

5.3.2 Data Driven Changes: Self-Study and OEAE Reports, Unit Changes and Programs Changes

Section A

Data Driven Program Changes - Self-Study and OEAE Reports

DATA SOURCE	DOMAIN	FINDINGS	ACTIONS
Clinical Practice Evaluation Instrument CAEP Self-Study Report 2017, Standard 1 Evidence	<p>1) InTASC Learner And learning</p> <p>2) Content Knowledge</p> <p>3) Assessment, planning for instructional strategies</p> <p>4) Professional responsibility and leadership and collaboration standard</p>	<p>1) for 2013 to 2016 data, in the learning differences standard, only Biology met or exceed the passing criteria for two years; in the learning environment Standard only Biology and History Programs met or exceed on average the passing criteria for one year</p> <p>2) History did not meet on average the passing criteria for the three years – other programs did not meet the application of content standard</p> <p>3) Some of the programs did not meet the passing criteria for one on more years</p> <p>4) Some of the programs did not meet the passing criteria for one on more years</p>	Program Directors, professors candidates and cooperating teachers meetings to analyze data in the formative practicum evaluation process
Professional Reflective Seminars (FAED 4001, 4002 and 4003) CAEP Self-Study Report 2017, Standard 1 Evidence	<p>1) FAED 4002</p> <p>2) FAED 4003</p>	<p>1) K-12 Music Program did not meet the 70% pass criteria for two consecutive years</p> <p>2) Family Ecology Secondary Education did not meet the 70% pass criteria for one year</p>	Meetings with the electronic portfolio coordinator and professors to analyze data and make recommendations for improvement candidates learning process

DATA SOURCE	DOMAIN	FINDINGS	ACTIONS
<p>Evidence 5.4.4 Analysis and Reflection of EPP Programs Document</p> <p>5.5.3 UPR-RP Analysis of EPP Programs with Benchmarks, faculty allocation and others indicators</p> <p>5.5.2 UPR System Longitudinal Analysis of Enrollment, Retention and Graduation Rates</p> <p>5.5.1 EPP Enrollment, Retention and Graduation Rates, Professors allocations and benchmark information by Program</p>	<p>Retention and Graduation Rates</p>	<p>1) Only one program did not comply with institutional retention and graduation rates, the Elementary English Program</p> <p>2) The Biology, General Science, and Chemistry programs have good retention rates, but that is not the case with Biology =90TR 32TG; General Science=90TR and 27 TG; and Chemistry =90TR and 32 TG.</p> <p>3) Physical Education Secondary Program presented in august 2014 a proposal to change offerings that was discussed with EPP professors EPP Deanship campus chancellor, and Campus Deanship of Academic Affairs</p> <p>4) Family Ecology Secondary Program- A curricular revision is proposed by programs of the Ecology School to consolidate all programs under the standards of the American Association of Family and Consumer Sciences (AAFCS)</p>	<p>1) Due to the fact that the majority of these students request admission to the Secondary English Program, and then go on to complete a second major in Elementary English, it is proposed to consolidate both programs Discussions about this proposal are conducted in the Directive Committee and meetings of the area professors.</p> <p>2)The majority of the students that enroll in these programs are interested in studying medicine and other related professions. They stay at the College of Education until they get the required GPS to transfer to the College of Natural Science.</p> <p>3) and 4) EPP Directive Committee meetings with Campus Deanship of Academic Affairs to discuss changes and approve proposals to be referred to the Campus Academic Senate and the UPR System Vice-presidency of Academic Affairs.</p>

