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Departamento Interdisciplinario de Educación Salud y Moda

Completers' Survey Standard 4.4

Satisfaction of Completers: 4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Participants

The sample received for the alumni survey were 8. The survey was sent to students from the Arecibo, Mayagüez and Ponce campuses. Unfortunately, this was sent during earthquakes and lockdown due to COVID pandemic. The EPP recognizes the importance of this data and will continue to make efforts towards a representative sampling.

The questionnaire is composed of three parts: (1) alumni general information, (2) contribution of the program, and (3) impact of the program for the alumni.

- A. the contribution of the program towards the alumni's professional goals
- B. the contribution of the program in developing professional competencies
- C. the contribution of the learning and clinical experiences on the effectiveness of teaching strategies and assessment
- D. Would the alumni consider the graduate school of PCUPR as an alternative to further their studies?

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Part three of the survey included two open-ended questions related to the strongest aspect of the program and recommendations for the program.

All completers 8/8 (100%) answered the survey indicating their satisfaction with the program in which they enrolled. Two completers are working in a public school and six in the private school. The completers working in the private school indicated that they started working in the school where they carried out their clinical experiences. Eight completers (100%) indicated that the PCUPR contribute to achieving their professional goals and developing the professional skills necessary for the exercise of their profession as a teacher.

Seven completers (88%) indicated that the leaning and clinical experiences in the EPP contributed to the development of teaching and assessment strategies that enabled them to effectively manage the classroom. Two (13%) indicate the contrary.

The answers for the following open question among others: What is the best aspect or strength of the EPP from which you are a graduate?

1. The dedication of the professors
2. Teacher quality
3. Clinical experiences that help you identify if one really wants to study this profession

What changes or improvements would you recommend to the College of Education?

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1. Update the general courses of the College of Education.
2. Carry out activities so that the new generation understands the importance of the teacher and is attracted to this profession.

Data Analysis

All results are reported on SPSS 27 for Windows. The results of this survey are analyzed by descriptive statistics including frequency distribution, measures of central tendency results for each variable, difference between means, difference between standard deviations, and variances and measures of variability.

Validity and Reliability

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.977	.984	38

Descriptive Statistics							
Item #	Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
14	Overall program quality (CAEP 1.1; DE 1.5, INTASC 9)	8	2	4	3.50	.926	.857
15	Professional training received (CAEP1.1, DE 11, INTASC 9)	8	2	4	3.63	.744	.554
16	Skills in the area of teaching and learning appraisal Vocational training received (CAEP 1.1, DE 1.5, INTASC 4)	8	2	4	3.50	.926	.857

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Descriptive Statistics							
Item #	Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
17	Usefulness of what is learned in the teacher's responsibilities and duties (CAEP 1.3, DE 1.2, INTASC 5)	7	2	4	3.57	.787	.619
18	Content update (CAEP 1.3, DE 1.5, INTASC 5)	8	1	4	3.25	1.165	1.357
19	Relevance of curriculum content (CAEP 1.3, DE 1.2, INTASC 5)	8	2	4	3.38	.916	.839
20	Curriculum sequence (CAEP 1.3, DE 1.2, INTASC 5)	7	2	4	3.29	.951	.905
21	Alignment between the content of the Syllabi and the content covered through the teaching-learning process. (CAEP 1.3, DE 1.2, INTASC 5)	8	3	4	3.63	.518	.268
22	Diversity in the use of strategies, methods, techniques through courses. (CAEP 1.1, DE 5.6, INTASC 2)	8	2	4	3.63	.744	.554
23	Prevalence of an interactive and constructivist teaching approach through Education courses. (CAEP 1.1, DE 3.2, INTASC 3)	8	3	4	3.75	.463	.214
24	Inclusion of the humanist-Christian philosophy of the Institution in the courses and activities of the program. (CAEP 1.1, DE 3.6, INTASC 4)	8	3	4	3.87	.354	.125
25	Integration of technology and computer as a means to enrich teaching activities in the classroom. (CAEP 1.5, DE 7.6, INTASC 5)	8	2	4	3.75	.707	.500
26	Participation in activities involving the academic and social community. (CAEP 1.1, DE 3.6, 9.6, INTASC 10)	8	2	4	3.75	.707	.500
27	Acquisition of the competences of the specialty. (CAEP 1.1, DE 1.5, INTASC 4)	8	2	4	3.50	.756	.571

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Descriptive Statistics							
Item #	Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
28	Challenge to intellect (reflective and critical thinking skills, increased knowledge, use of higher cognitive levels). (CAEP 1.1, DE 2.1, INTASC 5)	8	3	4	3.63	.518	.268
29	Opportunity to bring knowledge, skills and personal experiences into the educational process. (CAEP 1.4, DE 2.2, INTASC 4)	8	3	4	3.63	.518	.268
30	Opportunity to develop creativity. (CAEP 1.1, DE 2.2, INTASC 5)	8	2	4	3.75	.707	.500
31	Access to technology as a means of learning. (CAEP 1.1, DE 7.4, INTASC 5)	8	3	4	3.87	.354	.125
32	Services to the academic and social community. (CAEP 1.1, DE 9.4, INTASC 3)	8	2	4	3.75	.707	.500
33	Inclusion of varied measurement and diverse techniques (CAEP 1.1, DE 6.6, INTASC 6)	7	2	4	3.71	.756	.571
34	Knowledge of the evaluation criteria before the evaluation process. (CAEP 1.1, DE 6.2, 6.6, INTASC 6)	8	3	4	3.87	.354	.125
35	Evaluative process in tone with the level of study. (CAEP 1.1, DE 6.3, 6.6, INTASC 6)	8	2	4	3.75	.707	.500
36	Concordance of course content with the content of Teacher Certification Tests (PCMAS). (CAEP 1, 3, DE 1.1, 2.4, INTASC 5)	8	2	4	3.38	.916	.839
37	Clinical experiences on the real scenario (observation in classrooms or in schools). (CAEP 1, DE 1.5, INTASC 3,4)	8	1	4	3.13	1.356	1.839

