

**2023-EPP Annual Accreditation Report**

**Section 4. CAEP Accreditation Details on EPP's Website**

**4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]**

The provider shares a direct link to its website where the EPP's display of data for the CAEP 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 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**

To determine compliance with Measure 3, the data provided must be related to the measures the EPP is using to determine if candidates meet program expectations and are ready to be recommended for licensure. To document the candidate's progress, the procedures established in the UAGM- Carolina campus for each of the EPP specialties are followed. These procedures are contemplated in three levels (institutional, programmatic, and course) that are operationalized in an assessment plan, where the dean, the director, the coordinators of each of the concentrations and the faculty meet periodically to review and discuss the results of the evaluation of the programs and considering the action plans are generated. Action plans allow corrective measures to be carried out, monitor the candidate's progress, and maintain the effectiveness of the programs. As part of the evidence to meet all CAEP standards, we have a variety of measures summarized in the TPP assessment plan. TPP-UAGM-Carolina meets the CAEP or the State's minimum criteria for academic achievement. Since 2015, the program has had a 2.9 GPA for recruitment and 3.0 GPA minimum criteria in academic achievement during the academic years. The Department of Education of Puerto Rico requires that future teachers have a 3.0 GPA for the recruitment of teachers for the public school system.

The Assessment Program contemplates the clarification of the profile of the graduate of the concentrations, the alignment of the competences of the profile of the graduate of the concentrations with the contents of their courses, the curricular reviews and the use of information collected by some instruments of assessment. The TPP-UAGM Carolina will use the following assessment techniques as part of the measures to comply with the collection of evidence for the CAEP standards: Teacher Certification Test (PCMAS) , Comprehensive TPP Test (Institutional Teacher Applicant Assessment System, Mock Test), EDUC 245 Standardized Test, institutional basic mathematics results (MAGS 120), Rubric for pedagogical situation, Case Study Rubric, Oral Presentations Rubric, Written Work Rubrics, Final assessment Questionnaire for Courses, New Entry Student Needs Survey, Student Satisfaction Survey, Teaching Practicum Portfolio (Practicum e-Portfolio Rubric), and the Teaching Practicum Rubric. Some assessment techniques used by the faculty in the classes are Tests, quizzes, portfolios, concept maps, and oral presentations. Student performance is measured using rubrics. The Student Tracking System (EARS) is used to identify and track students academically. There are two types of success criteria or benchmarks: external and internal

LIBERAL ARTS DIVISION

**UAGM-CC Education Department**

**2023-EPP Annual Accreditation Report**

criteria. TPP-UAGM-Carolina presents as an external benchmark those established by College Board of Puerto Rico and Latin America that creates and administers the Teacher Certification Test (PCMAS). For the College Board of Puerto Rico and Latin America's survey for completers, the benchmarks were established taking into consideration the history of the results at TPP-UAGM-Carolina. The external criteria of success (benchmarks) are presented in Table 1.

Table 1.  
External Measures and Success Criteria

Instruments	Success Criteria (Benchmarks)	2018	2019	2021	2022
PCMAS, sub part Professional Competencies	≥75% (Pass rate) or ≥ PR Pass Rate	.97	.85		
PCMAS, sub part Fundamental Knowledge	≥75% (Pass rate) or ≥ PR Pass Rate	.97	.85		
PCMAS (Summary pass rate)	≥75% (Pass rate) or ≥ PR Pass Rate	.97	.90	.82	.84
College Board Survey for Completers	≥ 75% Satisfied	.10 0	.10 0	.97	.10 0

\* In 2020 there was no administration due to a pandemic emergency.

The internal criteria of success or benchmarks are those discussed and implemented by the EPP-UAGM-Carolina faculty. This considers the student's performance history and the population's characteristics (Suskie, 2009). The EPP-UAGM-Carolina internal benchmarks are presented in Table 2.

Table 2  
Internal Measures and Success Criteria

Instruments	Success Criteria (Benchmarks)	2018	2019	2020	2021	2022
MOCK TEST of PCMAS, Professional Competencies	Pass rate ≥ 65%	.72	.83	.77	.77	.71
MOCK TEST of PCMAS, Fundamental Knowledge	Pass rate ≥ 65%	.72	.78	.71	.86	.100
MOCK TEST of PCMAS, Summary Pass Rate	Pass rate ≥ 65%	.83	.73	.70	.61	.80
EDUC 245 test	Mean ≥ 65	.60	.63	.52	.69	.32
MAGS 120i Assessments results (EducoSoft)	Mean ≥ 65	.87	.86	.69	.87	.76
Practicum Portfolio Rubric (Pedagogical Knowledge)	≥ 70% (Exceeding - Meeting)	-	.100	.93	.100	.100