DATA SOURCE	DOMAIN	FINDINGS	ACTIONS
OEAE Reports 2013-2017			
OEAE Report 2012-13 / 2013-14	Written communication competence: Across InTASC standards.	Data analysis established the need to improve the writing skills of the candidates. The candidates were in better chance to pass the state licensure test.	Writing Workshops Zones were established for all candidates as a requirement of the pre practicum course.
OEAE Report 2014-2015	Written communication competence: Across InTASC standards.	Difficulties of discrimination between those who approve and do not approve in the rubric of Writing Workshops Zones.	It was done among the professors who offer the Writing Workshops Zones an analysis to adjust the rubric. The rubric was adapted to UPR Online Learning Assessment System (OLAS) programming.
OEAE Report 2014-2015	The 10 competencies of the faculty aligned to InTASC which are measured in the Electronic Portfolio.	Low percentages in the data entry for the competences measured through the electronic portfolio.	Motivate professors to do the data entry. Assign human resources to collaborate in the data entry task.
OEAE Report 2015-2016	Written communication competence: Across InTASC standards.	Low participation of candidates in the Writing Workshops Zones.	The Writing Workshops Zones was integrated into the FAED 4002 course.

Section B

Continuous Improvement: Data Driven Unit Changes

Data Source	Domain	Data Finding and changes made	Date	How data is shared with Faculty, Candidates, and Professional Community
Annual Report System 2017	<p data-bbox="411 524 733 589">Institutional Assessment Plan of Student Learning</p> <p data-bbox="411 914 733 1157">Assessment system that provides regular and comprehensive information on candidate proficiencies, unit operations, and program quality</p>	<ul data-bbox="760 524 1792 1409" style="list-style-type: none"> <li data-bbox="760 524 1792 670">● The Institutional Assessment Plan of Student Learning provides the conceptual framework for the Campus approach to the assessment of student learning. It sets up the campus-level stages and cycles that have been followed and describes. <li data-bbox="760 678 1792 751">● The campus-level plan calls for assessment activities that facilitate comparisons of learning outcome results across academic programs. <li data-bbox="760 760 1792 946">● Each academic program is responsible for establishing a five-year assessment plan, and an Annual Assessment of Student Learning Plan. These documents serve as guides and resources for designing educational activities and instruments developed by academic programs. They are submitted to the OEAE at the beginning of each academic year. <li data-bbox="760 995 1792 1182">● The University of Puerto Rico's EMH College of Education has developed an Assessment System to evaluate the performance of candidates based on data collected and analyzed from multiple sources. The Assessment System is rooted into the College's Conceptual Framework and incorporates national and institutional standards. <li data-bbox="760 1190 1792 1304">● The Office of Evaluation is responsible of the assessment system, which includes systematically gathering, summarizing, analyzing, and sharing data with stakeholders to improve programs for candidates and student's learning. <li data-bbox="760 1312 1792 1409">● All Programs collaborate with the Office of Evaluation to ensure that their own assessment efforts for SPA accreditation comply with the Faculty requirements as well as their own specific needs. 	<p data-bbox="1846 524 1991 557">2011-2017</p> <p data-bbox="1846 946 1991 979">2012-2017</p>	<p data-bbox="2045 524 2274 557">Faculty Meetings</p> <p data-bbox="2045 638 2166 670">Seminars</p> <p data-bbox="2045 751 2395 784">Faculty Assessment Retreats</p> <p data-bbox="2045 946 2274 979">Faculty Meetings</p> <p data-bbox="2045 1060 2166 1092">Seminars</p> <p data-bbox="2045 1174 2395 1206">Faculty Assessment Retreats</p>

