University of the Virgin Islands

St. Thomas, Virgin Islands

Presented to

Dr. David Hall, President

Summative External Evaluation Report

Title III/Institutional Aid Programs Part B

Strengthening Historically Black Colleges and Universities (HBCU)

2016 - 2017

Submitted by:

Dr. Haywood L. Strickland, President

Associates for Institutional Development, Inc.

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INTRODUCTION

The University of the Virgin Islands was awarded a Title III grant under the Department of Education's Historically Black and Colleges and Universities (HBCU) Program. The award covers a five year period (2012 – 2017).

The University determined to contract to have its grant reviewed by a team of outside Title III experts. Associates for Institutional Development, Inc., (Red Oak, GA and Marshall, TX) was selected to conduct the external evaluation. AID, Inc. conducted an initial external evaluation in 2013, and a midterm formative evaluation November 11-13, 2015 for the grant, and, a summative external evaluation April 10 – 12, 2017.

The evaluators of record for this visit were: Dr. Haywood L. Strickland, President, AID, Inc.; Dr. Gloria Pryor James, Vice President, AID, Inc., and Mrs. Paula Tendai Johnson, Former Assistant to the President and Director of Title III Programs Shaw University, Raleigh, NC. This report reflects the findings of the Summative Evaluation External Visit.

The University

The University of the Virgin Islands (UVI) a "publicly funded, co-educational, liberal arts institution" was chartered, March 16, 1962, and the St. Thomas Campus opened in July 1963, and the St Croix Campus in 1964. In 2011, UVI expanded to St. John, VI with the opening of an academic center in Cruz Bay. The University has progressed from offering the associate degree to the baccalaureate and five (5) master's degree programs: Education, Business Administration Public Administration, Psychology and Mathematics for Secondary Teachers. An Education Specialist degree in School Psychology is also offered. A new Ph.D. in Creative Leadership for Innovation and Change enrolled its first cohort in fall 2016. Three areas of concentration are available to students pursuing this degree: Creativity and Leadership for Change; Organizational Development and Leadership; and Educational/Academic Leadership for Change. In 1972, the University was awarded land-grant status. With the US Congress naming UVI an HBCU, it became the only Historically Black College or University outside of the Continental US. The University is headed by its fifth (5th) president, Dr. David Hall.

The Evaluation Process

Specific objectives of the evaluation are delineated below, and they reflect the guidelines established for the evaluation as follows:

1. Assess and evaluate the status of each of the University's HBCU activities in relation to its stated objectives, milestones and performance evaluation measures.

2. Assess the internal monitoring procedures used by the Title III Coordinator and the University to plan, manage and evaluate the total HBCU efforts.

3. Review activity budgets and expenditures and assess them in regards to grant compliance and activity projections.

4. Determine the impact to date of the activities on the University.

The evaluators met with Mr. Dayle Barry, Title III Coordinator, for the purpose of discussing the evaluation process, and for determining what documents would be needed to carry out the evaluation efforts.   The evaluators also held an entry conference with President Hall and Mr. Barry to give an overview of the site visit and hear comments from the president relative to his insight. The evaluators reviewed the documentation and other relevant program materials provided by the Title III Office. Structured interviews and conferences were conducted with the Title III activity directors and other key personnel. Files and records were examined, and program site visits were made in order to gather the information that formed the basis of this evaluation. Extensive materials and documentation were provided via e-mail prior to the team visit. Other documentation was provided on-site.

The Evaluation Model

In assessing the HBCU Program activities, the evaluators observed resources, procedures and outcomes of each activity. Where possible, the evaluation centered on whether the planned program goals were met in the form of observable outcomes achieved within the time frame and budget of the individual activity. In the very few cases where the observable outcomes fell short of the goals, the evaluators assessed both the procedures and the resources that were in the process of leading to the desired outcomes, as well as parts of the outcomes that had surfaced. In short, the evaluators attempted to determine the status of both the outcomes and the processes of each of the HBCU activities at the University of the Virgin Islands.

Three basic questions guided the information gathering process and served as the evaluation model:

➢ What are the desired outcomes of the program and at what state of the development or accomplishment are they?

➢ What are the program procedures and activities and how are they expected to result in the desired observable outcomes?

➢ What resources (inputs) including the quantitative and qualitative characteristics of people, funding, equipment, supplies, training, initial plans and strategies are being used to form the procedures and activities that lead to the desired outcomes?

As a result of document review and interviews with appropriate faculty, staff and administrators, the following information was ascertained:

➢ Institutional goals over the HBCU grant period.

➢ Institutional goals over the current academic year.

➢ Specific objectives over the HBCU grant period.

➢ Specific objectives accomplished to date and corresponding performance evaluation measures with documentation.

➢ Specific objectives in progress for the year, if not completed, and projected time of completion.

➢ Specific objectives accomplished to date.

➢ Statistics (number of consultants used, number of students served, number of faculty served, workshops held or attended, etc.)

➢ Impact on the institution.

➢ Problems encountered.

➢ Staff or faculty recommendations.

➢ Balance to date.

➢ Percent of budget spent to date.

➢ Number of meetings held and purpose of meetings.

➢ Recommendations.

The evaluation rating scale ranges from NR for objectives which have not been addressed to 5.0 for activities totally completed at the time of the evaluation.

The following scale is used to indicate the level of achievement:

1. No significant progress

2. Performance less than 50% of measure

3. Performance between 50% and 90% of measure

4. Performance within 100% of measure

5. Performance exceeds measure by more than 10%

Overview

The overall day-to-day responsibility of Title III Administration is entrusted to the Title III Coordinator/Assistant Director of Sponsored Programs, Mr. Dayle Barry. Other aspects of administration are captured in the section on Program Administration. It is the conclusion of the evaluators that the Title III HBCU activities have been well administered and well implemented.

The evaluation schedule is captured below:

Time	Project	Activity Director/ Administrator	Evaluator	Location
Monday, April 10, 2017				
2:00 PM-3:00 PM	Entrance Interview w/President	D. Hall	Evaluation Team	President's Office
3:00 PM- 4:00 PM	Project Administration	D. Barry	T. Johnson	ACC Conference Room 203
Tuesday, April 11, 2017				
9:00 AM - 10:00 AM	Center for Student Success	S. Moore	G. James	SFC 204
9:00 AM - 10:00 AM	Environmental and Health Sciences	P. Jobsis	T. Johnson	ACC Conference Room 203
11:00 AM - 12:00 PM	Radio Station	A. Randall	G. James	Radio Station
11:00 AM - 12:00 PM	On-Campus Calling	L. Smith	G. James	ACC Conference Room 203/Teleconferenced
12:00 PM - 1:15 PM			LUNCH	
1:30 PM- 2:30 PM				
2:00 PM - 3:00 PM	ITS All About the Students	T. Koopman/S.Harris	T. Johnson	ACC Conference Room 203
3:00 PM - 4:PM				
Wednesday, April 12, 2017				
9:00 AM - 10:00 AM	Exit Interview w/President	D. Hall	Evaluation Team	ACC Conference Room 303
11:00 AM - 12:00 PM				

PROGRAM ADMINISTRATION

I.   <u>Introduction</u>

Program Administration at the University of the Virgin Island (UVI) is housed in the Title III Project Administration Office. Through May 2015, the Director of the Office of Sponsored Programs committed 15% paid time to the Strengthening Historically Black Colleges and Universities (HBCU) Programs, 15% paid time to the Student Aid and Fiscal Recovery Act (SAFRA) and 70% was institutionally supported. The Sponsored Programs Director provided general oversight to the Title III Program. Since June 2015, the oversight responsibility was transferred to the Vice Provost for Research and Public Service. Day-to-day supervision, planning, management, evaluation and monitoring are entrusted to a Title III Coordinator who is on 50% paid time by the HBCU Program; 45% time by the SAFRA Program and 5% time by the University for service related to other institutional assignments. An Administrative Specialist (50% HBCU, 45% SAFRA, 5% Institutional) assists the Title III Coordinator in implementation of activities and is principally responsible for expenditure screening, data analysis and reports. The University employs a Grants Accountant (100% Institutional) who provides fiscal monitoring and processing of federal projects.

