LIST OF TABLES, FIGURES, AND APPENDICES

Section One: Executive Summary

Appendix 1.1:   Alphabetical Listing of Acronyms

1. AAAS   American Association for the Advancement of Science
2. ACBSP   Accreditation Council for Business Schools and Programs
3. ACC   Administration and Conference Center
4. ACE   American Council on Education
5. ACES   Access and Enrollment Services
6. AES   Agricultural Experiment Station
7. AMA   American Management Association
8. AMP   Academic Master Plan
9. APLU   Association of Public and Land-Grant Universities
10. ARSA   Academic, Research, and Student Affairs
11. ASSC   Accreditation Self-Study Committee
12. ATI   Accessible Technology Initiative
13. AY   Academic Year
14. BOT   Board of Trustees
15. BSG   Business Simulation Game
16. BWC   Brothers With a Cause
17. CATS   Center for Advising and Tutoring Services
18. CDP   Comprehensive Development Plan
19. CEA   Campus Executive Administrator
20. CELL   Community Engagement and Lifelong Learning
21. CES   Cooperative Extension Service
22. CETL   Center for Excellence in Teaching and Learning
23. CFBC   Clarence Fitzroy Bryant College (St. Kitts)
24. CFI   Composite Financial Index
25. CHP   Credit Hour Production
26. CLA   Collegiate Learning Assessment
27. CLE   Computer Literacy Examination
28. CMES   Center for Marine and Environmental Studies
29. *COE*   *Characteristics of Excellence*
30. COI   Communities of Interest Meetings
31. CPAC   St. Croix Campus Presidential Advisory Council
32. CSAC   Center for Student Success Advisory Council
33. CSS   Center for Student Success
34. DSC   Dominica State College
35. ECC   Eastern Caribbean Center
36. EPE   English Proficiency Examination
37. ETS   Educational Testing Service

38. FALC	Faculty Assessment Learning Community
39. FDS	Freshman Development Seminar
40. FUVI	Foundation for the University of the Virgin Islands
41. GBE	General Business Education
42. HBCU	Historically Black Colleges and Universities
43. IACET	International Association of Continuing Education and Training
44. IEAAB	Institutional Effectiveness and Assessment Advisory Board
45. IPEDS	Integrated Postsecondary Education Data System
46. ITS	Information Technology Services
47. KPI	Key Performance Indicators
48. MAE	Master of Arts in Education
49. MBA	Master of Arts in Business Administration
50. MES	Master of Arts in Marine and Environmental Science
51. MFT	Major Field Test
52. MPA	Master of Arts in Public Administration
53. MPsy	Master of Arts in Psychology
54. MSCHE	Middle States Commission on Higher Education
55. MST	Master of Arts in Mathematics for Secondary Teachers
56. NCATE	National Council for the Accreditation of Teacher Education
57. NASULGC	National Association of State Universities and Land-Grant Colleges
58. NCLEX-RN	National Council of Licensure Examination for Registered Nurses
59. NLNAC	National League for Nursing Accrediting Commission
60. NSE	National Student Exchange
61. NSSE	National Survey of Students
62. PI	Primary Investigator
63. PRR	Periodic Review Report
64. RPS	Research and Public Service
65. RPT	Retention, Promotion and Tenure
66. RPU	Research Publication Unit
67. RTP	Research Technology Park
68. SAFRA	Student Aid and Fiscal Responsibility Act
69. SOB	School of Business
70. SOE	School of Education
71. SON	School of Nursing
72. SOS	Shadow Our Students
***73.** TCW*	*The Caribbean Writer*
74. TPAC	St. Thomas Campus Presidential Advisory Council
75. UBC	University Budget Committee
76. UPT	University-wide Promotion and Tenure

77. UVI   University of the Virgin Islands
78. UVI CELL   University of the Virgin Islands Community Engagement and Lifelong Learning
79. UVISC   University of the Virgin Islands Staff Council
80. VIEPSCoR Virgin Islands Experimental Program to Stimulate Competitive Research
81. VIERS   Virgin Islands Environmental Resource Station
82. VIMAS   Virgin Islands Marine Advisory Service
83. VI-SBDC   Virgin Islands Small Business Development Center
84. VIUCEDD Virgin Islands University Center for Excellence in Developmental Disabilities
85. WRRI   Water Resources Research Institute

Section Two: Recommendations

Appendix 2.1: **Progress Letter of August 2008 and Monitoring Report of February 2009**

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UVI Monitoring
Report to MSCHE_20(

Appendix 2.2: **UVI's Responses to Its Own Recommendations**

Self-Study Recommendation	*Response*
As a part of strategic planning review, evaluate the current administrative structure in terms of its ability to achieve designed objectives and meet revised campus priorities.	The area of the administrative structure that required ongoing assessment is that of the Campus Executive Administrator (See Appendix 1.2: UVI Monitoring Report to MSCHE). This segment of the structure is currently being reviewed and a recommendation will be made to the Board of Trustees by June 2012. Additionally, all administrators at the cabinet level participate in annual 360 degree evaluations based on the Seven Management Values. In addition, Cabinet members are evaluated based on agreed upon objectives that are linked to campus priorities.
The Board of Trustees should adopt an objective mechanism for periodic assessment of its effectiveness.	The Committee on Trustees of the UVI Board of Trustees assesses individual trustee performance through an instrument that each trustee completes and returns to the Committee on Trustees. The individual trustee assessments were done in FY 2008-2009 and 2010-2011. After the 2011 Association of Governing Boards National Conference on Trusteeship, tools were created for

Self-Study Recommendation	Response
	assessing the Board as well as the members of the Executive Committee, and all chairs of committees. The tools are presently before the Committee on Trustees for consideration and adoption by the full Board.