<p>Annual Report System 2017</p>	<p>Clinical Partnership and Practice</p>	<ul style="list-style-type: none"> ● Data on clinical practicum experiences and candidate performance is used each semester by the director of Clinical Practicum who shares data with all practicum supervisors to identify needed changes and generate actions. ● During the past seven years, Faculty Assessment Retreats have been carried out to share aggregated assessment data among faculty, with representatives from all key areas, including initial and advanced programs. ● At the Campus level, UPR-RP has been formally engaged in a systematic process of assessing student learning since the Student Learning Evaluation Plan, was approved by the Academic Senate, in 2006. ● Assessment is implemented in five-year cycles in which the number of domains and learning objectives assessed periodically increases, in terms of both the learning objectives of our academic programs and the competencies included in the baccalaureate graduate profile. ● The Office of Student Learning Evaluation (OEAE in Spanish), oversees and coordinates campus initiatives. It provides academic programs with guidance and resources. ● The initial annual assessment cycle consists of the following six steps: 1. Selection of the learning outcomes to be assessed 2. Identification of the educational activities to be used 3. Preparation of assessment instruments for data collection 4. Selection of the appropriate points for gathering data 5. Analysis and interpretation of data 6. Proposal of transforming actions. ● To improve partnerships for clinical preparation as stated in the new CAEP Standard, the unit at the initial level established an Advisory Committee on Clinical Experiences with the charge of examining and collaborate in assessment, curricular development, and P-12 collaborative projects. ● Placements, observational instruments, and evaluations, are co-constructed by partners, as stated in the candidate's evaluation instrument, both cooperating teachers and university professors are responsible for the evaluation of candidates' development and performance. ● EPP partners include approximately 96 schools and agencies, of which 77% are 	<p>2011-2017</p>	<p>Faculty Meetings</p> <p>Seminars</p> <p>Faculty Assessment Retreats</p>
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<p>Annual Report System 2017</p>	<p>Participation of the Professional Community in the development and evaluation of its assessment system</p>	<p>the unit candidates.</p> <ul style="list-style-type: none"> ● Since the previous visit, the unit has made considerable continuous improvement in working with P-12 faculty on curricular issues. ● The cycle of colloquia with clinical practices school faculty has been consistently implemented, and the collaborative efforts between university and school faculty have thus been strengthened. ● One employer survey has been administered for the 2012-2013 academic year. A total of 16 responses have been received. Due to the difficulties that faced contacting alumni and employers, the DGS has been working on establishing a database for the last three academic year. An employer focus group protocol has been designed and it will be administered during this academic year. ● Professional Community Advisory Committee established has continued its work. The Committee includes among its constituents: school teachers, counselors, and administrators; DGS alumni and candidates; DGS faculty; and other pertinent members of the professional community. Recommendations from the last Colloquia have been shared with each DGS program involved. ● The cycle of colloquia with clinical practices school faculty has been consistently implemented. The last colloquia, December 10, 2015, included students' participation and field experiences besides clinical practices. ● Students were invited to share their experiences regarding their clinical practice or the field experiences. After student's presentations faculty from each specialty of the advanced programs commented on students' experiences and discussions were generated. ● Since the P-12 Professional Community Advisory Committee was established, it has provided continuous input on the programs and their assessment system. 	<p>2011-2017</p>	<p>Seminars</p> <p>Faculty Assessment Retreats</p>
	<p>Systematic collect and analyze data on student learning generated during clinical experience.</p>		<p>2011-2017</p>	<p>Faculty Meetings</p> <p>Committee Meetings</p> <p>Faculty Assessment Retreats</p>
<p>SPA Data Driven Changes</p>	<p>SPA evidence to inform decision making and improve instruction and candidate learning</p>		<p>2011-2017</p>	<p>Faculty Meetings</p> <p>Committee Meetings</p> <p>Faculty Assessment Retreats</p>

		<ul style="list-style-type: none"> • A more aggressive recruitment campaign with multimedia resources and in coordination with the media press, the Department of Education, Public and Private Institutions and other university facilities. These actions are being implemented to increase recruitment, enrollment, and maintenance of students. 		
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Section C

Continuous Improvement: Data Driven Programs Changes

Data Source	Domain	Data finding and changes made	Date	How data is shared with Faculty, Candidates, and Professional Community
SPA Data Driven Changes	SPA evidence to inform decision making and improve instruction and candidate learning outcomes	Preschool Education: <ul style="list-style-type: none"> • During the past four years, we have revised the competencies to be met by future teachers during their early field experiences, pre-practicums, and student teaching practicum. • Have also been revised requirements of the three Professional Development 	2011-2017	Faculty Meetings Committee Meetings Faculty Assessment Retreats