The President of the University serves as the Principal Investigator. Title III staff keep him informed verbally and through correspondence and reports of Title III activities. A Title III Policies and Procedures Manual provides ongoing guidance for Title III implementation. It ensures that grant terms and conditions are followed as per requirements of EDGAR and the various OMB Circulars (A-133, A-110 etc.) including the updated Super Circular. Institutional policies and procedures as well as the Virgin Island's Territorial directives also provide encompassing guidelines. In order to ensure that the Title III Office is meeting the needs of the University, activity directors, and the federal government, the Office performs four primary functions:

Coordination Function—Monitors Title III policies and procedures set forth by the U.S. Department of Education (DoED) and relates them to the activity directors and other appropriate University personnel. Meetings are held with activity directors to ascertain the extent to which they are meeting the objectives delineated in their plans of operation.

Additionally, activity directors submit quarterly reports that document programmatic outcomes.

Liaison Function—Serves as the University's liaison with the U.S. Department of Education. The Title III Coordinator executes all changes, approvals, and other appropriate contacts.

Evaluation Function—Ensures that the Title III Program is assessed and progress documented through ongoing internal and external evaluations to provide activity directors with feedback on the progress they are making toward meeting their objectives and to document the extent to which objectives have been met, the actual outcomes, and the impact these outcomes have or are having on the target group and the institution as a whole.

Fiscal Function—Ensures ongoing compliance with University and federal regulations and guidelines relating to budget expenditures, records, and oversight.

Technical Assistance Function—Ensures that activity directors are provided technical assistance in writing measurable objectives and performance indicators, data collection and analysis, writing data-driven reports, completing Phase II Applications, and Annual Performance Reports.

These functions were carried out during the grant cycle 2012-17, and have been evaluated by external evaluators whose reporting indicates that the office has fulfilled the functions to ensure proper grant management and implementation in accordance with the grantor requirements.

II.   Specific Objectives, Implementation Strategies, and Accomplishments

The following objectives and performance indicators guided the Activity for the 2016-2017 grant year:

Objective 1.0:   To ensure that the rate of unspent funds at the end of the grant year (September 30, 2017) does not exceed 20% of the project award.

Performance Indicators: **1.1**   Ratio of remaining funds to total award.

1.2   Ratio of incomplete to total program objectives.

Status: Accomplished/Ongoing.

The fiscal responsibilities of the Title III Office are implemented utilizing best practices and are consistent with the federal regulations governing Title III Programs. Budgets are balanced and reconciled on an ongoing basis, activity progress is monitored, technical assistance provided as needed, and expenditures are appropriate for attainment of the objectives. Over the five-year grant period expenditures averaged over 80% of each year's allocation. Remaining funds were reprogrammed to help address additional University priorities, consistent with the University's Strategic Plan.

The Title III Office at UVI continues to carry out the five major administrative functions including coordination, liaison with internal and external constituents, evaluation, grant fiscal concerns, and providing technical assistance, although some activity directors experience a little difficulty with submitting reports that meet the criteria delineated by the Title III Office. When this occurs, technical assistance is provided to address the challenge. To support Activity Directors in a regular program it is recommended that *the Title III office staff provide training on the report format and required detail and documentation needed to support grant activity and expenditures especially to new Activity Directors on an annual basis.*

A change in reporting structure for the office during the past grant year moved the office to a position within the University's administrative structure that is more in line with office duties and responsibilities. The office now reports to the Vice Provost for Research and Public Service.

Rating: 4.5

Objective 2.0:   To ensure that by September 30, 2017 Project Administration staff members have each received not less than 20 hours of grant management training in order to be aware of all applicable legal and regulatory requirements.

Performance Indicators: **2.1**   No A-133 audit findings related to inappropriate Title III program practices for the 2016-17 grant year.

Status: Accomplished/On-Going

There were no A-133 audit findings or issues rising from the implementation of new Super Circular changes related to inappropriate Title III Program practices for the 2016-17 grant year. An audit concern addressed by the University was to ensure that purchasing procedures included a practice for the Purchasing Office to comply with regulations such as that of checking new vendors to ensure they are eligible to work with UVI. The Title III Office's contract includes a provision for requiring vendors who receive Title III grant funds to comply with all federal regulations including not being on the federal Debarment or Suspension list. The Title III contract indicates the following:

P. FEDERAL CONTRACTUAL REQUIREMENTS

The source of funding for this agreement is federal grant dollars from the US Department of Education. Consequently, (NOP) is required to adhere to the applicable contract provisions in 2 CFR Part 200 Appendix II, incorporated herein by reference. These requirements may be found at http://www.gpo.gov/fdsys/pkg/CFR-2014-title2-vol1/pdf/CFR-2014-title2-vol1-part200-appII.pdf.

A critical component of the operation of the Project/Program Administration Office is continuing education/professional development for staff. To ensure that the grant program operates in a manner that is consistent with the requirements of the U.S. Department of Education and with all applicable laws and regulations, training is provided for the Grants Management Specialist, Coordinator, and the Grant Accountant assigned to the Title III Part B and Student Aid and Fiscal Responsibility Act (SAFRA) grant programs. The cost of the workshops and courses is shared proportionately with the SAFRA grant program.

Title III staff have completed the Grant Management certification program presented by Management Concepts and attended professional meetings and technical training workshops throughout the five-year period. Training in which staff participated was designed to strengthen the efficiency and effectiveness with which UVI Title III programs are administered. Staff also participated in a workshop on campus that was convened by the Office of Sponsored Programs that was a collaborative effort between EPSCOR and NSF focused on grant writing.

The Title III Coordinator, Mr. Barry, continues to work with the Title III National Association. As Vice President of the organization he also works with the assessment committee

to provide input to the Department of Education on matters of importance to Association Members and their respective institutions. Additionally, he has assumed responsibility to ensure certification courses are made available to all HBCU Title III administrators and staff during the annual technical assistance workshop/conference of the Association.

Mr. Barry provided comments regarding possible changes to the Annual Performance Report for Department of Education consideration. The comments he provided are as follows:

- While some specific changes are recommended in Section 1—Executive Summary, I applaud the changes that are contemplated.
- There are multiple grammatical errors throughout the document, some of which are included in the enclosed markup; however, there is a need to proofread the entire document before it is released as a final document.
- With the expanded requirements for Section 4 of the report, there is no need to continue to include the LAA Process Measure questions. The additional detail that is to be required will provide measures of outcomes rather than outputs.
- The provisions of the Interim Performance Report that have been added in Section 4 should be centered on the Title III Focus Areas as a Program Measure Type.

Rating: 4.5

Objective 3.0: Comply with all submittal deadlines established by the US. Department of Education within the 2016–17 grant year.

