Student Retention Plan

2019-2022

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Executive Summary

Student retention is a priority at Albizu University. Goal 3 of the 2019-2022- Albizu Strategic Plan is to **Increase Enrollment and Retention**. The plan delineates four sub-goals to increase retention:

Subgoal 3.4   By 2022, undergraduate Fall-to-Fall retention at the SJC and MUC will reach 85%.
Subgoal 3.5   By 2022, graduate-level Fall-to-Fall retention at the SJC and MUC will reach 90%
Subgoal 3.6   By 2022, undergraduate Fall-to-Fall retention at the Miami campus will reach 80%.
Subgoal 3.7   By 2022, graduate-level Fall-to-Fall retention at the Miami campus will reach 85%.

Table 1. Targets vs Current Retention Rates by Institutional **Unit**

Institutional Unit	*Undergraduate*		*Graduate*	
	Current Rate	**Target Rate**	**Current Rate**	**Target Rate**
San Juan	83%	85%	92%	90%
Miami	70%	80%	85%	85%
Mayaguez	77%	85%	88%	90%

The major challenge for student retention al Albizu University is for undergraduate students, mainly at the institutional units of Miami and Mayaguez. Current graduate retention rates, except for Mayaguez, are already above the target rates established in the Albizu Strategic Plan. Nonetheless, we need to ensure that not only these rates are maintained but increased.

In San Juan, at the graduate level, both the Psy.D. Clinical Psychology and the Ph.D. Clinical Psychology have the highest retention rates, closely followed by the M.S. Speech and Language Pathology and the M.S. School Psychology academic program. At the undergraduate level, the B.I. in Speech Therapy has a higher retention rate (85.2%) than the B.I. Psychology (81.7%). In the Miami Campus, at the graduate level, both the Psy.D. Clinical Psychology and the M.S. Speech and Language Pathology have the highest retention rates. The undergraduate retention is the lowest level institution-wide. At the Mayaguez University Center, both the M.S. in Speech and Language Pathology and the M.S. in Industrial Organizational Psychology have higher retention rates. Contrary to the other Albizu institutional units, where the PsyD Clinical Psychology academic program has one of the higher retention rates, that is not the case for Mayaguez University Center, specifically for new students.

This plan presents the student retention strategies that are currently occurring in each institutional unit and provides an institutional strategy based on the retention models in the literature. Retention is a central factor that impacts our capacity to effectively fulfill our mission to educate professionals in behavioral sciences, speech pathology, and other disciplines, committed to research, to improve quality of life, and to serve diverse communities. To achieve this mandate, we must invest resources in student retention initiatives, both at the graduate and undergraduate levels.

Introduction

Student retention is a priority at Albizu University. Goal 3 of the 2019-2022- Albizu Strategic Plan is to **Increase Enrollment and Retention[1]**. The plan delineates four sub-goals to increase retention:

Subgoal 3.4   By 2022, undergraduate Fall-to-Fall retention at the SJC and MUC will reach 85%.
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Retention is a central factor that impacts our capacity to effectively fulfill our mission to educate professionals in behavioral sciences, speech pathology and other disciplines, committed to research, to improve quality of life, and to serve diverse communities. To achieve this mandate, we must invest resources in student retention initiatives, both at the graduate and undergraduate levels. Since undergraduate students have gradually become a more significant part of our student population, undergraduate student retention activities are equally important as those targeting graduate students.

As indicated by the University of Vermont (2018):

> National retention research and practice reveal that increases in retention and graduation rates require a "web of interlocking initiatives" (Kuh, 2005) that connect and integrate with overarching institutional goals and values. Meaningful change is the product of a network of comprehensive, sustained efforts that enrich the educational experience and take in to account the diversity of students served by the University.

This plan presents the student retention strategies that are currently occurring in each institutional unit and provides an institutional strategy based on interlocking initiatives linked to our strategic goals.

The Student Retention Issue at Albizu University

Albizu University is a Hispanic Serving Institution (HSI). According to the Postsecondary National Policy Institute (PNPI)2, during the 2017–2018 academic year, full-time student retention rates for all students at HSIs were slightly higher than national retention rates for all students at institutions of higher education (67% vs. 66%). Despite this minimum difference in retention rates, six-year graduation rates are much lower in HSIs than the national average (43% vs. 57%).

One limitation of national benchmarking is that institutions published retention rates are exclusively about **Full-Time First Time** (FTFT) students. Since most students at HSIs are part-time students, attempting to compare to institutions with a higher proportion of traditional students (those attending on a full-time basis) probably adds bias to the problem definition. Therefore, comparing Albizu to published retention might not be appropriate since for example in the past five years there had not been more than five FTFT students at the Albizu Miami Campus.

Another limitation is that, in the case of PR institutions of higher education, the most recent available FTFT retention rate (Fall 2017 to Fall 2018) was highly impacted by the aftermath of Hurricane Maria.

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[1] Albizu Strategic Plan 2019-2022 has five Institutional goals: (1) Increase the Licensing Exam Passing Rate, (2) Fully Develop the Institution's Digital (Online) Functionality, (3) Increase Enrollment and Retention, (4) Increase Sources of Revenue, (5) Define the Marketing and Branding Strategy
[2] Retrieved from https://pnpi.org/wp-content/uploads/2019/09/PNPI_HispanicServingInstitutions.pdf

SJC FTFT retention rate for Cohort 2017 was only 65%. This rate is very low when compared to other institutions like Ponce Health Science (88%), UPR-Rio Piedras (84%) or Polytechnic University (82%), to mention a few (see full list of similar institutions for both Puerto Rico and Miami in Appendix). However, SJC FTFT retention rate for Cohort 2018 increase to 83%.

