

University of Puerto Rico at Arecibo
Department of Education (EPP)

2021 EPP ANNUAL REPORT

Section 4 Display of Annual Reporting Measures

The following section was submitted through CAEP Aims website to comply with Accreditation Standards.

Impact Measures (CAEP Standard 4)

4.1 Impact on P-12 learning and development (Component 4.1) and 4.2 Indicators of teaching effectiveness (Component 4.2)

Puerto Rico Department of Education established an evaluation system for teachers and administrative staff to identify and recognize strengths and accomplishments, as well as challenge areas to provide support, monitoring, and professional development, as needed. It consists of two formative evaluation visits and a summative evaluation. The evaluation criteria are divided into 6 categories: Planning (criteria 1-4), Teaching-learning process (criteria 5-13), Learning evaluation (criteria 14-17), Duties and responsibilities (criteria 18-25), Professional development (criteria 26-29), Results of Meta tests and / or special project (criteria 30 - 33), plus an additional Effort Bonus (criteria 34 - 36). The performance level is determined using the categories: Exemplary (100 - 90%), Proficient (89 - 80%), Minimal (79 - 70%), and Inadequate (69% or less). However, this data is confidential and the PRDE does not share it. Therefore, we identified completers who voluntarily shared them with us. In total, four evaluations were collected: two from EEP completers and two from PEEL. We averaged the scores obtained by the completers and the data showed that our completers were classified as Exemplary under all criteria: Planning, Teaching-learning process, Evaluation of learning, Duties and responsibilities, Professional development and Results of the META tests and / or special project.

- Planning: 100 % of our completers were classified as Exemplary for showing evidence of:
 - o their planning processes.
 - o the use of one or more strategies according to the goals of the PRDE.
 - o the use and analysis of data on academic achievement to prepare their classes.

- o the use of teaching resources.
- Teaching-learning process: 100 % of our completers were classified as Exemplary for showing evidence of:
 - o keep the classroom organized in such a way as to observe the use of differentiated instructional practices.
 - o the standard to work on, the skills, the objectives and the topic of the day's class.
 - o carries out the stages of the teaching process of initiation, development and closure.
 - o offers clear and precise instructions in their classes.
 - o project a positive attitude, encouraging participation, fostering order and critical thinking.
 - o uses a variety of teaching strategies and techniques.
 - o connects the lesson with other subjects.
 - o provides accommodations or modifications to meet individual student needs.
 - o integrates the use of technology in their classrooms.
- Evaluation of learning: 100 % of our completers were classified as Exemplary for showing evidence of:
 - o carries out a content recapitulation activity at the end of the class.
 - o carries out activities, tasks, assessment techniques and assessment processes and discuss them.
 - o discusses their assessment findings and results with their students
- Duties and responsibilities: 100 % of our completers were classified as Exemplary for showing evidence of:
 - o complies with all regulations established by the agency.
 - o complies with their attendance and in case of absent, submit evidence of it.
 - o complies with the entry and exit times, in addition to presenting a regular and punctual attendance pattern.
 - o keeps inventory of materials and develop conservation measures for them.
 - o keeps the data in the SIE and MIPE updated o provides evidence from meetings on planning reasonable accommodations, taking into account student needs.

- o in case of absent, provides material to reinforce students' skills.

- Professional development: 100 % of our completers were classified as Exemplary for showing evidence of:

- o participates in professional development activities, present evidence of activities carried out according to what was learned in the workshops, participate in most of the activities created in the semester, show evidence of creating projects with teachers of the same or other subjects.

- Results of the META tests and / or special project: 100 % of our completers were classified as Exemplary for showing evidence of:

- o the project results (ABP, PBL) of the degree, in addition to adding the average of the results of their students in the subjects of Spanish, Math and English of the META PR. In addition, two completers received bonus points for integrating with a teacher from another subject and using Problem-Based Learning (PBL or PBL) with their students, also they obtained bonus point because the school demonstrating growth in the academic achievement of its students through the results of the META PR or META PR Alternate tests. Also, they received bonus point to evidencing the attendance record of students in the Student Information System (SIE) in 90% or more of the school days. On the other hand, the strengths of our completers were highlighted, such as: presenting knowledge and maturity in the processes required by PRDE, having the strategies for handling in the classroom, showing all their planning and plus facilitating different opportunities for the student will demonstrate what they have learned.

On the other hand, each private school has a unique assessment instrument. We were able to compile an assessment instrument for the private system. This private school has a teacher evaluation instrument that consists of five parts: Classroom environment, Academic Area (planning), Classroom development, Emotional environment and Administrative aspect. The evaluated completer obtained 100% in all the evaluation criteria, which indicates that:

- Planning:
 - o He planned clear and specific operational goals that are related to what he teaches. He used didactic materials adapted to the subject and in tune with the objectives. The activities were aligned to the objectives, were varied and with a sequence, in addition to providing self-evaluation and evaluation of the academic achievement of the student. He presented a clear and specific assignment that reinforces the knowledge of the explained topic.
- Classroom development
 - o Motivates students, promotes participation, has group control, dominates the topic to be discussed, stimulates the creative thinking of the student.
- Emotional environment
 - o He provides an environment of good relationships, shows respect for his students, and also gives some teaching in particular situations.
 - o Students are confident.
- Administrative aspect
 - o He attends activities, cooperates with the discipline in general, keeps his documents updated, as well as the grade register, the entry of student absences to the system, planning, the professional portfolio, among others. In addition, we receive four completers evaluations that are teaching in schools in the United States
- Completers A & B:
 - o They both obtained a final score of 3.3 being classified as Highly Effective in the criteria of Strategies and Behavior in the Classroom, Planning and Preparation, Reflection on Teaching and Collegiality and Professionalism
- Completer C:
 - o Obtained a final score of 3.90 / 4.00

- o The completer obtained the highest score on the criteria of: Cultivate a Responsive Learning , Challenge Students with Rigorous Content , Lead a Well-Planned, Purposeful Learning Experience and Maximize Student Ownership of Learning
- o Obtained 3.5 / 4.00 in the Respond to Evidence of Student Learning criteria. The teacher consistently responds to evidence of student development and learning by providing effective supports, extensions, or both.
- o He received a comment in the Suggestion / Actionable Feedback area "Thank you Mr. XXXX, for believing in our stoneware, our bilingual program and for giving us your talents. I hope you have a long and very successful career at Oyster Adams!"

- Completer D:

- o Obtained a final score of 34/36
- o The completer obtained the highest score on the criteria of: Classroom format, Positive emotional climate, actively engaged, Learning is meaningful for all, Rigor is used during the lesson, Evidence of Learning, Technology in use by teacher or students
- o Obtained a score of 3/4 in the criteria: Use of multiple intelligence is evident and Learning activity level of learning.

We can observe that in the evaluations of our completers, the scores that there were obtained between 90-100%. This shows that our graduates met criteria such as planning, evaluation of learning, professional development, duties and responsibilities, keeping their documents up to date, use of technology, teaching-learning process, among others. We can understand that employers are satisfied with the work of our completers, not only scores but also by comments such as:

- o Students are very happy and motivated to take the class.
- o Very successful.

- o Students are observed to be very happy and motivated to take the class.
- o Maintains firmness and control in his group. Everything expressed to the group is in tune with the topic under discussion. Teacher-student relationship is one of respect and good understanding.
- o "Thank you Mr. XXXX, for believing in our stoneware, our bilingual program and for giving us your talents. I hope you have a long and very successful career at Oyster Adams!"

Finally, for 2020 teaching effectiveness indicators EPP has developed the following plan:

Case study plan

Purpose

The purpose of the study was to collect data that will provide evidence of the effectiveness of the EPP in the preparation of their completers. The case study will address the following research questions:

- Program impact (learning and development)
 - o What is the impact of UPRA EPP preparation on completers' students learning and development?
- Program impact (academic development)
 - o What impact are UPRA EPP completers teachers having on the academic development of their P-12 students?
- Satisfaction level of completers and their employers
 - o How satisfied K-12 students are with classroom instruction they receive from our completers of UPRA EPP?
 - o How satisfied are UPRA EPP completers with the relevance and effectiveness of their preparation?
 - o How satisfied are the employers with the relevance and effectiveness of UPRA EPP completers and their preparation?