## LIBERAL ARTS DIVISION

## UAGM-CC Education Department

## 2023-EPP Annual Accreditation Report

Instruments	Success Criteria (Benchmarks)	2018	2019	2020	2021	2022
Case Study Rubric	Mean $\geq$ 3.0	-	3.3	3.35	-	3.38
Oral Presentation Rubric	Mean $\geq$ 3.0	-	3.7	3.7	3.5	3.8
Performers' practicum (Rubric) (Pedagogical Knowledge)	Mean $\geq$ 3.0	-	-	4.7	4.9	4.9
Pedagogical Situation Rubric	Mean $\geq$ 50 in Scale 20-80 points	.57	.49	.58	.46	.52
Written work Rubric	Mean $\geq$ 3.0	-	3.7	3.6	3.8	3.7

The TPP-UAGM-Carolina assesses the instruments and results as part of the annual plan for these purposes ([see graphics](#)). We evaluate the schools at the end of each year and compare it with the past year in terms of quality of the cooperative teacher and cooperative director to offer the best experiences and best practices to the students in each area (both strengths and weaknesses). We received recommendations from the cooperative teachers to improve the processes and instruments for the evaluations of the students in their practicum ([clinical experience](#)). The criteria that evidence the compliance with CAEP-Standards 1 and 2 are included in this instrument. The content and pedagogical knowledge are aligned to the specialized accrediting agencies and associations. These agencies are National Association for the Education for the Young Children (NAEYC), National Association for Sports and Physical Education (NASPE), Council for the Exceptional Children (CEC), Council Accreditation for Educator Preparation (CAEP) and Teachers of English to Speakers of Other Languages (TESOL International).

One of the innovations that TPP-UAGM-Carolina implemented was the use of five (5) rubrics to evaluate the academic written work, oral presentations, case studies, practicum portfolio, and pedagogical situations ([see graphics](#)). These instruments were validated, implemented, and are available on an electronic platform (Blackboard), to maintain the information by professors to compare the annual results. The results demonstrate candidate's high performance above Benchmark (mean  $\geq$  3.0 points, exceeding mean  $\geq$  70% or mean  $\geq$  50) ([see graphics](#)). Other processes that show continuous improvement are the candidate's high performance on the institutional tests. These tests were elaborated, validated, and implemented as part of TPP UAGM-Carolina action plan. The tables 3,4,5,6 and 7 show the results. Table 3 presents the performance of the TPP-UAGM-Carolina candidates on the Mock test of PCMAS (Summary Past Rate) for each of the following years: 2018, 2019, 2020, 2021 and 2022. This table demonstrates that the average performance was below of benchmark 2021 but increased in 2022 and 2023 above of benchmark ( $\geq$  65). These data reflect a positive result for TTP-UAGM-Carolina candidates.

LIBERAL ARTS DIVISION

**UAGM-CC Education Department**

**2023-EPP Annual Accreditation Report**

Table 1

Performance on the Mock Test of PCMAS: Summary Pass Rate

Years	N	Approval	No Approval	Summary Pass Rate
2018	35	30	6	.83
2019	30	22	8	.73
2020	30	21	9	.70
2021	28	17	11	.61
2022	10	8	2	.80
2023	14	11	3	.79

Graphics: <https://bit.ly/3AtxXkf>

**Evidence of Reliability**

The evidence of reliability of all the parts of the PCMAS provided by the College Board of Puerto Rico and Latin America had Alfa Coefficients over 0.67 (Available at EPP-UAGM-Carolina). The Alfa Coefficients for the standardized tests, the Mock test of PCMAS and, the Employer’s satisfaction survey was also over 0.75 (Available at EPP-UAGM-Carolina). These values indicate that there is internal consistency among the tests or survey and their constructs. In other words, the items in each of the tests and surveys have a high association among themselves and their constructs (Crocker and Algina, 2006; Thompson, 2003).