Performance Indicators:

    3.1   No A-133 audit findings related to Title III program operation for the 2016-17 grant year.

    3.2   Interim Performance Report submitted on time.

    3.3   Annual Performance Report submitted on time.

    3.4   Phase I Formula Data submitted on time.

    3.5   Phase II Workplan and Budget submitted on time.

Status: Accomplished/Ongoing

This objective is accomplished annually by Program Administration staff. Through a

variety of measures, the Project Administration Office ensures that the programmatic and financial components of the UVI Title III Part B grant program are operating pursuant to the approved work plans and budgets, as well as the requirements of the U.S. Department of Education and all other applicable rules, regulations, and policies. Additionally, office staff update the Title III Policy and Procedure manual every other year to ensure office procedures remain updated and consistent with Department of Education rules and regulations as well as policies and procedures of the University. The office staff ensure that the President of the University is informed of program activity and expenditures through regular written reports. Progress of each funded activity is presented along with recommendations for the use of unspent funds. Title III Program Administration has worked diligently to ensure compliance with all submittal deadlines established by the U.S. Department of Education within the 2016-2017 grant year as well as throughout the five-year HBCU grant cycle. Documentation as proof of report submission is maintained by the Title III office, however for possible auditing purposes it is recommended that *the office also maintain records of the requests for reports made by the Department of Education including due dates that are made by the Department of Education and other external constituents*.

Rating: 4.5

Overall Rating: 4.5

III.   Resources (Fiscal and Personnel)

In 2016-2017, Title III allocated $133,318.92 to the Activity. As of April 21, 2017, $53,190.89 or 40% of the allocation was expended. Positions charged to Title III were as follows:

Title III Coordinator/Assistant Director	100%	12 Months
Grants Management Specialist	100%	12 Months
Vice Provost for RPS	11.5%	12 Months

IV.   Challenges to Programmatic Accomplishments

The Title III office continues to address the challenge to have all Activity Directors submit detailed reports of their activity, and include measureable results. Office staff provide technical;

support to assist Activity Directors provide the detail and documentation required. Since not all Activity Directors comply it is recommended that *the Title III office staff provide training on the report format and required detail and documentation especially to new Activity Directors annually.* During the interview it was noted that not all trip reports were received from faculty or staff travelling using Title III funds although the office does have a policy and procedure in place that requires such to be completed by each person using grant funds for travel. To ensure that all trips reports are completed by travelers it is recommended that *the Title III office staff require the submission of a trip report along with the request for reimbursement, without which no authorization for reimbursement would be given.*

V.   <u>Program Impact, Summary, and Recommendations</u>

The Program Administration Office continues to have impact on the activities of UVI by providing excellent support and guidance.   The funds administered through the Title III grants support the University's Strategic Plan and priorities helping the University achieve its goals related to the Plan. Title III grant funding has become more important to the University's plans for growth, creating and implementing new programs, and enhancing its current academic profile as the Territory cannot provide resources to adequately address the infrastructure and academic challenges of the University. The effective manner in which Title III funds are used to complement Territory funds is commendable. Additionally, the office is to be commended for working with the University to create sustainable academic programs. The creation of minors for both Environmental Science and Health Science has been accomplished with the use of Title III funds. Both minors will be sustained through the University operating budget beginning fall 2017. This accomplishment demonstrates the use of Title III funds to provide for new opportunities that enhance the University.

<u>Travel</u>

Title III funds were expended to support travel for the following staff during the 2016-2017 grant year:

Date and Destination	Purpose of Travel	Traveler	Incorporation of Outcomes to Strengthen Activity
October 2016	Title III St. Croix Campus Site Visit	J. Berkeley D. Barry	

Date and Destination	Purpose of Travel	Traveler	Incorporation of Outcomes to Strengthen Activity
June 2017	National Association of HBCU Title III Administrator's Workshop Technical Assistance Workshop	J. Berkeley D. Barry	
October 2016	2016 Semi Annual Technical Assistance	D. Barry	
December 2016	National Association of HBCU Title III Administrator's Workshop 2017 Planning Meeting	D. Barry	

Recommendations:

The following recommendations are being offered to further enhance the implementation of the processes and programs that were supported by Title III during the 2015-2016 grant period. It is recommended that:

Recommendation 1

The office maintain records of the requests for reports form the Department of Education including due dates.

Recommendation 2

The Title III office staff provide training on the report format and required detail and documentation needed to support grant activity and expenditures especially to new Activity Directors on an annual basis.

Recommendation 3

The Title III office staff require the submission of a trip report along with the request for reimbursement, without which no authorization for reimburse would be given.

Documents Reviewed

2015-2016 APR

Budgets

Financial Statements

Quarterly Reports

Time and Effort Reports

2016-2017 Plan of Operation

Budget Transaction Report

Travel Reports

Procedure Manual

Strategic Plan Document

Persons Interviewed

Mr. Dayle Barry, Tittle III Coordinator

Mr. Jarrelle Berkeley, Grants Administration Specialist

INTEGRATED APPROACH TO ACADEMIC GROWTH AND STUDENT SUCCESS

I.   <u>Introduction</u>

On October 1, 2010, the University of the Virgin Islands (UVI) launched the Center for Student Success (CSS) with support from two funding streams. The major funding stream was the Foundation for the University of the Virgin Islands (FUVI) that provided two-thirds of the support. The Student Aid and Fiscal Responsibility Act (SAFRA) grant program provided the other third, supporting retention efforts for students in science, technology, mathematics and nursing majors.   This Activity is now funded through Title III Part B, Strengthening Historically Black Colleges and Universities (HBCU) grant.

UVI is strongly vested in the academic growth and professional success of its students. The CSS now serves as the unit tasked with realizing this strategy. With the implementation of the University's 2012-18 strategic plan, *Pathways to Greatness*, ensuring quality student services remains the core of the strategic plan, as students are one of the most important stakeholders for the University. Over UVI's fifty-year history, successive Presidents and administrations have adopted institution-wide initiatives to promote a brand of students who will make their mark on the societies they would serve. The accession of President David Hall on August 1, 2009 reinvigorated these elements with his determination to push UVI on the path to greatness. High on his seven-point list of management values are:

1.   High performance institution with a focus on quality
2.   Service orientation

The President's explanation of service orientation included statements like: "enhance customer satisfaction" and "send a substantial message to customers that they are special". Both President Hall and the UVI community embrace the belief that students are the institution's number one customer and there is no doubt that "focus on quality" and "customer satisfaction" are intricately related.

Prior to the establishment of CSS, the Campus Advising and Tutorial Services (CATS) program was responsible for providing advisement and tutoring primarily to students receiving developmental instruction. Over the six years of its existence, CATS was the central aspect of UVI's approach to retention, progression, and student success. As the funding for CATS was ending on September 30, 2012, CSS was the anticipatory successor to CATS, since the need for

the services that CATS provided continued. For various reasons, CSS did not begin operations before June 15, 2011, when UVI appointed an Interim Executive Director. Soon after his appointment, the Executive Director employed an administrative assistant, but then the territorial government imposed a hiring freeze that delayed the hiring of the four program assistants who were critical to the discharge of the CSS mission.

The enabling document that supported CSS funding stated "The objectives of CSS on each campus are predicated on the idea that the Center will meet the needs of students and fulfill the mission of the University while improving service, cross-functionality and accountability. In relation to the services that UVI established CSS to provide, the document continues:

> ***The CSS will focus on academic and student support services. It will be operated with a combination of faculty, students and staff committed to enhancing student achievement by assisting in defining career goals, teaching and learning, student preparedness and survival skills, reading and writing skills, emotional and social intelligence skills, critical thinking, research and information fluency, and student development.***

During 2011-2012, the funding arrangement involving the confluence of two separate streams of funding resulted in a cumbersome accounting and tracking system. But in addition to this impediment, the funding streams required the pursuit of different objectives and categories of students. While SAFRA required that CSS focus attention on STEM and Nursing students, UVI required more coordination of the on-going student success efforts across the institution.