Design steps

1. Purpose of the study
2. Identification of case study Team members

- Case Study Team: 2 EEP clinical practice supervisors, 2 PEEL clinical practice supervisors, EEP Director. The Case Study Team will be trained to carry out the interviews and observations in the classroom, guaranteeing uniformity and reliability among the evaluators.
3. Preparation of data collecting documents
 - Completer questionnaire (to identify where they are working)
 - Completer satisfaction questionnaire
 - Employer satisfaction questionnaire
 - Students satisfaction questionnaire
 - Interview documents
 - Confidentiality agreement document
 - Documents related to candidate's student's performance
 4. Identification of participants (n = 8)
 - 4 EEP completer (2 public school, 2 private school)
 - 4 PEEL completer (2 public school, 2 private school)
 5. Collection of data (interviews and documents)
 6. Analysis of the results

Data collection

The questionnaire will be emailed to the completers to identify where they are working and who are their employers. Those completers who are interested in participating in the study will be chosen. Meetings will be held with employers to provide guidance on the study, documents and request permission to carry it out. Meanwhile, the Case Study Team will be trained to carry out the

interviews and observations in the classroom, guaranteeing uniformity and reliability among the evaluators. Once the completers who are going to participate in the study have been chosen and confirmed, it will be carried out. The case study team will conduct a semi-structured interview perform to the completers. Then, they will ask the completers for documents such as PCMAS Results, employer evaluation, and evaluations of the students they completed, or related documents about the performance of their students. Case study team will give the completers and employer satisfaction questionnaires. Then a semi-structured interview will be conducted to the completer'

Participants

The study participants will be those completers who answered the questionnaire and that both they and their employers are interested in participating in the study. Completers from the academic years 2017, 2018 and 2019 will be chosen; from both programs and from public and private schools. According to Sampieri et. al. (2014), the sample in a case study should have a minimum size of 6 to 10 participants and if they are in depth, 3 to 5 participants are recommended. Therefore, we will be working with a total sample of 8 participants.

- 4 EEP completer (2 public school, 2 private school)
- 4 PEEL completer (2 public school, 2 private school)

Method

EPP will take into account that the school principal or parents must authorize some of the documents to be shared, these documents being protected by privacy laws and school policies. That is why an orientation will be held with the school principal, completers, and parents. EPP will deliver a confidentiality agreement document, guaranteeing that the data will be used only for study and accreditation purposes. The Handbook for Enhancing Professional Practice provides valid and reliable instruments and protocols in teacher evaluation. We will be using these instruments, which will be adapted for employer and completer interviews.

At the moment, the schools are closed due to the executive order of the governor of Puerto Rico; however, they have plans to open in March 2021. At that opening, not all schools will open, but a pilot sample will open. Right now, the EPP expects that the schools open and authorize us to conduct the study. The case study team will conduct a semi-structured interview perform to the completers. Then, they will ask the completers for documents such as PCMAS Results, employer evaluation, and evaluations of the students they completed, or related documents about the performance of their students. Case study team will give the completers and employer satisfaction questionnaires. Then a semi-structured interview will be conducted to the completers.

Results

At the moment we have no results. We have identified the sample and we are scheduling a meeting with its employers to provide guidance on the study and request permission to carry it out.

The EPP continues to collect and update data on where our completers are located. We consider continuing to collect data annually through the case study in order to see the impact of our students and make decisions and corrective actions about our Teacher Preparation Programs.

References:

Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hernández Sampieri, R.; Fernández Collado, C. y Baptista Lucio, P. (2014). *Methodology of the investigation* (6ta ed.). México: McGraw Hill.

4.3 Satisfaction of employers and employment milestones (Component 4.3 & A.4.1)

Employers Survey AY 2019-2020

This instrument was administrated to cooperative teachers and school principals and it indicate the professional competencies shown by teachers and teacher candidates of the EPP.

N= 23

Professional Competency	Outstanding	Achieved	In progress	Beginning	Not apply
COMPETENCY #1					
Mastery of content knowledge subject					
1.1 The teacher demonstrates a broad and in-depth knowledge of the subject matter taught.	19 (83%)	3 (13%)	1 (4%)		
1.2 Organizes the learning experiences in which it presents teaching as a critical meaning.	20 (87%)	1 (4%)	2 (9%)		
COMPETENCY #2					
Knowledge of students and the learning process					
2.1 The teacher demonstrates knowledge about intellectual development of students.	19 (83%)	3 (13%)	1 (4%)		
2.2 The teacher organizes learning activities to serve the interests and talents of students.	19 (83%)	3 (13%)	1 (4%)		
COMPETENCY #3					
Teaching planning					
3.1 The teacher plans teaching based on knowledge of the subject taught.	20 (87%)	3 (13%)			

Professional Competency	Outstanding	Achieved	In progress	Beginning	Not apply
3.2 Plan takes into account diverse students in the classroom.	19 (83%)	3 (13%)	1 (4%)		
3.3 Takes into consideration community characteristics and curriculum goals.	19 (83%)	4 (17%)			
COMPETENCY #4 Teaching effectiveness					
4.1 The teacher selects and uses appropriate strategies, techniques and methods for achieving the goals of teaching and learning.	18 (78%)	5 (22%)			
4.2 Integrates a variety of learning materials.	19 (83%)	4 (17%)			
COMPETENCY #5 <i>Evaluation of learning</i>					
5.1 The teacher uses different assessment strategies to observe student progress.	19 (83%)	3 (13%)	1 (4%)		
5.2 Develops a variety of assessment tools to collect learning information from students.	19 (83%)	3 (13%)	1 (4%)		
5.3 Designs and adapts evaluation tools to ensure the continuous development of the physical, cognitive, social and emotional aspects of the student.	18 (78%)	2 (9%)	3 (13%)		
COMPETENCY #6 Creation of learning environment					

Professional Competency	Outstanding	Achieved	In progress	Beginning	Not apply
6.1 The teacher demonstrates the ability to distribute time in the development of classes.	16 (70%)	6 (26%)	1 (4%)		
6.2 Uses multiplicity of techniques that facilitate the active participation of students.	19 (83%)	4 (17%)			
6.3 Provides a learning environment suitable for the school level it teaches.	20 (87%)	3 (13%)			
COMPETENCY #7 Communication Skills					
7.1 The teacher demonstrates clearly, ownership and correctness in the use of the language as a tool for oral communication.	17 (74%)	6 (26%)			
7.2 Use correctly of written language to plan and write professional lessons.	17 (74%)	5 (22%)	1 (4%)		
COMPETENCY #8 Professional performance					
8.1 The teacher demonstrates conscious behavior with the rules and principles established the employer.	22 (96%)	1 (4%)			
COMPETENCY #9 Professional and personal development					
9.1 The teachers participate in activities for their professional development.	21 (91%)	2 (9%)			

Professional Competency	Outstanding	Achieved	In progress	Beginning	Not apply
9.2 Continually reflect on their educational practice.	21 (91%)	2 (9%)			
COMPETENCY #10 <i>Relationship with school community</i>					
10.1 The teacher maintains positive relationships with his co-workers.	22 (96%)	1 (4%)			
10.2 It relates to the parents of its students and communicates to them the progress of their children.	14 (61%)	6 (26%)	3 (13%)		

The following sub competences were met in an Outstanding/achieved levels: (1) The teacher plans teaching based on knowledge of the subject taught. (2) Takes into consideration community characteristics and curriculum goals. (3) The teacher selects and uses appropriate strategies, techniques and methods for achieving the goals of teaching and learning. (4) Integrates a variety of learning materials. (5) Uses multiplicity of techniques that facilitate the active participation of students. (6) Provides a learning environment suitable for the school level it teaches. (7) The teacher demonstrates clearly, ownership and correctness in the use of the language as a tool for oral communication. (8) The teacher demonstrates conscious behavior with the rules and principles established the employer. (9) The teachers participate in activities for their professional development. (10) Continually reflect on their educational practice. (11) The teacher maintains positive relationships with his co-workers.

