



Strategic Plan 2022-2025

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1966

CARLOS ALBIZU UNIVERSIDAD



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Introduction

The Albizu University Strategic Plan for 2022-2025 is the result of governance in action. The process, led by the Office of the President, was truly participatory and transparent. All the members of the University community worked together and in unison to forge the institutional priorities for the next three years, which are summarized below:

Institutional

- Goal 1: Design and deliver quality student learning experiences.
- Goal 2: Ensure student success and engagement.
- Goal 3: Foster faculty engagement through the support of teaching and research.
- Goal 4: Promote innovation and growth through intra-campus and intercampus collaborations, partnerships, and revenue-generating activities.
- Goal 5: Improve organizational effectiveness through community engagement, customer service, branding, and process re-design.

Campus-Specific

Miami Campus:

- Goal 6: Build enrollment through diverse strategies.
- Goal 7: Expand academic and non-academic partnerships to deliver high quality education and student learning outcomes.

San Juan Campus and Mayagüez University Center:

- Goal 8: Improve the facilities used for instruction, clinical training, research, and student services.
- Goal 9: Develop an internationalization plan for new academic offerings.



Our Enduring Commitment

The Strategic Plan 2022-2025 is aligned to our vision, mission, and values.

Vision

To be an international leader in academic innovation, research, and community service, promoting diversity to generate a transformative social impact.

Mission

Albizu University educates professionals in behavioral sciences, speech pathology and other disciplines, committed to research, to improve quality of life, and to serve diverse communities.

Values

- At Albizu, “love reaches beyond knowledge”
- Excellence in academic programs and services
- The integral and humanistic development of the student is essential at Albizu
- Respect for diversity
- Commitment to social responsibility
- Updating and integration of knowledge with technological advances
- Ethical behavior at all organizational levels
- Commitment to the development of our human resources
- Openness to academic community participation
- Operational transparency and administrative efficiency

Albizu University seeks to train professionals in a manner that enables them to:

- Integrate theory and practice in their chosen fields
- Be sensitive to the cultural realities of different ethnic groups
- Understand and put into practice ethical norms and professional standards
- View personal growth and development as a lifelong process

In fulfillment of its institutional goals, Albizu University follows a long tradition of academic excellence, innovative educational policies, and community commitment. In the words of our founder, Carlos Albizu-Miranda, “love reaches beyond knowledge.”



Overview

The development of the 2022-2025 Strategic Plan was a collaborative process that meaningfully engaged the Albizu community in creating the blueprint for the next three years. It encompassed four phases: (1) assessment and reflection of the 2019-2022 planning process; (2) environmental scanning; (3) analysis of strengths, weaknesses, opportunities, and threats (SWOT); and (4) goal development.

In the summer of 2021, the university conducted a survey that revealed the need for University-wide conversations to identify the strategic goals for 2022-2025. These conversations, consistent with MSCHE Self-Study and Evaluation Team Report recommendations, took place on April 8 and 9, 2022.

Multiple conversation groups were convened. There were three thematic groups: *Education, Research, and Service* that ensured that the three core mission areas were part of the strategic plan. In addition, four constituent groups (*Clinics and Clinical Training, Trustees, Students, and Academic Support*) and two campus-based groups (*Miami Campus and San Juan Campus & Mayaguez University Center*) were engaged in the process of reflection and identification of our strategic goals.

This design ensured that multiple voices became one through diversity and inclusion. All discussion groups had opportunities to consider several topics for which there were no thematic or constituent groups. Such topics included these: Distance Learning, Internationalization, and Facilities/Infrastructure/Technology. As a result of these conversations, the members of our community were able to:

1. Understand the usefulness and relevance of the several context documents provided in advance of the conversations, including the existing campus-based SWOTs.
2. Engage in discussion of the university's current status, challenges, and future opportunities.
3. Reflect, individually, on possible strategic goals for the university (2022-2025).
4. In a follow-up group discussion, reach consensus on those strategic goals to be proposed for inclusion in the 2022-2025 Strategic Plan.

