

RECRUITMENT, RETENTION, AND PROFESSIONAL DEVELOPMENT PLAN

*Prof. Hiramys Santiago
PPM UPRAg—
Educator Preparation Program
@ UPR Aguadilla
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RECRUITMENT, RETENTION, and PROFESSIONAL DEVELOPMENT PLAN

Mission

The mission of PPM UPRAg is in harmony with the commitment of the University of Puerto Rico at Aguadilla. The teacher candidates will develop sound knowledge in general education and in the principles, concepts, and processes of the discipline they plan to teach. They will have opportunities to develop competencies in the use of appropriate instructional strategies integrating multimedia technology as a powerful, creative tool for effective learning. Upon reflection on the teaching experience and with the use of multiple assessment strategies, the teacher candidate will adapt learning experiences to all educational settings. Teacher candidates will be encouraged to become professionals with ethical and aesthetic values, respectful and tolerant of individual differences, and committed to life-long learning.

Vision

In accordance with the vision of the University of Puerto Rico at Aguadilla, the PPM UPRAg responds to the commitment of being a model of excellence. The teacher candidate will be distinguished as a knowledgeable, ethical, reflective, and highly qualified professional in continuous learning, with the capacity to transform educational processes within a global and democratic society. The teacher candidate, as a humanistic, constructivist educator, will apply the pedagogical and professional knowledge, skills, and dispositions needed to help all students learn.

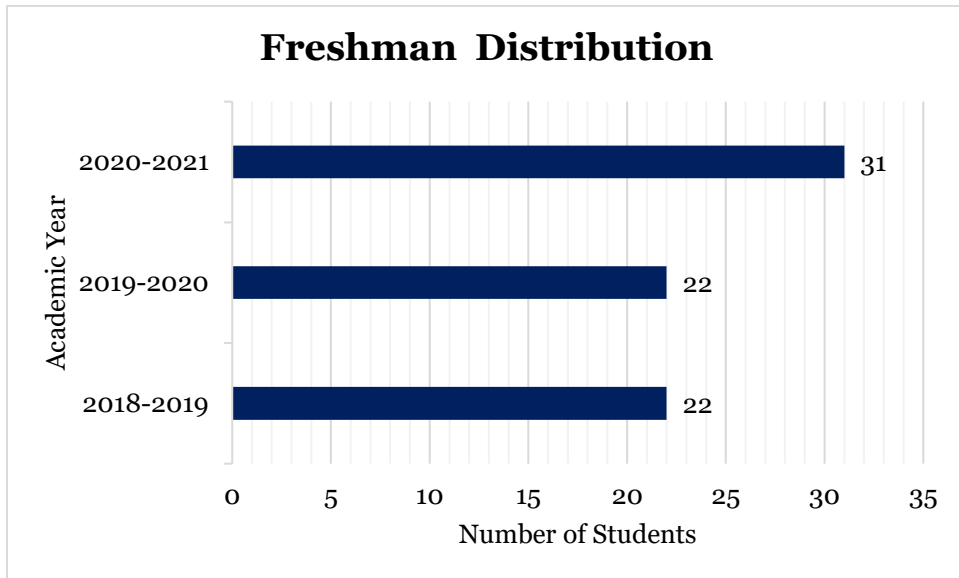
RECRUITMENT PRIORITIES

Purpose

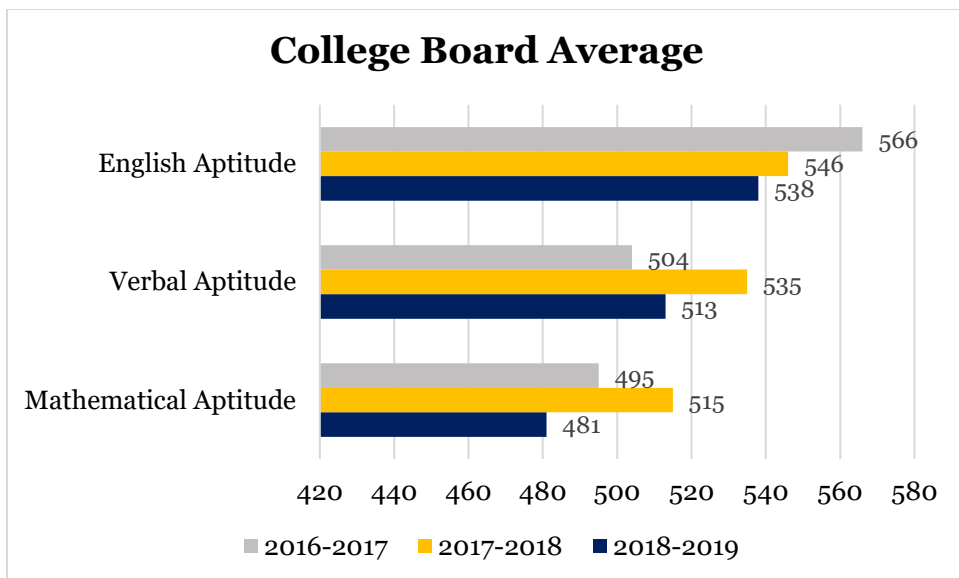
The Educator Preparation Program is keen to recruit diverse and academically talented students interested in the future of Education in Puerto Rico and abroad. It is understood that our student body's diversity also includes their language mastery (primarily Spanish and/or English), as well as educational (public and/or private schooling) and socio-economic backgrounds. All these factors compose our students' profiles as candidates in the Educator Preparation Program (PPM UPRAg in Spanish).