In addition, annual goals set by the Board at the start of each fiscal year are assessed and evaluated at the Board Retreat in June of each year. This assessment is instrumental in the creation of Board goals for the next fiscal year. |
The University must continue to develop administrative leadership that facilitates cross-functional teamwork that reflects interdependent synergies across organizational units.	The University uses every available opportunity to develop administrative leadership capabilities and provide professional development opportunities for its leadership team. Leaders work in a cross-functional manner to achieve many of the measures of accomplishment stated in VISION 2012 – the University's Strategic Plan. Additionally, the University-wide leadership group (senate, faculty association, staff council, student government association, deans, and cabinet) share in the development of annual presidential goals and other shared governance activities, as well as participate in various leadership development opportunities offered through the Office of the President, the UVI Institute for Leadership and Organizational Effectiveness, and other off-campus entities.
Future restructuring at the University should be based on effective use of data and should include sufficient time for institutional reflection and assessment of impact.	There has been no further restructuring at the University. However, it is the intent of the University to have any further restructuring data driven.
The University must ensure that students and faculty on both campuses are adequately served by academic leadership.	There is a Campus Executive Administrator on each campus. The President is based on St. Thomas while the Provost is based on St Croix, and both travel regularly between campuses. The

Self-Study Recommendation	Response
	five deans have offices on both campuses and travel regularly between campuses. Some Department Chairs are based on St Thomas; some are based on St Croix. Presently, three of the five deans are located on the St. Croix campus.
The University should come to agreement on a model of shared governance that clearly delineates the roles and responsibilities of each constituent group. The shared governance model must distinguish between effective participation and final accountability. All constituent groups must develop an understanding of their respective roles and responsibilities in shared governance.	This has been addressed in the responses to the recommendations made by MSCHE.
Focus on implementation of the outcomes assessment plan and its integration in overall University planning.	As noted elsewhere in this document, outcomes assessment has been and continues to be implemented, and the results are being used in the review of individual programs and offices as well as the overall Strategic Plan.
The University must assess and improve its efforts to link the budgeting and strategic planning processes.	This is addressed in the *PRR* budget and planning sections.
In the development of an institutional effectiveness plan, the University must address how outcomes assessment, strategic planning, resource allocation and shared governance will be interfaced to effectively meet the institution's goals.	The University has developed an approach to institutional effectiveness and assessment (See Appendix 6.6)), established the Institutional Effectiveness and Assessment Advisory Board, and hired an Executive Director for Institutional Effectiveness and Assessment in keeping with the guidelines in the attached document. The University has been responsive in this area.
The institution should maintain its integrity with internal and external stakeholders by ensuring that its policies and practices are formalized and publicized.	The University continues to strive to publicize policies and practices through inclusion in websites, mass emails, and other means. A policy clearinghouse is currently being created and will soon be made available for access by University personnel.
Create a learner-centered community that	Basic student services, which were already

Self-Study Recommendation	Response
improves the efficiency and effectiveness of student services, its policies and practices.	centralized in a one-stop shop arrangement in the Evans Center on St. Croix, are also now centralized on St. Thomas in the newly renovated ACC building. Prior to this, the basic student services were in various locations across the St. Thomas campus.
Develop a comprehensive, holistic approach to student learning and success that integrates academic and student support units.	A new Center for Student Success was established in Fall 2011 in order to connect and coordinate student support efforts. As part of this process the Center communicates with and supports faculty and other student support services by providing staff assistance and informational tools.
Implement assessment plans at the divisional level that utilize data to improve student learning.	All academic areas are assessing student learning outcomes with guidance and support from the University's student learning outcomes director.
Train faculty and staff to better assess and improve student learning outcomes.	A director for student learning outcomes assessment was designated in Fall 2005. This director has helped to develop assessment methods and strategies, and to train and assist faculty and staff in the implementation of those methods and the effective use of any resulting data.
Periodically review general education requirements, academic programs and articulation agreements.	The University has formed a committee that is currently conducting a full review of general education requirements. All degree programs are being assessed on a rotating schedule.
Regularly update policies on faculty compensation, performance evaluation and faculty development.	Faculty performance evaluation was updated with the approval of a new *Faculty Policy Manual*. Compensation was updated following a multi-phase review of all University salaries. Faculty development policies have been updated and publicized by the Provost's Office.
Further integrate research and teaching to enrich the classroom experience and deepen student knowledge and research capacity.	Integration of teaching and research is occurring primarily in the College of Science and Mathematics, where such integration is widespread. Large numbers of undergraduates conduct research with teaching faculty members, and graduate students work with both teaching and

Self-Study Recommendation	Response
	research faculty. A committee to fully integrate teaching and research faculty, including AES, CES, academic, and library faculty was formed in 2008 and is continuing to work towards this goal.
Review the development and impact of workforce training and the linkages of those programs to the University's academic programs and other public outreach activities.	CELL continues to grow and deliver workforce training at a steady pace. The courses offered at CELL have been accredited by the American Council on Education (ACE) and other bodies, as applicable. The Center for Spirituality and Professionalism and the Institute for Leadership and Organizational Effectiveness are also engaged in workforce development training.
Mandate external evaluation for all community outreach programs.	There have been evaluations of the CES and AES programs as well as others.