The community conversations generated 145 statements. They were synthesized into eight strategic priorities and 50 objectives. The objectives were categorized into strategic and operational. A total of 24 strategic objectives were organized under five impact areas: Academic Quality, Student Success, Faculty Engagement, Innovation and Growth, and Organizational Effectiveness. Each impact area is linked to a strategic goal and related objectives. This document presents the five Strategic Goals and four Campus-Specific Goals that will be central to the ongoing growth and effectiveness of our institution for the next three years (2022-2025) and beyond.



The execution of the Strategic Plan 2022-2025 will coincide with the implementation of the 28 recommendations of the 2022 MSCHE Self-Study. Thus, Albizu will be able to deliberately link the strategic plan to the findings of the self-study as well to assessment in our journey towards continuing innovation and excellence.

Environmental Scanning

The identification of goals and objectives to advance our mission is framed by the external environment. Albizu University reviewed local and national trends impacting higher education environment in the near future. They included the uncertain impact of the Covid-19 pandemic, downward demographic trends in Puerto Rico, and the upward demographic trends in South Florida driven. In addition, particular attention was given to the impact of technology and future occupational demands for labor.

2021 Horizon Report – Teaching and Learning Edition

Particular attention was given to EDUCAUSE’s annual Horizon Report for 2021 on the future of teaching and learning. This document identifies important social, technological, environmental, and political trends that will profoundly impact the future of teaching and learning. Social trends identified are Remote Work/Learning, the Widening of the Digital Divid, and Mental Health Issues. Important technological trends that are identified by the report include the Adoption of Hybrid Learning Models, the Increased Use of Learning Technologies, and Online Faculty Development. Three important environmental trends include Climate Change, the Reduction in Work Travel, and Sustainable Development. Finally, the future of teaching and learning is impacted by these political trends: the Increase in Online Globalization, the Rise of Nationalism, and Public Funding for Higher Education.

Occupational Demand

Our internal decisions on academic offerings need to take into account several occupational demands by 2030.

In the United States, top careers include jobs in nursing, statistics, cybersecurity, logistics, speech-language pathology, translation and interpretation, substance abuse counseling, and teaching in health specialties (US Bureau of Labor Statistics. Employment Projections 2020-2030).

In Puerto Rico, the labor market presents a future demand for occupations in mental health, health services management, financial network architecture, physical therapy, social work, financial analysis, market research, medical technology, management analysis, and nursing (PR Department of Labor Employment Projections 2019-2028).



In South Florida, occupational demand is seen in the following areas: computer program development, computer network analysis, family medicine, market research, health care, occupational therapy, nursing, physical therapy, management analysts, and speech-language pathology (FL Department of Economic Opportunity Employment Projections 2021-2029).



Strengths, Weaknesses, Opportunities, and Threats

Four SWOT analyses were conducted in the fall of 2021. They were conducted by the senior leadership team and the campus communities. The results are presented below.

Institutional	
 Strengths	 Opportunities
<p>APA and ASHA accredited academic programs Clinical training model Clinics serving the community Physical presence in Puerto Rico and Florida Multicultural training that integrates theory and practice Training sensitive to the cultural reality of each ethnic group Organizational resilience Staff Commitment Strong leadership team Support of the Board of Trustees</p>	<p>Intercampus collaborations Ellucian optimization Digital learning Global presence in Latin America Penetrate US domestic and international markets through online programs in Spanish Internal and external customer service First impressions</p>
 Weaknesses	 Threats
<p>Tuition dependency Lack of integration and standardization in functions and processes Internal collaborations Customer service Lack of automatization</p>	<p>Financial sustainability Demographics Competition The Great Resignation Post pandemic uncertainties Student satisfaction</p>