The Office of Planning and Institutional Research (OPEI, acronym based on Spanish name Oficina de Planificación y Estudios Institucionales) at the University of Puerto Rico in Aguadilla publishes a "Department Dashboard" once a year for each academic program as part of our Middle States required Fact Book. This document includes candidate freshmen enrollment, race,

and ethnicity. In addition, it provides charts for each program’s retention and graduation rates with comparisons against the previous two years. For the purposes stated in this plan, it is imperative to look at this data, and study how the numbers have changed in the last few years. To accomplish this the data from both Department Dashboards—Education and English—have been combined as one.



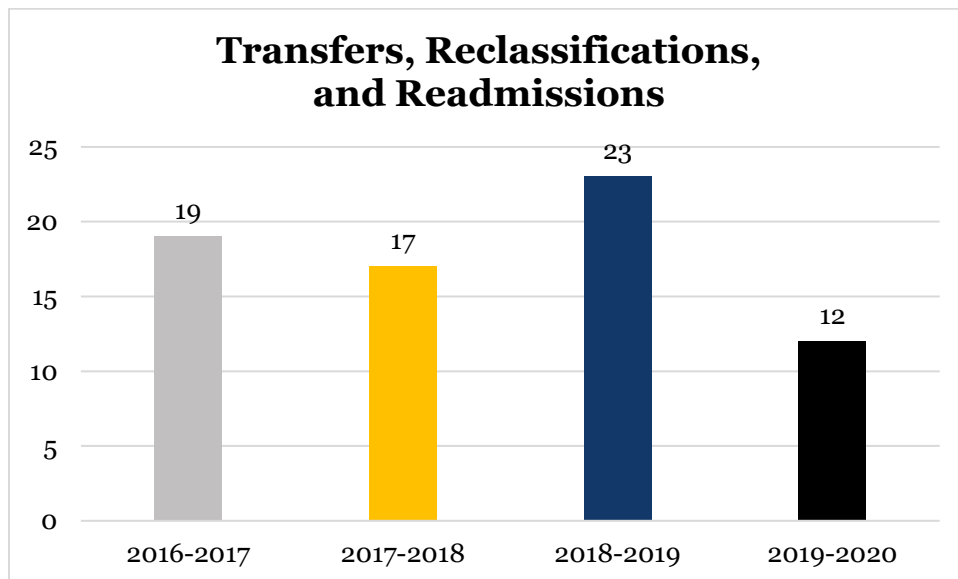
For the current academic year, 2020-2021, the Educator Preparation Program (PPM UPRAg) received 31 incoming freshmen candidates, an increment of 40.91% from the previous academic year—when 22 freshmen students enrolled into the program full-time.

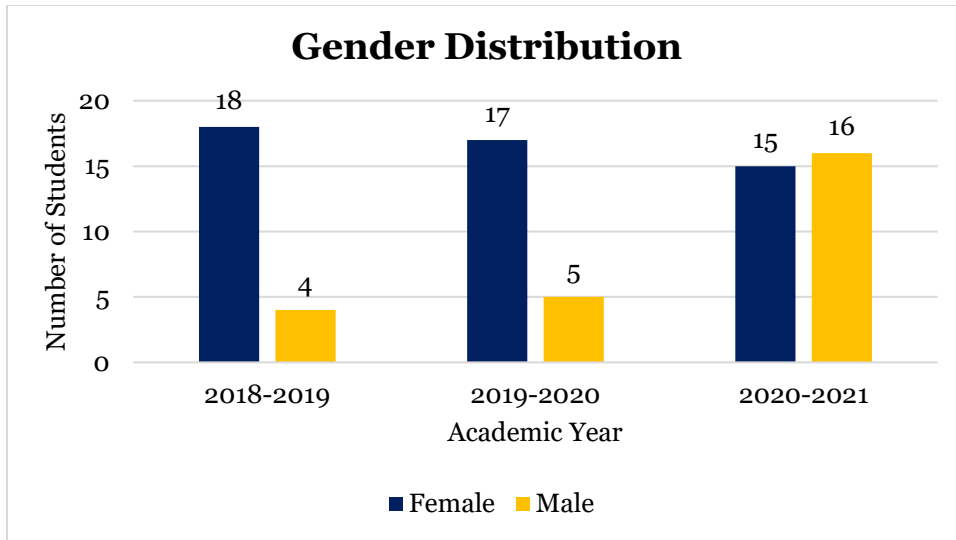


The College Board Entrance Aptitude Exam along with the students' overall high school grade point average (GPA) are used to calculate the minimum admission index (IGS in Spanish) which each program offered by the university uses for selectivity. Candidate acceptance depends on an admission index of 2.30 or above. Graphed here are the exams' results showing three recent and consecutive academic years beginning in 2016-2017 to 2018-2019. The highest score achievable in each of the components to this aptitude test is 800 points. Coincidentally, the freshmen enrolled in the PPM UPRAg show higher scores in the English aptitude section on all three years, followed by the Verbal and Mathematical aptitude sections.

