

University of Puerto Rico
Río Piedras Campus

Eugenio María de Hostos College of Education

**IV: Preliminary findings related to Area(s) for Improvement (AFIs) from
previous Accreditation decisions**

March, 2018

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1. The EPPs assessment rubrics have limited capacity to monitor candidate performance as reliability and validity information was unclear for all assessments.

Reliability and validity information for all assessments are provided in Standard 5 of this addendum report.

2. Evidence does not verify that a comprehensive assessment system provides information on candidate proficiencies.

A comprehensive assessment system was developed in 2003 and enhanced by multiple revisions according to findings and EPP needs for program improvement and improvement of the teaching and learning processes. This process is documented in the Self Study Report and Addendum Report standard 5 Provider Quality, Continuous Improvement, and Capacity. See Self Study Report (SSR) Evidence: 5.1.1 EPP Quality Assurance System Model; 5.1.2 Five years EPP Evaluation Plan, UPR RP Learning Outcomes; and 5.1.3 Data Collection and Analysis Process

Candidate proficiencies are reported according to data gathered from the EPP assessment system instruments and processes in the Self Study Report, Standard #1. See among other, SSR Evidence 1.1.2 InTASC and the Clinical Practice Evaluation Instrument Data Disaggregated by Specialty Licensure Area; 1.1.3 Program Core Courses GPA by Specialty Licensure Area; 1.1.5 Candidate and Non-Candidate Content Area GPA Disaggregated by Program-Licensure Area; SSR Evidence 1.1.11 InTASC, State Standards and EPP Competencies Exit Survey Instrument Data. All SPA's Programs were recognized based on evaluations on candidate proficiencies of data reported gathered according to processes and assessment instruments of the EPP assessment system.