San Juan Campus and Mayagüez University Center



Strengths

Highly trained and committed academic and administrative staff
 Programmatic accreditations
 Albizu Clinics
 Technological infrastructure
 Distance learning platforms
 Ability to adapt to adversity
 Interdisciplinary approach
 Public recognition by the community and professional organizations
 Academic rigor
 Learning experiences that integrate theory, practice, research, and community service
 Location in the richly cultural area of Old San Juan
 English and Spanish language proficiency



Opportunities

Adaptability to the economic situation of the country
 Diversification into other programs related to behavioral sciences
 Short career program and interdisciplinary certificates
 Theoretical courses can be taught online or hybrid
 Use of technology to perform administrative tasks
 Create Autism Clinic or specialized clinics
 Development of linkages with alumni
 Expansion into the Latin American market
 Intercampus collaborations
 Alliances with corporations and government organizations



Weaknesses

Limited facilities and infrastructure
 Need for employees in service offices
 Need for full-time faculty for certain programs
 Lack of parking in Old San Juan
 Scheduling of academic offerings
 Challenges with equipment and face-to-help help desk support
 Tuition dependency



Threats

Location
 Competition from other educational institutions
 Accreditation of other academic programs in other institutions
 Country's economic situation
 Emigration
 Compensation
 New students lagging behind academically
 Post Covid-19 pandemic uncertainty



Miami Campus - Academic and Non-academic Staff



Diversity and multiculturalism Focus on inclusion and sensitivity
 Campus shared governance model among campus leadership
 Accreditation track record
 Student centeredness
 Flexibility and adaptability
 Hybrid and online Offerings
 Cohesive and cooperative campus team
 Interdepartmental collaboration and communication
 Campus Facilities
 Clinical experiences
 Location in Miami and positionality as Minority Serving Institution and Hispanic Serving Institution
 Enrollment growth

Harness facilities and expand programs to develop revenue streams (including clinic)
 Expand online learning infrastructure and support
 Growth of online programs
 Academic programming expansion and online (short programs)
 Five Year Academic Plan to restructure academic programs
 Recruitment strategies
 Engaging in the community and expand recruitment efforts nationally and internationally
 Collaboration with other institutions to strengthen program offerings, transfer of credit opportunities (pipeline)
 Develop internal feeder programs (pipeline)
 Faculty mentoring of students (emerging practitioners and scholars)
 Develop a strong presence in the Miami community (political connections and with businesses)
 N.W. 25th Street Annex as an excellent opportunity to increase visibility and enrollment
 MBA in Healthcare Management fits well the Miami campus' current academic programs/
 Build stronger technological and LMS infrastructure and automation to increase effectiveness and customer service



Weaknesses

Resources not properly allocated institutionally
Miami has department infrastructure issues
Not sufficient staff in each department
Demotivation due to overwork
Service directors receive only \$300 annually
for professional development
Difficult to attract academic talent due to low salaries, benefits, and
incentives Institutional committees provide opportunities to unify
procedures and understand diverse points
of view and the Miami campus' contributions should be incorporated
Lack of innovation (automation of digital processes still
functioning manually for many services operations)

Tuition dependency
Lack of development office and scholarship opportunities for students
Non-competitive salaries and benefits
Salaries are not competitive, difficult for employees, and there is low morale among staff
Lack of grant development and management Office
Lack of research office with full-time faculty
Services and academic Staffing infrastructure
Lack of fundraising and development Office
External decision making without campus leadership involved
Decisions that impact campus should involve campus leadership, top-
down model is not effective



Threats

Competition
Lack of endowment, scholarships, and student fellowships
Lack of teaching and learning center for faculty
Retaining valuable Employees
More attractive programming
Compensation
Tuition dependency
Overburdening faculty and staff
Insecure external environment (pandemic induced changes and insecurity)