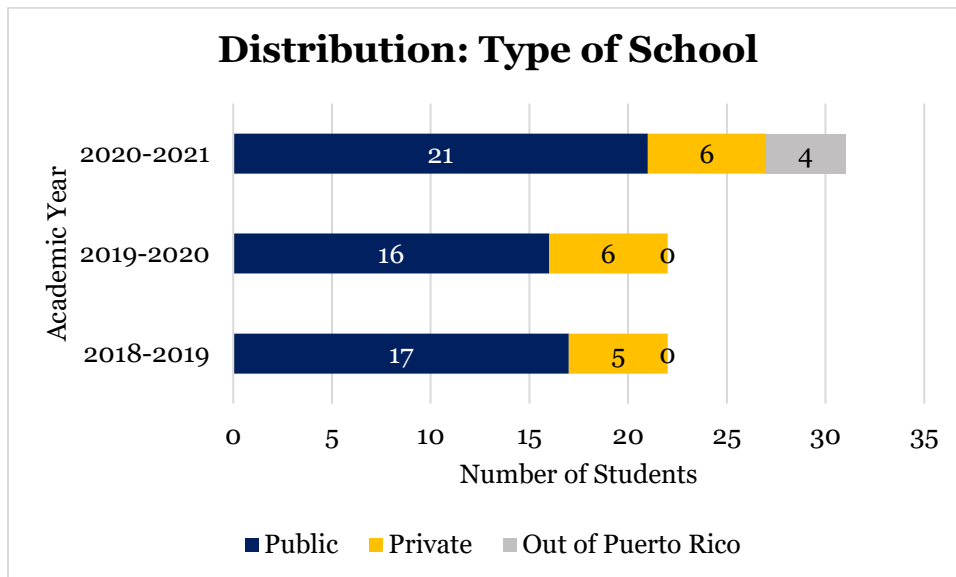
Our current recruitment efforts are geared towards attracting more students from specialized and high performing schools that wish to complete any of the PPM UPRAg available degrees. We are also promoting our education core courses as alternatives for students enrolled in other programs who may want to pursue educator certification as well as their chosen field of study.

The chart below shows the number of incoming students, as a result of transfers, reclassifications, and readmissions, to the PPM UPRAg's Education in English degrees throughout four consecutive academic years beginning in 2016-2017. When compared to the number of freshmen students, the majority of our students join us after taking English and education courses required for their originally enrolled programs.

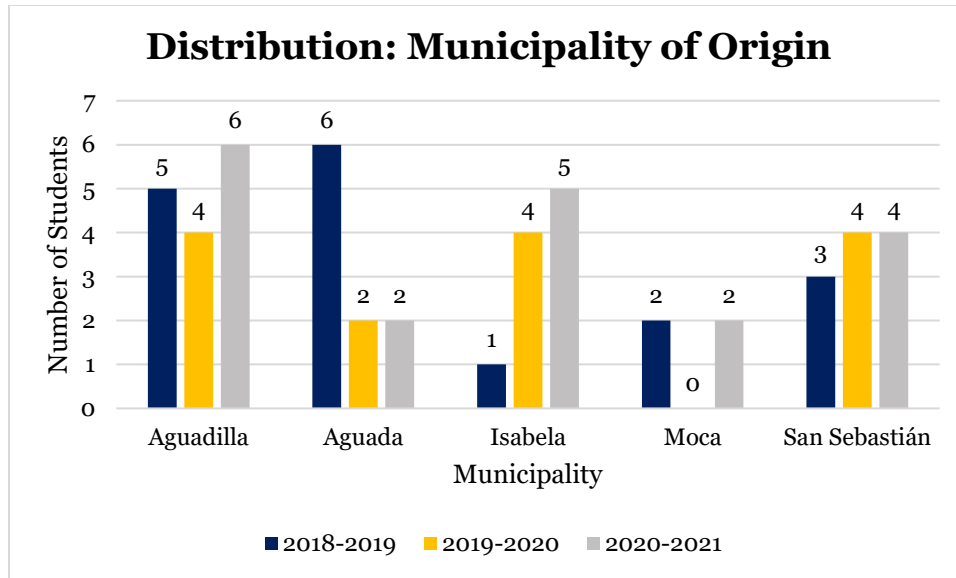




Out of these 31 new students (in 2020), 15 identified as female and 16 as male, while the previous year had 17 female students (a decrease of 11.76%) and 5 males (showing an increase of 220%).