**Evidence of Validity**

The evidence of content validity for the institutional departmental tests and Mock test of PCMAS, was gathered through the administration to a pilot group and a panel of experts. The pilot for these tests was administered to a group of candidates. This administration gathered the opinion of the candidates about the structure, grammar, and coherence of the tests. The panel of experts’ process gathered information about structure, grammar, and relevance of the tests. It also made the analysis of items that identified the discrimination of the items and the level of difficulty. (Available at EPP-UAGM-Carolina) (Crocker and Algina, 2006; Thompson, 2003). The College Board of Puerto Rico and Latin America carries out the validation process for the PCMAS test. This information is kept in its offices. The evidence of validity for the rubrics (Oral presentation, Case study, pedagogical situation, written work, and portfolio), Employer’s satisfaction survey and Completers Survey of EPP UAGM Carolina, were gathered through a panel of experts. In addition, the faculty aligned these assessments to CAEP Standards, InTASC standards and Puerto Rico Department of Education teacher profile. The following table 3 summarizes the evidence of validity of the results collected to demonstrate the internal consistency of the measurements used in the PPE programs.

LIBERAL ARTS DIVISION

UAGM-CC Education Department

2023-EPP Annual Accreditation Report

Table 3.  
Summary of validity and reliability evidence

ASSESSMENT TOOL	PURPOSE OF THE ASSESSMENT	ADMINISTRATION PROCESS	VALIDITY INDEX	RELIABILITY	RELIABILITY INDEX <sup>1</sup>
Standardized Test	<b>Learning measure</b> Determine the candidate's knowledge on human growth and development. This will help in the comprehension of the student's development and understand the importance of the learning environment, and their impact on knowledge acquisition processes to gauge the student's level of cognitive, psychomotor, and affective development.	<b>EDUC 245-</b> Growth and Development	<b>Content Validity Item Analysis Specifications</b>  Every semester we ask the faculty to build new premises according to the specifications sheet and instructions sent to them in advance. These premises are evaluated by the appraisal committee and those that comply are included in the examination. In each administration, added items are tested, and a data bank is maintained with premises that can be used.	Cronbach's Alpha.	$\alpha = .118$

<sup>1</sup> \* Last administration data spring 2022.

LIBERAL ARTS DIVISION

UAGM-CC Education Department

2023-EPP Annual Accreditation Report

ASSESSMENT TOOL	PURPOSE OF THE ASSESSMENT	ADMINISTRATION PROCESS	VALIDITY INDEX	RELIABILITY	RELIABILITY INDEX <sup>1</sup>
			<p><b>Item analysis</b> is done on Blackboard. Once the candidate completes the task and is qualified by the professor, the students' answers are downloaded. This analysis allows us to identify which questions discriminate and which ones do not and provides us with the level of difficulty of the premises.</p>		
Pedagogical Situations rubric	The primary purpose of this rubric is to evidence how the candidate can evaluate the educational foundations and applying them in scenarios similar to what they will experience as teachers, taking into consideration the apprentice and his / her learning, the	<p>EDUC 435 and 436 <b>TTP Methodology Courses</b> <b>PPE-</b> EDUC 410,411,412,413 and 414</p> <p><b>PE-PHED</b> 321, 311 <b>EE-</b> SPED 208, 210, 211 <b>TESOL-</b> ENED 322, 323</p>	<p><b>Content Validity</b> <b>Face Validity</b></p> <p>The EPP has qualitative data (experts' recommendations). These recommendations were used to improve the instruments. The EPP is analyzing and interpreting results to provide the validity content index.</p>	Interrater-Reliability	.75

LIBERAL ARTS DIVISION

UAGM-CC Education Department

2023-EPP Annual Accreditation Report

ASSESSMENT TOOL	PURPOSE OF THE ASSESSMENT	ADMINISTRATION PROCESS	VALIDITY INDEX	RELIABILITY	RELIABILITY INDEX <sup>1</sup>
	content, the instructional practice, and the professional responsibility.				
Comprehensive Exam (Mock Test)	Validate that the TPP candidates have developed the competencies, skills, and knowledge that qualify them as effective teachers, demonstrating proficiency in the apprentice and his / her learning, the content, the instructional practice, and the professional responsibility.	<b>EDUC 435 -</b> Interdisciplinary Seminar <b>EDUC 436 -</b> Pedagogical Integration Seminar	<b>Content Validity Item Analysis Specifications</b> Every semester we ask the faculty to build new premises according to the specifications sheet and instructions sent to them in advance. These premises are evaluated by the appraisal committee and those that comply are included in the examination. In each administration, added items are tested, and a data bank is maintained with premises that can be used. <b>Item analysis</b> is done on <i>Blackboard</i> . Once the candidate completes the	Cronbach's Alpha	Scale: Fundamentals $\alpha = .82$ Professionals $\alpha = .49$