Section 4: Enrollment and Finance Trends and Projections

Figure 4.1: Summary of Enrollment Objectives

Summary of Enrollment Objectives		
Objectives	Target	Actual
Increase percentage enrollment of Students Admitted (yield)		
Fall 2011	68%	61%
Fall 2010	67%	57%
Fall 2009	66%	57%
Fall 2008	65%	57%
Fall 2007	64%	60%
Increase student headcount		
Fall 2011	2,900	2,635
Fall 2010	2,800	2,733
Fall 2009	2,700	2,602
Fall 2008	2,600	2,393
Fall 2007	2,561	2,384
Increase student full-time equivalent (FTE)		
Fall 2011	2,667	2,063
Fall 2010	2,577	2,095
Fall 2009	2,487	2,013
Fall 2008	2,397	1,839
Fall 2007	2,277	1,707
Increase percentage of male students (UG)		
Fall 2011	30%	28%
Fall 2010	29%	29%
Fall 2009	28%	30%
Fall 2008	27%	29%
Fall 2007	26%	26%
Improve first year retention		
Fall 2011	76%	70%
Fall 2010	76%	72%
Fall 2009	76%	75%
Fall 2008	76%	73%
Fall 2007	76%	75%

Figure 4.2: Admissions Yield

Admission Yield

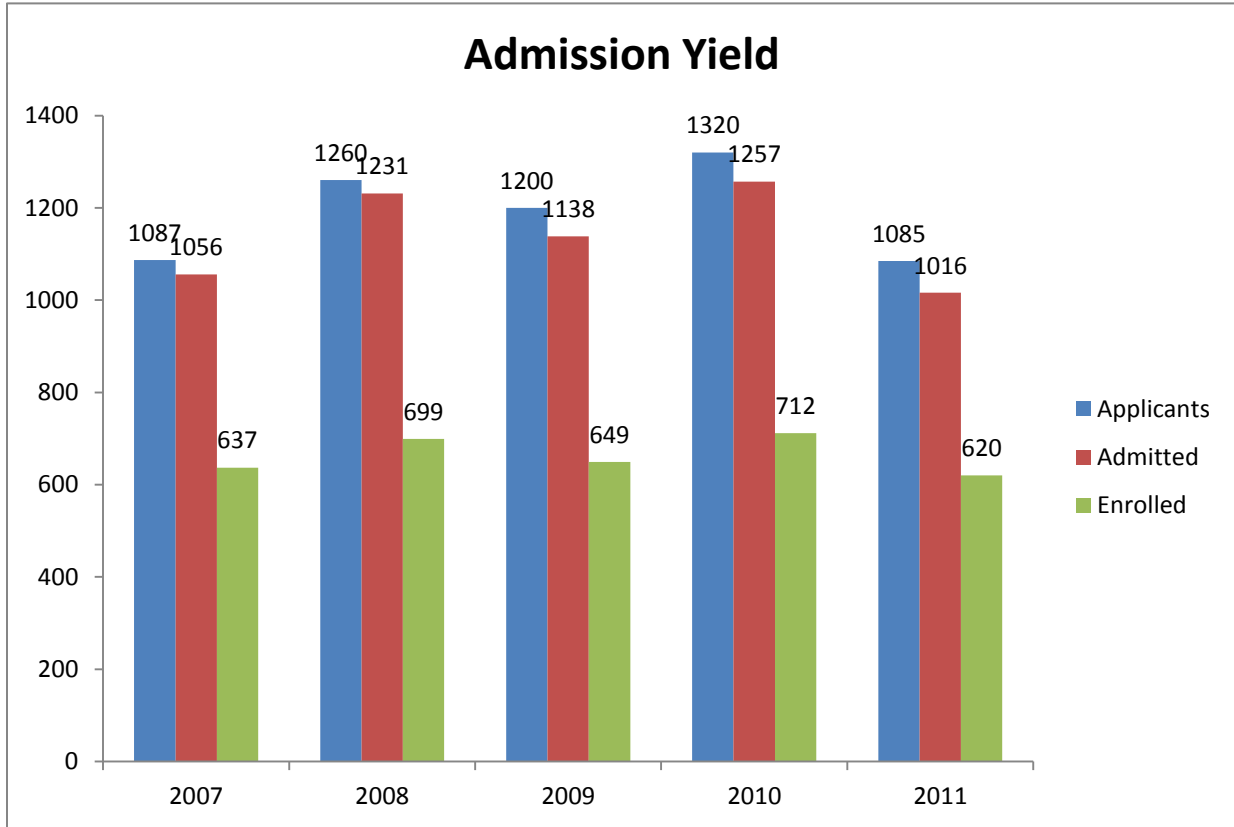| Year	Applicants	Admitted	Enrolled
2007	1087	1056	637
2008	1260	1231	699
2009	1200	1138	649
2010	1320	1257	712
2011	1085	1016	620

Figure 4.3: Distribution of Graduate Enrollment 2007 (in-text, p.15)