4.4 Satisfaction of completers (Component 4.4)

EXIT SURVEY ADMINISTERED TO TEACHER CANDIDATES IN CLINICAL EDUCATIONAL EXPERIENCES

Table 1. Elementary Education Program May -2020

Criteria:	InTASC	PRDE	EPP (TCC)	Strongly agree 4	Agree 3	Neutral 2	Disagree 1	Strongly disagree 0
PART I. PROGRAM DATA								
1.The content of the courses has facilitated the broad development of pedagogical knowledge in the subjects I teach in teaching practice.	4, 5	2	1	18 (69%)	7 (27%)	1 (4%)		
2.The content of the courses has facilitated the broad development of pedagogical and professional skills of a teacher-in-training.	4, 5	2	1	19 (73%)	7 (27%)			
3.The content of the courses has allowed for the development and critical understanding of how to work with diverse populations and problem solving.	3, 4, 5	1, 2, 5	3	19 (73%)	4 (16%)	3 (12%)		
4. The knowledge developed through the courses guides the teacher candidate to understand child development and incorporate activities that respond to child needs into planning:	7	1, 2, 4	1					
a. Physics (psychomotor part)				20 (77%)	6 (23%)			
b. Intellectual (cognitive part)				22 (85%)	4 (16%)			
c. Emotional (emotional part)				19 (73%)	6 (23%)	1 (4%)		
d. Special needs, because I understand that every child can learn.				20 (77%)	6 (23%)			

5.The teacher candidate has been prepared in the daily planning by contemplating the strengths and weaknesses of the students.	7	4	1	21 (81%)	3 (12%)	2 (8%)		
6. Pre-practice teaching courses have facilitated the development of clinical experiences to work with students in the real classroom setting.	8	3	1	18 (69%)	4 (16%)	3 (12%)		1 (4%)
7.The program has prepared me to use a variety of strategies that promote learning for the regular population and children with special needs.	8	3	8	19 (73%)	5 (19%)	2 (8%)		
8.The content of the courses has allowed me to develop the skills to carry out the assessment of learning with different evaluation techniques.	6	6	10	22 (85%)	3 (12%)	1 (4%)		
9. Understand that I have the knowledge, skills and disposition to manage the discipline in a diverse classroom.	4, 5	2, 3,4	1	21 (81%)	4 (16%)	1 (4%)		
10.The program promotes the leadership and professionalism of teachers-in-training by developing activities with students at the K-3 and 4-6 levels	9, 10	7	5	24 (92%)	1 (4%)	1 (4%)		
11.The program provides the tools for the development of oral and written communication skills in your courses.	9	8	6	23 (88%)	3 (12%)			
12.The curriculum promotes creative teaching strategies and non-traditional styles for working with clinical experiences and teaching practice.	1, 2, 8	2, 3, 4, 5	1, 8	24 (92%)	2 (8%)			
13. The program promotes knowledge and experiences of integration, use and management of high and low technology as a means of teaching and learning.	8	7	2	20 (77%)	6 (23%)			
14.It is understood that the elementary education program prepares the teacher candidate to perform effectively in the classroom and thus address the diversity of students in the actual classroom setting.	2	4, 5,	4, 8	22 (85%)	3 (12%)		1 (4%)	

15. The program promotes attention to diverse populations.	2	5	4, 8	20 (77%)	5 (19%)	1 (4%)		
PART II. UNIT OPERATIONS								
16. The program promotes individualized academic counseling				24 (94%)	1 (4%)	1 (4%)		
17. Teaching practice is a source of individualized supervision.				24 (94%)	2 (8%)			
18. The program provides guidance on career development after graduation.				12 (46%)	6 (23%)	4 (15%)	1 (4%)	3 (12%)
19. The faculty is knowledgeable, supportive of students and responsive to our needs.				19 (73%)	6 (23%)	1 (4%)		
20. The program prepares the teacher candidate to pass the PCMAS.				21 (81%)	2 (8%)	2 (8%)	1 (4%)	
21. The program guides teacher candidates through the teacher certification process.				21 (81%)	4 (15%)	1 (4%)		
22. The program facilitates the development of a professional portfolio that allows the teacher candidate to reflect on his/her professional performance.				25 (96%)	1 (4%)			

Table 2. Physical Education Program May -2020

Criteria:	InTASC	PRDE	EPP (TCC)	Strongly agree 4	Agree 3	Neutral 2	Disagree 1	Strongly disagree 0
PART I. PROGRAM DATA								
1.The content of the courses has facilitated the broad development of pedagogical knowledge in the subjects I teach in teaching practice.	4, 5	2	1	11 (55%)	6 (45%)			
2.The content of the courses has facilitated the broad development of pedagogical and professional skills of a teacher-in-training.	4, 5	2	1	12 (71%)	4 (24%)	1 (6%)		
3.The content of the courses has allowed for the development and critical understanding of how to work with diverse populations and problem solving.	3, 4, 5	1, 2, 5	3	9 (53%)	6 (45%)	2 (12%)		
4. The knowledge developed through the courses guides the teacher candidate to understand child development and incorporate activities that respond to child needs into planning:	7	1, 2, 4	1					
a. Physics (psychomotor part)				12 (71%)	5 (29%)			
b. Intellectual (cognitive part)				10 (59%)	6 (45%)	1 (6%)		
c. Emotional (emotional part)				7 (41%)	7 (41%)	3 (18%)		
d. Special needs, because I understand that every child can learn.				11 (55%)	5 (29%)	1 (6%)		
5.The teacher candidate has been prepared in the daily planning by contemplating the strengths and weaknesses of the students.	7	4	1	12 (71%)	5 (29%)			

6. Pre-practice teaching courses have facilitated the development of clinical experiences to work with students in the real classroom setting.	8	3	1	9 (53%)	7 (41%)		1 (6%)	
7. The program has prepared me to use a variety of strategies that promote learning for the regular population and children with special needs.	8	3	8	10 (59%)	7 (41%)			
8. The content of the courses has allowed me to develop the skills to carry out the assessment of learning with different evaluation techniques.	6	6	10	7 (41%)	4 (24%)	6 (45%)		
9. Understand that I have the knowledge, skills and disposition to manage the discipline in a diverse classroom.	4, 5	2, 3,4	1	13 (76%)	4 (24%)			
10. The program promotes the leadership and professionalism of teachers-in-training by developing activities with students at the K-3 and 4-6 levels	9, 10	7	5	10 (59%)	7 (41%)			
11. The program provides the tools for the development of oral and written communication skills in your courses.	9	8	6	13 (76%)	3 (18%)	1 (6%)		
12. The curriculum promotes creative teaching strategies and non-traditional styles for working with clinical experiences and teaching practice.	1, 2, 8	2, 3, 4, 5	1, 8	10 (59%)	6 (45%)	1 (6%)		
13. The program promotes knowledge and experiences of integration, use and management of high and low technology as a means of teaching and learning.	8	7	2	8 (47%)	6 (45%)	2 (12%)		
14. It is understood that the elementary education program prepares the teacher candidate to perform effectively in the classroom and thus address the diversity of students in the actual classroom setting.	2	4, 5,	4, 8	10 (59%)	7 (41%)			
15. The program promotes attention to diverse populations.	2	5	4, 8	13 (76%)	4 (24%)			
PART II. UNIT OPERATIONS								

16.The program promotes individualized academic counseling	12 (71%)	1 (6%)	1 (6%)	3 (18%)	
17. Teaching practice is a source of individualized supervision.	15 (88%)		2 (12%)		
18.The program provides guidance on career development after graduation.	7 (41%)	4 (24%)	6 (45%)		
19.The faculty is knowledgeable, supportive of students and responsive to our needs.	12 (71%)	5 (29%)			
20.The program prepares the teacher candidate to pass the PCMAS.	10 (59%)	3 (18%)	4 (24%)		
21.The program guides teacher candidates through the teacher certification process.	10 (59%)	3 (18%)	4 (24%)		
22.The program facilitates the development of a professional portfolio that allows the teacher candidate to reflect on his/her professional performance.	13 (76%)	4 (24%)			

By the other hand, also we present a summary of the data of the questionnaire administered to the completers of the academic years 2017, 2018 and 2019. The OPIR office sent a letter to the academic department directors to inform them that they had begun collecting data from the questionnaire to the completers for the academic years 2017, 2018 and 2019. EPP assisted with the data collection, sending emails to the completers of the corresponding academic courses and posted a message on social media to inform them. Below is a summary of the data collected in the questionnaire.

The Department of Education offers two baccalaureate degrees: Arts in Elementary Education and Arts in Education with concentration in Physical Education for the Elementary Level. Total of graduate students for the academic years 2017 (40), 2018 (48) and 2019 (31) was 119 students. Of these, 29 graduates of both programs responded to the questionnaire, which is equivalent to a response rate of 24%. Most of the graduates were female 65.5% and their marital status was single (75.9 %). The distribution of these, by year of graduation was:

- 2017 - 31% (9)
- 2018 – 44.8% (13)
- 2019 – 24.1% (7)

After graduating, the state of the completers was as follows: 69% of the completers dedicated themselves to work, 13.8% continued working and studying, 10.3 continued studying and another 6.9 % indicated that they did not find employment.

Work experience of the completers

- 65.5% described their current employment situation as a full-time employee. Regarding the time, they have been working since they graduated, a group of 17.2% index that takes one or two years. On the other hand, 51.7% work for private companies.
- 20.7 % found very little difficulty in getting a job, and 24.1 not found difficulty in getting a job.
- The majority 58.6% got a job related to their academic preparation.
- 65.5% said that the degree was a requirement for occupies the position and
- 58.6% consider that their studies were very useful for the performance of their functions.
- In general, 86.2% evaluate the academic preparation received as excellent and good to compete in the job market.
- Regarding the type of school for which they have worked, the most that stood out was the option of "private school" with 31%. Most of the schools belong to the Arecibo school district. Postgraduate studies
- Completers who continued studying indicated that the main reason for continuing to study was to complete their academic goals 17.2%.
- 6.9 % continue their studies in their area of specialty, and chose to study full-time.
- 60% continue studying at the master's level, at a private university in Puerto Rico or University in the United State.
- The Bachelor of Elementary Education is a program that prepares students for teacher certification at the K-6 level.

