



2024-2025

Ability of Completers to be Hired in the Area of Licensure

Summary Report

Educator Preparation Program
University of Puerto Rico in Aguadilla
Department of Education and Physical Education

Summary Report 2024-2025

Introduction

Those who complete the Educator Preparation Program (EPP) are frequently hired by public and private schools both within and outside of Puerto Rico. While Puerto Rico is currently experiencing a teacher shortage and employers actively seek highly qualified candidates, unique cohort dynamics and systemic academic adjustments affected the data for this reporting cycle.

The following section provides a breakdown of the employment status of completers according to their academic program and the type of educational system they entered (public or private).

Context of an Atypical Academic Year

The 2024–2025 academic year represented an atypical cycle for the EPP due to significant curriculum revisions designed to align both preparation programs with updated regulatory requirements from the Puerto Rico Department of Education (PRDE). These rigorous curricular updates shifted graduation timelines across both the Elementary Education and TESOL tracks.

During the 2024–2025 academic cycle, five (5) candidates were actively enrolled in the clinical practice course: two (2) from the BA in Elementary Education and three (3) from the BA TESOL K-12. Ultimately, a total of three (3) students graduated from the BA in Elementary Education program in June 2025, which included an additional candidate who had completed their clinical practice requirements in a prior term.

Conversely, no students graduated from the Bachelor of Arts in Teaching English as a Second Language (TESOL) K-12 program in 2025. Due to the systemic transitional curriculum changes implemented across both programs, the three remaining TESOL candidates require an additional two to three courses to fulfill their degree requirements. Data for these three TESOL students will be captured and presented in future reporting cycles once their degrees are formally conferred.

M4: Ability of Completers to be Hired in Education Positions

For the 2024–2025 academic year, the EPP tracked 100% (N=3) of its Elementary Education completers through the Completers Satisfaction Survey and direct follow-up communications.

The cohort yielded a general employment rate of 33.3% (1 out of 3). However, the employment rate, specifically within the area of licensure, was 0% due to specific, non-professional individual circumstances:

- **Graduate Studies:** One completer (33.3%) opted to transition directly into higher education to pursue full-time graduate studies.
- **Alternative Employment:** One completer (33.3%) secured temporary employment outside the field of education, currently working as a receptionist in a private company.
- **Not Working / Family Leave:** One completer (33.3%) is currently out of the workforce due to maternity leave.

Table: Completers Working Status (Academic Year 2024-2025)

Program	Total Completers	Teaching at Public Schools	Teaching at Private Schools	Graduates Studies	Others (Non-Education)	Not working	Total Employment Rate (General)	Employment Rate (In Licensure Area)
Elementary Education	3	0	0	1	1	1	33.3%	0%
TESOL K-12	0*	--	--	--	--	--	--	--

**Note: Three students remain in the pipeline for the TESOL program and are completing 2–3 final courses following the PRDE-mandated curriculum adjustments.*

Action Plan and Continuous Improvement

To mitigate the impact of curriculum transitions on graduation timelines and ensure a high rate of direct placement into teaching positions, the EPP is executing the following steps:

1. **Targeted Advising for Transitioning Cohorts:** The department is providing intensive academic advising for the remaining three TESOL students to facilitate the completion of their remaining two to three courses and expedite their entry into the workforce.
2. **Strategic Alignment with PRDE:** The curriculum alignments completed this year ensure that all future completers will fully meet the latest PRDE requirements, maximizing their immediate employability in public school systems.
3. **Enhanced Career Placement Support:** The EPP will strengthen its outreach and support mechanisms for recent alumni, offering targeted job placement assistance to individuals returning from temporary leave or those currently working outside their area of licensure.