The data obtained indicates that most of our program’s freshmen students come from the public-school system, followed by private schools, and almost none from schools outside of Puerto Rico. In 2021, 21 students (67.74%) came from the public-school system, six (19.36%) from private schools, and, for the first time, four students (12.90%) enrolled from schools outside of Puerto Rico.



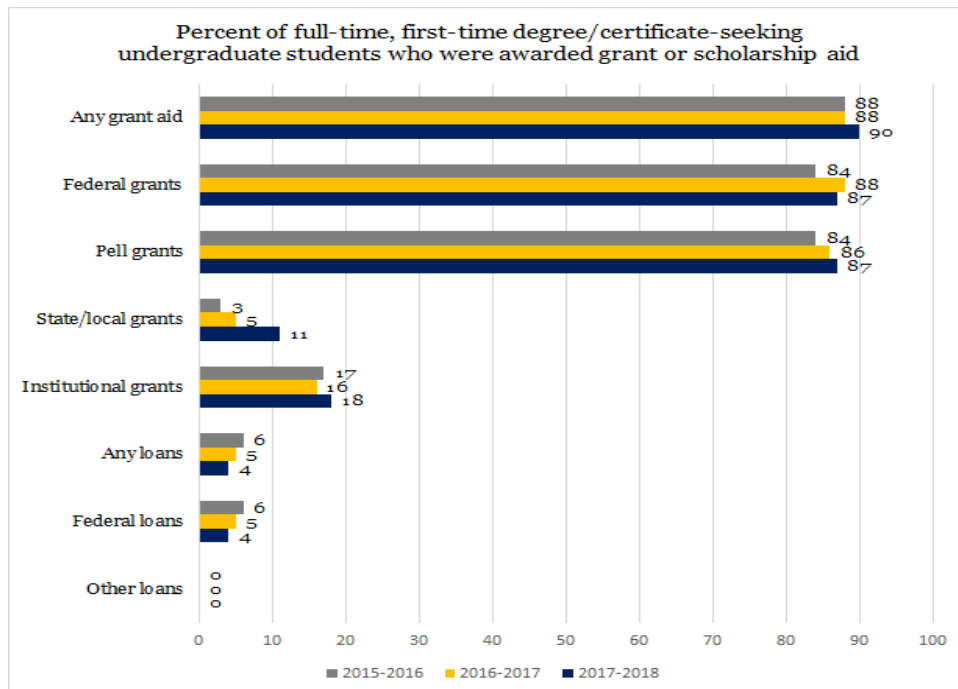
During the last three academic years, beginning in 2018, 100% of the incoming freshmen identified as Hispanic/ Latino. As well, all students came from the westside of the island: Aguadilla, Aguada, Isabela, Moca and San Sebastián. From 2018 to the current academic year 2020-2021, most of the freshmen students have come from Aguadilla (15 students or 30%) and San Sebastián (11 students or 22%).

Municipality of origin	2016-2017	2017-2018	2018-2019
North			
Arecibo	3	3	4
Camuy	2	3	5
Hatillo	0	1	2
Manatí	2	2	1
South			
Coamo	1	1	1
Metro			
Bayamón	1	1	1
San Juan	1	2	1
Central			
Barranquitas	1	1	0
Corozal	1	0	0
West			
Aguada	37	35	33
Aguadilla	57	58	44
Añasco	14	11	10

Cabo Rojo	1	2	2
Hormigueros	0	0	1
Isabela	19	13	13
Lares	1	2	2
Las Marías	1	0	0
Mayagüez	3	2	2
Moca	30	26	23
Quebradillas	7	5	3
Rincón	8	4	6
San Sebastián	41	34	24
Total	231	206	178

Although most of our students are from the western Puerto Rico, we have students from all regions of the island except the east. This indicates that there is an interest to enroll in the PPM UPRAg from students of neighboring towns and regions. Efforts to expand the reach of the program may translate into an increase in enrollment from these regions.

Regarding financial aid, based on the 2019 “IPEDS Data Feedback Report,” in the 2017-2018 academic year 90% of our freshmen students—what the National Center for Education Statistics calls “full-time, first-time degree/certificate-seeking undergraduate students”—were awarded any type of grant for their studies. The financial aid received by our freshmen students includes federal, state, and local grants, as well as loans.



Recruitment Focus

- ◇ High School/college-bound students
- ◇ New transfer students
- ◇ Reclassifications from other programs
- ◇ Other majors seeking a teaching licensing
 - without much planning our campus could provide students from the Humanities and Natural Sciences Department the opportunity to complete the necessary courses leading to a teaching certificate in history/social studies and/or science (biology/chemistry/environmental science), respectively and many more.
- ◇ In-service educators seeking to pursue additional certifications.

Short-Term Goals

- ⇒ To diversify the candidate pool and extend the geographic reach of our program.
- ⇒ To recruit high-quality candidates with high academic achievement and ability from diverse populations.