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Descriptive Statistics							
Item #	Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
38	Experiences in the practicum process (CAEP 2, DE 1.4, INTASC 7, 8)	8	2	4	3.75	.707	.500
39	Opportunity to carry out research and research projects in action in the courses of the program or through clinical experiences. (CAEP 1.2, DE 11.3, INTASC 4, 5)	8	1	4	3.25	1.035	1.071
40	Preparation in the area and subject matter. (CAEP 1.1, 1.3, DE 1.1, INTASC 4.5)	8	3	4	3.87	.354	.125
41	Model of righteousness and Christian values. (DE 1.1)	8	3	4	3.87	.354	.125
42	Commitment and dedication. (CAEP 1, DE 2.2, INTASC 4)	8	1	4	3.63	1.061	1.125
43	Affective relationship and accessibility. (CAEP 1.1, DE 3.4, INTASC 1,2,3)	7	2	4	3.71	.756	.571
44	Respect for the dignity of the human being. (CAEP 2, DE 5.2, 5.7, INTASC 2)	7	3	4	3.86	.378	.143
45	Availability and access to computer labs. (DE 7.6)	8	3	4	3.87	.354	.125
46	Availability and access to technological resources for the execution of projects and activities in the classroom. (CAEP 1.2, DE 7.6)	8	4	4	4.00	.000	.000
47	Preparation to address diversity in the classroom. (CAEP 1.1, DE 5.2, 5.6, INTASC 2)	8	3	4	3.87	.354	.125
48	Application of varied measurement and evaluation techniques to evaluate learning. (CAEP 1.1, DE 6.4, INTASC 6)	8	2	4	3.75	.707	.500
49	Implementation of collaborative focus skills in problem solving. (CAEP 1.1, DE 9.2, 9.4, INTASC 9, 10)	8	3	4	3.87	.354	.125

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Descriptive Statistics							
Item #	Criteria	N	Minimum	Maximum	Mean	Std. Deviation	Variance
50	Proper use of pre and post tests. (CAEP 1.1, DE 6.4, INTASC 6)	8	2	4	3.75	.707	.500
51	Integration of technology into the teaching-learning process (CAEP 1.2, DE 7.1-7.6)	8	3	4	3.87	.354	.125
52	Implementation of various strategies in class management. (CAEP 1, DE 3.2, INTASC 8)	8	3	4	3.75	.463	.214

Frequency Table: Part Two

Did PUCPR studies contribute to achieving your career goals?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	100.0	100.0	100.0
	Total	8	100.0	100.0	

Did your training as a student-teacher at the PUCPR College of Education help develop the professional skills necessary for the exercise of your profession as a teacher:					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	100.0	100.0	100.0
	Total	8	100.0	100.0	

Did the learning experiences and clinical experiences contribute to the development of teaching and needed strategies that enabled you to effectively manage the classroom.

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	12.5	12.5	12.5
	Yes	7	87.5	87.5	100.0

Would you consider PUCPR Graduate School of Education as one of your alternatives for continuing graduate studies?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	25.0	25.0	25.0
	Undecided	1	12.5	12.5	37.5
	Yes	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

Demographics

STUDY RESULTS OF GRADUATES OF THE 2020 TEACHER PREPARATION PROGRAMS (8 Answers)

1. Department

Elementary Education	4	50%
Secondary Education	2	25%
Physical Education	1	13 %
Other	1	13%



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2. Concentration

Special Education
History
Visual Arts
General Education
Physical Education-Secondary
Primary Education
Physical Education-Elementary
Biology

3. Agency or institution

Department de Education (Public School)
Ponceño Catholic School (Private School)
Washburn School (Private School)

4. Workplace

Adrián Torres Torres School. Peñuelas
Ponceño Catholic School, Ponce
Specialized School of Science and Math Genaro Cautiño, Villalba
Washburn School, Ponce
San Agustin, Catholic School, Cabo Rojo

9. Teaching Position

Autism
History
Visual Arts
Physical Education and Athletic Director
Primary
Physical Eduaction K-3

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10. Did the studies at PCUPR contribute to achieving your professional goals?

Yes	8	100%
No	0	0%



11. Did your training as a teacher at the PUCPR College of Education contribute to developing the professional skills necessary for the exercise of your profession as a teacher?

Yes	8	100%
No	0	0%



12. Did the learning experiences and clinical experiences in EPP contribute to the development of teaching and assessment strategies that enabled you to effectively manage the classroom?

Yes	7	88%
No	1	13%



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13. Would you consider the Graduate School of Education at PUCPR as one of your alternatives to continue graduate studies?

Yes	5	63%
No	2	24%
Undecided	1	1%

