

ACCREDITATION ACTION REPORT

Universidad De Puerto Rico De Mayaguez
Mayaguez, Puerto Rico

April 2018

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation
cycles.*

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2018 and Fall 2024. The next site visit will take place in Spring 2024.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

The Educator Preparation Provider is encouraged to refer to the site visit report for strengths and additional information on findings.

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report. Areas for improvement need not be publicly disclosed, but will become stipulations if they remain uncorrected by the next accreditation review.

Stipulations: None

INITIAL-LICENSE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	While multiple measures are part of the data review, the preponderance of evidence indicates EPP's quality	There is not a unified system in place to assess unit operations. The two largest programs had

	assurance system lacks continuity across all programs and consists of measures that are not applied consistently across programs.	independent systems for data collection and analysis.
2	The EPP does not regularly and systematically review the quality assurance system, investigate differences among programs, use data or evidence to make continuous improvement, and test innovations across all programs.	There is a lack of evidence for some program areas that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students.

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

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