An undergraduate student at SJC pay around $20K for the whole academic career, from first year to senior. For each less 10% of retention rate is estimated to have a financial impact of $200K less of revenue

Retention targets goals at Albizu University are for two types of students: new students (regardless if they are full-time or part-time) and for active students. However, Albizu University continues to measure FTFT retention rates as required by the Integrated Postsecondary Education Data System (IPEDS). The following table presents a summary of our baseline and target retention:

Table 1. Targets vs Current Retention Rates by Institutional Unit

Institutional Unit	Undergraduate		Graduate	
	Current Rate	Target Rate	Current Rate	Target Rate
San Juan	83%	85%	92%	90%
Miami	70%	80%	85%	85%
Mayaguez	77%	85%	88%	90%

Table 1 illustrates that the major challenge for student retention al Albizu University is for undergraduate students, mainly at the institutional units of Miami and Mayaguez.

Current graduate retention rates, except for Mayaguez, are already above the target rates established in the Albizu Strategic Plan. Nonetheless, we need to ensure that not only these rates are maintained but increased.

Retention Model Approaches

The research in student retention is extensive. The following table presents three seminal models adopted by most researchers in higher education.

Table 2. Student Retention Models[3]

Model	Description	Important variables	Relevancy to AU
Undergraduate Dropout Process Model	Students operate with two main institutional systems: the academic system and the social system.	Intellectual development, social integration, satisfaction, and institutional commitment	Miami Campus San Juan Campus Mayaguez University Center
Institutional Departure Model	Social transition for incoming, first-year students is essential to their success	Institutional commitment, social network and university engagement	San Juan Campus Mayaguez University Center Note: the majority of undergraduate students in the

[3] Burke, 2019; Tinto, 2012.

Model	Description	Important variables	Relevancy to AU
			Miami Campus are transfer students
Student Attrition Model	Institutional commitment is the most important variable in explaining student attrition for both genders	University GPA, institutional satisfaction, perceived value of education, student life engagement opportunities, and organizational rules	Miami Campus San Juan Campus Mayaguez University Center

Best Practices

The Hanover Research's 2014 report on Strategies for Improving Student Retention summarizes critical best practices; (1) resource allocation for long term change; (2) the impact of seven constructs (academic advising, social connectedness, student involvement, faculty and staff approachability, business procedures, learning experiences, and support services); (3) positive impact of student services on retention; and first-year activities such as orientation program, study skills courses, and mentoring.

Tinto's Five Categories of Retention Strategies[4], on the other hand, identified as key: (1) transition assistance; (2) early contact and community building; (3) academic involvement and support; (4) monitor and early warning, and (5) academic counseling and advising.

Fundamentally, a student decides to stay or to leave based on a complex set of factors. Therefore, the institution must identify factors that are shared by many students and over which institutional activity can have influence. Then, the institution must develop or improve systems to exert that influence. This retention plan attempts to address this challenge.

Student Characteristics by Institutional Unit

In this section, students are described based on four variables associated with student retention: (1) age range, (2) economic disadvantage status, (3) first-generation, and (4) labor status. Institutional units vary by variable, which explains the differences in retention rates by unit. The following relationships and implications are presented by unit. The specific statistical figures are shown in the Appendix.

Variable	Implication
Age	Provides an indication if the student is traditional or non-traditional, especially for undergraduate students.
Socioeconomic status	Economic disadvantage students have a higher probability to drop-out because of the challenges faced balancing work and studies.
First-generation	First-generation students (those that neither of their parents had a college degree) have less chance to persist in their academic goals.
Labor status	Indicates the non-traditional student condition on each campus.

San Juan Campus

San Juan Campus retention rates are very close to the target rates:

Academic Level	Current	Target
Undergraduate	83%	85%
Graduate	92%	90%

[4] Vincent Tinto (1993, 2012). Leaving College, Rethinking the Causes and Cures of Student Attrition. Pg. 153-179

It is the institutional unit with the highest retention rate. The retention rate for graduate students currently is even above the target measure established in the strategic plan. The undergraduate retention rate is only two percentage points below the target.

Several student characteristics contribute the retention rates. One of them is that most undergraduate students are traditional students. For instance, in Fall 2019, the majority of undergraduate students at San Juan Campus were in the age range of 18-24. Also, the majority of graduate students at the San Juan Campus were 34 years or less. This age profile is indicative that most of its students are traditional; most of them are full-time students.

Characteristics of the economic condition vary significantly between undergraduate and graduate students. While economic disadvantage condition among undergraduate students equals nearly half of the students (47%), at the graduate level, 70% of the students were in an economical disadvantage condition. The high level of graduate students could be related to the fact that both PsyD Clinical Psychology and Ph.D. Clinical Psychology academic programs practically required that students have a full-time load, leaving them no time to enter the labor force. Most of them take student loans to pay their tuition and for the cost of living.