LIBERAL ARTS DIVISION

UAGM-CC Education Department

2023-EPP Annual Accreditation Report

ASSESSMENT TOOL	PURPOSE OF THE ASSESSMENT	ADMINISTRATION PROCESS	VALIDITY INDEX	RELIABILITY	RELIABILITY INDEX <sup>1</sup>
			task and is qualified by the professor, the students' answers are downloaded. This analysis allows us to identify which questions discriminate and which ones do not and provides us with the level of difficulty of the premises.		
e-Portfolio Portfolio Rubric	The criteria in this rubric validate the candidates' competencies in collecting data and professionally administering their career. Each one of the Puerto Rico teachers' professional competencies and CAEP standards are evidenced.	<b>Practicum Courses</b> <b>ECED 443</b> <b>ECED 444</b> <b>SPED 405</b> <b>PHED 410</b> <b>PHED 411</b> <b>ENED 431</b> <b>ENED 436</b>	Content Validity Face Validity  The EPP has qualitative data (experts' recommendations). These recommendations were used to improve the instruments. The EPP is analyzing and interpreting results to provide the validity content index.	Interrater-Reliability	Los datos que abonan a la validez para la medida de rúbrica de portafolio están actualmente en desarrollo/aún no están disponibles debido a que estamos realizando una evaluación externa de los trabajos de los estudiantes. El EPP planea y se espera que los datos de la medida



LIBERAL ARTS DIVISION

UAGM-CC Education Department

2023-EPP Annual Accreditation Report

ASSESSMENT TOOL	PURPOSE OF THE ASSESSMENT	ADMINISTRATION PROCESS	VALIDITY INDEX	RELIABILITY	RELIABILITY INDEX <sup>1</sup>
					estén disponibles al público para el otoño del 2023.
Practicum Rubric	Evidence that the candidates have developed the knowledge, competencies and skills related to their specialty. These are aligned to the Puerto Rico Teacher Professional Standards, specialized agencies, and CAEP.	<b>Practicum Courses</b> <b>ECED 443</b> <b>ECED 444</b> <b>SPED 405</b> <b>PHED 410</b> <b>PHED 411</b> <b>ENED 431</b> <b>ENED 436</b>	Content Validity-Stakeholders  The EPP has qualitative data (experts' recommendations). These recommendations were used to improve the instruments. The EPP is analyzing and interpreting results to provide the validity content index.	Interrater-Reliability	k-3 program .77
					Physical Education .100
Essays- Written Work Rubric	<b>Learning measure</b> Effectively develop oral and written communication skills in the candidates. This rubric is used throughout the students' development to strengthen and fine-tune their	<b>EDUC 202</b> - Integration of Technology in Education <b>EDUC 204</b> - Nature of the Exceptional Child and Inclusion <b>EDUC 205</b> - Introduction to Assistive Technology <b>EDUC 403</b> - Curricular Design	Content Validity  The EPP has qualitative data (experts' recommendations). These recommendations were used to improve the instruments. The EPP is analyzing and interpreting	Interrater-Reliability	The data that pays for the validity for the rubric measure of written works are currently in development/not yet available because we are conducting an external evaluation

LIBERAL ARTS DIVISION

UAGM-CC Education Department

2023-EPP Annual Accreditation Report

ASSESSMENT TOOL	PURPOSE OF THE ASSESSMENT	ADMINISTRATION PROCESS	VALIDITY INDEX	RELIABILITY	RELIABILITY INDEX <sup>1</sup>
	communication, enabling them to demonstrate leadership among their students, colleagues, and moreover, show academic-administrative capability when planning, implementing, and evaluating contents and teaching strategies.		results to provide the validity content index.		of student work. The EPP plans and expects data from the measure to be available to the public by fall 2023.
Oral presentation Rubric	This questionnaire explores the opinion of students about the courses and some services offered by the university. These services deal with aspects of the course, teaching strategies, opinion about the teacher, self-	<b>EDUC 305</b> - Sociological Foundations of Education <b>EDUC 409</b> - Planning and Evaluation of Learning <b>EDUC 420</b> - Philosophical Foundations of Education	The EPP has qualitative data (experts' recommendations). These recommendations were used to improve the instruments. The EPP is analyzing and interpreting results to provide the validity content index.	Inter rater-reliability	The data that pay to the validity for the measure of heading of oral presentation are currently in development/not yet available because we are conducting an external evaluation