The results of the Teacher Certification Test (PCMAS by its acronym in Spanish) are an important indicator of learning assessment. Of the 29 graduates surveyed, 96.6% took this exam to become certified as a teacher. Of these, 86.2% said they have the teacher certification.

- Regarding the level of certification, the categories that stood out the most were Elementary education (K-3) and Elementary education (4-6) with 51.7 % for both.
- Regarding the areas of knowledge, in the general test, the greatest difficulty was science and mathematics area with a 27.6 %.
- In the area of professional knowledge, 27.6% of the graduates stated that they faced the greatest difficulty in the fundamentals of education, followed by 21.4% who indicated that they were Humanities/Social areas (24.1%) and Evaluation (24.1 %). Level of satisfaction of completers with their academic preparation
- The level of satisfaction with the academic preparation was due to the fact that the degree obtained has served as a solid base to be able to continue advanced studies (55.2%), since the job requirements are in harmony with the knowledge offered in the degree obtained (48.3%).
- Likewise, 69 % would enthusiastically recommend their area of specialty to students who are beginning studies at UPRA.

On the other hand, they indicated being very satisfied and satisfied in all communication skills, except in: o understanding written material in English (20.6 % little or not satisfied) o speaking effectively in English (31 little or not satisfied) o writing effectively in English (24.1 little or not satisfied).

- Also, the vast majority expressed being very satisfied and satisfied with:
 - o all the skills related to information and research.
 - o comprehends, write and speak effectively in Spanish.
 - o develops logical and critical thinking.
 - o applies scientific principles and methods.
 - o defines and solve problems. o general aspects (Appreciation of the diversity of values, traditions and cultures).

- Regarding how the program has contributed to your professional development as a teacher, the three areas that obtained the highest score:
 - o professional able to integrate non-traditional teaching styles in the development of their classes (82.8 % very satisfied).
 - o be able to promote good relationships with colleagues, parents, family and community agencies (79.3 % very satisfied).
 - o committed to your professional development (79.3 % very satisfied).
- One aspect of interest of the Program is to know the interest of the completers in participating in civic and / or professional activities after graduation, on this matter, 10.3 % reported that they did so.
- 24.1 % said that they keep in contact with the personnel of some department / office of the Institution.
- On the information that would like to receive the informed majority to be interested in Achievements of completers (65.5%) and activities of life on campus that include new buildings, academic programs, and student projects (65.5%).
- Regarding the aspects that the UPRA should direct or direct to improve / strengthen academic offerings and education in general, 62.1 % said that continuing education programs must be strengthened, 72.4% that graduate programs should be offered and 69 % that more distance courses should be offered.
- The recommendations or suggestions to improve UPRA services and academic offerings of its study program were:
 - o offers classes in law, psychology and problem solving.
 - o offers workshops with teachers and principals to tell us about their experiences o eliminate several programs that are no longer so important in everyday life and move on to graduate programs.
 - o offers certifications of the Montessori Method.
 - o offers graduate programs.
 - o expands the UPRA online services, offer more options for online service request

The following tables show the tabulation of the EPP completers questionnaire 2017, 2018 and 2019.

1. After graduation:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Studied		10.3	10.3	10.3
	Failure to obtain employment		6.9	6.9	17.2
	Worked		69.0	69.0	86.2
	Worked and studied		13.8	13.8	100.0
	Total		100.0	100.0	

a. Indicate the reasons that motivated you to pursue studies:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid			75.9	75.9	75.9
	Expand my knowledge	1	3.4	3.4	79.3
	Completing my academic goals	5	17.2	17.2	96.6
	Getting a better job	1	3.4	3.4	100.0
	Total		100.0	100.0	

b. Indicate if you continued in your area of specialty or concentration:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid			75.9	75.9	75.9
	No	5	17.2	17.2	93.1
	Yes		6.9	6.9	100.0
	Total		100.0	100.0	

c. He continued his studies on time:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		75.9	75.9	75.9
Complete	5	17.2	17.2	93.1
Partial		6.9	6.9	100.0
Total		100.0	100.0	

d. Where did you continue your studies?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		75.9	75.9	75.9
Other UPR Campus	1	3.4	3.4	79.3
University in the United States		10.3	10.3	89.7
Private university in Puerto Rico		10.3	10.3	100.0
Total		100.0	100.0	

e. What level of studies are you pursuing or have you pursued after completing your degree at UPRA?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		75.9	75.9	75.9
PhD		6.9	6.9	82.8
Master's Degree	5	17.2	17.2	100.0
Total		100.0	100.0	

f. Have you taken or are you taking continuing education or professional improvement courses?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		75.9	75.9	75.9
No		13.8	13.8	89.7
Yes		10.3	10.3	100.0

Total		100.0	100.0	
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aa. Which of the following statements best describes your current employment situation?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
Full-time employee		65.5	65.5	82.8
Part-time employee		13.8	13.8	96.6
I was employed but now I am not	1	3.4	3.4	100.0
Total		100.0	100.0	

bb. How long have you been working or have you worked since you graduated?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
1 year	5	17.2	17.2	34.5
2 years	5	17.2	17.2	51.7
6 months or less		6.9	6.9	58.6
7 to 12 months	1	3.4	3.4	62.1
More than three years		13.8	13.8	75.9
I was employed before I graduated		24.1	24.1	100.0
Total		100.0	100.0	

cc. What type of company is/was your main employer?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
Private company		51.7	51.7	69.0
Government or other public institutions or agencies		24.1	24.1	93.1

Own Business or Professional Practice		6.9	6.9	100.0
Total		100.0	100.0	

dd. Indicate the gross monthly salary or income you earn or used to earn:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
\$1,000 a \$1,499		27.6	27.6	44.8
\$1,500 a \$1,999		10.3	10.3	55.2
\$2,000 a \$2,499	1	3.4	3.4	58.6
2,500 or more		10.3	10.3	69.0
\$499 or less		13.8	13.8	82.8
\$500 a \$999	5	17.2	17.2	100.0
Total		100.0	100.0	

ee. Indicate the degree of difficulty you encountered in obtaining employment:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
Some		31.0	31.0	48.3
Much		6.9	6.9	55.2
Very little		20.7	20.7	75.9
None		24.1	24.1	100.0
Total		100.0	100.0	

ff. Is there or was there a direct relationship between your employment and your academic preparation?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
No		24.1	24.1	41.4

Yes		58.6	58.6	100.0
Total		100.0	100.0	

gg. Is/was it a requirement to have an academic degree in order to hold your position?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
No	5	17.2	17.2	34.5
Yes		65.5	65.5	100.0
Total		100.0	100.0	

hh. How useful do you consider your studies have been in the performance of your duties in your job?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
Of no use	1	3.4	3.4	20.7
Very useful		58.6	58.6	79.3
Not very useful		6.9	6.9	86.2
Useful		13.8	13.8	100.0
Total		100.0	100.0	

ii. Indicate your degree of satisfaction with the following aspects of your job: Aspects [a. The job is related to your qualifications].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
Dissatisfied	5	17.2	17.2	34.5
Very satisfied		51.7	51.7	86.2
Not applicable	1	3.4	3.4	89.7
Not very satisfied		6.9	6.9	96.6
Satisfied	1	3.4	3.4	100.0
Total		100.0	100.0	

ii. Indicate your degree of satisfaction with the following aspects of your job: Aspects [b. The job meets your professional expectations].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
Dissatisfied		13.8	13.8	31.0
Very satisfied		37.9	37.9	69.0
Not applicable	1	3.4	3.4	72.4
Not very satisfied		10.3	10.3	82.8
Satisfied	5	17.2	17.2	100.0
Total		100.0	100.0	

ii. Indicate your degree of satisfaction with the following aspects of your job: Aspects [c. The job is close to your home].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
Dissatisfied	1	3.4	3.4	20.7
Very satisfied		44.8	44.8	65.5
Not applicable	1	3.4	3.4	69.0
Not very satisfied		10.3	10.3	79.3
Satisfied		20.7	20.7	100.0
Total		100.0	100.0	

ii. Indicate your degree of satisfaction with the following aspects of your employment: Aspects [d. The professional opportunity to work in other geographic areas].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
Dissatisfied		6.9	6.9	24.1
Very satisfied		27.6	27.6	51.7
Not applicable		13.8	13.8	65.5