In the San Juan Campus, only 12.5% of undergraduate students were first generation. Twenty-three percent of students in the San Juan Campus have a full-time labor status. The percentage of undergraduate students with full-time work status is even significantly lower than the campus average.

In summary, the San Juan Campus has the advantage that most of their students are traditional students and the non-first generation. They need to focus on transition strategies targeting lower-level undergraduate students.

Miami Campus
The Miami Campus is under the target for undergraduates, but on target for graduate students:

Academic Level	Current	Target
Undergraduate	70%	80%
Graduate	85%	85%

The current undergraduate retention rate at Miami Campus is ten percentage points below the target established in the strategic plan (See Table 1). One important characteristic of undergraduate students at Miami Campus is that they were in an age range of 25-34 (45.5%). This age range is also higher for graduate students, where 55.7% of the students were in that age range. This characteristic is indicative that most undergraduate students at Miami Campus are non-traditional.

In terms of economic disadvantage condition, the percentage is higher for undergraduate students than for graduate students at Miami Campus and 30% of undergraduate students at Miami Campus. A were first generation. Those characteristics may be indicative that undergraduate students in this Campus have a high risk of attrition.

Also, 42.9% of the students in the Miami Campus have a full-time labor status. The percentage of undergraduate students with a full-time work status is similar to the rate of graduate students,

illustrating the fact that there are very few traditional students at Miami Campus. Two academic programs that have considerably less percentage of students in full-time work status than the campus average are M.S. Speech and Language Pathology (17.4%) and PsyD. Clinical Psychology (29.8%).

In summary, contrary to the San Juan Campus, students at Miami Campus are mainly non-traditional. They have work duties that compete with their academic responsibilities. Most of them enroll with previous college experience, and a considerable number of them are first-generation students. Strategies to address student retention need to focus on providing support services s and on the academic experience, such as offering hybrid courses and weekend college programming.

Mayaguez University Center

The current rates for the Mayaguez University Center are below the targets (both undergraduate and graduate) established in the strategic plan.

Academic Level	Current	Target
Undergraduate	77%	85%
Graduate	88%	90%

The graduate retention rate is only two percentage point short, but for undergraduates, it is below by seven percentage points. Similar to the San Juan Campus, the majority of undergraduate students at Mayaguez University Center are in the age range of 18-24 (58.8%); also, a noticeable percentage of students were under 18. The age distribution for graduate students at Mayaguez University Center was similar to the one of San Juan Campus. Even when it seems students are traditional, the undergraduate retention rate is low.

Characteristics of economic disadvantage conditions are higher for graduate students than for undergraduate students at the Mayaguez University Center, and 25% of undergraduate students are first-generation. The Mayaguez University Center percentage of first-generation students is two times the percentage for San Juan Campus. That could help explain the lower undergraduate retention rate.

On the other hand, only 15% of the students at the Mayaguez University Center have a full-time labor status. Two academic programs that have considerably less percentage of students in full-time work status than the campus average are the Psy.D. Clinical Psychology with only 6.2% and the B.I. Psychology with 0%.

In summary, retention rates strategies at Mayaguez University Center should focus on creating student engagement. The move to a new location site should foster a better sense of belonging and of proudness that could have a positive impact on student retention. The Mayaguez University Center should put in practice strategies that enhance the campus climate.

Retention Rates by Institutional Unit and Academic Program

In previous sections, retention rates were discussed at the aggregate level: undergraduate and graduate. In this section, it is presented the retention rates by academic program in each institutional unit. Table 3 shows the last Fall-to-Fall Retention Rate by academic program for the San Juan Campus. Graduate retention rates are higher than at the undergraduate level. At the graduate level, both the Psy.D. Clinical Psychology and the Ph.D. Clinical Psychology have the highest retention rates, closely followed by the M.S. Speech and Language Pathology and the M.S. School Psychology academic program. At the

undergraduate level, the B.I. in Speech Therapy has a higher retention rate (85.2%) than the B.I. Psychology (81.7%).

Table 3. Fall 2018 to Fall 2019 Retention Rate by Academic Level and Program
San Juan Campus

Academic Program	New Student	All Students
Undergraduate	**79.7%**	**82.5%**
B.I. Psychology	76.9%	81.7%
B.I. Speech Therapy	87.2%	85.2%
Graduate	**91.3%**	**91.9%**
M.S. Industrial Organizational Psychology	87.5%	86.0%
M.S. Counseling Psychology	88.0%	83.5%
M.S. School Psychology	96.2%	95.0%
M.S. Speech and Language Pathology	95.1%	94.9%
Ph.D. Clinical Psychology	96.0%	97.8%
Ph.D. Industrial Organizational Psychology	84.2%	85.2%
Ph.D. PCRT	92.3%	86.2%
Psy.D. Clinical Psychology	95.0%	96.0%
Psy.D. Counseling Psychology	85.2%	85.2%
Total	**87.3%**	**89.2%**

Table 4 shows the Fall-to-Fall Retention Rate by academic program at the Miami Campus. Graduate retention rates at the graduate level are higher than at the undergraduate level. At the graduate level, both the Psy.D. Clinical Psychology and the M.S. Speech and Language Pathology have the highest retention rates. At the undergraduate level, except for B.S. in Psychology, very few students are enrolled in each academic program. One or two student dropping-out significantly impact retention rates.