Figure 4.4: Distribution of Graduate Enrollment 2011 (in-text, p. 15)
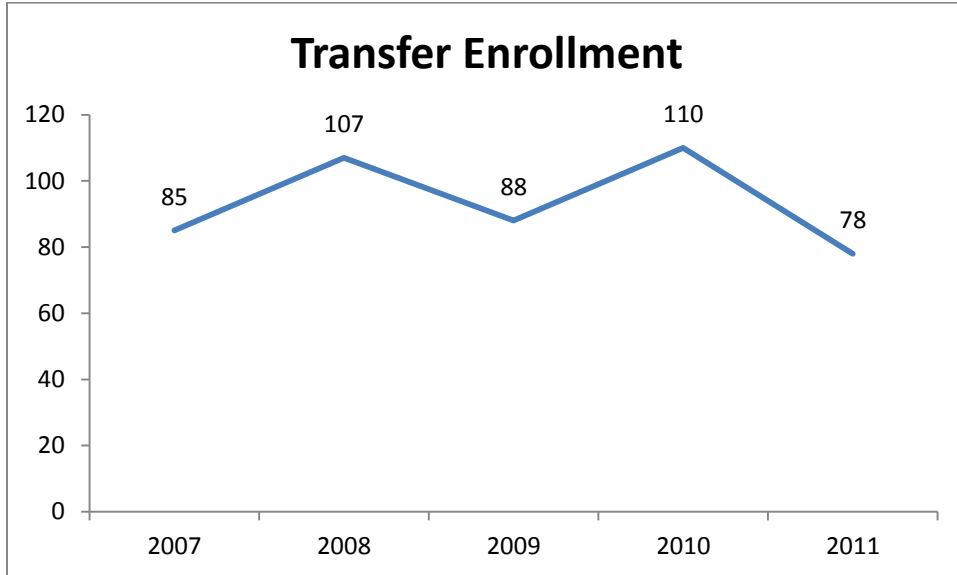
Figure 4. 5: **Transfer Enrollment**

Transfer Enrollment

(Line graph showing Transfer Enrollment values: 2007 = 85, 2008 = 107, 2009 = 88, 2010 = 110, 2011 = 78)

Figure 4.6: UVI Government Appropriations FY2007-2012 (in-text, p.17)

Figure 4.7: Sources of Operating Budget Revenues (in-text, p. 18)

Figure 4.8: **University of the Virgin Islands Operating Budget FY2007 – 2011** (in-text, p.19)

Figure 4.9: UVI FY2012 Budget & Budget Projections FY 2013-2016 (in-text, p. 20)

Section 5: Organized and Sustained Processes

Appendix 5.0: Chart Showing Faculty Usage (in-text, p. 23)

Appendix 5.1: Vision 2012 FY2010-2012 Close Out Report

VISION 2012
2010-2011 Close Out

Appendix 5.2: Collaboration with VI Department of Education

RetTaskForceFinalRe
port.pdf

Appendix 5.3: Report of President's Task Force

Final Report1
Presidential Task Forc

Appendix 5.4: RPS Units, other Units and RPS Organizational Chart

The RPS unit consists of nine (9) different units, each with its own specific function. The components are as follows: The Agricultural Experiment Station (AES), Cooperative Extension Service (CES), Center for Marine and Environmental Studies (CMES), Eastern Caribbean Center (ECC), Office of Sponsored Programs (OSP), Research Publications Unit (RPU), Small Business Development Center (SBDC), Virgin Islands Experimental Program to Stimulate Competitive Research (VI-EPSCoR), and Water Resources Research Institute (WRRI). Additionally, there are other units outside of the RPS component that are responsible for research development or community outreach. These are the Community Engagement and Lifelong Learning Center (CELL), the Family Life Center (FLC), the Reichhold Center for the Arts (RCA), the Research and Technology Park (RTP) and the Virgin Islands University Center for Excellence in Developmental Disabilities (VIUCEDD).

The Agricultural Experiment Station (AES) is one of the two units that carry out the land-grant functions of the University. AES conducts basic and applied research to meet the needs of the local and regional Caribbean, as well as international, agricultural communities in the areas of increasing production, improving efficiency of tropical plants and livestock, developing new enterprises, preserving and propagating endangered VI plant species, and protecting the natural resource base. AES receives funding from two sources. External funding is provided by the USDA's Hatch Regular Funds, Hatch Multi-State Funds, McIntire-Stennis Funds and Sub-

Award Grants. Locally, the Hatch grants must receive a minimum match (as prescribed by USDA) for UVI to be eligible.

The *Center for Marine and Environmental Studies (CMES)* addresses environmental problems unique to tropical island communities in coastal marine systems through research, education and outreach programs. Based in the McLean Marine Science Center on St. Thomas, CMES collaborates with local organizations, other universities and governmental agencies to assess and monitor marine ecosystems and identify methods of conserving fisheries and marine and coastal areas that provide support for sustainable natural resource management. This includes the Virgin Islands Marine Advisory Service (VIMAS), a part of the national Sea Grant Program, to disseminate information on St. Thomas, St. Croix and St. John and the Virgin Islands Environmental Resource Station (VIERS), located on St. John (managed by Clean Islands International), which provides unique learning opportunities through environmental education and research programs and activities. CMES provides training and support for air and nitrox scuba diving to UVI marine science students and the general public.

The *Cooperative Extension Service (CES)* is the second unit that carries out land-grant functions. Its mission is to be a dynamic, flexible organization dedicated to delivering research-based educational programs and information that address critical issues affecting families, individuals and the communities of the U.S. Virgin Islands. CES carries out programs in agriculture and natural resources, 4-H Family and Consumer Science and communications. The 4-H Family and Consumer Sciences programs provide information in life-coping skills and encourage families to use all available resources to improve their quality of life. Areas of emphasis of the program include the Expanded Foods and Nutrition Education Program (EFNEP), which is designed to assist limited resource families in acquiring the knowledge, skills and attitudes in improving diets and nutritional well-being; youth programs such as the Children, Youth and Families at Risk (CYFAR); and the annual 4-H Summer Academy that provides information and educational programs to enhance the youth of the Territory. The communications unit is responsible for promotion, and publications, such as *Native Recipes, Virgin Islands Holiday Cooking, Heart of the Pumpkin*, and *Traditional and Medicinal Plants of St. Croix, St. Thomas, and St. John*. Additionally, the communications unit has collaborated with other UVI departments in the publishing of *Island Peak to Coral Reef - A Field Guide to Plant and Marine Communities of the Virgin Islands* and of *Remarkable Big Trees in the U.S. Virgin Islands*.