Not very satisfied		10.3	10.3	75.9
Satisfied		24.1	24.1	100.0
Total		100.0	100.0	

ii. Indicate your degree of satisfaction with the following aspects of your job: Aspects [e. Salary is compatible with job requirements].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
Dissatisfied	5	17.2	17.2	34.5
Very satisfied		6.9	6.9	41.4
Not very satisfied	5	17.2	17.2	58.6
Satisfied		41.4	41.4	100.0
Total		100.0	100.0	

ii. Indicate your degree of satisfaction with the following aspects of your employment: Aspects [f. Your overall employment experience].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
Dissatisfied	1	3.4	3.4	20.7
Very satisfied		37.9	37.9	58.6
Not very satisfied	1	3.4	3.4	62.1
Satisfied		37.9	37.9	100.0
Total		100.0	100.0	

ii. Indicate your degree of satisfaction with the following aspects of your employment: Aspects [g. Other].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	17.2	17.2	17.2
Dissatisfied	1	3.4	3.4	20.7
Not applicable		75.9	75.9	96.6
Satisfied	1	3.4	3.4	100.0

Total		100.0	100.0	
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Specify:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		93.1	93.1	93.1
Good environment and support for academic growth	1	3.4	3.4	96.6
Wal Mart	1	3.4	3.4	100.0
Total		100.0	100.0	

2. The level of satisfaction with your academic preparation is determined based on whether: [Employment opportunities exist in the area of your concentration].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Dissatisfied	1	3.4	3.4	3.4
Very satisfied		31.0	31.0	34.5
Not very satisfied		24.1	24.1	58.6
Satisfied		41.4	41.4	100.0
Total		100.0	100.0	

2. The level of satisfaction with their academic preparation is determined on the basis that: [The job requirements are in harmony with the knowledge offered in the degree obtained].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Very satisfied		48.3	48.3	48.3
Not applicable	1	3.4	3.4	51.7
Not very satisfied		20.7	20.7	72.4
Satisfied		27.6	27.6	100.0
Total		100.0	100.0	

2. The level of satisfaction with their academic preparation is determined on the basis that: [The degree obtained has served as a solid base to be able to pursue advanced studies.]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Very satisfied		55.2	55.2	55.2
Not applicable		13.8	13.8	69.0
Not very satisfied		6.9	6.9	75.9
Satisfied		24.1	24.1	100.0
Total		100.0	100.0	

2. The level of satisfaction with their academic preparation is determined on the basis that: [Other]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Very satisfied		6.9	6.9	6.9
Not applicable		82.8	82.8	89.7
Not very satisfied		6.9	6.9	96.6
Satisfied	1	3.4	3.4	100.0
Total		100.0	100.0	

Specify:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
.		82.8	82.8	82.8
.		6.9	6.9	89.7
Good	1	3.4	3.4	93.1
The field of elementary education is saturated, one needs to have more than one specialty in order to have a decent job.	1	3.4	3.4	96.6
No professionalism	1	3.4	3.4	100.0
Total		100.0	100.0	

3. In general, how do you evaluate your college preparation to compete in the job market?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good		10.3	10.3	10.3
	Deficient	1	3.4	3.4	13.8
	Excellent		75.9	75.9	89.7
	Regular		10.3	10.3	100.0
	Total		100.0	100.0	

4. How enthusiastically would you recommend your area of specialty to students who are beginning their studies at UPRA?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	With some enthusiasm		24.1	24.1	24.1
	With great enthusiasm		69.0	69.0	93.1
	With little enthusiasm		6.9	6.9	100.0
	Total		100.0	100.0	

I. Communication skills [a. Write effectively in Spanish].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		69.0	69.0	69.0
	Satisfied		31.0	31.0	100.0
	Total		100.0	100.0	

I. Communication skills [b. Write effectively in English].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		31.0	31.0	31.0
	Not satisfied		6.9	6.9	37.9
	Not very satisfied	5	17.2	17.2	55.2
	Satisfied		44.8	44.8	100.0
	Total		100.0	100.0	

I. Communication skills [c. Speaking effectively in Spanish].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		69.0	69.0	69.0
	Satisfied		31.0	31.0	100.0
	Total		100.0	100.0	

I. Communication skills [d. Speaking effectively in English].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		37.9	37.9	37.9
	Not satisfied		6.9	6.9	44.8
	Not very satisfied		24.1	24.1	69.0
	Satisfied		31.0	31.0	100.0
	Total		100.0	100.0	

I. Communication skills [e. Comprehend written material in Spanish].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		72.4	72.4	72.4
	Satisfied		27.6	27.6	100.0
	Total		100.0	100.0	

I. Communication skills [f. Comprehend written material in English].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		34.5	34.5	34.5
	Not satisfied	1	3.4	3.4	37.9
	Not very satisfied	5	17.2	17.2	55.2
	Satisfied		44.8	44.8	100.0
	Total		100.0	100.0	

I. Communication skills [g. Using the computer and the Internet].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		69.0	69.0	69.0
	Not applicable	1	3.4	3.4	72.4
	Satisfied		27.6	27.6	100.0
	Total		100.0	100.0	

II. Information and Research Skills [h. Using the library].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		58.6	58.6	58.6
	Not applicable	1	3.4	3.4	62.1
	Not very satisfied	1	3.4	3.4	65.5
	Satisfied		34.5	34.5	100.0
	Total		100.0	100.0	

II. Information and Research Skills [i. Utilize computer resources].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		58.6	58.6	58.6
	Not applicable		6.9	6.9	65.5
	Not very satisfied		6.9	6.9	72.4
	Satisfied		27.6	27.6	100.0
	Total		100.0	100.0	

II. Information and Research Skills [j. Understand graphic information].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		51.7	51.7	51.7
	Not applicable		6.9	6.9	58.6
	Not very satisfied		10.3	10.3	69.0
	Satisfied		31.0	31.0	100.0
	Total		100.0	100.0	

II. Information and Research Skills [k. Develop critical thinking].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		72.4	72.4	72.4
	Satisfied		27.6	27.6	100.0
	Total		100.0	100.0	

II. Information and Research Skills [l. Develop logical thinking].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		69.0	69.0	69.0
	Satisfied		31.0	31.0	100.0
	Total		100.0	100.0	

II. Information and Research Skills [m. Relating theory to practice].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		69.0	69.0	69.0
	Not very satisfied	1	3.4	3.4	72.4
	Satisfied		27.6	27.6	100.0
	Total		100.0	100.0	

II. Information and Research Skills [n. Working in a team].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		69.0	69.0	69.0
	Not very satisfied	1	3.4	3.4	72.4
	Satisfied		27.6	27.6	100.0
	Total		100.0	100.0	

II. Information and Research Skills [o. Apply scientific principles and methods].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		69.0	69.0	69.0
	Satisfied		31.0	31.0	100.0
	Total		100.0	100.0	

II. Information and Research Skills [p. Define and solve problems].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		62.1	62.1	62.1
	Satisfied		37.9	37.9	100.0
	Total		100.0	100.0	

II. Information and Research Skills [q. Solve quantitative problems].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		65.5	65.5	65.5
	Satisfied		34.5	34.5	100.0
	Total		100.0	100.0	

II. Information and Research Skills [r. Perform research tasks independently].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		65.5	65.5	65.5
	Not applicable	1	3.4	3.4	69.0
	Not very satisfied	1	3.4	3.4	72.4
	Satisfied		27.6	27.6	100.0
	Total		100.0	100.0	

III. General aspects [s. Appreciation of the diversity of values, traditions and cultures].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		69.0	69.0	69.0
	Satisfied		31.0	31.0	100.0
	Total		100.0	100.0	

III. General aspects [t. Create awareness of economic, political and social aspects].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		58.6	58.6	58.6
	Not very satisfied		6.9	6.9	65.5
	Satisfied		34.5	34.5	100.0
	Total		100.0	100.0	

III. General aspects [u. Recognize my rights and responsibilities as a citizen].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		62.1	62.1	62.1
	Not very satisfied	1	3.4	3.4	65.5
	Satisfied		34.5	34.5	100.0
	Total		100.0	100.0	

III. General aspects [v. Being a citizen capable of making informed decisions].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		69.0	69.0	69.0
	Not very satisfied	1	3.4	3.4	72.4
	Satisfied		27.6	27.6	100.0
	Total		100.0	100.0	

III. General aspects [w. Developing a sense of ethics].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		72.4	72.4	72.4
	Not very satisfied	1	3.4	3.4	75.9
	Satisfied		24.1	24.1	100.0
	Total		100.0	100.0	

III. General aspects [x. Interest in continuous learning].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied		72.4	72.4	72.4
	Not very satisfied	1	3.4	3.4	75.9
	Satisfied		24.1	24.1	100.0
	Total		100.0	100.0	

6. Have you been involved in civic and/or professional activities after graduation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		69.0	69.0	69.0
	Yes		31.0	31.0	100.0
	Total		100.0	100.0	