Long-Term Goals

- ⇒ To increase the freshmen enrollment by 10% every academic year, thus increasing the number of candidates in our program to an approximate ±170 candidates by 2025-2026.
- ⇒ To impress upon future candidates, the need for qualified teachers locally, nationally, and abroad in difficult recruitment areas such as ESL and Online Education.
- ⇒ To interest nonteaching bachelor’s degree majors who are interested in pursuing k-12 teaching licensing.
- ⇒ To reach a larger pool of students by extending our online offerings to include teaching computer languages and coding.

RECRUITMENT STRATEGIES

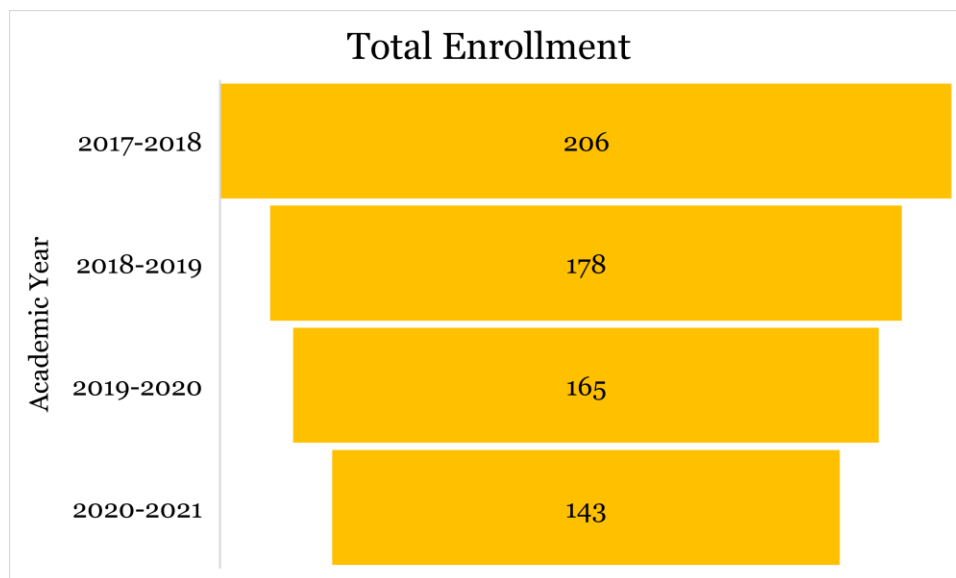
High school/College-bound students		
Activities	Responsible Staff	Indicator of Success
Coordinate and schedule school visits and participation in career fairs to share the pertinence of our offerings.	Faculty Student leaders	Attendance Programs Brochures
Share information concerning program admission requirements with a wider range of high schools—during visits and on the program website.	Promotion Committee Campus Ambassador	Open House Website Blog QR Codes

Invite talented, college-bound high school students to officially take college courses through the University of Puerto Rico’s Early College Experience Program or to visit campus and attend program classes.	Division of Continuing Education	Completed Applications Registration Rates
Contact high schools throughout the island and share information about workshops for students—via a newsletter feature on the program website.	Promotion/Recruitment Committee	Responses and Surveys
Invite students to visit the department (open house), participate in a student organization meeting, and other functions sponsored by the program and/or its Future Educators University Association (AUFE in Spanish).	Director Promotion Committee Association Members	Attendance Rates Completed Forms
Emphasize teaching opportunities in programs such as special education, multimedia technology, and ESL.	Curriculum Committee Academic Advisory	Virtual Catalogue Videos Registration forms
Deploy an online, social media, and email campaign to widely promote the functions sponsored by the program and/or its Future Educators Association.	Faculty Association Coordinators and Members	Website Network Social Media Page Virtual Initiations
Send follow-up emails to students at mid-term and end of semester to ensure that they are still planning on pursuing a major in education.	Administrative Assistant Recruitment Committee	Email Responses Data Collection
Contact area high schools, especially high schools that have high diverse populations to propose the establishment of Future Teacher Organizations in collaboration with PPM UPRAg and the Future Educators University Association.	Promotion Committees Directors Cooperating Teachers	Student Participation and Interest Completed Forms
Enlist the collaboration of PPM UPRAg Alumni Association to spread the word about our program and to get us into their schools.	Alumni Association	Brochures, Banners, Press Releases

