

**COLEGIO DE EDUCACIÓN**

*Departamento Interdisciplinario de Educación Salud y Moda*

**CAEP STANDARD 4: PROGRAM IMPACT**

**Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2 | R5.3 | RA4.1)**

**Satisfaction of Employers**

4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

This survey was sent to teacher employers for the public and private schools available during the academic year 2021-2022. The data collected is based on the Employers' Satisfaction Survey results designed to measure employers' satisfaction with the completers' preparation in their schools. The survey consists of three parts:

1. Part I collects the general information of the school and the number of completers/teachers working in the school.
2. Part II collects the performance level of the completer with a total of ten questions and a scale of **totally contributes (2), partially contributes (1), and does not contribute (0)**.
3. Part III consists of two open-ended questions. What do you consider to be the greatest strengths of the completers of the EPP of the PCUPR College of Education, Ponce, Arecibo, and Mayagüez Campus? Also, what recommendations would you give to the EPP College of Education?

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Five employers completed and sent the survey via email. Two of the employers are private schools, one secular one Catholic schools, and three employer are from a public- school. These are:

- Psychoeducational Interdisciplinary Center this school is specialized in Autism and Special Education and regular classroom; (6 teachers)
- Ponceño Catholic School (26 teachers)
- Josefina Boya León School (5 teachers)
- Lucy Grillasca (6 teachers) and
- Juan Cuevas Aboy (6 teachers)

Fifty-nine **(59)** completers are working in these five institutions. The results show that all employers affirm having a high level of satisfaction with the completers' preparation for their assigned responsibilities in working with P-12 students from Pontifical Catholic University.

In response to Question #1, what do you consider to be the greatest strengths of the graduates of the EPP of the PCUPR College of Education, Ponce, Arecibo, and Mayagüez Campus? Employers identified the following strengths:

1. Professional competencies
2. Christian values
3. Disposition to learn and innovate
4. Effective communication

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5. Effective Teamwork

In response to Question #2, what do you consider to be the greatest recommendations of the graduates of the EPP of the PCUPR College of Education, Ponce, Arecibo, and Mayagüez Campus? Employers identified the following recommendations for the Teacher Preparation Program:

1. Classroom management techniques
2. Writing planning objectives
3. Workshops in STEM and Technology

<b>Descriptive Statistics</b>						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
#1 Do you consider that the studies of teachers graduated from PCUPR contribute to the achievement of the goals of their educational institution? (CAEP 4.2, 4.3), (InTASC 3), (DEPR 1-10)	5	2.00	2.00	2.0000	.00000	.000

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<b>Descriptive Statistics</b>						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
#2 Do you consider that the training of teachers graduated from the PCUPR College of Education contributes to the development of the necessary competencies for the exercise of their profession as a teacher ?(CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 4.2), (InTASC 1,	5	1.00	2.00	1.6000	.54772	.300
#3 Do you consider that the learning experiences and clinical experiences in the EPP of teachers graduated from PCUPR contribute to the development of effective teaching strategies in the classroom ? (CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3), (InTASC 4, 5	5	1.00	2.00	1.8000	.44721	.200

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<b>Descriptive Statistics</b>						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
#4 Do you consider that the learning experiences and clinical experiences in the EPP of the teachers graduated from PCUPR contribute to the development of effective assessment strategies in the classroom (1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3), (InTASC 4,5,8)	5	1.00	2.00	1.8000	.44721	.200
#5 Do you consider that the learning Experiences and clinical experiences in the EPP of the teachers graduated from PCUPR contribute to the development of effective management strategies in the classroom (CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3), (InTASC (	5	1.00	2.00	1.4000	.54772	.300

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<b>Descriptive Statistics</b>						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
#6 Do you consider that the learning experiences and clinical experiences in the EPP of the teachers graduated from PCUPR contribute to the development of their professional skills according to the DEPR and / or their institution (CAEP 1.1, 1.2, 1.3, 1.4,	5	1.00	2.00	1.8000	.44721	.200
#7 Do you consider that the learning experiences and clinical experiences in the EPP of the teachers graduated from PCUPR contribute or may contribute to obtain a promotion a promotion in the educational field CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 4.2, 4.3, 4.4)	5	2.00	2.00	2.0000	.00000	.000