Table 4. Fall 2018 to Fall 2019 Retention Rate by Academic Level and Program
Miami Campus

Academic Program	New Students	All Students
Undergraduate	**72.7%**	**70.3%**
B.A. Elementary Education	na	87.5%
B.A. Exceptional Education	na	60.0%
B.S. Criminal Justice	0.0%	60.0%
B.S. Psychology	80.0%	69.9%

	New Students	Total Students
Graduate	**86.8%**	**84.5%**
M.S. Industrial Organizational Psychology- Online	40.0%	81.8%
M.S. TESOL Online	0.0%	50.0%
M.S. Exceptional Education	nd	62.5%
M.S. Industrial Organizational Psychology	85.7%	81.5%
M.S. Marriage & Family Therapy	91.7%	72.7%
M.S. Mental Health Counseling	84.0%	83.7%
M.S. School Counseling	100.0%	73.3%
Ph.D. in Human Services	80.0%	83.7%
Psy.D. Clinical Psychology	88.0%	86.9%
M.S. Speech Pathology	96.4%	98.4%
Total	**73.6%**	**82.2%**

Table 5 shows the Fall-to-Fall Retention Rate by academic program at Mayaguez University Center. Graduate retention rates at the graduate level are higher than at the undergraduate level. At the graduate level, both the M.S. in Speech and Language Pathology and the M.S. in Industrial Organizational Psychology have higher retention rates. Contrary to the other Albizu institutional units, where the PsyD Clinical Psychology academic program has one of the higher retention rates, that is not the case for Mayaguez University Center, specifically for new students.

Table 5. Fall 2018 to Fall 2019 Retention Rate by Academic Level and Program
Mayaguez Campus

	New Students	Total Students
Undergraduate	**76.9%**	**76.9%**
B.I. Psychology	75.0%	75.0%
B.I. Speech Therapy	80.0%	80.0%
Graduate	**86.7%**	**87.8%**
M.S. Industrial Organizational Psychology	88.9%	92.3%
M.S. Counseling Psychology	83.3%	80.2%
M.S. School Psychology	85.7%	88.9%
M.S. Speech and Language Pathology	94.6%	94.7%
Psy.D. Clinical Psychology	81.1%	89.4%
Total	**85.8%**	**87.3%**

Campus Retention Work Plans

San Juan Campus and Mayaguez University Center Work Plan

Goal 1. Fortalecer la infraestructura Institucional para atender con eficacia el problema de retención estudiantil en el Recinto de San Juan y en el Centro Universitario de Mayagüez

Objectives	Activities	Metrics	Dates	Resources Names
1.1 Establecer Comité de Retención Institucional con el propósito de Implantar Plan de Retención.	Seleccionar y designar miembros del Comité. Preparar un plan operacional y las actividades a coordinar del Plan Institucional de Retención Estudiantil.	Comité constituido Operacionalizar el Plan de Retención Informe de Cumplimiento del Plan de Retención	Junio 2019 Octubre 2019	Rector Comité
	Proveer a los miembros del Comité con actividades de mejoramiento profesional, que los capaciten en las últimas tendencias de retención estudiantil.	Participación de eventos	Continuo	Presidente del Comité de Retención
	Mantener informados y orientados a estudiantes sobre políticas, procedimientos, normas y estructuras que impacten la retención y graduación del estudiante.	Nivel de satisfacción de estudiantes con respecto al acceso a información	Continuo	Decanato de Estudiantes

Goal 2. Promover un ambiente académico que promueva vinculación entre los estudiantes y las unidades institucionales.

Objectives	Activities	Metrics	Dates	Resources Names
2.1 Fomentar la adaptación de los estudiantes de nuevo ingreso y promover la vinculación de los estudiantes para la vida universitaria.	Realizar la orientación de nuevo ingreso centrada en el estudiante de primer año para facilitar el proceso de transición.	Nivel de satisfacción de los participantes	Each Fall	Decanato de Estudiantes
	Desarrollar sentido de pertenencia y compromiso de los estudiantes mediante actividades innovadoras.	Nivel de satisfacción de los estudiantes con respecto a las actividades	Continuo	Decanato de Estudiantes
	Promover un ambiente libre de drogas, alcohol y violencia que facilite el aprendizaje con una mejor calidad de vida.	Informe de seguridad dentro de las facilidades	Continuo	Decanato de Estudiantes
	Encuestar a los estudiantes de nuevo ingreso para auscultar las destrezas, actitudes, competencias y necesidades	Informe de administración de cuestionario	Each Fall	Decanato de Estudiantes
	Estimular el desarrollo de asociaciones estudiantiles que promuevan el liderato entre la comunidad universitaria.	Número de asociaciones activas	Continuo	Decanato de Estudiantes
	Mantener activo el proyecto de Asesores Estudiantiles. Beca de $100 por semestre.	Estudiantes participantes	Continuo	Decanato de Estudiantes
	Realizar actividades de excelencia académica a los estudiantes de Bachillerato Interdisciplinario que se hayan destacado académicamente.	Lista de estudiantes destacados Hoja de Asistencia	Each June	Decanato de Estudiantes
	Servicio de referidos psicológicos o de apoyo de consejería personal a los estudiantes identificados por la facultad o auto identificados.	Referidos realizados	Continuo	Decanato de Estudiantes
2.2 Desarrollar las competencias académicas requeridas para el éxito de los estudiantes.	Actualizar e implantar el plan de reclutamiento de estudiantes conforme a las competencias solicitadas a los programas académicos.	Plan de reclutamiento	Octubre 2020	Decanato de Gerencia de Matrícula

Goal 2. Promover un ambiente académico que promueva vinculación entre los estudiantes y las unidades institucionales.