<p>SPA Data Driven Changes</p>	<p>SPA evidence to inform decision making and improve instruction and candidate learning outcomes</p>	<p>Seminars to build an Electronic Portfolio with convincing evidence that support the deep reflective actions of educators during their professional training and development.</p> <ul style="list-style-type: none"> ● The changes made to the curriculum, such as, completing the curricular sequence with the revised concentration courses and the progressive field experiences required, promotes in our candidates a highly content knowledge and professional dispositions and skills, and the effects on young children learning. ● A new concentration course entitled: Socio-emotional development of the infant, toddler, and preschool, have being very helpful for future teachers to know how to deal with each child guidance and emotional development and the effects on student learning. ● To attend the candidates writing skills, they have taken a Writing Workshop as the same time they are enrolled in the first pre-practicum with infants and toddlers. ● A change in the research community project to promote a research aimed at candidates advocate for the needs of children and families within the community. This new research project known as - The action of advocacy to raise the voices of the children in conjunction with the families and the community - give the student the opportunity to carry out an action to advocate with knowledge to contribute to the well-being of children and of the profession of early childhood education. <p>Kindergarten to Third Grade:</p> <ul style="list-style-type: none"> ● We plan to meet our students with the academic advisor to explore any difficulties with the workshop and possible ways to support them in its implementation. ● In both assessments 6 and 7 we found that a few candidates must improve the writing and reflection skills in educational practices and effective approaches in k-3 scenarios. ● We have asked the professors of the area for more rigorousness when they grade 	<p>2011-2017</p>	<p>Faculty Meetings Committee Meetings Faculty Assessment Retreats</p>
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<p>SPA Data Driven Changes</p>	<p>SPA evidence to inform decision making and improve instruction and candidate learning outcomes</p>	<p>student's papers in these aspects and be more specific in the feedback they give to students.</p> <ul style="list-style-type: none"> ● We also recommended the K-3 candidates to assist to the writing and thinking skills workshop offered in the General Studies Faculty for all the students of the Campus. ● Our k-3 program is trying to enhance research skills in our candidates including this skills in two courses (EDPE 3013 - Teaching language arts in the elementary school and EDPE 3034 - Assessment and diagnosis of the reading and writing process). <p>Elementary Education-Special Education</p> <ul style="list-style-type: none"> ● Curricular plans sequences for each program revisions. This action is taking place right now with the purpose of reducing the number of credit hours, update contents and requirements of the programs, and integrated 2 or more areas of sub specialization to improve programs offerings. ● Major curricular revisions. This action was implemented a year ago with the purpose of integrate the bachelor's and master degree programs into one combined and extended program. These programs will be calling BIM-Bachelor Integrated to Master degree. ● Increase technology use and empowerment. This action was implemented a year ago with the purpose of integrate the emergent technologies into the virtual classroom and empower students. ● More online and accelerated courses and programs. This action is being implemented now with the purpose of increase the number of students' enrollment and amplified our academic offers. ● Explore the possibilities of external funding and grant monies. These actions are being implemented to increase recruitment and enrollment of students. <p>4-6 Program:</p> <ul style="list-style-type: none"> ● Conscious of how important content knowledge is in areas related to science, technology, and math (STEM); and to further strengthen this knowledge and curricular integration, as of August 2016 students enrolled in the 4th to 6th Elementary Program will participate in a project called Project to promote the integration of STEM into the curriculum within the Science Area of the College of 	<p>2011-2017</p>	<p>Faculty Meetings Committee Meetings Faculty Assessment Retreats</p>