Counseling, Health, and Career Services are three additional success-related activities available to students. These services currently report to the Student Affairs unit and no immediate need exists to relocate these critical services. During its existence, CSS has worked very closely with the Counseling and Career Services arm of the Student Affairs unit through their referral system. In the years ahead even closer collaboration will be
necessary to enhance student services and success.

The five-year Strategic Plan, 2012-2017, places significant emphasis on "*Student Development and Success*" as one of the major areas of focus. The ***Integrated Approach to Student Academic Growth and Success*** Activity was moved from SAFRA, Part F to HBCU, Part B. To deliver on this goal, the Plan describes in great detail the role that CSS will play,

and the initiatives it must undertake over the five-year period. The clear statement of the CSS role in the Strategic Plan is testimony of UVI's strong commitment to student growth and success.

II. Specific Objectives, Implementation Strategies, and Accomplishments

The following objectives and performance indicators guided the Activity for the 2015-2016 grant year:

Objective 1.0: Over the four-year duration of the grant, October 1, 2013 to September 30, 2017, the CSS will exceed the current annual retention rate of 70% retention rate, attaining a 75% retention rate among full time degree seeking freshmen that utilize the advisement services of the Center for Student Success.

Performance Indicator: 1.1 Retention rate of first-time, full-time freshmen who utilize the advisement services of the Center for Student Success.

Status: In Process.

Objective 1.0 addresses the retention rate of those full time degree seeking freshman students (12 credits or more) who use the services of the Center for Student Success only, not the retention rate of the whole University freshman class. The premise behind this strategy is that if the University focuses on the full-time degree seeking freshman student population who use the services of the CSS to prepare these students to transition from freshman year to the sophomore year, the University's overall retention rate will increase. The data collected to support this objective are data on the retention rate of CSS student participants, only. For the 2015-2016 grant evaluation, data provided by the Activity Director were cited as coming from the UVI Office of Institutional Research and Planning. The percentage of first-time, full-time freshmen who utilized the services of the CSS and returned the following year cannot be reported until fall 2017. The table below shows the retention rates for fall 2013, 2014 and 2015.

Cohort	Headcount	Returning Students	Retention Rate
Fall 2013	226	172	76%
Fall 2014	258	193	75%
Fall 2015	234	201	86%

From the data presented for the evaluation, it is clear that the strategies employed to retain the first-year students who are utilizing the services of the CSS are successful. It must be noted that the data submitted during the 2014-2015 evaluation were different from the data stated above for that academic year, which emphasizes the need to use the official data source of the University and not use records housed in discrete units.

The campus has partnered with the Educational Advisory Board and is deploying the SSC-Campus student retention software package to provide a platform for communication between faculty, advisors, and student success specialists to increase retention of at-risk students. An SSC-Campus faculty user is defined as an instructor who used three basic student support technologies in SSC-Campus. These three tools are early alerts, attendance tracking, and calendar availability so that students can make appointments online for meetings during faculty office hours. It is highly important for retention purposes that faculty use the attendance tracking module to assist CSS and faculty advisors with following up with students who are not attending classes, advising or academic support sessions. Therefore, *it is recommended that faculty be required to use the Educational Advisory Board software to take attendance, as well as use the other functions of the system that can assist with data collection and identifying those students experiencing academic challenges.*

The Center for Student Success is assisting the University to review the DFW tables to help identify the challenges that students are having in successfully progressing through the courses in their academic plans. Analysis of the DFW tables helps to identify where additional resources such as additional pre-requisites and Supplemental Instruction can be applied to increase student success and retention.

To assist students, the Center for Student Success conducted eight workshops in spring 2016 to include English Proficiency Exam (EPE) preparation, study skills, time management and other topics. However, it is important that the Deans and faculty be more proactive in identifying issues that are adversely affecting student progress. Therefore, *it is recommended that Deans meet with faculty in whose classes there are a high number of DFW grades to identify the subject*

matter in which students are having the most difficulty and develop strategies that would assist students in achieving the learning outcomes of the course as delineated in the syllabus.

Finally, although Objective 1.0 addresses the retention rate of those full time degree seeking freshman students (12 credits or more) who use the services of the Center for Student Success, there are other students that need intrusive/intentional academic support. Therefore, *it is recommended that the University consider a policy that would mandate that the remaining first-year students who need academic intervention, but who did not avail themselves of the services of the Center, be required to attend a minimum of three (3) sessions at the Center to address the academic deficiencies that have been identified after midterm and that students on probation be required to acquire CSS services.*

Rating: 4.0

Objective 2.0: Over the four-year period October 1, 2013 to September 30, 2017, the CSS will exceed the 2012 59% annual persistence rate for sophomores, and attain a 65% persistence rate for sophomores utilizing the advisement services of the Center for Student Success.

Performance Indicator: 2.1 Persistence rates of sophomores who utilize the advisement services of the Center for Student Success.

Status: In Process.

Objective 2.0 addresses the annual persistence rate for sophomores utilizing the advisement services of the Center for Student Success over the four-year duration of the grant, October 1, 2013 to September 30, 2017. Therefore, the persistence rate of students utilizing the advisement services during the 15-16 academic year will be reported in fall 2017. Data document that this objective has been accomplished thus far, however, there is one additional year of data that must be collected—the persistence rate of the fall 2016 sophomores in fall 2017. The table below shows the retention rates for fall 2013, 2014 and 2015 sophomore cohorts. All students listed in the chart achieved sophomore standing (24 to 59.5 credits) by fall of the year indicated (non-degree seeking students were removed).

Cohort	Headcount	Returning Students	Persistence Rate
Fall 2013	159	133	84%
Fall 2014	261	201	77%
Fall 2015	236	189	80%

Although Objective 2.0 addresses the retention rate sophomore level degree seeking students (24 to 59.5 credits), there are often challenges facing students in making a smooth transition from the first year of matriculation where more services are provided to support academic progress to the second year where students are not as intentionally encouraged to avail themselves of academic support services in a structured arrangement. Therefore, *it is recommended that the University consider the establishment of a Sophomore Program that will strengthen retention through the second year to the third year of matriculation.* Finally, *it is recommended that a formal academic intervention program be developed for those students who enter their major to support their retention through graduation.*

Rating: 4.0

Objective 3.0: Over the four-year period, October 1, 2013 to September 30, 2017, the CSS will increase the average pass rate of MAT 023 students utilizing the Learning Center services at least five (5) times per semester by 3% per semester over the fall 2012 average pass rate of 37%.

Performance Indicators: 3.1 Frequency of student involvement with peer assistants and attending the Learning Centers for aid.

3.2 Average pass rates of MAT 023 students using the Learning Center Services.

Status: In Process.

The *Peer Led Teaching and Learning (PLTL) Approach* was the primary vehicle used to provide academic assistance to students in MAT 023. Since fall 2013 CSS, in collaboration with the College of Science and Mathematics, supported two intensive training sessions for potential

PLTL leaders during May and August on both campuses in the two pre-college courses (MAT 023 and MAT 024). The model proved to have tremendous impact on the pass rate in these two courses. The data below represents the pass rate for students in the MAT 023 developmental course at the end of the fall and spring semesters from academic year 2012-2013 to 2015-2016. It must be noted that 100% of the students in MAT 023 participated in the PLTL on the St. Thomas Campus. Whereas, on the Albert A. Sheen Campus, PLTL was not mandatory.