The *Eastern Caribbean Center (ECC)* is a division that anticipates the social, economic and environmental needs of the Virgin Islands and the region, and conducts research programs to address those needs. It also facilitates collaboration in research among local, national and regional institutions and organizations toward fulfilling the mission of the University and improving the quality of life for people within these areas. The ECC social research unit compiles and analyzes social and economic data, and also supports and extends the work of the U.S. Bureau of the Census. The survey research unit designs and carries out scientific sample household and telephone surveys while the Conservation Data Center (CDC) systematically compiles, analyzes and disseminates natural resource data to make it readily accessible to government and non-governmental organizations in making conservation and development decisions.

The **Office of Sponsored Program (OSP)** is the university unit responsible for liaison with funding agencies that sponsor research and other activities at UVI. OSP assists faculty and staff with proposals and with grants implementation and management. OSP helps design projects and develop proposals in order to improve the likelihood of success and assists in identifying funding agencies that are interested in supporting UVI projects. OSP offers workshops on seeking sponsorship, writing proposals and managing grants. OSP also manages the U.S. Department of Education Title III Institutional Strengthening Program.

The Caribbean Writer (TCW) is the primary publication of the *Research Publications Unit (RPU)* at UVI and has published *The Caribbean Writer (TCW)* for the past 27 years.   A refereed journal, the editorial board consists of UVI Humanities faculty, and the Advisory Editorial Board comprising an international, acclaimed group of established Caribbean writers, including Nobel Laureate Derek Walcott. The website, www.TheCaribbeanWriter.org, has become a global resource for Caribbean literature.

The **V.I. Small Business Development Center (VISBDC)** is a partnership program between the U.S. Small Business Administration and the University of the Virgin Islands. Its mission is to assist emerging and existing small businesses through high quality professional counseling and training, contributing to the economic growth of the U.S. Virgin Islands. It provides small business owners and aspiring entrepreneurs practical assistance to grow and prosper in an ever-changing economy.

The *Virgin Islands Experimental Program to Stimulate Competitive Research (VI-EPSCoR)* promotes the development and use of science and technology in the territory to help the local community develop creative solutions to educational and environmental challenges. VI-EPSCoR is working to increase the Virgin Islands' access to knowledge, products, services, and the partnerships necessary to train a skilled workforce for the 21st century and beyond. It supports research on locally relevant topics including the health of coral reef ecosystems, fisheries management and coastal ocean systems. VI-EPSCoR funds are also used to strengthen the Territory's education in the areas of science, mathematics and technology, and VI-EPSCoR aims to provide students with opportunities to engage in hands-on and feet-wet learning in marine science. VI-EPSCoR is primarily supported by a grant from the National Science Foundation, funding from the government of the Virgin Islands and by generous donations from members of the Virgin Islands community.

The **Water Resources Research Institute (WRRI)** conducts research throughout the U.S. Virgin Islands. Its meteorological observatory, which provides real time weather data that can be accessed through the Internet and a water quality laboratory on the St. Thomas campus, serve as resources for the Virgin Islands community. Current WRRI research includes investigating ways to reduce non-point source pollution to the critical near shore marine environment of the islands. This includes identifying methods of erosion control, development of methods for coastal water quality assessments and finding innovative ways to treat domestic wastewater as alternatives to traditional septic tank systems. Other WRRI activities include dissemination of information promoting conservation of the islands' water resources and providing environmental research training experiences for students and others. WRRI is funded through external grants.

The *Community Engagement and Lifelong Learning (CELL)* focuses on providing educational opportunities that are in tune with the changing demands of the workplace and prepares individuals for high-demand careers. Students can enhance skills or gain professional expertise through a broad range of innovative programs and a variety of instructional formats. Educational services include: professional development, workforce development, corporate training, and OSHA consultation.

The UVI's *Reichhold Center for the Arts* (1978) is a unique 1,196-seat amphitheater, built of wood, limestone, copper, steel and concrete in the heart of Brewer's Bay, on the University's St. Thomas campus. It annually plays host to a wide range of concerts and performances in fulfillment of its mission of enriching the cultural and social life of the people of the Virgin Islands. The center was built from an endowment given by the industrial philanthropist Henry H. Reichhold.

The *Virgin Islands University Center for Excellence in Developmental Disabilities (VIUCEDD)* was established in October 1994 and is funded by the U.S. Department of Health and Human Services, Administration on Developmental Disabilities and the U.S. Department of Education, Office of National Institute on Disability and Rehabilitation Research. The VIUCEDD's mission is to enhance the quality of life for individuals with disabilities and their families and to provide them with tools necessary for independence, productivity and full inclusion into community life. VIUCEDD's goals are: (1) to demonstrate and promote exemplary approaches in clinical, educational and community settings; (2) to provide technical assistance; (3) to disseminate information related to the implementation of best practices; (4) to ensure the participation of persons with disabilities and their families in the design and implementation of all VIUCEDD activities; (5) to coordinate, implement and supervise support services for the families with children with disabilities that promote their independence, self-advocacy and integration in the community; (6) to provide training on the laws that protects the rights of persons with disabilities and their families and sensitivity towards persons with disabilities.