Specify:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		69.0	69.0	69.0
Apoderado in the Puerto Rican Volleyball League of Puerto Rico	1	3.4	3.4	72.4
I jointly create cultural activities to introduce U.S. students to different Spanish-speaking places.	1	3.4	3.4	75.9
Professional development. Activities to promote an active and healthy life	1	3.4	3.4	79.3
Teacher chosen at the school to develop the Entrepreneurship Strategy (Title I Program) in the Kindergarten group.	1	3.4	3.4	82.8
Professionals	1	3.4	3.4	86.2
Social and religious	1	3.4	3.4	89.7
Workshops	1	3.4	3.4	93.1
I work with students of different nationalities. We constantly celebrate important or cultural events to recognize the importance of each other and their culture.	1	3.4	3.4	96.6
I had experience working at two schools but not for a full year.	1	3.4	3.4	100.0
Total		100.0	100.0	

7. Do you maintain contact with any of the following: [Student association or organization]? [Student Association or Organization] [Student Association or Organization] [Student Association or Organization] [Student Association or Organization] [Student Association or Organization]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		89.7	89.7	89.7
	Yes		10.3	10.3	100.0
	Total		100.0	100.0	

7. Do you maintain contact with any of the following: [UPRA Alumni Association]? UPRA Alumni Association] [UPRA Alumni Association]?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		93.1	93.1	93.1
	Yes		6.9	6.9	100.0
	Total		100.0	100.0	

7. Do you maintain contact with any of the following:? Staff of any department/office of the Institution] [Staff of any department/office of the Institution]?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		75.9	75.9	75.9
	Yes		24.1	24.1	100.0
	Total		100.0	100.0	

7. Do you maintain contact with any of the following: [Other]? [Other] [Other] [Other] [Other] [Other] [Other] [Other] [Other] [Other]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	96.6	96.6	96.6
	Yes	1	3.4	3.4	100.0
	Total		100.0	100.0	

Specify:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	96.6	96.6	96.6
UPRA Alumni	1	3.4	3.4	100.0
Total		100.0	100.0	

8. Please indicate, in order of preference, how you would like UPRA to communicate with your alumni: [Rank 1]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid E-mail address	5	17.2	17.2	17.2
UPRA Portal (www.upra.edu)	1	3.4	3.4	20.7
Social Networking		79.3	79.3	100.0
Total		100.0	100.0	

8. Please indicate, in order of preference, how you would like UPRA to communicate with your alumni: [Rank 2]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Contact faculty, staff or students		51.7	51.7	51.7
E-mail address		24.1	24.1	75.9
UPRA Portal (www.upra.edu)		6.9	6.9	82.8
Printed publications (fact sheets, magazines, newspapers, etc.)	1	3.4	3.4	86.2
Social Networking		13.8	13.8	100.0
Total		100.0	100.0	

8. Please indicate, in order of preference, how you would like UPRA to communicate with your alumni: [Rank 3]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Contact faculty, staff or students		20.7	20.7	20.7
	E-mail address		24.1	24.1	44.8
	UPRA Portal (www.upra.edu)		27.6	27.6	72.4
	Printed publications (fact sheets, magazines, newspapers, etc.)		24.1	24.1	96.6
	Social Networking	1	3.4	3.4	100.0
	Total		100.0	100.0	

8. Please indicate, in order of preference, how you would like UPRA to communicate with your alumni: [Rank 4]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Contact faculty, staff or students		20.7	20.7	20.7
	E-mail address		10.3	10.3	31.0
	UPRA Portal (www.upra.edu)		37.9	37.9	69.0
	Printed publications (fact sheets, magazines, newspapers, etc.)		27.6	27.6	96.6
	Social Networking	1	3.4	3.4	100.0
	Total		100.0	100.0	

8. Please indicate, in order of preference, how you would like UPRA to communicate with your alumni: [Rank 5]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Contact faculty, staff or students		6.9	6.9	6.9
	E-mail address		24.1	24.1	31.0
	UPRA Portal (www.upra.edu)		24.1	24.1	55.2

Printed publications (fact sheets, magazines, newspapers, etc.)		44.8	44.8	100.0
Total		100.0	100.0	

9. Please indicate what information/data you would like to receive from UPRA: [Recent faculty research].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		44.8	44.8	44.8
Yes		55.2	55.2	100.0
Total		100.0	100.0	

9. Indicate what information/data you would like to receive from UPRA: [General University information (demographics, graduation rates, priorities and other initiatives)].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		72.4	72.4	72.4
Yes		27.6	27.6	100.0
Total		100.0	100.0	

9. Please indicate what information/data you would like to receive from UPRA: [Alumni Achievements].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		34.5	34.5	34.5
Yes		65.5	65.5	100.0
Total		100.0	100.0	

9. Indicate what information/data you would like to receive from UPRA: [Campus life activities (including new buildings, academic programs, student projects)].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		34.5	34.5	34.5
Yes		65.5	65.5	100.0

Total		100.0	100.0	
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9. Please indicate what information/data you would like to receive from UPRA: [None].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	96.6	96.6	96.6
	Yes	1	3.4	3.4	100.0
	Total		100.0	100.0	

9. Please indicate what information/data you would like to receive from UPRA: [Other].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		100.0	100.0	100.0

12. Gender:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female		65.5	65.5	65.5
	Male		34.5	34.5	100.0
	Total		100.0	100.0	

13. Marital status:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married		24.1	24.1	24.1
	Single		75.9	75.9	100.0
	Total		100.0	100.0	

14. Indicate the year in which you obtained your degree:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2017		31.0	31.0	31.0
2018		44.8	44.8	75.9
2019		24.1	24.1	100.0
Total		100.0	100.0	

Education Department The Education Department would like to know your level of satisfaction with the study program you completed. This questionnaire will help us to review our departmental competencies and to improve the areas that you have asked us to improve.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Arts in Education with a concentration in Physical Education for the Elementary Level		48.3	48.3	48.3
Arts in Elementary Education		51.7	51.7	100.0
Total		100.0	100.0	

Education Department The Education Department would like to know your level of satisfaction with the study program you completed. This questionnaire will help us to review our departmental competencies and to improve the areas that you have asked us to improve.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Arts in Education with a concentration in Physical Education for the Elementary Level		48.3	48.3	48.3
Arts in Elementary Education		51.7	51.7	100.0
Total		100.0	100.0	

2. Did you take the teacher certification exam?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	3.4	3.4	3.4
	Yes	28	96.6	96.6	100.0
	Total		100.0	100.0	

a. Did you approve?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	1	3.4	3.4	3.4
	No	1	3.4	3.4	6.9
	Yes		93.1	93.1	100.0
	Total		100.0	100.0	

b. How many times did you take the test?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	6.9	6.9	6.9
	two	1	3.4	3.4	10.3
	one	26	89.7	89.7	100.0
	Total	29	100.0	100.0	

c. Indicate the degree of difficulty you had with the following areas of the test: General Knowledge [Science/Math].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	3.4	3.4	3.4
	Quite		27.6	27.6	31.0
	Much		10.3	10.3	41.4
	Nothing		10.3	10.3	51.7
	Little		48.3	48.3	100.0

Total		100.0	100.0	
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c. Indicate the degree of difficulty you had with the following areas of the exam: General Knowledge [Humanities/Social].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.4	3.4	3.4
Quite		24.1	24.1	27.6
Much		6.9	6.9	34.5
Nothing		10.3	10.3	44.8
Little		55.2	55.2	100.0
Total		100.0	100.0	

c. Indicate the degree of difficulty you had with the following areas of the exam: General Knowledge [Spanish].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.4	3.4	3.4
Quite	1	3.4	3.4	6.9
Much	1	3.4	3.4	10.3
Nothing		31.0	31.0	41.4
Little		58.6	58.6	100.0
Total		100.0	100.0	

c. Indicate the degree of difficulty you had with the following areas of the test: General Knowledge [English].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.4	3.4	3.4
Quite		13.8	13.8	17.2
Much		6.9	6.9	24.1
Nothing		13.8	13.8	37.9
Little		62.1	62.1	100.0

Total		100.0	100.0	
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c. Indicate the degree of difficulty you had with the following areas of the exam: General Knowledge [Composition].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.4	3.4	3.4
Quite	5	17.2	17.2	20.7
Much	1	3.4	3.4	24.1
Nothing		34.5	34.5	58.6
Little		41.4	41.4	100.0
Total		100.0	100.0	

Professional Knowledge [Fundamentals of Education].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.4	3.4	3.4
Quite		27.6	27.6	31.0
Much		20.7	20.7	51.7
Nothing		24.1	24.1	75.9
Little		24.1	24.1	100.0
Total		100.0	100.0	

Professional Knowledge [Education Methods].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.4	3.4	3.4
Quite		20.7	20.7	24.1
Much		20.7	20.7	44.8
Nothing		24.1	24.1	69.0
Little		31.0	31.0	100.0