Objectives	Activities	Metrics	Dates	Resources Names
	Llevar a cabo avalúo de los cursos académicos.	Informe de avalúo de los cursos	Semestral	Oficina del Rector
	Fomentar uso del centro de tutorías	Número de participantes centro de tutorías	Continuo	Decanato de Estudiantes
	Fortalecer el Programa de Mentoría Académica utilizando diferentes medios de comunicación.	Número de estudiantes atendidos	Continuo	Decanato Académico Directores de Programas Académico
	Promover la investigación y la participación del estudiante en foros internos y externos para fomentar el desarrollo profesional	Investigaciones realizadas	Continuo	Centro Institucional de Investigación Científico
	Consorcios con compañías públicas y privadas para reclutamiento laboral de estudiantes.	Cantidad de consorcios realizados	Continuo	Decanato Académico Directores de Programas Académicos
	Identificación e intervención de la población con impedimento o diversidad funcional.	Registro de clientes	Continuo	Decanatos Directores de Programas Académicos
	Fortalecimiento de las destrezas uso de las distintas tecnologías institucionales	Actividades realizadas	Continuo	Decanato de Estudiantes Oficina de Información y Tecnología
	Desarrollar la integración de la consejería académica en cada uno de los programas	Tasa de retención	Julio 2020	Decanato Académico

Goal 2. Promover un ambiente académico que promueva vinculación entre los estudiantes y las unidades institucionales.

Objectives	Activities	Metrics	Dates	Resources Names
	considerando las condiciones específicas y particulares de los estudiantes.			Directores de Programas Académicos
	Disponibilidad del curso de Ajuste a la Vida Universitaria para que se le pueda ofrecer a los estudiantes de nuevo ingreso durante su primer año académico	Estudiantes matriculados	Agosto 2019	Decanato Académico Director del Programa de Bachillerato
2.3 Fortalecer la estructura de servicios académicos para mejorar el desempeño y aumentar la retención hasta lograr la meta de graduación.	Prevención e intervención académica mediante la implantación del sistema alerta temprana (Early Alert System)	Identificación de factores de riesgos Número de estudiantes intervenidos	Agosto 2020	Decanato Académico Directores de Programas Académicos
	Establecer un plan de desempeño para los estudiantes que sean admitidos bajo criterios excepcionales.	Número de planes establecidos	Semestral	Decanato de Estudiantes Decanato de Gerencia de Matrícula
	Se establece el plan individualizado de transición y retención para aquellos estudiantes con impedimento o diversidad funcional que hayan participado de la admisión extendida o solicitado los servicios de modificación razonable.	Número de planes establecidos	Semestral	Decanato de Estudiantes Decanato de Gerencia de Matrícula
	Establecimiento del Plan de Mejoramiento Académico a estudiantes en riesgo para evitar suspensión académica.	Identificación de estudiantes con alto riesgo	Semestral	Decanato de Estudiantes Decanato de Gerencia de Matrícula

Goal 2. Promover un ambiente académico que promueva vinculación entre los estudiantes y las unidades institucionales.

Objectives	Activities	Metrics	Dates	Resources Names
2.4 Fortalecer la estructura de servicio de las oficinas administrativas y de servicio directo al estudiante. (áreas 1 y 3)	Implantar horario extendido de las oficinas de servicio al estudiante tales como: Registraduría, Asistencia Económica y Recaudación.	Horario de servicios estudiantiles	Agosto 2020	Oficina del Rector Decana de Gerencia de Matrícula Directora de Recursos Humanos
	Crear espacios de estudio y esparcimiento.	Pies cuadrados de espacios disponibles	Agosto 2021	Oficina del Rector Director de Administración
	Acciones correctivas a base de los hallazgos encontrados en los informes de avalúo de la satisfacción estudiantil.	Número de acciones correctivas implementadas	Continuo	Decanos Directores de Programas Académicos Directores de Oficinas Administrativas
	Fortalecer infraestructura tecnológica de apoyo a la docencia y estudiantes.	Prácticas implementadas Presupuesto asignado a infraestructura tecnológica	Each July	Centro de Fortalecimiento Académico Oficina de Información y Tecnología
	Informar a los facultativos, directores de programa sobre los servicios de orientación.	Información divulgada	Semestral	Decanatos
	Desarrollar estrategias de literacia financiera para los estudiantes sobre las ayudas económicas disponibles y alternativas de pagos para alcanzar su meta académica.	Actividades realizadas	Continuo	Decanato de Gerencia de Matrícula