Miami Campus - Students and Alumni

 Strengths	 Opportunities
<p>Diversity and access for nontraditional Demographic and under-represented students Clinical experiences Campus connections for students Academic support resources (tutoring and graduate center) Counseling available Resilient Students who are multitaskers and multilingual Academic programming for a nontraditional student demographic Free and accessible resources (tutoring and coaching both virtual and physical) Faculty engagement (some programs) Caring community Small class size Sense of community Personable approach to education</p>	<p>Continuing education department and weekend scheduling Brand as an ally for minority students/Latinx focused Career mapping post degree Train faculty to engage more with students (one to one and in small groups outside of the classroom) Pedagogy Adopt full remote experiences such as virtual field trips in classes, update curriculum for Evolving trends Alumni engagement Digitize and automate processes Improve customer service Ease transfer and course sharing with other campuses Part-time doctoral Program</p>
 Weaknesses	 Threats
<p>Lack of scholarships and financial incentives Lack of faculty engagement outside of the classroom No access to library for alumni Lack of research opportunities for students Lack of specializations Student life Customer service Lack of continuing education programs Alumni office</p>	<p>Lack of continuing education programs Competition from more prominent and better-resourced colleges and universities Lack of scholarships, fellowships, and teaching assistant opportunities for students Retaining valuable employees Alumni engagement Small Size</p>



Goal 1: Student Learning

Impact Area: Academic Quality

Dr. Carlos Albizu established the university in 1966 with a theory of education premised on his philosophy that "Knowledge that is based solely on logic and reason may become dehumanizing and is not at the service of humanity. Education that is guided by love emphasizes social welfare more than it does individual competition." More than fifty years later, this passionate conceptualization of education will guide the design and delivery of student learning experiences characterized by excellence, quality, and rigor.

Goal 1:

Design and deliver **quality student learning** experiences.

Objectives:

- 1.1 Maintain the license passing rates above the thresholds of 75% for the doctoral programs in psychology in Puerto Rico; 55% for masters' programs in psychology in Puerto Rico; 75% for the Psy.D. in Clinical Psychology at the Miami Campus; 90% for the master in speech and language pathology program in all locations; and 50% for the undergraduate in speech therapy programs in Puerto Rico.
- 1.2. Develop and adopt a three-year institutional academic plan that addresses the need for institution-wide curriculum alignment, faculty development, and enhanced clinical training activities.
- 1.3 Institutionalize three intercampus collaborations to foster academic integration as One University.
- 1.4 Promote student research and participation in intramural and extramural research activities.
- 1.5 Review degree programs and courses across units, modifying as needed to ensure appropriate academic alignment and consistency in program student learning outcomes university-wide.



Goal 2: Student Success

Impact Area: Student Success

The integrated and humanistic development of Albizu students is an institutional value that serves as the foundation for student success. The institution will invest in empowering students by providing them with an environment that enhances their university experience and that facilitates the seven mission-driven competencies of mastery of theory and practice in their chosen field of study; mastery of clinical/professional competencies; sensitivity to the cultural realities of diverse social groups; understanding, appreciation and application of ethical principles and professional standards; information literacy; communication/interpersonal skills; and life-long learning.

Goal 2:

Ensure **student success** and engagement.

Objectives:

- 2.1 Increase student retention to 70% at the undergraduate level and to 85% for graduate students.
- 2.2 Institutionalize a Student Success Program that integrates counseling, wellness, and financial aid and provides access to scholarships and emergency grants.
- 2.3 Create and promote opportunities for intercampus student engagement in academic and student life activities.
- 2.4 Foster student success through the provision of comprehensive mental health services.
- 2.5 Enhance the depth and breadth of advising, tutoring, and career services.



Goal 3: Faculty Engagement

Impact Area: Faculty Engagement

Albizu's faculty are at the center of student success outcomes. Faculty engagement is central to the fulfillment of our mission and educational goals and objectives. Four areas are recognized as fundamental to our institutional success. They are the continuous improvement of teaching skills; the development of instructional designs for diverse teaching-learning modalities; the availability of information and resources; and the development of competencies associated with participation in research projects.

