

UPR Aguadilla Self Study Addendum Report

Standard 3. Candidate Quality, Recruitment, and Selectivity

Title: Admission

A. Evidence in need of verification or corroboration

(1) Determine when UG candidates are admitted to the education program of choice (as freshmen, sophomores, etc.).

Student admissions policies and procedures in the UPR System are uniform to all institutional units and respond to the institution-wide mission. Our teacher candidates are admitted directly into academic programs as freshmen. The UPR admission application already includes the potential candidate's program selections. Upon admission, the students are placed directly in the program of their choice by the admissions personnel, if they qualify. Potential candidates applying to the UPR Aguadilla Teacher Preparation Program (PPM) should have a General Admission Index (IGS) of 2.60 or higher.

The UPR System has uniform admission standards for undergraduate students as established in Certification number 25 2003-2004 of the Board of Trustees. Candidates for admission as first-year students to the UPR must file an application for admission with the Admissions Office. Applicants must have a high school diploma or its equivalent from an educational institution accredited by the Department of Education of Puerto Rico. Applicants for admission as first-year students must take the Admission Test (PEAU, for its abbreviation in Spanish) administered by the College Entrance Examination Board (CEEB). The Admission Test consists of aptitude and achievement tests. Applicants can also take SAT college admission test. In addition, applicants must submit an official high school academic transcript, official report of the test scores of PEAU or SAT and a certified check or money order for the application fee.

Admission to the UPR is based on an admissions index formula. The General Application Index (IGS, for its abbreviation in Spanish) is calculated as follows: 50 percent based on high school academic index, 25 percent based on the mathematical score, and 25 percent on the verbal score on the Aptitude Test of the PEAU or SAT. These raw scores are then converted to obtain the General Application Index. Admission is granted to students whose index strictly complies with the minimum General Application Index approved by the Administrative Boards of the Campus to which the students apply. The minimum General Application Index may vary from campus to campus and from year to year according to program demand, admission space limitation and resources. First-year applicants are only considered for admission in the fall semester of each academic year. Applications must be submitted before November 30 of the year prior to admission.

The UPR informs prospective undergraduate students about its academic offerings and admissions policy by publishing a yearly manual; these are also disclosed in the UPR main website (<http://estudiantes.upr.edu>) and the UPR Aguadilla website

(<http://www.uprag.edu>). They are also distributed during visits to high schools, open houses and info sessions given to high schools counselors.

(2) Determine the minimum scores required for admission and the comparative statewide scores in terms of % passed.

Potential candidates applying to the UPR Aguadilla Teacher Preparation Program (PPM) should have a General Admission Index (IGS) of 2.60 or higher until 2017-2018 academic year. However, for the 2018-2019 academic year, a new IGS of 2.45 or higher was established. This decision that was made to change the IGS score was due to the natural disaster that was caused by Hurricane Maria and the changes made to the Admissions Test (PEAU) structure.

(3) Determine how the EPP uses the academic achievement and selectivity factors to inform decision-making.

The EPP has designed a comprehensive assessment system that articulates multiple assessments that gather and document information about the knowledge, skills, and dispositions of candidates, as well as EPP administrative variables in order to monitor and improve candidate performance and unit operations. The system integrates internal sources of information such as, grades, teaching-supervisor reports, and specific instruments designed to measure candidates' proficiency and performance (Figure 5: PPM-UPR Aguadilla Candidates Proficiencies Assessment System Model). Moreover, in order to ensure that candidates meet the proficiencies established in the program's conceptual framework and standards stipulated by CAEP, ACEI, TESOL, and state requirements as described in the candidate profile, the EPP gathers quantitative and qualitative data on the candidates' progress and accomplishments.

The system supports learning by providing opportunities for interaction and exchanges of information amongst candidates, faculty, clinical educators administrative personnel, and the professional community. This collaboration provides opportunities for developing appropriate circumstances for adjustments and improvement of performance. The assessment system (Figure 6: Unit Assessment System) provides a continuous nonlinear recurrence relation between its components (planning, implementation, analysis, and dissemination) because of its success terms of a sequence. This nonlinear system is an ongoing cycle that allows the EPP to operate with some flexibility. This permits entering at various stages to make necessary adjustments based on the continuous flow of data and feedback.

(4) Admission standards used: 3.0 GPA, performance on state normed test in top 50%, or reliable/valid model different from 3.2 that result in positive correlation with measures of P-12 student learning?

The EPP only considers the established General Admission Index (IGS) for admission.

The UPR System has uniform admission standards for undergraduate students as established in Certification number 25 2003-2004 of the Board of Trustees. In the uniform admission document the candidate can select his/her priorities of at least three different Campuses of our System. Candidates for admission as a first-year student must:

- ✓ File an application for admission with the Admissions Office.
- ✓ Submit an official high school academic transcript as evidence of high school diploma or its equivalent from an educational institution accredited by the Department of Education of Puerto Rico.
- ✓ Submit an official report of test scores of college admissions test PEAU or SAT.
- ✓ Submit a certified check or money order for the application fee

Admission is based on an admission index formula. General Application Index (IGS, for its abbreviation in Spanish) is calculated as follows:

- ✓ 50% based on high school academic index
- ✓ 25% based on the mathematical score
- ✓ 25% based on the verbal score on the Aptitude Test of the PAEU or SAT.