Goal 3. Implementar sistema de planificación y evaluación enfocado en las actividades institucionales sobre retención estudiantil					
Objectives	**Activities**	**Metrics**	**Dates**	**Resources Names**
3.1 Evaluar el impacto total del Plan Institucional de retención a la luz de los resultados obtenidos. (áreas 1, 2 y 3)	Implantar un proceso de medición para el cumplimiento del plan institucional de retención estudiantil.	Informes realizados Tasa de retención	Semestral	Comité de Retención
	Definir el éxito de un estudiante de nuevo ingreso basado en promedio y créditos aprobados.	Informes realizados Tasa de retención	Each July	Decano Académico Directores de Progamas Académicos
	Definir otras metas de Retención tomando en consideración: • Cambio de programa • Readmisiones	Informes realizados Tasa de retención	Each July	Comité de Retención

Miami Campus Plan Work Plan

Goal 1. Engage the Miami AU Community in Student Retention: Increase student retention and campus-wide retention awareness through the development of student engagement competencies and practices.					
Objectives	**Actions/Activities**	**Metrics**	**Start Date**	**End Date**	**Resource Names**
1.1 Establish a Miami Campus Retention Committee to implement a campus-wide retention plan.	Formulate committee to implement retention activities, review campus retention and academic success trends and remain abreast of evidence-based practices that are contextual for our specific student body across support, direct, and academic services. Supervise the implementation of activities.	Committee Formed, Documented, and Plan Approved	April 2020	Ongoing	Chancellor Dean of Student Affairs Dean of Academic Affairs
1.2 Link Support, Direct, and Academic departments for collaborative efforts in retention.	Review retention operational plans from each academic and service unit to coordinate activities across departments.	Minutes of Meetings, Action Plans from Each Department, Documentation of Collaborative efforts to improve services to students for retention with a final report at the end of each academic year from academic departments.	April 2020	Plans reviewed each academic year. Annual reports to inform continuous improvement on practices	Chancellor Dean of Student Affairs Dean of Academic Affairs

Goal 1. Engage the Miami AU Community in Student Retention: Increase student retention and campus-wide retention awareness through the development of student engagement competencies and practices.					
Objectives	**Actions/Activities**	**Metrics**	**Start Date**	**End Date**	**Resource Names**
				and outcomes.	
1.3 Strategic communication with AU MIA students on academic improvement opportunities and resources to improve their outcomes.	Utilize diverse strategies to inform the student population of academic improvement activities, supports, and resources to improve their outcomes. Video Vlog, Blog, short videos streamed on campus, website, and Bb, enhance Bb Tportal Student Success Site.	Videos produced and posted on diverse media outlets on and off-campus, views, response to communications, and increase in resources used (tutoring, mentoring). Outcome of Student Satisfaction Survey	April 2020	Ongoing – metrics collected annual and baseline comparison.	Dean of Student Affairs
1.4 Strategic resources developed for student success	Subject matter workshops, webinars, early alert system rolled out beyond Title V, online tutoring	Number of workshops designed and attended, Number of webinars developed and attended, Early alert roll out and usage data, Implementation of an online tutoring scheme. Outcome of Student Satisfaction Survey	April 2020	December 2020 data on traffic and attendance to events, and then ongoing based upon established baseline.	Dean of Student Affairs Student Success Coordinator IT Ed Technology
1.5 Develop campus resources for professional development in the area of student retention -	Collaborate with academic and service units; develop evidence-based practices in the form of brief workshops	Survey the community (pre and posttest) Schedule of topics and presentations by faculty and directors on high	May 2020	Ongoing	Chancellor Dean of Student Affairs Dean of Academic Affairs

Goal 1. Engage the Miami AU Community in Student Retention: Increase student retention and campus-wide retention awareness through the development of student engagement competencies and practices.					
Objectives	**Actions/Activities**	**Metrics**	**Start Date**	**End Date**	**Resource Names**
Professional learning community.	to enhance student care and increase retention. Members of the AU community can present brief workshops to AU professional community.	impact practices in student care in both academic and service units.			
1.6 Digitize OSA for enhanced effectiveness and data capture	Digitize student check-in for tutoring with details on time, subject matter, and service used to inform hours, resources, and planning for tutoring services.	Digitized services: a) Student check in to tutoring center digitized b) Digitize tracking of requests (petitions, etc.) and resolution of requests to minimize to resolution where possible. Outcome of Student Satisfaction Survey	March 2020	Ongoing	Dean of Student Affairs Coordinator of Student Success and Career Services Academic Counselor Miami IT

Goal 2. Campus-wide Collaboration for Student Success: Develop campus-wide linkages for collaborative behaviors between service and academic units that support students.

Objectives	Actions/Activities	Metrics	Start Date	End Date	Resource Names
2.1 Develop a culture of collaboration, streamlined processes, and effective measures to serve students and allow student, faculty, and staff to fulfill their roles effectively and with continuous improvement.	Form ad-hoc committees dedicated to streamlining and digitizing service units Target services to digitize, indicators to measure success, and processes that address gaps in service to students.	Services digitized.	April 2020	Ongoing	Chancellor Dean of Students Dean of Academic Affairs Director of IT
2.2 Streamline and innovate new student orientation, both online and on campus.	Workgroups formed across service units and academic programs to provide an exceptional and informative student experience.	Number and quality of new student orientation, both online and on-campus – survey outcomes by students.	May 2020	October 2020 And then ongoing	Chancellor Dean of Student Affairs Dean of Academic Affairs IT Ed Tech
2.3 Enhance student life activities that promote a sense of belonging and allow students to develop funds of knowledge that support their engagement in campus life.	Student engagement in campus activities.	Student Satisfaction Survey.	May 2020 to April 2021	April 2021 Ongoing	Dean of Student Affairs Coordinator of Student Success and Career Services Academic Counselor
2.4 Promote and Engage Student Club activities with active faculty staff and alumni sponsors.	Collaborate with clubs and faculty to support and promote club activities.	Active clubs and engagement in student life.	May 2020	April 2021 and Ongoing	Dean of Students Coordinator of SSS and Career Services

Goal 2. Campus-wide Collaboration for Student Success: Develop campus-wide linkages for collaborative behaviors between service and academic units that support students.

