

LIBERAL ARTS DIVISION

Education Department

2023-EPP Annual Accreditation Report

Section 4. CAEP (Council for the Accreditation of Educator Preparation) Accreditation Details on EPP's Website

4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]
Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1) Data provided should be collected on employers' satisfaction with program completers.

Satisfaction of employers Survey

This survey was part of the TPP-UAGM-Carolina Action Plan to address Standard 4 and it was implemented in 2017-2018. Data indicates that employers of TPP UAGM-Carolina's completers are pleased with their performance in the classroom ([see graphics](#)). In 2022 academic year, the sample had a scope of 16 employers, where six of them indicated that they do supervise a completer from EPP-UAGM Carolina. All Criteria's scores (Communication, math skills, technological skills, Critical thinking, problem solving, research, team working, creativity, subject matter knowledge, leadership, teaching strategies, assessment strategies, Ethical behavior, and Responsibility) were above the qualifying score of 75%. Compared to 2021 academic year, employers are now more satisfied than in previous years. In addition, they show an increase in satisfaction in all the competencies that the completer is expected to have. This reflects a relationship with the opinion of the graduates, who have expressed, through various strategies of information collection, that the EPP program contributed to their training as a teacher and in the development of their professional skills.

Stakeholder involvement evidence

To improve our relationship of support, construction, and validation of the instruments we developed an action plan that allows us to progressively better collect evidence that demonstrates the collaboration of the EPP: with the schools, directors, education department and university campuses of UAGM where both parties benefit. This plan contains three (3) phases:

Phase I- activate the steering committee

- Complete action plan to address the AFY
- Appoint a committee of cooperating teachers, principals, alumni, faculty, and administrators to participate in decision-making to improve PPE.

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Phase II- the participation of the different academic and extracurricular events that benefit the relationship between the stakeholders will be documented.

- At the beginning of each semester, cooperating teachers and principals are summoned to train them on the roles and responsibilities inherent in practice supervision. In these meetings, the evaluation criteria are discussed, and doubts are clarified. Included presentation (AR-2023-2.2-Practical Guidance August 2021) that was used in August 2021.

Phase III- structure a process that allows us to demonstrate having the best resources to serve our candidates in clinical experiences in schools.

- A committee of teachers, graduates, practice supervisors and students will be established to construct the satisfaction questionnaire on the inherent functions of supervision (cooperating teacher (MC) and university supervisor (SU)) and how these help the formation of the teacher candidate. This questionnaire will be worked so that it can be answered by:
 - Candidate + SU evaluate MC
 - MC + candidate evaluate SU

This will allow us to collect feedback from different points and document the 3 cycles of evidence.