Goal 3: Foster **faculty engagement** through the support of teaching and research.

Objectives:

- 3.1 Enhance the depth and breadth of faculty development.
- 3.2 Establish a Center for Teaching and Learning.
- 3.3 Build faculty capacity for scholarly research (basic, applied, experimental), education science, and creative work.
- 3.4 Promote faculty research and participation in intramural and extramural research activities.



Goal 4: Innovation and Growth

Impact Area: Innovation and Growth

Albizu's vision is to be an international leader in academic innovation through teaching, clinical training, research, and service. Our institution will embark on major institutional-wide initiatives to support innovation leading to growth in enrollment and revenue, while taking into account the contextual and cultural differences of each campus.

Goal 4:

Promote **innovation and growth** through intra-campus and intercampus collaborations, partnerships, and revenue-generating activities.

Objectives:

- 4.1 Increase total enrollment annually by 3%.
- 4.2 Define and launch the Albizu Global campus.
- 4.3 Increase by 25% the number of courses in hybrid and online modalities.
- 4.4 Launch ten new program offerings to meet the occupational demands of domestic and international markets, both credit and non-credit.
- 4.5 Manage the Clinics and Continuing Education as profit centers.
- 4.6 Develop the institutional offices of External Resources and Development.
- 4.7 Design an institution-wide effectiveness strategy to ensure institutional improvement through the review of existing programs for enhancement, possible modification, or elimination, and the creation of cost-effective programs that reflect market demands and opportunities.



Goal 5: Organizational Effectiveness

Impact Area: Organizational Effectiveness

Organizational effectiveness is a critical success factor in becoming One University with standardized and integrated processes that will lead to internal and external customer satisfaction. Albizu is committed to improving the quality of services that are provided to our internal (employees, staff) and external stakeholders. Three key elements of organizational effectiveness are quality in education, services, and facilities. Particular attention will be devoted to improving the quality of services that we provide to our students, how we can improve our prospective students' first impressions, and how we can improve our new students' first impressions.

Goal 5:

Improve **organizational effectiveness** through community engagement, customer service, branding, and process re-design.

Objectives:

- 5.1 Optimize Ellucian Colleague to improve agile decision-making and internal and external customer service.
- 5.2 Optimize the student self-services and communication tools to improve customer service and student satisfaction.
- 5.3 Develop a Facilities, Infrastructure, and Technology Master Plan.
- 5.4 Implement total rewards and employee development strategies.
- 5.5 Increase the visibility of Albizu University through marketing, public relations, and community engagement.
- 5.6 Enhance community engagement through targeted mental health and speech pathology initiatives that provide services to key governmental and community partners.



Campus-Specific Goals

Miami Campus

Goal 6:

Build enrollment through diverse strategies.

Objectives:

- 6.1 Determine the feasibility of a satellite campus in Florida.
- 6.2 Launch new sustainable online programs, including offerings in partnership with the San Juan campus.

Goal 7:

Expand academic and non-academic partnerships to deliver high quality education and student learning outcomes.

Objectives:

- 7.1 Expand clinical training opportunities at the Goodman Center.
- 7.2 Institutionalize the Graduate Student Research Center after the expiration of Title V funding.





San Juan Campus and Mayagüez University Center

Goal 8:

Improve the facilities used for instruction, clinical training, research, and student services.

Objectives:

- 8.1 Acquire a new building for the San Juan Campus.
- 8.2 Evaluate the feasibility of the purchase of the Mayagüez University Center building.

Goal 9:

Develop an internationalization plan for new academic offerings.

Objectives:

- 9.1 Launch new profitable online programs for international markets.
- 9.2 Develop profitable continuing education offerings for the Latin American market.