Objectives	Actions/Activities	Metrics	Start Date	End Date	Resource Names
Provide platforms for students and alumni to develop their leadership skills		Student satisfaction survey.			
2.5 Establish an Academic Counselor's office	Open a student academic counselor's office to support retention efforts and mental health of students – psychological counseling.	Office established and activities and outcomes tracked. Student Satisfaction Survey.	April 2020	July 2020 and ongoing	Chancellor Dean of Student Affairs
2.6. Develop a Career Mentoring Program in collaboration with Alumni	Pair Students with Alumni and Staff for Career Development	Program established and growing throughout the 1st year.	June 2020	Ongoing	Dean of Student Affairs Coordinator of SSS and Career Services
2.7 Support academic competencies for Student Success	Update and implement the student recruitment plan based upon the competencies requested by the academic programs	Recruitment plan aligned to targeted competencies by program	Ongoing	Ongoing	Chancellor Dean of Academic Affairs
2.8 Course Evaluations and Follow Up to Address Student Satisfaction with Academic Delivery	Assessment of Course Offerings	Course Evaluation Outcomes	May 2020	Ongoing	Chancellor Dean of Academic Affairs
2.9 Strengthen Academic Mentoring across Programs and through the	Students paired with faculty mentors,	Student Satisfaction Survey Outcomes	June 2020	Ongoing	Chancellor Dean of Academic Affairs

Goal 2. Campus-wide Collaboration for Student Success: Develop campus-wide linkages for collaborative behaviors between service and academic units that support students.

Objectives	Actions/Activities	Metrics	Start Date	End Date	Resource Names
implementation of technology	satisfaction with the program				Academic Program Directors
2.10 Promote student research activities and participation in conferences for professional development	Provide opportunities.	Number of student participation in conference and research activities	August 2020	Ongoing	Dean of Academic Affairs Academic Directors Center for Institutional Research
2.11 Support Timely Degree Completion and Retention	Academic advising across programs that promotes student degree completion	Retention rates	Fall 2020	Fall 2021 and ongoing	Dean of Academic Affairs Dean of Student Affairs
2.12 Support career development and job placements of students	Career Fairs, Career Services for Resume Writing, Mock Interviews, Dress for Success	Job placements Satisfaction with Services	March 2020	Ongoing	Dean of Student Affairs Coordinator of SSS and Career Services
2.13 Continue to strengthen the academic services at the academic department level to improve performance and increase student retention and graduation rates	Academic service protocol at the department level, academic advising by faculty, and student-specific action plans for interventions – especially for at-risk students	Interventions developed and followed through with Outcomes for at-risk students	June 2020	Ongoing	Dean of Academic Affairs and Dean of Student Affairs

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Appendix

Statistical Tables

1. First Time Full Time Retention Rate for Similar Institutions of Higher Education

Puerto Rico

Fall 2017 to Fall 2018 Retention Rate % (First Time Students)		
Institution	Full-Time	Part-Time
Ponce Health Sciences University	88	NA
University of Puerto Rico-Mayaguez	88	40
University of Puerto Rico-Rio Piedras	84	50
University of Puerto Rico-Bayamon	83	80
Universidad Politecnica de Puerto Rico	82	54
Pontifical Catholic University of Puerto Rico-Ponce	81	NA
University of Puerto Rico-Cayey	81	100
University of Puerto Rico-Carolina	79	100
Inter American University of Puerto Rico-San German	78	20
Inter American University of Puerto Rico-Ponce	77	25
Universidad Ana G. Mendez-Gurabo Campus	75	15
Universidad del Sagrado Corazon	73	59
Inter American University of Puerto Rico-Bayamon	71	33
Caribbean University-Bayamon	70	0
Universidad Ana G. Mendez-Carolina Campus	70	22
Inter American University of Puerto Rico-Metro	69	33
Universidad Ana G. Mendez-Cupey Campus	68	20
Carlos Albizu University-San Juan	65	50
Universidad Central de Bayamon	48	60

Miami

Fall 2017 to Fall 2018 Retention Rate (First Time Students)		
Institution	Full-Time	Part-Time
Polytechnic University of Puerto Rico-Miami	100	100
University of Miami	92	81
Florida National University-Main Campus	91	73
Florida International University	90	87
Carlos Albizu University-Miami	87	50
San Ignacio University	84	50
St. Thomas University	72	50
Barry University	62	NA
Florida Memorial University	57	50

2. Student Population Sociodemographic Profile

San Juan Campus

Table A1. Enrollment by Sex and Academic Level

Academic Level	Women	Male	Total
Graduate	82.31%	17.69%	100.00%
Undergraduate	84.19%	15.81%	100.00%
Total	**82.87%**	**17.13%**	**100.00%**