MAT-023

Pass Rates (Combined Campuses)

Term	Course	Passed	Failed	Withdrew	Never Attended	Target
2012-08	MAT-023	37.61%	59.48%	2.33%	0.58%	37%
2013-01	MAT-023	45.53%	51.22%	3.25%		40%
2013-08	MAT-023	57.51%	40.66%	1.83%		43%
2014-01	MAT-023	50.00%	46.34%	3.66%		46%
2014-08	MAT-023	61.07%	35.71%	2.50%	0.71%	49%
2015-01	MAT-023	59.86%	38.73%	1.41%		52%
2015-08	MAT-023	74.22%	24.61%	1.17%		55%
***2016-01**	MAT-023	43.09%	52.85%	4.07%		58%
2016-08	MAT-023	73.14%	26.86%			61%

* Did not meet objective

01 =January (Pass Rate from 1st Semester)

08 =August (Pass Rate from 2nd Semester)

Rating: 3.0

>**Objective 4.0:** Over the four-year period October 1, 2013 to September 30, 2017, the CSS will increase the average pass rate of MAT 024 students utilizing the Learning Center services at least five (5) times per

semester by 3% per semester over the fall 2012 average pass rate of 54%, yielding a 78% by the end of the grant cycle.

Performance Indicators: **4.1** Frequency of student involvement with assistants and attending the Learning Centers for aid.

4.2 Average pass rates of MAT 024 students using Learning Center Services.

Status: In Process.

As with MAT 023, the ***Peer Led Teaching and Learning (PLTL) Approach*** was the primary vehicle used to provide academic assistance to students in MAT 024. Since fall 2013 CSS, in collaboration with the College of Science and Mathematics, supported two intensive training sessions for potential PLTL leaders during May and August on both campuses in the two pre-college courses (MAT 023 and MAT 024). The model proved to have tremendous impact on the pass rate in these two courses. The data below represents the pass rate for students in the MAT 024 developmental course at the end of the spring 2016 semester. It must be noted that 100% of the students in MAT 023 participated in the PLTL on the St. Thomas Campus. Whereas, on the Albert A. Sheen Campus, PLTL was not mandatory. Below is the table that depicts the pass rate in MAT 024 for both campuses:

MAT-024

Pass Rates (Combined Campuses)

Term	Course	Passed	Failed	Withdrew	Never Attended	Target
2012-08	MAT-024	55.13%	42.95%	1.28%	1.28%	54%
***2013-01**	MAT-024	40.48%	58.33%	0.60%	0.60%	57%
***2013-08**	MAT-024	57.05%	41.67%	1.28%		60%
***2014-01**	MAT-024	61.58%	36.72%	2.26%		63%
***2014-08**	MAT-024	48.53%	50.00%	1.47%		66%
2015-01	MAT-024	70.65%	27.86%	1.49%		69%
***2015-08**	MAT-024	47.11%	48.76%	4.13%		72%
***2016-01**	MAT-024	50.24%	49.76%			75%
***2016-08**	MAT-024	42.06%	55.56%	0.79%		78%

* Did not meet objective

01 =January (Pass Rate from 1st Semester)

08 =August (Pass Rate from 2nd Semester)

The pass rates for MAT 024 have not been consistent since the inception of the program. In five of the nine semesters since data were collected, the target pass rate of a 3% increase per semester has not been accomplished. In comparing student progress each year, one has to factor in the level of readiness at which students enter the Institution. Therefore, *since each year, a different group of first-year students enter the Institution with diverse skills sets; staff may want to consider tracking each student's performance in MAT 023 through exiting MAT 024, if students are enrolled in both courses.* Tracking these individual students would give more usable data as to the effectiveness of instruction and mandatory academic support in assisting each student to satisfactorily progress in these two courses. In reviewing the pass rates for MAT 024, it is clear that there is a disconnect between the performance of the students while enrolled in MAT 023 and their performance in MAT 024, if the same student is enrolled in both courses. Given the inconsistent pass rates for MAT 024, *it is recommended that the Activity Director documents the critical incidents that adversely impacted the pass rates for MAT 024 and develops strategies to address these issues in collaboration with the academic program.*

Rating: 2.5

Objective 5.0: Over the remaining two years of the grant, October 1, 2015 to September 30, 2017, the CSS will increase by 2% the number of students utilizing the services of the Center for Student Success.

Performance Indicator: **5.1** Increase the number of students utilizing the services of the Center for Student Success 2% by September 30, 2017.

Status: Ongoing.

During the months of August 1, 2014-July 31, 2015, 1,192 individual students utilized the Center for tutorial services. There were students who visited more than one time and the Center documented the total number of visits at 3,507. For the 2015-2016 academic year, there was a

1.6% increase in the number of individual students receiving tutoring services (1,386 students). This 1.6% increase represented more than half of the 2.0% increase that was planned for a two-year period. All total there were 2,854 visits during the months of (August 3, 2015-July 29, 2016) when counting multiple visits made by students. Although attending the academic support centers is important, *it is recommended that instead of focusing only on increasing the number of students that attend the CSS, a focus could be on the percentage of students who earn a "C" or better in the courses in which they received academic support*. Following is a breakdown of the visits for each component of the CSS:

AAS Learning Center

- Total number of (individual) students who utilized the Center for tutorial services during academic year (July 30, 2016 –December 30, 2016) = 211.

- Total number of visits (students visiting multiple times) for tutorial services during academic year (July 30, 2016 –December 30, 2016)) = 649.

Writing Center

- Total number of (individual) students who utilized the Writing Center for tutorial services during July 30, 2016 –December 30, 2016) = 102

- Total number of visits (students visiting multiple times) for tutorial services during academic year July 30, 2016 –December 30, 2016 = 306.

STT Learning Center

- Total number of (individual) students who utilized the Center for tutorial services during academic year   (July 30, 2016 –December 30, 2016) = 196

- Total number of visits (students visiting multiple times) for tutorial services during academic year (July 30, 2016 –December 30, 2016)= 705

Total of all Centers

- Total number of (individual) students who utilized the Center for tutorial services during academic year (August 3, 2015-July 29, 2016) = 509

- Total number of visits (students visiting multiple times) for tutorial services during academic year (August 3, 2015-July 29, 2016) = 1660

Rating: 3.0

> **Objective 6.0:**   Over the five-year period October 1, 2012 to September 30, 2017, CSS will increase the number of Summer Bridge completers testing out of at least one developmental course by 2% annually over the fall 2011 rate of 50%.

> **Performance Indicator:**   **6.1**   The percentage of students testing out of one or more developmental courses**. (Baseline 2% increase per year starting in 2011.)**

Status: Accomplished.

The Summer Bridge Program is offered each year to students who intend to pursue higher education as either full-time or part-time freshmen in the subsequent academic year. The Program was designed to improve the college readiness of incoming college freshmen. During the 2015-2016 grant year, seventy (70) students reported to the Albert A. Sheen and the St. Thomas campuses for participation in the Program. As in previous years, the students were given instruction and tutorial support to improve their basic numeracy and literacy skills. Additionally, a college success course was taught to facilitate the development of essential general knowledge, skills and attitude for the successful transition into college. The Program also included an engaging residence life program that fostered the sense of community among participants. Students in the program were afforded the opportunity to complete their UVI applications and their financial aid application; meet faculty and staff; learn about the resources at UVI and register early for classes.