Research and Technology Park (RTPark): The RTPark, although a public corporation and autonomous instrumentality of the USVI government, is affiliated with but separate from UVI. UVI was instrumental in the formation of RTPark in 2002 and is a key stakeholder. The synergistic relationship between RTPark and UVI is framed in the Guiding Principles agreement executed in 2002. RTPark's economic development incentives are aligned to UVI's workforce development objectives and specific opportunities include research and development, business incubation/acceleration, and service delivery (RTPark Website). The University of the Virgin Islands *Research and Technology Park (RTPark)* was chartered with a focused mission in mind: to lead technology-based economic development by helping technology-based businesses thrive. Community support is crucial to any economic development initiative, and RTPark is no exception. . In the same way RTPark was originally structured to foster public/private partnerships in furtherance of its mission, RTPark can only succeed by working together, at many levels throughout the community, while always being mindful that it is standing on the shoulders of giants.

Organizational Chart

Vice Provost
Organizational Chart

Appendix 5.5: CELL

The American Council on Education (ACE) reviewed and awarded credit equivalencies to 16 CELL courses at either the upper division (last two years) or lower division (first two years) of a four year institution. The recommendations are for a 5 year period.

The American Management Association (AMA) renewed its relationship with CELL as the sole provider of courses and programs with the island nations that participated in the initial agreement, specifically, Anguilla, the U.S. and British Virgin Islands, Antigua & Barbuda, Puerto Rico, Dominica, Jamaica, and St. Kitts and Nevis.

UVI-CELL developed two new programs in collaboration with the Department of Tourism, VI Hotel and Tourism Association and Caribbean Hotel Association: the Restaurant Equipment Service Technician (REST) Program and the Taxi and Tour Certification (TTC) Program. Completion of and certification in the REST Program allows participants to repair and maintain equipment and provide the hospitality industry with local support. Completion of and certification in the TTC Program allows tourism professionals to actively engage tourists in points of interest, history and culture of the Virgin Islands.

UVI-CELL achieved ACE recommendations for 16 courses, endorsing the quality of the offerings. Over the past years, UVI-CELL has added training programs in support of specific Economic Development Corporation's workforce training needs, added on-line training programs to extend access and provide accessibility to potential students, secured agreements with the VI Department of education to conduct specific and targeted programs for teachers, expanded Homeland Security training efforts and forged stronger ties with the Workforce Investment Board and the Department of Labor. UVI-CELL has also moved closer to self-sufficiency.

Figure 5.7:   Current Status of 2012 Student Learning Assessment Goals Developed in 2007 (in-text, p. 35)

Figure 5.8: Assessment Planning and Implementation by Schools and Colleges (in-text, p.41)

Figure 5.9:   Assessment of General Education Skills (in-text, p. 43)

Figure 5.10: Systemic Assessments of General Education Goals (in-text, p. 44)

Appendix 5.11: A Summary of Assessment Practices As Reported by School and Colleges
Information was collected via an instrument adapted from McClenney, K., McClenney, B. N., and Peterson, G. F. (2007). A Culture of Evidence: What is it? Do we have one? *Planning for Higher Education, 35*, 26-33. The original form was designed f or reporting at the institutional level. The adaptation was created for reporting at the academic unit level. The items on this form are not to be taken as an indication of assessment practice standards, but rather as examples of assessment practices that might be conducted by any academic unit. The survey allows for a self-assessment on the practice of student learning assessment. Deans were invited to summarize unit and/or program assessment practices, challenges and opportunities related to assessment, and offer suggestions the institution may want to consider in the development of a culture of assessment.

Assessment Practices
All academic units are engaged in academic outcomes assessments and most are engaged in additional assessment practices. For the professional schools, this is mostly due to accreditation requirements. In the College of Science and Mathematics, it appears that care is being taken to assess students with assessments that are standard nationally and/or internationally at the program/major level.

The **School of Business** routinely schedules a school-wide all-day retreat to address the status of strategic planning, accreditation, and assessment issues, challenges, and updates. Each department is responsible for establishing the student learning outcomes for each degree program in its academic area. Additionally, it has developed a set of Core Learning Outcomes for all School of Business students in all bachelor degree programs as well as a set of General Business Education (GBE) learning outcomes, derived from the National Business Education Association standards, for all School of Business students for all degree programs offered in the School. It has developed a set of degree program learning outcomes for each specific bachelor degree program: Business Administration, Accounting, and Hotel and Tourism Management. It has aligned the School of Business' core curriculum courses to each GBE learning outcome. And routinely uses external learning outcomes assessments such as the Major Field Test (MFT), the Collegiate Learning Assessment (CLA), and the Business Simulation Game (BSG) assessments. Finally, it has developed a formative assessment mechanism by establishing the expected learning outcomes for three transition points: freshman/sophomore learning outcomes; junior learning outcomes; and graduating senior learning outcomes. Since 2007, it has completed four assessment cycles utilizing the Nichols five-step process, including "closing the loop": 2007-2008; 2008-2009; 2009-2010; and 2010-2011, and it has performed a longitudinal analysis of student learning outcomes performances on the MFT and BSG assessments and decided upon closing-the-loop improvements and changes to institute.