LIBERAL ARTS DIVISION

UAGM-CC Education Department

2023-EPP Annual Accreditation Report

ASSESSMENT TOOL	PURPOSE OF THE ASSESSMENT	ADMINISTRATION PROCESS	VALIDITY INDEX	RELIABILITY	RELIABILITY INDEX <sup>1</sup>
	evaluation, and teaching support services.				of student work. The EPP plans and expects data from the measure to be available to the public by fall 2023.
Case Study Rubric	Learning measure Guarantee that the candidates are developing research skills that will give them the opportunity of improving their teaching and applying content and teaching-learning strategies in diverse learning environments according to the learners' needs at different school levels.	<b>EDUC 172-</b> Human Growth and Development II  <b>EDUC 300-</b> Psychological Foundations of Education	The EPP has qualitative data (experts' recommendations). These recommendations were used to improve the instruments. The EPP is analyzing and interpreting results to provide the validity content index.	Inter rater-reliability	.50
Satisfaction of Candidates	This questionnaire explores the opinion of students about the courses and some services offered by	<b>Annually</b>	Content Validity Factor Analysis  The EPP has qualitative data (experts'	Cronbach's Alpha.	$\alpha = .95$ (23 items)

LIBERAL ARTS DIVISION

UAGM-CC Education Department

2023-EPP Annual Accreditation Report

ASSESSMENT TOOL	PURPOSE OF THE ASSESSMENT	ADMINISTRATION PROCESS	VALIDITY INDEX	RELIABILITY	RELIABILITY INDEX <sup>1</sup>
	the university. These services deal with aspects of the course, teaching strategies, opinion about the teacher, self-evaluation, and teaching support services.		recommendations). These recommendations were used to improve the instruments. The EPP is analyzing and interpreting results to provide the validity content index.		
Satisfaction of Candidates Exit Survey	The purpose of this study is to identify aspects of graduation candidates while they study at the Ana G. Méndez University (UAGM) campuses. In addition, it evaluates the perception of students about student services and the academic skills acquired during their stay in the academic program to which they belong.	<b>Annually</b>	These recommendations were used to improve the instruments.	Cronbach's Alpha.	$\alpha = .94$ (31 items)

LIBERAL ARTS DIVISION

**UAGM-CC Education Department**

**2023-EPP Annual Accreditation Report**

ASSESSMENT TOOL	PURPOSE OF THE ASSESSMENT	ADMINISTRATION PROCESS	VALIDITY INDEX	RELIABILITY	RELIABILITY INDEX <sup>1</sup>
Satisfaction of faculty	Dear professor, the following questionnaire explores your opinion about the operation of the university. The information this instrument will collect will improve the quality of our programs and services.	<b>Annually</b>	The EPP has qualitative data (experts' recommendations). These recommendations were used to improve the instruments. The EPP is analyzing and interpreting results to provide the validity content index.	Cronbach's Alpha.	$\alpha = .68$ (54 items)
Employer's Satisfaction Survey	The Purpose of the questionnaire is to explore the opinion of the employers of the graduates of the Teacher Preparation programs of the UAGM-Carolina (PPM-UAGM-Carolina) to know how the work performance of the graduates is. In addition, it has the objective of collecting	<b>Annually</b>	The EPP has qualitative data (experts' recommendations). These recommendations were used to improve the instruments. The EPP is analyzing and interpreting results to provide the validity content index.	Cronbach's Alpha.	$\alpha = .99$ (35 items)

LIBERAL ARTS DIVISION

UAGM-CC Education Department

2023-EPP Annual Accreditation Report

ASSESSMENT TOOL	PURPOSE OF THE ASSESSMENT	ADMINISTRATION PROCESS	VALIDITY INDEX	RELIABILITY	RELIABILITY INDEX <sup>1</sup>
	information about how the UAGM prepared the current graduate to carry out the tasks that he currently performs in his job. This instrument explores the opinions that the study subjects have about the academic training of graduates in the teacher preparation programs of the UAGM-Carolina.				
EPP-UAGM-Carolina Completer's Satisfaction Survey	The questionnaire explores the opinion of the graduates of the UAGM-Carolina Teacher Preparation programs (PPM-UAGM- Carolina) to learn how the university education they received helped them find a job. In	<b>Annually</b>	The EPP has qualitative data (experts' recommendations). These recommendations were used to improve the instruments. The EPP is analyzing and interpreting results to provide the validity content index.	Cronbach's Alpha.	$\alpha = .87$ (35 Items)

LIBERAL ARTS DIVISION

**UAGM-CC Education Department**

**2023-EPP Annual Accreditation Report**

ASSESSMENT TOOL	PURPOSE OF THE ASSESSMENT	ADMINISTRATION PROCESS	VALIDITY INDEX	RELIABILITY	RELIABILITY INDEX <sup>1</sup>
	<p>addition, it has the objective of knowing how the UAGM prepared the current graduate to carry out the tasks that he currently performs in his job.</p>				