The Summer Bridge Program is a tool designed to remove some of the impediments to student higher education access and success.   Summer Bridge students reside on campus for a five-week, intensive instruction in the areas of remedial math, reading and writing, and freshman development courses. Students culminate their experience in the Summer Bridge Program by sitting for assessments that document their ability to undertake college-level academics. A final examination is administered in each course and serves as UVI's placement exams in reading, writing and mathematics for those students who enroll at the University. If they enroll at UVI in the fall semester, test scores are evaluated to permit these students to register early for the semester.

For the last two summers (2015 and 2016), 98% of the students who attended enrolled for the following fall semester. The one student who did not enroll each year enlisted in the military. Ninety-seven percent (97%) of the students attending Summer Bridge in 2016 passed out of one or more developmental courses offered by Summer Bridge. Each year since the inception of the program, the percentage pass rate has surpassed the anticipated target. The table below documents a significant increase over previous years:

Summer Bridge Pass Rate					
Year	No. Of Students	No. Of Students Exempted	No. Of Students Passed	Percent Pass Rate	Target Pass Rate
2012	93	5	54	63%	52%
2103	63	1	48	78%	54%
2014	101	0	93	92%	56%
2015	80	3	74	96%	58%
2016	70	16	68	97%	60%

Rating: 5.0

Overall Rating: 3.6

III.   Resources (Fiscal and Personnel)

In 2016-2017, Title III allocated $837,647.52 to the Activity. As of April 21, 2017, $410,624.47 or 49% of the allocation was expended. Positions charged to Title III were as follows:

Associate Professor of English	25%	9 Months
Academic Advisor I	100%	12 Months
Four (4) Academic Advisor II	100%	12 Months
Enrichment Center Coordinator	100%	12 Months
Administrative Assistant II	100%	12 Months
Executive Director of Student Success and Honors Program	80%	12 Months

IV.   Challenges to Programmatic Accomplishments

There were challenges reported that precluded the implementation of the Activity.

V. Program Impact, Summary, and Recommendations

Over the past four years, CSS has worked closely with the University's academic programs to assist students in successfully matriculating from the first and second years of enrollment to the major department. In January 2013, the CSS opened the renovated and more spacious Learning Center on the St. Thomas campus. In prior years, assistance provided to students who needed tutoring took place in smaller and less attractive space that was equipped with outdated uncomfortable furniture. As a result, the target for the number of student contacts for tutoring assistance at the Learning Centers increased. Most of these students sought assistance (tutoring) in courses like English and Mathematics. Since that period of time, students have utilized the Center's services to attain academic support in a plethora of subject areas.

Since the CSS has been fully operational, the University has documented admirable results for the freshman and sophomore retention rates, and with the initiation of the *Peer Led Teaching and Learning (PLTL) Approach,* students are receiving assistance in passing MAT 023 and MAT 024, although the negative results for the 2015-2016 grant year for MAT 023 and the lack of consistency of the pass rates for MAT 024 throughout the grant cycle need to be reviewed and strategies developed to address these results.

Recommendations:

The following recommendations are being offered to further enhance the implementation of the processes and programs that were supported by Title III during the 2015-2016 grant period. It is recommended that:

Recommendation 1

Faculty be required to use the Educational Advisory Board software to take attendance, as well as use the other functions of the system that can assist with data collection and identifying those students experiencing academic challenges.

Recommendation 2

Deans meet with faculty in whose classes there are a high number of DFW grades to identify the subject matter in which students are having the most difficulty and develop strategies that would assist students in achieving the learning outcomes of the course as delineated in the syllabus.

Recommendation 3

The University consider a policy that would mandate that the remaining first-year students who need academic intervention, but who did not avail themselves of the services of the Center, be required to attend a minimum of three (3) sessions at the Center to address the academic deficiencies that have been identified after midterm and that students on probation be required to attain CSS services.

Recommendation 4

The University consider the establishment of a Sophomore Program that will strengthen retention through the second year to the third year of matriculation.

Recommendation 5

A formal academic intervention program be developed for those students who enter their major to support their retention through graduation.

Recommendation 6

Since each year, a different group of first-year students enter the Institution with diverse skills sets, staff may want to consider tracking each student's performance in MAT 023 through exiting MAT 024, if students are enroll in both courses.

Recommendation 7

The Activity Director documents the critical incidents that adversely impacted the pass rates for MAT 024 and develop strategies to address these issues in collaboration with the academic program.

Recommendation 8

Instead of focusing only on increasing the number of students that attend the CSS, a focus could be on the percentage of students who earn a "C" or better in the courses in which they received academic support.

Documents Reviewed

Annual Performance Report

Plan of Operation

Budget

Quarterly Report

Retention Data

MAT 023 and MAT 024 Passage Rates by Campus

Person Interviewed

Dr. Stephen Moore, Activity Director

IT'S ALL ABOUT THE STUDENTS

I.   Introduction

The Information & Technology Services (ITS) unit of the University of the Virgin Islands (UVI)is completing year five (5) of its program/grant in the 2012 to 2017 grant funding cycle with its focus upon the enhancement of ITS' role in teaching, learning and student success. ITS is also building on the first fifty years of UVI development and is planning for its role in providing resources to help the University support student success. The specific goals that are being developed for the unit's new strategic plan are:

- Provide leadership for the implementation of a data driven University
- Improve the impact of information literacy instruction at the University
- Align library collections and services to meet academic program requirements that include student learning outcome objectives
- Streamline University processes by providing administrative technologies that can be accessed at the department level
- Maintain and expand current technologies to improve teaching and student learning experiences

The development of the University Strategic Plan helped ITS define the training, software and hardware that will be necessary to meet process improvement goals for the University. Specific efforts to train staff to utilize the systems, and incorporate them into teaching and learning experiences at the University continues to be needed. While training may increase the implementation costs, it is necessary to ensure optimal utilization of the technologies, thus improving the return on investment. For this reason, a full- time trainer was   added to the ITS staff during the 2014-15 grant year.

The fiscal and physical extent of the recent investments in the Library as well as the visibility brought to Library programs and services require greater efficiency and accuracy in data collection in order to demonstrate the difference/value achieved through the various upgrades in both technologies and services. The LibQUAL+® assessment tool for measuring the quality of library services was originally administered at UVI in the fall of 2012.   Results showed gaps between students' desired versus perceived levels of service within the three core areas assessed: staff willingness to help, usefulness of resources, and effectiveness of facilities for group study

as well as quiet study.   Additionally, the results showed differences between the various UVI campuses, as well as common gaps in performance across the institution. Librarians have been identifying training, resources and outreach activities to recommend options for addressing gaps. Assessment benchmarks have been shared with stakeholders and feedback sought to help ITS identify appropriate solutions that were implemented over the period of the grant project.

The UVI strategic plan covering the period 2012 to 2017 has been extended through 2018, and includes a goal, the establishment of improved statistics for key technology services. Uptime of all applications continues being monitored in order to improve on these investments in technology through 2017. Emphasis is being placed on strengthening the network, making it capable of handling new technologies while maintaining and improving the speed of access; as well as the introduction and implementation of new technologies.