These raw scores are then converted to obtain the General Application Index. Admission is granted to students whose index strictly complies with the minimum General Application Index approved by the Administrative Board of the campus to which the students apply. The minimum General Application Index may vary from campus to campus and from year to year according to program demand, admission space limitation and resources. First-year applicants are only considered for admission in the fall semester of each academic year. Applications must be submitted before November 30 of the year prior to admission.

The University of Puerto Rico informs prospective undergraduate students about its academic offerings and admissions policy by publishing a yearly manual; these are also disclosed in the University of Puerto Rico main website (<http://estudiantes.upr.edu>) and in our campus website (<http://www.uprag.edu>). These policies are also disseminated during our visits to high schools, open house activities, and information sessions given to high school counselors.

When the candidates are admitted to the program they are all informed that the Department of Education of Puerto Rico requires a minimum GPA of 3.00 to grant teacher certification after graduation. Even if they can graduate with a lower GPA, they are encouraged to strive for 3.00 or higher to meet the requirements for teacher certification. (Table 3.6.2: Average GPA of the Graduated Candidates by Program)

B. Excerpt from SSR to be clarified or confirmed

C. Questions for EPP concerning additional evidence, data, and/or interviews out the SSR?

(1) When are candidates admitted to the education program of choice (as freshmen, sophomores, etc.)?

Admission is granted to students whose General Application Index (IGS, for it's a bbreviation in Spanish strictly complies with the minimum IGS approved by the Administrative Board of the campus to which the students apply. The minimum IGS may vary from campus to campus and from year to year according to program demand, admission space limitation and resources. First-year applicants are only considered for admission in the fall semester of each academic year. Applications must be submitted before November 30 of the year prior to admission.

(2) What are the minimum passing scores on the SAT/SAT II and/or CEEB and the comparative scores in terms of % pass-rate?

We do not have a required minimum score on the CEEB College Admissions Tests as admission requirement because of the way the IGS is calculated. There is also no available report of how the potential candidate scores in comparison to its cohorts.

(3) How are academic achievement and selectivity factors used in decision making?

There is no room for decision making about selectivity because we must comply with the established University of Puerto Rico admission policies.

(4) How are your admission standards defined (3.2)?

Admission is granted to students whose General Application Index (IGS, for its abbreviation in Spanish) strictly complies with the minimum IGS approved by the Administrative Board of the campus to which the students apply. The minimum IGS may vary from campus to campus and from year to year according to program demand, admission space limitation and resources. First-year applicants are only considered for admission in the fall semester of each academic year. Applications must be submitted before November 30 of the year prior to admission.

3. Preliminary recommendations for new AFIs including a rationale for each

Area for Improvement	Rationale
The EPP did not provide evidence of a recruitment plan that has targets for 5-7 years out, or evidence that results are recorded and used in planning, including modifications to recruitment strategies (3.1).	A recruitment plan was absent in the SSR, as well as documentation that the recruitment results are used in planning and modifying recruitment strategies. This element of 3.1 may be addressed in an Implementation Plan.

Area for Improvement	Rationale
The EPP did not provide evidence of how non-academic factor evaluation results are used to mentor candidates and for program improvement, nor how these factors help predict candidate performance in the program (3.3).	The SSR did not include evidence about how assessment results from non-academic factors were used for programmatic improvement or how the results predict candidate performance. This element of 3.3 may be addressed in an Implementation Plan.
The EPP did not provide evidence of actions taken such as changes in curriculum or clinical experiences, changing admission criteria, providing mentoring, or counseling out candidates as a result of assessment measures data (3.4).	The SSR did not include evidence about how assessment data informs changes in admission criteria, curriculum or clinical experiences or how the evidence-informed practices including mentoring or counseling candidates out of the program. This element of 3.4 may be addressed in an Implementation Plan.

Recruitment Plan:

The university is in charge of all recruitment activities. Academic departments are invited to join in. Some of the activities we have in place for recruiting are the annual visits to selected schools in the northwest region of Puerto Rico, participation in education fairs, organized meetings with school counselors and an Institutional Open House in which we receive students from different schools and cities. We, also, promote our program in the northwestern by participating in educational conferences and teacher training sessions.

The drop in admissions for the last two years are indicating that we need a more aggressive marketing plan. Through benchmarking, we will add several activities such as open house and development activities with potential students. Also, we are increasing communication with admission staff. Additionally, when prospective undergraduate students apply for admission to our Program, and qualify we will apply a direct approach and contact them directly by email to welcome them to the program, invite them to visit and learn more about us, and introduce ourselves. This way, we make sure to retain their admission and start establishing personal connections before they officially become candidates.

Currently, candidates are surveyed on dispositions beyond academic ability during clinical practice since there are criteria points within each assessment that address dispositions. Furthermore, we have developed an instrument to survey dispositions beyond academic ability two more times during the candidates’ preparation. Because of the previously explained factors, candidates are not surveyed upon admission to the program.

Instead, we are implementing that the candidates be first surveyed in EDFU 3001 since it’s the first required PPM course. The second time will be in the evaluation courses EDPE 3008 (elementary) and EDPE 3017 (secondary). We currently have data from this survey

from freshmen admitted to the Elementary Education track in August 2017. This was used to set a better schedule for surveying dispositions from now on. Since then, the instrument has been revised and will be used again in August 2019 for all incoming freshmen as well as for the students in the courses previously mentioned (Instrument: <https://forms.gle/CiT8SXVj3zkfjCJfA>)