Total		100.0	100.0	
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Professional Knowledge [Evaluation].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.4	3.4	3.4
Quite		24.1	24.1	27.6
Much		20.7	20.7	48.3
Nothing		24.1	24.1	72.4
Little		27.6	27.6	100.0
Total		100.0	100.0	

Are you certified as a teacher?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		13.8	13.8	13.8
Yes		86.2	86.2	100.0
Total		100.0	100.0	

a. In what category or level do you hold the certificate? Elementary Education (k-3)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		48.3	48.3	48.3
Yes		51.7	51.7	100.0
Total		100.0	100.0	

a. In what category or level do you hold the certificate? [Elementary Education (4-6)]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		48.3	48.3	48.3
Yes		51.7	51.7	100.0

Total		100.0	100.0	
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a. In which category or level do you hold the certificate? Secondary Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		93.1	93.1	93.1
	Yes		6.9	6.9	100.0
	Total		100.0	100.0	

a. In what category or level do you hold the certificate? [Special Education] [Special Education] [Special Education] [Special Education] [Special Education] [Special Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	96.6	96.6	96.6
	Yes	1	3.4	3.4	100.0
	Total		100.0	100.0	

a. In which category or level do you hold the certificate? Pre-school Education] [Pre-school Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	96.6	96.6	96.6
	Yes	1	3.4	3.4	100.0
	Total		100.0	100.0	

a. In what category or level do you hold the certificate? Physical education for elementary school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		69.0	69.0	69.0
	Yes		31.0	31.0	100.0
	Total		100.0	100.0	

a. In which category or level do you hold the certificate? [Other]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		79.3	79.3	79.3
English Education	1	3.4	3.4	82.8
Adapted physical education	1	3.4	3.4	86.2
Adapted Physical Education K-12	1	3.4	3.4	89.7
Physical Education k-12	1	3.4	3.4	93.1
Spanish (Foreign language)	1	3.4	3.4	96.6
Adapted physics	1	3.4	3.4	100.0
Total		100.0	100.0	

4. Are you currently working as a teacher?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		55.2	55.2	55.2
Yes		44.8	44.8	100.0
Total		100.0	100.0	

a. In which school do you work?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		48.3	48.3	48.3
Arecibo Baseball Academy, Inc.	1	3.4	3.4	51.7
Mi Pequeño Rebaño Evangelical College	1	3.4	3.4	55.2
Nuestra Señora del Carmen School, Hatillo, P.R.	1	3.4	3.4	58.6
Pentecostal College	1	3.4	3.4	62.1
Arecibo Pentecostal College	1	3.4	3.4	65.5
Holy Family School	1	3.4	3.4	69.0

CSJ	1	3.4	3.4	72.4
Dr Cayetano Coll y Toste	1	3.4	3.4	75.9
Eleonor Roosevelt	1	3.4	3.4	79.3
FROEBEL bilingual School	1	3.4	3.4	82.8
Keys Gate Charter School	1	3.4	3.4	86.2
Powell Bilingual Elementary School in Washington DC	1	3.4	3.4	89.7
Barceloneta Head Start Program	1	3.4	3.4	93.1
Direct supervisor of tutoring teachers	1	3.4	3.4	96.6
Westover High School, NC United States	1	3.4	3.4	100.0
Total		100.0	100.0	

b. What type of school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		48.3	48.3	48.3
Private		31.0	31.0	79.3
Public		20.7	20.7	100.0
Total		100.0	100.0	

c. Which school district does the school belong to?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		51.7	51.7	51.7
Corozal	1	3.4	3.4	55.2
Arecibo	5	17.2	17.2	72.4
Barceloneta	1	3.4	3.4	75.9
Camuy	1	3.4	3.4	79.3
Cumberland County	1	3.4	3.4	82.8
District of Columbia	1	3.4	3.4	86.2

Manati	1	3.4	3.4	89.7
Mayaguez	1	3.4	3.4	93.1
Miami Dade County	1	3.4	3.4	96.6
San Juan	1	3.4	3.4	100.0
Total		100.0	100.0	

d. What grade does it teach?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		55.2	55.2	55.2
3rd-7th	1	3.4	3.4	58.6
7th and 8th	1	3.4	3.4	62.1
Fourth Grade	1	3.4	3.4	65.5
K-12	1	3.4	3.4	69.0
Kinder	1	3.4	3.4	72.4
Kindergarten		6.9	6.9	79.3
Kindergarten through 6th grade	1	3.4	3.4	82.8
Ninth to twelfth	1	3.4	3.4	86.2
PP-2nd	1	3.4	3.4	89.7
Pre Pre to sixth grade	1	3.4	3.4	93.1
First Grade	1	3.4	3.4	96.6
Second	1	3.4	3.4	100.0
Total		100.0	100.0	

e. Do you hold any administrative position?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		55.2	55.2	55.2
No		41.4	41.4	96.6
Yes	1	3.4	3.4	100.0
Total		100.0	100.0	

Please specify your administrative position:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		28	96.6	96.6	96.6
	Management in church	1	3.4	3.4	100.0
	Total		100.0	100.0	

In which of the following areas have you taken courses after graduation? Pre-school Education] [Pre-school Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	96.6	96.6	96.6
	Yes	1	3.4	3.4	100.0
	Total		100.0	100.0	

In which of the following areas have you taken courses after graduation? Physical Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	96.6	96.6	96.6
	Yes	1	3.4	3.4	100.0
	Total		100.0	100.0	

In which of the following areas have you taken courses after graduation? Special Education] [Special Education] [Special Education] [Special Education] [Special Education] [Special Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		93.1	93.1	93.1
	Yes		6.9	6.9	100.0
	Total		100.0	100.0	

In which of the following areas have you taken courses after graduation? Secondary Education] [Secondary Education] [Secondary Education] [Secondary Education] [Secondary Education] [Secondary Education]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	96.6	96.6	96.6
	Yes	1	3.4	3.4	100.0
	Total		100.0	100.0	

5. In which of the following areas have you taken courses after graduation? [None] [None] [None] [None] [None] [None] [None] [None] [None] [None]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		20.7	20.7	20.7
	Yes		79.3	79.3	100.0
	Total		100.0	100.0	

5. In which of the following areas have you taken courses after graduation? [Other] [Other] [Other] [Other] [Other] [Other] [Other] [Other] [Other] [Other]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid			86.2	86.2	86.2
	Certifications	1	3.4	3.4	89.7
	ELL- English Language Learners	1	3.4	3.4	93.1
	English	1	3.4	3.4	96.6
	Technology	1	3.4	3.4	100.0
	Total		100.0	100.0	

a. How many credits have you passed in the area(s) indicated above?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid			93.1	93.1	93.1
	15 or more		6.9	6.9	100.0

Total		100.0	100.0	
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6. To which professional organization do you belong?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teachers Association		6.9	6.9	6.9
I do not belong to any		89.7	89.7	96.6
Other	1	3.4	3.4	100.0
Total		100.0	100.0	

6. Which professional organization do you belong to? [Other] [Other] [Other] [Other] [Other] [Other] [Other] [Other]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	96.6	96.6	96.6
AOTA American Occupational Therapy Association	1	3.4	3.4	100.0
Total		100.0	100.0	

7. Have you been involved in research projects after graduation?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		93.1	93.1	93.1
Yes		6.9	6.9	100.0
Total		100.0	100.0	

Specify:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		93.1	93.1	93.1
At the master's level	1	3.4	3.4	96.6
Research at the Master's level	1	3.4	3.4	100.0

Total		100.0	100.0	
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8. Indicate how much the program has contributed in your professional development as a teacher to be: [a. Knowledgeable and integrator of pedagogical and theoretical contents in your performance as a teacher].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite		24.1	24.1	24.1
	Much		69.0	69.0	93.1
	Nothing	1	3.4	3.4	96.6
	Little	1	3.4	3.4	100.0
	Total		100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [b. Able to use and integrate technology and other educational resources]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	5	17.2	17.2	17.2
	Much		79.3	79.3	96.6
	Nothing	1	3.4	3.4	100.0
	Total		100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [c. Able to be an active researcher by developing critical thinking and problem solving skills] [c. Able to be an active researcher by developing critical thinking and problem solving skills].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite		24.1	24.1	24.1
	Much		65.5	65.5	89.7
	Little		10.3	10.3	100.0
	Total		100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [d. Able to identify the different needs of students in the classroom] [d. Able to identify the different needs of students in the classroom].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite		24.1	24.1	24.1
	Much		72.4	72.4	96.6
	Little	1	3.4	3.4	100.0
	Total		100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [e. Knowledgeable in the different teaching subjects both theoretical and practical] [e. Knowledgeable in the different teaching subjects both theoretical and practical].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite		20.7	20.7	20.7
	Much		72.4	72.4	93.1
	Little		6.9	6.9	100.0
	Total		100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [f. Sensitive to the ethical and aesthetic aspects of human diversity]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite		34.5	34.5	34.5
	Much		65.5	65.5	100.0
	Total		100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher: [g. Committed to your professional development].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite		20.7	20.7	20.7
	Much		79.3	79.3	100.0