II.   Specific Objectives, Implementation Strategies, and Accomplishments

The following objectives and performance indicators guided the Activity for the 2016-2017 grant year:

Objective 1.0:   During the grant cycle, increase UVI student SAILS scores by 5% in specific competency areas by integrating information literacy into 5 new courses beyond freshman general education**.**

Performance Indicator: **1.1**   Percentage increase in developing a Research Strategy score on SAILS assessment:

a. An increase in STT student SAILS scores by 5% from 456 to 479 in the Developing a Research Strategy skill set.

b. An increase in STT student SAILS scores by 5% from 451 to 474 in the Selecting Finding Tools skill set.

b. An increase in STT student SAILS scores by 5% from 421 to 442 in the Searching skill set.

c. An increase in STT student SAILS scores by 5% from 475 to 499 in the Using Finding Tool Features skill set.

d. An increase in STX student SAILS scores by 5% from 439 to 461 in the Retrieving Sources skill set.

e. An increase in STX student SAILS scores by 5% from 422 to 443 in the Evaluating Sources skill set.

f. An increase in STX student SAILS scores by 5% from 385 to 404 in the Documenting Sources skill set.

g. An increase in STT student SAILS scores by 5% from 404 to 424 in the Understanding Economic, Legal and Social Issues skill set.

Status: Accomplished/Ongoing

SAILS testing of freshmen, sophomores and juniors was completed in December 2014. A total of 174 freshmen and 161 sophomores and juniors were tested. SAILS was not administered in fall 2015. The next battery of tests to measure junior and senior skill levels was conducted in 2016-2017.

UVI seniors were asked to participate in the SAILS testing during the fall 2016 semester. A total of 107 seniors took the test, with fifty-one (51) from the St. Croix campus and fifty-six (56) from the St. Thomas campus. Comparing UVI student scores from 2012 to 2016, there was an

increase in all areas except Using Finding Tool Features. The St Croix campus had a drop in that particular skillset.

Noting that freshmen were tested in 2012, juniors in 2014 and seniors in 2016, the testing followed UVI students throughout their academic career during which time they would have interacted with the libraries through freshman development seminar (FDS), social science 100 and other courses. New courses targeted for integration with information literacy included PSY 120, PSY202, SSC497, ENG 201, CHE 497, ENG 261, HUM 497 and COM 213.

Results show a marked improvement in UVI student results. On the St. Thomas campus where students did not fare as well as their St. Croix counterparts, the change was over a 10% increase. On St. Croix, the improvements were more varied.

Questions on the SAILS test are based directly on two documents authored by the Association of College and Research Libraries: (1) *Information Literacy Competency Standards for Higher Education: Standards, Performance Indicators, and Outcomes;* and (2) *Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians (*ACRL). ACRL Standard 4 is not included in the SAILS test. Some outcomes or objectives from the other standards were not tested because they were covered by other outcomes or objectives or were not suitable for multiple-choice testing. Project SAILS took an additional step and rearranged the outcomes and objectives from the ACRL documents into seven skill sets.

The SAILS item bank has 142 items. Each student answers 40 items from the item bank and 5 items that are in development. The items span the seven SAILS skill sets and the four (4) ACRL standards targeted by the test. Students respond to different sets of items, with some common items shared across the individual tests.

The plan was to continue efforts to expand integration of information literacy into courses beyond the freshman year, and then test students again as seniors to determine overall information literacy skills levels as they approach graduation. Library staff participated in online and face-to-face training for continued growth of information literacy skills.

SAILS results are provided in the following chart:

SAILS TESTING RESULTS

	2012/2016 Percentage Increase/Decrease						
STT					STX		
	UVI STT (2012) Fresh	UVI STT (2016) Seniors	% of Increase/ Decrease		UVI STX (2012) Fresh	UVI STX (2016) Seniors	% of Increase/ Decrease
Developing a Research Strategy	456 ±8	523 ±12	14.69%	Developing a Research Strategy	456 ±9	503 ±12	10.30%
Selecting Finding Tools	451 ±10	502 ±14	11.30%	Selecting Finding Tools	471 ±13	507 ±17	7.64 %
Searching	421 ±9	471 ±13	11.87%	Searching	436 ±10	475 ±11	8.94%
Using Finding Tool Features	475 ±12	529 ±19	11.36%	Using Finding Tool Features	501 ±15	485 ±21	-3.19%
Retrieving Sources	466 ±12	535 ±22	14.80%	Retrieving Sources	439 ±14	556 ±18	26.65%
Evaluating Sources	444 ±10	491 ±15	10.58%	Evaluating Sources	422 ±11	428 ±17	1.42%
Documenting Sources	393 ±12	474 ±19	20.61%	Documenting Sources	385 ±14	498 ±19	29.35%
Understanding Economic, Legal and Social Issues	404 ±11	(Skillset not tested by SAILS administrators)	---	Understanding Economic, Legal and Social Issues	415 ±12	Skillset not tested by SAILS administrators)	---

Though incorrectly listed as a measure for the St. Croix campus, Understanding Economic, Legal and Social Issues was a skill set in which St. Thomas campus students did not achieve the national average. The performance indicator should have indicated a projected 5% increase in this

skill set for St. Thomas rather than St. Croix students. This skill set, however, was not tested in 2016-17 and thus could not be compared with improvements over the years. Staff contributed the difference in performance by St. Croix students to the engagement of library staff. Although the resources and facility on St. Thomas are more extensive and updated, library staff on St. Croix engaged more extensively with students, resulting in students performing better academically in the areas of understanding economic, social and legal issues.

Rating: 4.0

> **Objective 2.0:** By September, 30, 2017, increase the speed by which data can traverse the network from 100MB to 1GB per second.

Performance Indicator: **2.1**

Status: In Process

This objective was changed from the previous year where document management was the focus. Last year the document management application was successfully deployed throughout the institution to enable the attachment of travel related documents to the Travel and Expense module of Banner.   This eliminated the need for separate emails that would include travel documentation and manual assembly. Now all supporting documents can accompany authorizations. The success of this effort was expanded for use in other administrative functions. While initially only travel documents were installed, the software has been used to make transcripts available within an employee's HR record. Access to such documents can make it easier for administrative employees to perform related job duties. Documents are now available electronically in addition to manually. IT subsequently has expanded upon the effort. Faculty and staff can now also capture travel receipts on their cell phones.

With the accomplishment of this particular technology implementation effort, IT has begun the process of expanding the bandwidth of the UVI administrative and academic technology software systems. As new and more efficient technologies have been added to the University's portfolio, bandwidth/the backbone has to be increased to support it. Network switches, which can accommodate new and increased speed, were researched throughout 2016-2017.   These are beginning to be deployed throughout the various buildings with those requiring administrative use

given priority. Additional criteria include those buildings and areas that require little to no renovation to accommodate the new technologies also being given priority. These facilities will receive bandwidth increases first. This effort will continue beyond the grant period that ends September 30, 2017.

Rating: 4.0

> **Objective 3.0:** By September 30, 2017, decrease the time needed for backup of 4 terabytes of network data from four hours to two hours.

> **Performance Indicator:** **3.1** The time (measured in hours) needed to backup applications in the backup software.

Status: In Process.

The original objective planned the purchase of "virtual desktop imaging" to enable technicians (ITS) to create images virtually, thus reducing time to image computers and lessen the number of ITS techs needed to do so. Unfortunately, the plan was modified as the preferred vendor, Dell, provided a quote for $455,000.00, which was deemed prohibitive. Other vendors were investigated without success. Negotiations were unsuccessful in getting the price reduced. Eventually, IT decided to abandon the effort and change the objective to the new one listed above.

ITS moved forward to utilize the funds for virtual imaging in a different way. The imaging method instead was used to image computers in computer labs, videoconference rooms and classrooms. The result has been ITS' improved ability to maintain computers in these rooms. More computers have remained upgraded and available for use.