RETENTION PRIORITIES

Purpose

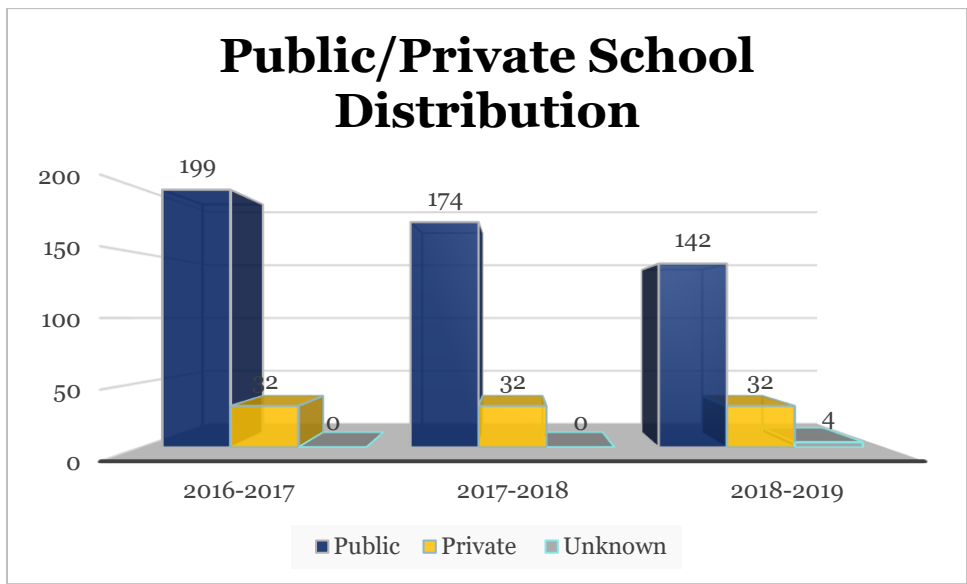
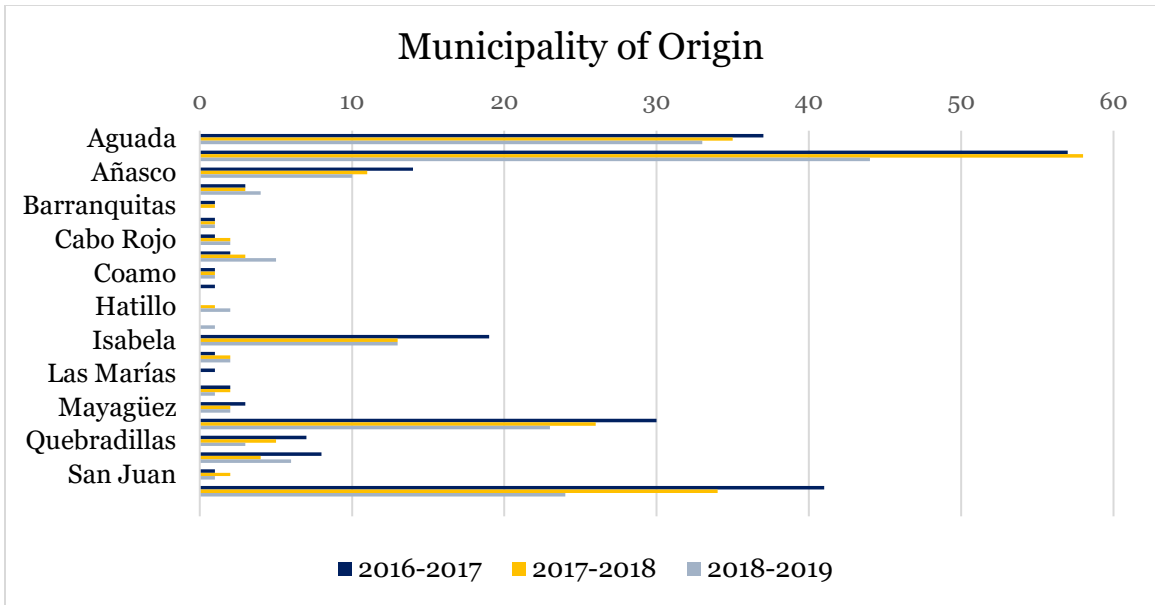
To improve retention and graduation rates for the PPM UPRAg candidates in our institution. Despite having graduates with exemplary grade point averages and overall academic excellence, the number of candidates and graduates in our Educator Preparation Program has decreased in the past few years. Undergraduate student retention and graduation rates can be used to measure the quality of any university’s educational experience. To make headway in this area, collaboration across the institution—departments, student associations, administrative offices, as well as service offices—and with the community stakeholders are essential. Our efforts must be sustained, while connecting and integrating the goals and values of both the institution and program. Areas of improvement include, but are not limited, to the following: consistent student experiences, services aligned to student’s need, effective and student-friendly tools, sense of community and belonging, faculty support and academic counseling.