Appendix 5.11A: Assessment Report in Nichols Format, School of Business

Assessment Report
In Nichols Format Sch

The **School of Education** annually assesses its students for each major transition point as required by NCATE. Additionally, the SOE recently designed an assessment system that will enable the unit to collect and analyze data on applicants' qualifications and eligibility, candidates and graduates performance and unit operations. Adhering to NCATE standards, the system will reflect the unit's conceptual framework whose four guiding themes emphasize the promotion of reflective and active professionals committed to capable leadership and student academic growth and success. The system is designed so that the progress of candidates is reviewed at various transition points and data are gathered from multiple assessment measures. Candidates will not only provide evidence that they are capable of moving from one transition point to another, but that their proficiencies are developing as they move through transition points. Key assessments measures (Section Five: Appendix 5.10: Key Assessments) will be aligned with the unit and with the expectations of professional and institutional standards. Built in the assessment system will be a process for assuring that assessments are consistent, fair and free of bias and that candidates are provided support to move successfully from one point to the next.

Data collected at each decision point will be used to determine if individual candidates have met established requirements and to inform recommendations for program and unit improvement. Data on both initial and advanced programs will be collected on sources such as initial teacher licensure, content area knowledge, candidate ability in the areas of planning, managing the learning environment, using instructional strategies as well as candidate impact on student learning.

The Assessment Coordinator in the School of Education will work with faculty to ensure successful development and validation of techniques needed to assess candidates progress from one point to another. Additionally, it will be the responsibility of the Assessment Coordinator in conjunction with faculty to develop a plan that addresses the collection of data, data entry, statistical analysis, dissemination of results, as well as any other requirement needed to ensure the effectiveness of the unit's assessment system.

The School of Nursing engages in assessment of program and student learning outcomes and evaluation of each clinical facility each semester. It conducts employer and alumni surveys in years one and three. The School of Nursing (SON) engages in assessment of program outcomes at the end of each academic year. Student learning outcomes and evaluation of each clinical facility are evaluated every semester. The program outcomes guided by the NLNAC Accreditation Standard 6 Criterion 6.5: The program demonstrates evidence of achievement in meeting the following program outcomes:
•   Performance on licensure exam
•   Program completion
•   Performance satisfaction
•   Job placement.
These are assessed utilizing data including that from the alumni one and three year surveys, employer surveys, NCLEX-RN pass rates, program completion rates and job placement information. Alumni surveys afford information on job placement, employment history, and job preparedness. The evaluation of program satisfaction among alumni and their employers is an

ongoing process. The Alumni Survey Form is sent either by mail or electronically to all employed registered nurses at one- and three-year intervals post-graduation. The form obtains both quantitative and qualitative data to determine degree of satisfaction with their preparedness for the job through scaled items and open-ended questions. Data from the employers are gathered by mailed survey. Employers are asked to evaluate the alumni of the nursing program by indicating their level of agreement with the alumni's demonstration of accomplishment of the program goals. An open-ended question inquiring about the alumni's overall performance as an employee is also included.

Students are tracked as a cohort in order to determine retention and attrition rates. When possible, reasons for non-return are summarized and data made available to faculty for review and discussion. Student learning outcomes are evaluated on a course-by-course basis each semester. Course objectives flow from program objectives and are designed to reflect curricular themes and threads. Students complete an end-of-course and clinical evaluations in each course. These are course specific and are designed to ascertain qualitative and quantitative data. In cases where courses utilize multiple sites, a separate evaluation of each facility is completed. This information is summarized at the end of each semester and presented in curriculum meetings. Results are discussed as to the relevance of course meeting objectives, and appropriateness of the clinical facility to meeting the needs of courses. Student comments are reviewed. Any item which ranks in the fair to poor category in any area is further discussed for causes and effects. Any decisions to make changes in courses or clinical agencies are based in the results of these discussions and consensus by faculty.

The School of Nursing conducts end-of-the-academic-year sessions to provide a forum for exchanges between faculty and representatives of clinical facilities utilized for student experiences, i.e., Communities of Interest Meetings (COI). Faculty and student evaluations of clinical experiences are discussed and suggestions made for enhancing future experiences. Statistical data that summarize students' reactions to various aspects of the clinical setting and their interactions with personnel are shared. A variety of methods are used to solicit feedback and evaluations of the nursing program from the SON students and graduates. The evaluations are continuous and enable faculty to assess academic and non-academic achievements and concerns and are, in turn, shared with our COI.

The **College of Liberal Arts and Social Sciences** has organized assessment committees in the Humanities and Social Sciences components of the college. The chairperson of each college component chairs the assessment committee. Assessment plans for all undergraduate programs are in their first year of development, implementation and closing the loop. Chairs are holding their academic departments and faculty accountable for participating in assessment planning, implementation, and closing-the-loop activities.

The **College of Science and Mathematics** conducts assessment consistently. An example of how assessment of institutional effectiveness and student learning works at UVI can be seen in the biology program. Biology faculty have collected and analyzed diverse data on student learning and outcomes and conducted a program review. This review included program goals and objectives, data on graduates, e.g., employment, placement into graduate programs, medical schools, and other professional schools, student surveys, data on faculty publications,

comparisons of UVI's curriculum with national trends in biology education, and data on student involvement in research. In addition, external reviewers conducted a site visit (Dr. Matthew George of Howard University and Dr. Elizabeth Gladfelter of Woods Hole Oceanographic Institution). Based on the report by the external reviewers and assessment data collected by biology faculty (e.g., results of the major field test offered by Educational Testing Service (ETS), the UVI biology program developed an action plan. Faculty wrote grant proposals to improve the curriculum and several of these were funded. For example, because biology has become more and more quantitative, a new concentration in computational biology has been added. Work on this concentration has included collaborations with mathematics and computer science. To meet the standards articulated by the American Association for the Advancement of Science (AAAS) Vision and Change Report, UVI has developed new research methods courses, which were offered for the first time in spring semester 2012. These improvements to the biology curriculum are examples of closing the loop in assessment.