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<p>SPA Data Driven Changes</p>	<p>SPA evidence to inform decision making and improve instruction and candidate learning outcomes</p>	<p>Education at UPR- RP.</p> <ul style="list-style-type: none"> • Upon enrollment in the EDPE 3236 course (Methods for the teaching of Science), candidates will be exposed to STEM topics, and through Problem-Project Based Learning strategies, will develop and apply activities that promote STEM knowledge acquisition in 4th to 6th grade students. <p>TESS Program:</p> <ul style="list-style-type: none"> • Findings revealed that the component of Assessment needed greater attention. Consequently, a new course was created: EING 4046 Assessment of ESL Learners. This course is a requirement for all candidates of TESS Program and was designed specifically to address the assessment of ESL learners. The content included in this new course complements perfectly well that of EDFU 3013 Assessment and Evaluation, which is a requirement for all unit candidates. • The pre-practicum courses were revised to make it a 4-credit course. Candidates in ESL elementary education take EING 4010 and candidates in secondary education take EING 4020. These courses began to be offered in January 2010. • By revising the pre-practicum courses and expanding them to four credits instead of three, candidates will have greater opportunities for field experiences of diverse types. <p>Secondary Science:</p> <ul style="list-style-type: none"> • We have identified science courses in the College of Natural Science that can be a hurdle to at risk students (basic Biology, Chemistry, Physics, Pre-calculus and Calculus). These courses can be taken by students in different sequences (depending of the concentration) and combinations. To assist students in taking these courses in a more appropriate sequence, we incorporated in our academic counseling program a component where sequences and possible combinations of courses are discussed with students, especially those who are at-risk. • We suggest students the best option possible, taking in account their program, time and needs. • Revision of activities in Science Teaching Methods Course to include more case studies were students need to use safety and ethical knowledge, skills, and 	<p>2011-2017</p>	<p>Faculty Meetings Committee Meetings Faculty Assessment Retreats</p>
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<p>SPA Data Driven Changes</p>	<p>SPA evidence to inform decision making and improve instruction and candidate learning outcomes</p>	<p>dispositions, and, more inquiry based learning and hands on/minds on activities.</p> <ul style="list-style-type: none"> • The safety and ethical content is also developed and measured through a project on Safety, Ethical laws, and Human Treatment. The development of this assessment, which includes a Safety Test for candidates, told us that our students need to improve in safety and ethical concepts. • Measures in were taken Science Teaching Methods Course in which students develop the project to make them more aware of what they need to learn. <p>Mathematics:</p> <ul style="list-style-type: none"> • To strengthen the content, the mathematics program at the secondary level, reviewed the required courses in mathematics and determined to include MATH 4120: History of Mathematics, as requirements for all candidates of the secondary mathematics program. • The academic advisory component was being reinforced in terms that faculty members of the math program are conducting collective and individual meetings to orient candidates on their study program. • Because of the assessment process, the College of Education incorporated in all their secondary level programs, a methodology course of four credits (EDPT 4128). This change was made to reinforce the area of pedagogical knowledge. • The methodology course was strengthened by having more time in the following areas: educational research, the use of technology in learning mathematics and the hours of field experience increased. • The College of Education in the review of their preparation programs, added also a pedagogical course to reinforce the knowledge of the candidates: EDPT 4030- Manipulatives and Technology in Mathematics Secondary. <p>Physical Education:</p> <ul style="list-style-type: none"> • Analysis of the results in Assessment 1-6 found four areas of weaknesses in our candidates: content knowledge, planning, assessment, and use of technology. As a result, it prompted the program to make some changes during 2013-14 and on, by focusing on data collection and analysis to measure program's effectiveness. • As a result, the following modifications are taking place: 	<p>2011-2017</p>	<p>Faculty Meetings</p> <p>Committee Meetings</p> <p>Faculty Assessment Retreats</p>
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		<ul style="list-style-type: none">○ Analysis and redesign physical education courses to reflect a sequence developmental perspective and professional and pedagogical standards.○ Trained current professors in pedagogical content knowledge: Develop candidate's capacity to transform content knowledge into forms that are pedagogically powerful and adaptive to the learning styles, abilities, and cultural backgrounds.○ Implemented a common assessment lesson and unit plan for individual/ group skills courses methods courses (EDFI 4108 and EDPE 4215), and student teaching.○ Trained professors in the use of assessment rubrics.○ Request to hire curriculum experts to teach the individual/ group skills courses and methods courses. Currently there is only one professor with an expertise in curriculum and instruction.		
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