Total		100.0	100.0	
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8. Indicate how much the program has contributed to your professional development as a teacher: [h. Skilled in the use of the mother tongue and other languages]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite		24.1	24.1	24.1
	Much		72.4	72.4	96.6
	Little	1	3.4	3.4	100.0
	Total		100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [i. Creative leader of educational environments].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite		20.7	20.7	20.7
	Much		72.4	72.4	93.1
	Little		6.9	6.9	100.0
	Total		100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher: [j. Professional capable of integrating non-traditional teaching styles in the development of your classes].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite		13.8	13.8	13.8
	Much		82.8	82.8	96.6
	Little	1	3.4	3.4	100.0
	Total		100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [k. Able to foster good relationships with colleagues, parents, family members, and community agencies.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite		20.7	20.7	20.7

Much		79.3	79.3	100.0
Total		100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [I. Able to design assessment and evaluation techniques]

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Quite		20.7	20.7	20.7
Much		75.9	75.9	96.6
Little	1	3.4	3.4	100.0
Total		100.0	100.0	

9. Do you have any suggestions for improving the program?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		51.7	51.7	51.7
Provide more direct experience in schools from the beginning of high school, but in general terms they are excellent.	1	3.4	3.4	55.2
Give it a more commercial vision to make it attractive to those who want to join the program.	1	3.4	3.4	58.6
Let children explore.	1	3.4	3.4	62.1
The program should be more relevant to what actually happens in schools, it focuses a lot on methods and that is something that can be learned in one class. But in terms of classroom practice, there are many scenarios that occur, for example, c	1	3.4	3.4	65.5
Excellent program However there are several concentration courses that in my opinion should have been more dynamic Otherwise excellent!!!!	1	3.4	3.4	69.0

More emphasis on offering online classes	1	3.4	3.4	72.4
I wish I could have finished my preschool certification (I was missing the practicum) but they didn't open the course for two consecutive years.	1	3.4	3.4	75.9
None, I am very proud to be a graduate of UPRA's Education Department.	1	3.4	3.4	79.3
Offer any courses or certifications at the secondary level.	1	3.4	3.4	82.8
Offer master's degrees in education.	1	3.4	3.4	86.2
To better offer the evaluation course.	1	3.4	3.4	89.7
Promote more the school scenario (internships in schools) to better prepare teachers for their teaching practice.	1	3.4	3.4	93.1
An excellent program that I ember and miss	1	3.4	3.4	96.6
A little more practice before the pre-practice and practice as such. Experiences with students are fundamental and the application of what they have learned. In addition, students should encounter situations where they cannot apply what they had planned.	1	3.4	3.4	100.0
Total		100.0	100.0	

In what areas should UPRA be directed or directed to improve/strengthen academic offerings and education in general? Offer other teaching methods] [Offer other teaching methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		55.2	55.2	55.2
	Yes		44.8	44.8	100.0
	Total		100.0	100.0	

In what aspects should UPRA address or focus to improve/strengthen academic offerings and education in general? Strengthen Continuing Education programs].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		37.9	37.9	37.9
Yes		62.1	62.1	100.0
Total		100.0	100.0	

In what areas should UPRA be directed or directed to improve/strengthen academic offerings and education in general? Better prepare students for the job search].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		58.6	58.6	58.6
Yes		41.4	41.4	100.0
Total		100.0	100.0	

In what aspects should UPRA be directed or directed to improve/strengthen academic offerings and education in general? Offer and strengthen studies, programs and experiences at the international level].

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		55.2	55.2	55.2
Yes		44.8	44.8	100.0
Total		100.0	100.0	

In what areas should UPRA address or focus to improve/strengthen academic offerings and education in general? Offering graduate programs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No		27.6	27.6	27.6
Yes		72.4	72.4	100.0
Total		100.0	100.0	

In what areas should UPRA be directed or directed to improve/strengthen academic offerings and education in general? [Offer courses on extended or flexible schedules] [Offer courses on extended or flexible schedules].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		62.1	62.1	62.1
	Yes		37.9	37.9	100.0
	Total		100.0	100.0	

In what areas should UPRA be directed or directed to improve/strengthen academic offerings and education in general? Offer credit for work experience] [Offer credit for work experience] [Offer credit for work experience] [Offer credit for work experience] [Offer credit for work experience].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		62.1	62.1	62.1
	Yes		37.9	37.9	100.0
	Total		100.0	100.0	

In what areas should UPRA address or focus in order to improve/strengthen academic offerings and education in general? [Offer more distance learning courses].

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		31.0	31.0	31.0
	Yes		69.0	69.0	100.0
	Total		100.0	100.0	

In what areas should UPRA be directed or directed to improve/strengthen academic offerings and education in general? [Other] [Other] [Other] [Other] [Other] [Other] [Other] [Other] [Other]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No		93.1	93.1	93.1
	Yes		6.9	6.9	100.0
	Total		100.0	100.0	

Specify:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		93.1	93.1	93.1
Expand your academic programs. More variety	1	3.4	3.4	96.6
Focus on real scenarios, which help to solve problems.	1	3.4	3.4	100.0
Total		100.0	100.0	

Please indicate your recommendations or suggestions for improving UPRA services and academic offerings in your program of study.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		79.3	79.3	79.3
Law classes Psychology classes Problem-solving classes Workshops with teachers and principals talking about their experiences	1	3.4	3.4	82.8
Eliminate several programs that are no longer as important in daily life and give El Paso to graduated programs.	1	3.4	3.4	86.2
Excellent program	1	3.4	3.4	89.7
To offer certifications in the Montessori Method.	1	3.4	3.4	93.1
Offer graduate programs. UPRA should expand its online services, offer more options to run errands online.	1	3.4	3.4	96.6
Variety of programs	1	3.4	3.4	100.0
Total		100.0	100.0	

Outcomes measures

4.5 Graduation Rates

Table 1. Enrollment, degrees conferred, retention and graduation rates for EEP Program 2017-18 to 2019-20

Bachelor of Arts in Elementary Education				
Academic Year	Total enrollment 1 st semester	Degrees conferred	Retention rates	Graduation rates
2017-18	163	26	79%	34%
2018-19	127	15	50%	37%
2019-20	113	27	67%	39%

Source: Office of Planning and Institutional Research (OPIR)

Table 2. Enrollment, degrees conferred, retention and graduation rates for PEEL Program 2017-18 to 2019-20

Bachelor of Arts in Education with major in Physical Education for the Elementary Level				
Academic Year	Total enrollment 1 st semester	Degrees conferred	Retention rates	Graduation rates
2017-18	163	23	53%	26%
2018-19	149	16	56%	16%
2019-20	126	19	45%	21%

Source: Office of Planning and Institutional Research (OPIR)

Our graduation rates for both programs show an increase of 2%-5% from 2018 to 2019

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

In the 2019 - 2020 academic year, the Teacher Certification Tests (PCMAS) were not offered. See College Board Communication

4.7 Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels): See College Board Communication



March 1, 2021

Greetings!

In compliance with the commitment made by the College Board, the Department of Education of Puerto Rico and the university institutions of the country, we include the Excel format to complete and send the list of students graduating from the Teacher Preparation Programs in the 2019-2020 academic year.

In the 2019 - 2020 academic year, the Teacher Certification Tests (PCMAS) were not offered. For this reason, it is necessary for the college to identify and include on the Excel sheet provided to all students who completed the graduation requirements, even if they did NOT take the PCMAS last March. In addition, graduates of Teacher Preparation Programs should be identified as traditional or alternate route graduates. It is very important to be able to properly identify these graduates of the Teacher Preparation Programs in the academic year 2019-20 of the program that will take the PCMAS in March 2021. In this way, we will be able to identify teacher candidates according to the year of their graduation as required by the Teacher Report Card (TCRC).

Please complete the data in the Excel file included with this communication. This document must be certified to the College Board on or before March 31, 2021 via email to lfonseca@collegeboard.org.

Before completing the form procedure, please review the codes, include the social security number, the level (Elementary), the level (High School) and any corrective comments you make. Finally, proceed with sending the updated document.

Cordially yours,

Dr. Debora Hernandez
Executive Director, Test Development
College Board Puerto Rico and Latin Americ

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

Table 1. Institutional Student Loan Default Rates and other Consumer Information

Academic year	% Default rates
2018	5.9
2017	13%
2016	5.8

Source: UPRA Financial Aid Office