Appendix 5.11B: Biology 2011 Assessment Report

Biology 2011
Assessment Report.p

Appendix 5.11C: Learning Outcomes Math Department Report

Learning
Outcomes_Math Dept

Assessment has also impacted the courses that form part of the general education curriculum. For example, the Freshman Development Seminar course has been extensively evaluated, including hiring an external consultant to evaluate the course. In summer 2011, a faculty workshop was held to further assess the course and to modify and improve the curriculum. As part of this effort, pre- and post-tests were given to all FDS students in fall 2011.

An example of the effect of assessment on the general education classes comes from a collaboration of the Colleges of Science and Mathematics and Liberal Arts and Social Sciences. MCAT scores and GRE scores of UVI students indicated that graduates still had deficiencies in writing skills. To address these problems, a new Scientific Writing course was developed for students in the behavioral and natural sciences. This course will be taught by a faculty team including both a science faculty member and an English faculty member. Yet another example of assessment of general education is a large grant (of approximately $500,000) from the education directorate of NSF to study creativity training in SCI 100. This class "The Caribbean: The Natural World" is required of all freshmen. The study is led by three co-primary investigators (PIs) in psychology, marine and environment science, and physics. This multidisciplinary team is assessing student learning in a truly innovative context. This also shows that UVI is doing

course-based assessment in addition to program-based assessment and the design of the work is of such high quality that it impressed the NSF peer reviewers.

Each school and college unit identified the extent to which a culture of assessment has been achieved and the extent to which practices described below were being carried out for the period beginning 2007. The response options were as follows:

- ➢ NI = *No Implementation*. This practice is not being implemented.
- ➢ UD = *Under Development*. This practice is being discussed or is in the planning stage.
- ➢ MI = *Marginal Implementation*. There are isolated examples of this practice.
- ➢ PI = *Partial Implementation*. This practice is being implemented in some areas of the academic unit in a visible and substantial way.
- ➢ FI = *Full Implementation*. The practice has been fully implemented across the academic unit.
- ➢ NA = *Not Applicable.*

Appendix 5.12:   **FY2011 TCS Assessment Record**

FY2011 TCS
Assessment Record.d

Appendix 5.13:   **FY2011STJAC Assessment Record**

FY2011 STJAC
Assessment Record-C

Appendix 5.14:   **FY2011LRFTS-CETL Assessment Record**

FY2011 LRFTS-CETL
Assessment Record.d

Appendix 5.15:   **2011 Graduate Exit Survey ITS Breakdown**

2011 UVI Graduate
Exit Survey ITS Break

Appendix 5.16:   **FY2011 LTSTS Assessment Record**

FY2011 LRSTS
Assessment Record.c

Appendix 5.17:   **Overview of the Noel Levitz Student Satisfaction SurveyITS**

Overview of the Noel
Levitz ITS.docx

Appendix 5.18:   **ITS 2011 Customer Service Survey R & A**

ITS 2011 Customer
Service Service R&A.

Section 6: Linked Institutional Planning and Budgeting Processes

Appendix 6.1: *Vision 2012*

Appendix 1 -
Vision_2012_Strategic

Appendix 6.2: Budget Process Framework; UBC Charge Phase 1

Appendix 2 - UVI
Budget Process 10010

Appendix 6.3: Seven Management Values

Appendix 3 -
UVI_Management_Va

Appendix 6.4 & Appendix 6.5: UBC Charge Phase II; UBC Phase II Report

Appendix 4 -
University Budget Rev

Appendix 6. 6: Institutional Effectiveness at UVI

Appendix 6 -
Institutional Effective

Appendix 6.7: UBC FY 2012 Budget Recommendations

Appendix 7 - UBC
FY2012 Budget Recom

Appendix 6. 8: Academic Master Plan

Appendix 8 -
Academic Master Plan

Appendix 6. 9: ACES Plan

Appendix 9 - Access
and Enrollment Servic

Appendix 6.10: Master Plan

Appendix 10 -
Master Plan.pdf

Appendix 6.11: Institutional Technology Service

Appendix 11 -
Information Technolo

Appendix 6.11A: RPS Master Plan

RPS master plan
final.pdf

Appendix 6.12: Management Reform-The UVI Approach

Appendix 12 -
Management Reform

Appendix 6.13: **Collaborative Strategic Planning at UVI**

[PDF icon]
Appendix 13 - CSP
Process 2012-2017 O

Appendix 6.14: **Audited Financial Statements and Single Audit of federal financial assistance programs for the years ending September 30, 2010, 2009, 2008.**

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1106-1268635
University of Virgin Is

[PDF icon]
UVI Financial
Statements and Single

[PDF icon]
2008 University of
Virgin Islands Single A

Section 7:　　　Other Documents

Appendix 7.1:　　　**UVI's 2011-2012 Catalog**

UVI_cat_2011-2012_
ALL.pdf

Appendix 7.2:　　　**Link to Noel Levitz**

Noel-Levitz