements.

Why does CAEP ask for this information, and what do we do with it?

✓ As submission of the EPP Annual Report is a condition of maintaining current accreditation or eligibility status, collecting the authorization of the preparer is needed to officially represent the EPP, as well as protect the EPP and CAEP. This section must be completed before the EPP Annual Report is officially submitted. CAEP visits this information if any questions of authenticity arise or to aid in contacting the EPP, if needed.

8.1.1 Semester of EPP's next CAEP Accreditation Visit:

EPP Questions:

No

8.1.2 CAEP Response to EPP Questions

Yes No

8.2 The EPP report preparer indicated that they were authorized by the EPP to complete the 2023 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

Yes No