Responsibility Matrix

Goal 1: Design and deliver quality student learning experiences.	KPIs	Responsible	Owners (Accountable)	Principal Collaborators
1.1 Maintain the license passing rates above the thresholds of 75% for the doctoral programs in psychology; 55% for masters' programs in psychology; 75% in the PsyD Clinical Psychology Miami Campus; 90% for the master in speech and language pathology program in all locations, and 55% for the undergraduate in speech therapy programs.	Passing rates	President	Academic Deans and Chancellors	Chief Academic Officer, Director of Accreditation and Assessment, Director of Planning and IR, and Faculty
1.2 Develop and adopt a three-year institutional academic plan that addresses the need for institution-wide curriculum alignment, faculty development, and enhanced clinical training activities.	Institutional Academic Plan	President	Academic Deans, Chancellors, and Chief Academic Officer	Directors of Clinical Training, Director of Digital Learning, and Internship Directors
1.3 Institutionalize intercampus collaborations to foster academic integration as One University.	Number of intercampus collaborations implemented Assessment of the intercampus collaborations implemented	President	Academic Deans, Chancellors, and Chief Academic Officer	Academic Program Directors, Clinic Directors, Directors of Clinical Training, and Internship Directors
1.4 Promote student research and participation in intramural and extramural research activities.	Number of new intramural and extramural research activities Level of student participation in intramural and extramural research activities Number of publications and presentations Productivity level	President	Academic Deans and Chancellors	Director of External Resources
1.5 Review degree programs and courses across units, modifying as needed to ensure appropriate academic alignment and consistency in program student learning outcomes university-wide.	Number of academic programs reviewed	President	Academic Program Directors, Chancellors and Faculty	Chief Academic Officer and Director of Assessment and Accreditation
Goal 2: Ensure student success and engagement.	KPIs	Responsible	Owners (Accountable)	Principal Collaborators
2.1 Improve student retention to 70% in undergraduates and 85% in graduate at all Albizu's locations.	Retention level	President	Deans and Faculty	Chancellors and Director of Planning and IR
2.2 Institutionalize a Student Success Program that integrates counseling, wellness, and financial aid and provides access to scholarships and emergency grants.	Student Success Program Assessment of the Student Success Program	President	Deans of Students, Director of Development, and Director of External Resources	Chancellors, Chief Academic Officer, Director of Planning and IR, and Directors of Financial Aid
2.3 Create and promote opportunities for intercampus student engagement in academic and student life activities.	Number of intercampus collaborations focusing on the student engagement in academic and student life activities implemented Assessment of the intercampus collaborations implemented	President	Deans and Chancellors	Chief Academic Officer, Director Accreditation and Assessment, and Director of Planning and IR
2.4 Foster student success through the provision of comprehensive mental health services.	Number of mental health strategies implemented Assessment of the implementation of the mental health services	President	Deans of Students	Chief Academic Officer, Director Accreditation and Assessment, and Director of Planning and IR
2.5 Enhance the depth and breadth of advising, tutoring, and career services.	Level of participation in advising, tutoring, and career services. Assessment of the implementation of advising, tutoring, and career services	President	Deans of Students	Chief Academic Officer, Director of Accreditation and Assessment, Director of Planning and IR, Faculty, and Graduate Research and Writing Center Director