Table A2. Enrollment by Age Category and Academic Level

Age Category	Graduate	Undergraduate	Total
Under 18	0.0%	4.3%	1.3%
18-24	31.1%	80.3%	45.7%
25-34	52.7%	10.7%	40.2%
35-39	6.3%	1.4%	4.9%
40-49	8.1%	2.5%	6.4%
50-64	1.7%	0.8%	1.5%
65 and over	0.0%	0.0%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**

Table A3. Economic Disadvantage Students by Sex

	Graduate			Undergraduate			Total
Disadvantage	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Campus**
No	30%	28%	30%	53%	49%	53%	37%
Yes	70%	72%	70%	47%	51%	47%	63%
Total	100%	100%	100%	100%	100%	100%	100%

Table A4. Percentage of First-Generation Students, Undergraduate by Sex

First Generation	Female	Male	Total
No	87.1%	89.6%	87.5%
Yes	12.9%	10.4%	12.5%
Total	100.0%	100.0%	100.0%

Table A5. Percentage of Students with a Full-Time Work Status

Major	Percentage (%)
Bl. Psychology	5.9%
Bl. Speech Therapy	16.3%
M.S. Speech and Language Pathology	27.5%
M.S. Counseling Psychology	24.3%
M.S. School Psychology	38.3%
M.S. Industrial Organizational Psychology	49.2%
PSYD. Clinical Psychology	13.2%
Ph.D. in Clinical Psychology	10.0%
Ph.D. in Industrial Organizational Psychology	41.7%
PSYD. Counseling Psychology	29.4%
Ph.D. Consulting, Research, and Teaching	48.0%
Total	**23.0%**

Miami Campus

Table B1. Enrollment by Sex and Academic Level

Academic Level	Women	Male	Total
Graduate	84.1%	15.9%	100.0%
Undergraduate	79.8%	20.2%	100.0%
Total	**83.5%**	**16.5%**	**100.0%**

Table B2. Enrollment by Age Category and Academic Level

Age Category	Graduate	Undergraduate	Total
Under 18	0.0%	0.0%	0.0%
18-24	12.8%	26.0%	15.0%
25-34	55.2%	45.5%	53.6%
35-39	10.4%	8.9%	10.2%
40-49	14.3%	15.4%	14.5%
50-64	6.7%	4.1%	6.3%
65 and over	0.5%	0.0%	0.4%
Total	**100.0%**	**100.0%**	**100.0%**

Table B3. Economic Disadvantage Students by Sex and Academic Level

Disadvantage	Graduate			Undergraduate			Total
	Female	**Male**	**Total**	**Female**	**Male**	**Total**	**Campus**
No	66%	68%	66%	52%	64%	54%	64%
Yes	34%	32%	34%	48%	36%	46%	36%
Total	100%	100%	100%	100%	100%	100%	100%

Table B4. Percentage of First-Generation Students, Undergraduate by Sex

First Generation	Female	Male	Total
No	69.3%	72.7%	69.9%
Yes	30.7%	27.3%	30.1%
Total	100.0%	100.0%	100.0%

Table B5. Percentage of Students with a Full-Time Work Status

Major	Percentage (%)
BA. Elementary Education	40.0%
BS. Psychology	59.5%
M.S. Exceptional Student	75.0%
M.S. Industrial Organizational Psychology	50.0%
M.S. Marriage Family Therapy	46.2%
M.S. Mental Health Counseling	46.3%
M.S. School Counseling	75.0%
M.S. Speech Pathology	17.4%
PSYD. Clinical Psychology	29.8%
Ph.D. in Human Services	61.9%
Total	**42.9%**

Mayaguez University Center

Table C1. Enrollment by Sex and Academic Level

Academic Level	Women	Male	Total
Graduate	82.97%	17.03%	100.00%
Undergraduate	75.71%	24.29%	100.00%
Total	**81.82%**	**18.18%**	**100.00%**

Table C2. Enrollment by Age Category and Academic Level

Age Category	Graduate	Undergraduate	Total
Under 18	0.3%	15.0%	3.0%
18-24	27.2%	58.8%	33.0%
25-34	59.4%	12.5%	50.9%
35-39	5.6%	10.0%	6.4%
40-49	6.1%	3.8%	5.7%
50-64	1.4%	0.0%	1.1%
65 and over	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%

Table C3. Economic Disadvantage Students by Sex and Academic Level

Disadvantage	Graduate			Undergraduate			Total
	Female	Male	Total	Female	Male	Total	Campus
No	23%	25%	23%	40%	41%	40%	26%
Yes	77%	75%	77%	60%	59%	60%	74%
Total	100%	100%	100%	100%	100%	100%	100%

Table C4. Percentage of First-Generation Students, Undergraduate by Sex

First Generation	Female	Male	Total
No	74.6%	76.5%	75.0%
Yes	25.4%	23.5%	25.0%
Total	100.0%	100.0%	100.0%

Table C5. Percentage of Students with a Full-Time Work Status

Major	Percentage (%)
Bl. Psychology	0.0%
Bl. Speech Therapy	25.0%
M.S. Speech and Language Pathology	15.6%
M.S. Counseling Psychology	25.9%
M.S. School Psychology	20.0%
M.S. Industrial Organizational Psychology	14.3%
PSYD. Clinical Psychology	6.2%
Total	**15.0%**