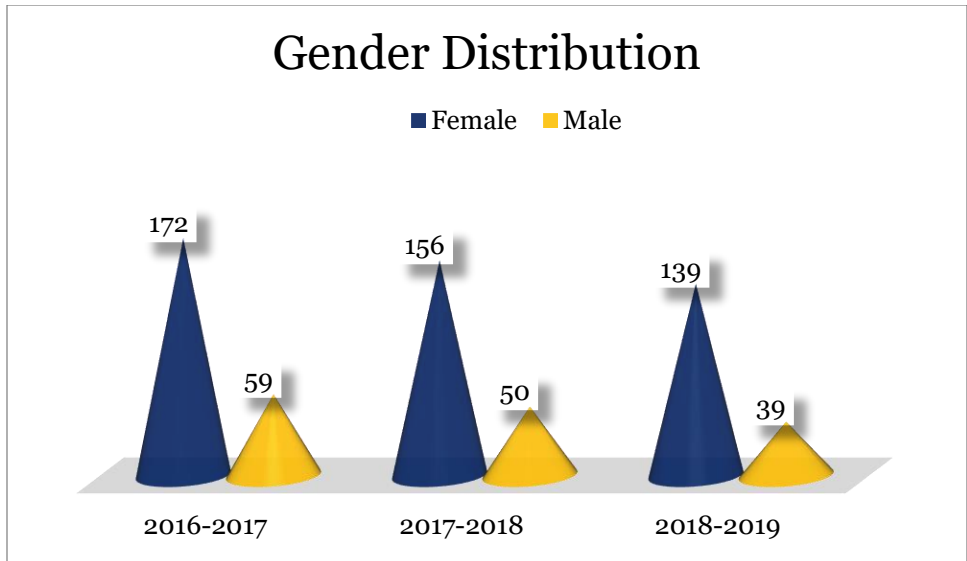
The total enrollment numbers look at all students (freshmen, sophomores, juniors, and seniors) that enrolled in the program at the beginning of each academic year. The Department Dashboard files include data from 2017 to 2020. The trend shows that every year the number of total enrollments has decreased. From 2017 to 2018 a 13.59% decrease is registered as the total enrollment drops from 206 students to 178. In 2018 to 2019 the decline is of 7.30%—178 students to 165, respectively. From 2019 to 2020 the decrease is of 13.33% (165 students to 143).

Regarding overall student enrollment, many of our students come from the municipalities on the western side (13) of the island. For the academic years from 2016—2019, most of our enrolled students were from Aguadilla, followed by San Sebastián, Aguada, Moca, Isabela, and Añasco. As the chart below shows, the PPM UPRAg also has students from municipalities in the north (4), south (1), metro (2), and central (2) regions of Puerto Rico.

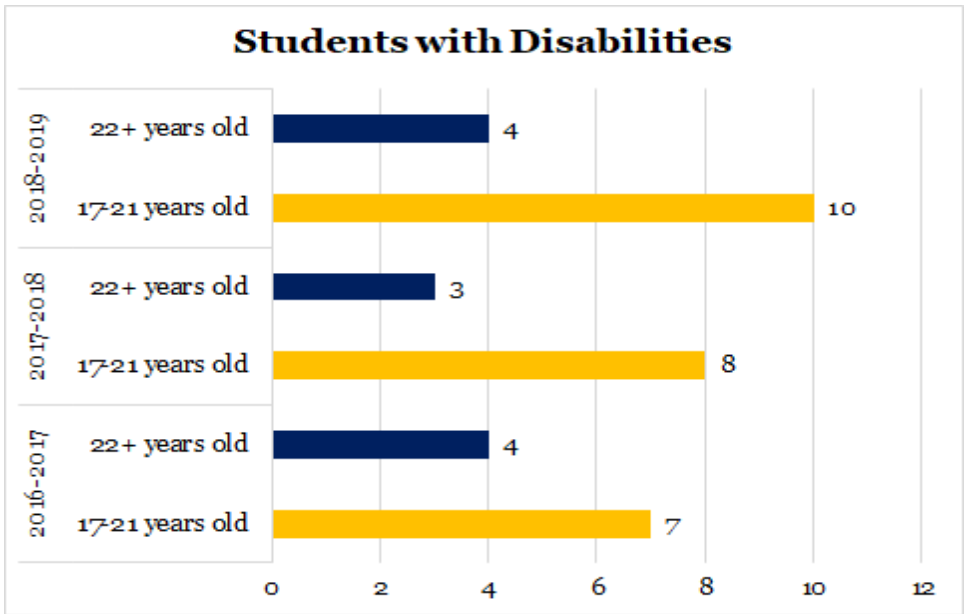
Municipality of origin	2016-2017	2017-2018	2018-2019
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Manatí	2	2	1
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Coamo	1	1	1
Metro			
Bayamón	1	1	1
San Juan	1	2	1
Central			
Barranquitas	1	1	0
Corozal	1	0	0
West			
Aguada	37	35	33
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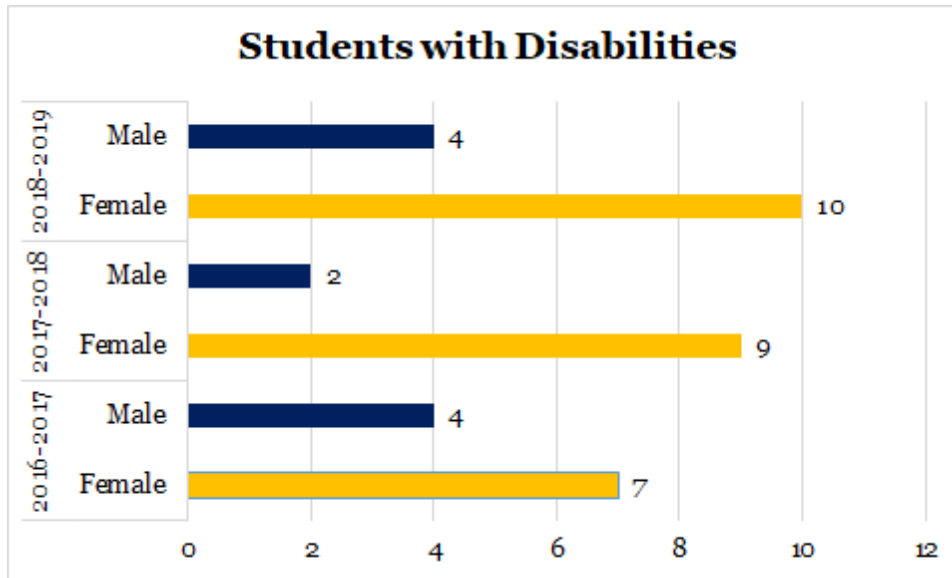