Goal 3: Foster faculty engagement through the support of teaching and research.	KPIs	Responsible	Owners (Accountable)	Principal Collaborators
3.1 Enhance the depth and breadth of faculty development.	Institutional Faculty Development Plan Campus Faculty Development Plan Level of alignment between the institutional and campus development plans Level of participation Level of satisfaction Level of effectiveness	President	Academic Deans and Chancellors	Chief Academic Officer, Faculty, and Institutional Director of HR
3.2 Establish a Center for Teaching and Learning.	Plan for the establishment of the Center for Teaching and Learning Implementation of the plan Level of participation Level of satisfaction	President	Academic Deans, Chancellors, and Chief Academic Officer	Chief Information Officer, Director of Digital Learning, Educational Technology Managers, and Faculty
3.3 Build faculty capacity for scholarly research (basic, applied, experimental), education science, and creative work.	Number of publications and presentations Productivity level	President	Academic Deans and Chancellors	Academic Program Director, CIIC Director, Director of External Resources, and Faculty
3.4 Promote faculty research and participation in intramural and extramural research activities.	Number of new intramural and extramural research activities Level of faculty participation in intramural and extramural research Number of publications and presentations Productivity level	President	Academic Deans and Chancellors	Academic Program Director, CIIC Director, Director of External Resources, and Faculty
Goal 4: Promote innovation and growth through intra-campus and intercampus collaborations, partnerships, and revenue-generating activities.	KPIs	Responsible	Owners (Accountable)	Principal Collaborators
4.1 Increase total enrollment annually by 3%.	Enrollment	President	Chancellors and Chief Marketing Officer	Admissions Director and Dean of Enrollment Management
4.2 Define and launch the Albizu Global campus.	Plan for the development of Albizu Global Implementation Assessment Report Enrollment Income Statement	President	Chancellors, Chief Academic Officer, Chief Marketing Officer, and Director of Digital Learning	Chief Financial Officer
4.3 Design and deliver student learning experiences in online, hybrid, and in-person modalities that lead to enrollment growth.	Number of courses converted or created Enrollment Student Satisfaction	President	Academic Deans, Academic Programs Director, Director of Digital Learning, and Faculty	Educational Technology Managers
4.4 Launch new program offerings to meet the occupational demands of domestic and international markets, both credit and non-credit.	Number of programs approved Number of programs launched Enrollment P/L Statement	President	Academic Deans, Academic Program Directors, Chief Academic Officer, Chief Marketing Officer, and Chancellors	Director of Continuing Education (SJ) and Director of Planning and IR
4.5 Manage the Clinics and Continuing Education as profit centers.	Net Income	President	Chancellors, Clinic Directors, and Director of Continuing Education (SJ)	Academic Deans, Chief Academic Officer, Chief Marketing Officer, Finance Directors, and Internship Directors
4.6 Develop the institutional offices of External Resources and Development.	Number of proposals submitted Number of proposals accepted Funds secured or raised	President	Director of External Resources and Director of Development	Institutional Director of HR
4.7 Design an institution-wide effectiveness strategy to ensure institutional improvement through the review of existing programs for enhancement, possible modification, or elimination, and the creation of cost-effective programs that reflect market demands and opportunities.	Policies & Procedures and Guidelines	President	Chief Academic Officer, Chief Financial Officer, and Director of Accreditation and Assessment	Institutional Academic Board, Academic Deans, Chancellors, Director Planning and IR, and Faculty



Goal 5: Improve organizational effectiveness through community engagement, customer service, branding, and process re-design.	KPIs	Responsible	Owners (Accountable)	Principal Collaborators
5.1 Optimize Ellucian Colleague to improve agile decision-making and internal and external customer service.	Number of modules optimized Level of user satisfaction	President	Chief Information Officer	Academic and Administrative Directors, CFO, Directors of IT, and Functional Managers
5.2 Optimize the student self-services and communication tools to improve customer service and student satisfaction.	Level of user satisfaction	President	Chief Information Officer and Chief Marketing Officer	Academic and Administrative Directors, Directors of IT, and Functional Managers
5.3 Develop a Facilities, Infrastructure, and Technology (FIT) Institutional Master Plan.	FIT Institutional Master Plan	President	Chancellors, Chief Academic Officer, Chief Financial Officer, and Chief Information Officer	Director of Administration (Miami), IT Directors, Coordinator of Administration (MUC) Manager of Administration (SJ), and Manager of Facilities (SJ)
5.4 Implement total rewards and employee development strategies.	New total rewards structure Employee Development Plan Turnover rate	President	Institutional Director of HR	Chancellors, Chief Financial Officer, and Directors of Human Resources
5.5 Increase the visibility of Albizu University through marketing, public relations, and community engagement.	Net Promoter Score Website traffic Earned Media Value Number of working partnerships Effectiveness of partnerships	President	Chancellors and Chief Marketing Officer	Academic Program Directors, Deans, and Faculty
5.6 Enhance community engagement through targeted mental health and speech pathology initiatives that provide services to key governmental and community partners.	Number of new external partnerships Effectiveness of partnerships	President	Chancellors	Academic Deans, Academic Program Directors, Chief Marketing Officer, Director of Development, Director of External Resources, and Faculty