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Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
#8 I would recommend the College of Education of the Pontifical Catholic University for studies leading to professional training as a teacher (CAEP 4.2, 4.3, 4.4), (InTASC 1-10), (DEPR 11)	5	2.00	2.00	2.0000	.00000	.000
#9 I would recommend to my faculty that they undertake graduate studies at the PCUPR College of Education, Ponce, Arecibo and / or Mayaguez Campus (CAEP 4.2, 4.3, 4.4), (InTASC 9, 10) (DEPR 11)	5	2.00	2.00	2.0000	.00000	.000

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<b>Descriptive Statistics</b>						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
#10 I would recommend that the PCUPR College of Education offer Professional Improvement workshops to its teachers (CAEP 4.2, 4.3, 4.4), InTASC 9, 10), DEPR 11)	5	1.00	2.00	1.8000	.44721	.200
Valid N (listwise)	5					

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**SATISFACTION OF STAKEHOLDERS**

In order to comply with standard 4.0 the following table shows the involvement of stakeholders with the teacher preparation program.

**Measure 4.2-CAEP Accountability Measures**

The following charts from Pontifical Catholic University of Puerto Rico represents the alumni that have been working in the public and private system, teaching the subject in which they were prepared and serving in positions as cooperating teachers by Pontifical Catholic University of Puerto Rico in the Teacher Preparation Program at the three campuses. This information was provided by the department directors from each campus.

	NAME	SCHOOL/DISTRICT	PROGRAM	GRADE/S	TOWN/CITY	YEARS TEACHING	PUBLIC	PRIVATE
1	Gerald Castillovetía	Intermediate School Sister Isolina Ferre	English	6-8 <sup>th</sup>	Ponce, PR	3	X	
2	Blanca Bonilla	Ponceño Catholic School	Biology	8 <sup>th</sup>	Ponce, PR	5		X
3	Maribel Santiago	Ponceno Catholic School	Biology	8-10 <sup>th</sup>	Ponce, PR	3		X
4	Soriel Leon	Ponceno Catholic School	Spanish	12 <sup>th</sup>	Ponce, PR	7		X
5	Nilda Rosario	Eugenio LeCompte Intermediate School	Visual Arts	7 <sup>th</sup>	Ponce, PR	14	X	
6	Nitza Rosario	Julio Alvarado School	History	10 <sup>th</sup>	Ponce, PR	12	X	
7	Víctor Quiles	Ponce High School	Visual Arts	11 <sup>th</sup> -12 <sup>th</sup>	Ponce, PR	17	X	
8	Deborah Morales	Juan Cuevas Aboy Elementary School	Spanish	4 <sup>th</sup> -5 <sup>th</sup>	Ponce, PR	20	X	
9	Melany Vázquez	Interdisciplinary Psychoeducative Center	Special Ed	---	Ponce, PR	3		X

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**ALUMNI DIRECTORY-ARECIBO CAMPUS**

	NAME	SCHOOL/DISTRICT	PROGRAM	GRADE/S	TOWN/CITY	YEARS TEACHING	PUBLIC	PRIVATE
1	Damaris Alick	Inmaculada Catholic School	Science	3rd	Manatí, PR	5		X
2	Eixa Trinidad	Francisco Mendez Elementary School	Special Ed	-----	Manatí, PR	6	X	

**ALUMNI DIRECTORY - MAYAGUEZ CAMPUS**

	NAME	SCHOOL/DISTRICT	PROGRAM	GRADE/S	TOWN/CITY	YEARS TEACHING	PUBLIC	PRIVATE
1	Annette Amaro	Alfredo Dorington School	English	Kinder	Hormigueros, PR	7	X	
2	Joelis Arroyo	Valle Infant Center	Primary	Head Start	Hormigueros, PR	2		X
3	Gabriel Bayron	Antonio Acaron Correa School	Biology	7 <sup>th</sup> -8 <sup>th</sup>	Cabo Rojo, PR	2	X	

Submitted, April, 2023