Generally, our students come from the public-school system despite this number decreasing by 28.64% from 2016-2017’s 199 enrollments to 2018-2019’s 142 enrollments. Enrollments from private school students has stayed constant throughout the three academic years. Regarding gender, our most current data states that 78.1% of our students are female, while 21.9% of them are male. These numbers have decreased by 22.35% and 33.90%, respectively since 2016-2017.



The PPM UPRAg is also inclusive as it serves a diverse student body. The graphs below show the number of students by gender and age that receive accommodations in the PPM UPRAg. We offer equal opportunities for students with disabilities to be successful by providing the necessary accommodations.





Academic Programs	2015-16 Cohort			2016-17 Cohort			2017-18 Cohort		
	Cohort No.	Retention (First to Second Year)	Retention Rate %	Cohort No.	Retention (First to Second Year)	Retention Rate %	Cohort No.	Retention (First to Second Year)	Retention Rate %
English w/ Multimedia Educ.	11	11	100%	23	19	83%	2	1	50%
Elementary Educ.	17	15	88%	22	17	77%	13	11	85%
Total	28	26	93%	45	36	80%	15	12	80%

Short-Term Goals

⇒ To improve retention and graduation rates for the program candidates by at least 5% every year.

Long-Term Goals

⇒ To impress upon future candidates the need for qualified teachers locally, nationally, and abroad in difficult recruitment areas such as ESL, Online Education, and Special Education.

RETENTION STRATEGIES

Program participants		
Activities	Responsible Staff	Indicator of Success
Develop a mentoring program through the PPM UPRAg Alumni Association (and all other willing teachers) via which the program participants can have first-hand experiences in the classroom.	Completers Cooperating teachers	Readmissions Student Retention Rates Data
Promote candidate participation in the Future Educators University Association (AUFE).	Coordinators of Organizations Association Officers and members	Memberships Attendance Rates
Implement an academic support service lab for the areas of writing, research, and communication. Both, faculty members and students, can aid fellow program participants and students from other departments. This can double as field experience/lab.	Faculty Student Tutors	Student Achievement
Continue with the dispositions survey after key courses during their participation in the program.	Faculty Clinical Practice teachers	Survey Completion

PROFESSIONAL DEVELOPMENT PRIORITIES

Purpose

To provide a line of communication with the alumni and candidates that did not finish the program. Through the PPM UPRAg Alumni Association, we can connect with our program graduates to provide support and professional development throughout their endeavors in the field of education. The members of this association can also help us address the needs for hard-to-staff schools and shortage fields (such as English, history/social studies, math, and science).

Current specialized courses will be evaluated and updated while new courses will be implemented because we want to provide viable options within our program such as multimedia technology, special education, and core preparation in secondary education courses. This will allow us to offer all learners the tools they will need to meet today’s demands in virtual and distance education.

Short-Term Goals

- ⇒ To reach in-service teachers in need of re-certification and provide them with viable options within our program such as multimedia technology, special education, and core preparation in secondary education courses.
- ⇒ To provide at least 2 professional development workshops throughout each academic semester.

Long-Term Goals

- ⇒ To extend our online offerings of teaching computer languages and coding.
- ⇒ To meet the needs of hard-to-staff schools and shortage fields by sharing listings with program alumni.
- ⇒ To provide consistent professional development opportunities.
- ⇒ To create an online bank of educational materials and tools for educators (mini-lessons, worksheets, and rubrics among others).

PROFESSIONAL DEVELOPMENT STRATEGIES

Prior candidates or professional development		
Activities	Responsible Staff	Indicator of Success
Contact high schools in the area and share information about teacher education or workshops for faculty—via a newsletter feature on the program website.	Promotion Committee	Responses Invitations
Deploy an online, social media, and email campaign to widely promote the functions sponsored by the program and/or its Future Educators University Association.	Webmaster AUFE Officers and members	Online feedback
Encourage in-service teachers to obtain other subject area certifications in special education, multimedia technology, and ESL.	Faculty	Direct calls, requests, registration
Enlist the collaboration of PPM UPRAg Alumni Association to promote the program.	Alumni Association Coordinator/Members	Written or oral responses phone/email
Follow up with candidates that did not finish their degree, but left in good standing, to return and complete the program.	Faculty Administrative Staff	Alumni Association Volunteers