Campus-Specific Goals-Miami				
Goal 6: Build enrollment through diverse strategies.	KPIs	Responsible	Owners (Accountable)	Principal Collaborators
6.1 Determine the feasibility of a satellite campus in Florida.	Implementation Report	President	Chancellor	Chief Financial Officer and Director of Planning and IR
6.2 Launch new sustainable online programs, including offerings in partnership with the San Juan campus.	Number of programs approved Number of programs launched Enrollment P/L Statement	President	Chancellor and Academic Dean	Academic Dean SJ, Chancellor SJ, Chief Academic Officer, Chief Financial Officer, Chief Marketing Officer, and Director of Digital Learning,
Goal 7: Expand academic and non-academic partnerships to deliver high quality education and student learning outcomes.	KPIs	Responsible	Owners (Accountable)	Principal Collaborators
7.1 Expand clinical training and opportunities at the Goodman Center.	Number of students placed at the Goodman Center Student Satisfaction Client Satisfaction	President	Chancellor, Clinic Director, and Internship Director	Academic Program Directors for MS in Psychology and Clinical Psychology PsyD
7.2 Institutionalize the Graduate Student Research Center after the expiration of Title V funding.	Sustainable plan for the institutionalization Assessment of the implementation of the institutionalization plan	President	Chancellor, Deans, and Program Director	Chief Academic Officer, Director of Digital Learning, Director of External Resources, and Director of Development
Campus-Specific Goals-San Juan & Mayaguez				
Goal 8: Improve the facilities used for instruction, clinical training, research, and student services	KPIs	Responsible	Owners (Accountable)	Principal Collaborators
8.1 Acquire a new building for the San Juan Campus.	Deed	President	Chancellor	Chief Financial Officer, Coordinator of Administration (MUC), Manager of Administration (SJ) and Manager of Facilities (SJ)
8.2 Evaluate feasibility for the Mayaguez University Center building.	Feasibility Report	President	Chancellor and Associate Dean	Chief Financial Officer, Manager of Administration (SJ), and Manager of Facilities (SJ)
Goal 9: Develop an internationalization plan for new academic offerings.	KPIs	Responsible	Owners (Accountable)	Principal Collaborators
9.1 Launch new sustainable online programs for international markets.	Number of programs approved Number of programs launched Enrollment P/L Statement	President	Chancellor, Chief Academic Officer, Chief Marketing Officer, Academic Dean, and Director of Continuing Education (SJ)	Chief Financial Officer, Director of Accreditation and Assessment, Director of Digital Learning, and Director of Planning and IR, and Educational Technology Managers
9.2 Develop profitable continuing education offerings for the Latin American market.	Number of programs approved Number of programs launched Enrollment P/L Statement	President	Chancellor, Chief Academic Officer, and Chief Marketing Officer	Director of Continuing Education (SJ), Educational Technology Managers, Chief Financial Officer, and Academic Dean



Next Steps

Upon approval of the 2022-2025 Strategic Plan, the Office of President will convene working groups by goals to create implementation plans for each goal. These plans will be used to align the unit and department operational plans for 2022-2023 to the new strategic plan. The Institutional Strategic Plan Steering Committee, comprised of the CFO, CAO, Director of Planning and Institutional Research, and the Director of Assessment and Accreditation, will provide oversight to the implementation of the plan and will report on progress to the community at large.



7/17/2022