During 2016-2017 the enterprise backup system, Tivoli, was prepared for an upgrade. System checks were conducted, and information gathered for the upgrade. The upgrade is an interim step in preparing the University for "Cloud" storage. During 2016-2017, ITS also developed two internal data warehouse centers to begin the process of institutional data storage. The next effort, Cloud Storage, provides the University with off-site data storage capability. This provides the University with the ability to back-up and retrieve data and information in case of natural disasters. Previously on-site data and records could have been lost permanently. With the implementation of off-site redundancy, important institutional historical information and student

records will be backed-up off site to ensure the Institution's ability to maintain them. The effort will continue beyond the end of this grant cycle.

Rating: 3.5

Overall Rating: 3.8

III.   Resources (Fiscal and Personnel)

In 2016-2017, Title III allocated $507,936.03 to the Activity. As of April 21, 2017, $240,453.38 or 52% of the allocation was expended. Positions charged to Title III were as follows:

IT Trainer	75%	12 Months
Programmer	70%	12 Months
Co-Director, Network Operations	35%	12 Months
Applications Analyst	80%	12 Months
IT Engineer	60%	12 Months
Librarian III	58%	12 Months

IV.   Challenges to Programmatic Accomplishments

The major challenge now facing IT is the upgrading of the infrastructure to deliver new software and technologies that increase administrative efficiencies and deliver state-of-the-art academic support technologies and materials. This necessary and costly effort has begun toward the end of this grant cycle, but will need to continue in the next cycle. In addition to the expansion of the bandwidth, it becomes increasingly important to ensure the faculty and staff are trained to use the new technologies in order to maximize return on investment by ensuring that the software, systems and materials are used by the campus community. Therefore, the IT office has employed a trainer to provide training for faculty and staff to use of all of the technologies provided. While a trainer's salary was partially added in the final years of the grant, the position will continue to be needed to ensure the appropriate and maximum use of all of the technologies and materials that the University has purchased.

V.   Program Impact, Summary, and Recommendations

During 2016-2017 Title III funds were utilized to support the addition of a document management system and the network storage needed to ensure the University can access all documents at speeds over 1 gigabyte per second. Additionally, the funds were utilized to create two (2) local data warehouses, which will initially be used for reporting on institutional enrollment data.

The Activity focused overall on supporting institutional efforts to improve student success and the implementation of technologies geared to improve services. These efforts and services impact the entire University, and thus are important to ensuring the achievement of the Strategic Plan of the University as well as helping to improve teaching and learning at UVI

The libraries introduced efforts to implement services to improve students' overall information literacy skills. At the end of this grant cycle and the successful implementation of the project, UVI has been able to realize an information literate student body.

The Activity also implemented improvements geared at providing 21st century technologies for student and staff use. With access to data provided through the data warehouse, all levels of the University structure are enhanced. State-of-the-art technologies that support the academic programs ensure that UVI students gain experiences with tools they will need in the workplace.

Ongoing maintenance and updating of the infrastructure is a necessity for the University to continue to provide services through the UVI network and infrastructure and to continue to improve technology in classrooms. The ITS unit will continue to focus on adding and upgrading services that meet the ever increasing demands of UVI's students, faculty and staff. With the aid of this grant, ITS has become a partner with Title III and other University units in the implementation of student success and satisfaction strategies.

Travel

As of the dates of the site visit, a total of $6,838.34 in grant funds had been expended to support travel during the 2016-2017 grant year.

Recommendations:

The following recommendations are being offered to further enhance the implementation of the processes and programs that were supported by Title III during the 2016-2017 grant period. It is recommended that:

Recommendation 1

The Activity Director continue to support library staff training to ensure their ability to help deliver library literacy skills to UVI students

Recommendation 2

The Activity Director add a question to the student satisfaction survey to determine the students' opinion of the improved access to and use of new technologies that include computer room availability, videoconference room and smart classrooms

Documents Reviewed

Results of the Standardized Assessment of Information Literacy Skills (SAILS)

Quarterly Reports

Plan of Action/Proposal

Literacy Rubrics

Budgets

Person Interviewed

Sharlene Harris for

Tina Koopman, Activity Director

**PREPARING STUDENTS FOR BROADCAST JOURNALISM AND
RADIO PRODUCTION**

I.   <u>Introduction</u>

The purpose of this grant was to prepare students for careers in broadcasting, increasing UVI's capacity to teach and produce more students with skills in the field. UVI students are under-represented in the broadcasting industry. Both in the Caribbean region and in the U.S. overall, students of African descent have been denied access to the broadcasting profession. To enter the profession and thrive, students need to acquire skills and competencies based on real world experience. During the five-year grant cycle (2012-2017), the Communication Program expanded the offerings in broadcasting with new classes, acquired radio station technology and identified a radio station for student use. The goal was to teach students *everything* about the management and operation of a live radio station.

The initial year of funding for the Radio Broadcast Activity was grant year 2012-2013 and the Activity has been funded each year of the five-year grant cycle. The Communication Program at the University of the Virgin Islands (UVI) has matured into a successful degree program producing graduates who are hired in the profession. Program majors enrolled at the institution and dozens of non-majors use all kinds of communication media. The Communication Laboratory was completed in the Vision 2012 (2007-12 strategic plan) era and is now a functioning component of the University's laboratory system.

The Communication Program began operating WUVI-AM-1090 on January 10, 2013. The program added four new classes in radio production, broadcasting, and all matters related to the operations of the radio station. Students are learning how to reach beyond the campus and deliver high quality material to the entire community. The station acquired a Marti system that allows special events to be available to people at home. Sporting events are being recorded and rebroadcast.

In the 2013-2014 grant year, a studio on St. Croix extended the radio station's live origination capacity to St. Croix. Also, lecture halls and classrooms were wired for direct broadcast. This new lab enabled the Communication Program to develop four (4) new courses in radio production, editing, studio operations, and studio management. The present program includes COM-205 – Broadcasting I and COM-340 – Broadcasting II. With this program in place,

the Activity Director developed four (4) new courses for radio production: Station management COM-211 and Production for long show formats and Radio Drama (COM-212). In addition, COM-213 and COM-214 were approved as extensions of the prior classes. Students can take four (4) semesters of classes relating to the operations of the radio station. They were approved by the Curriculum Committee in the fall of 2012 and were included in the new catalog for 2013-2014. During the 2015-2016 grant year, additional courses were developed but have not gone through the University's Curriculum Committee approval process.

II.   Specific Objectives, Implementation Strategies, and Accomplishments

The following objectives and performance indicators guided the Activity for the 2015-2016 grant year:

Objective 1.0:   To record 3 campus events per week and broadcast them to the community by spring of 2016.

Performance Indicator: **1.1**   Number of events recorded and broadcasted week.

Status: Ongoing.

Four (4) years ago, when this project was initiated, UVI leased a radio station, built the broadcast studio, and began airing content for 12 hours each day. The program transformed from having students being responsible for one hour each week, ensuring adequate programming for 84 hours a week. This was a revolutionary change that required everyone to rise to a new, much higher standard of performance resulting in the station broadcasting twenty four hours, seven days a week with a variety of programs.

WUVI has made significant progress in identifying students to record events. WUVI broadcasts the University's convocation live and other events are also covered. The problem is that there are fewer live events than expected. The calendar is less rich with suitable events than planners expected. During the 2015-2016 grant year, a PA System was purchased that was used at events with the caveat that the event could be taped for broadcasting or broadcasted live. At lunchtime, students use an amplifier and radio to broadcast material and play music in the dining

halls on both campuses. Plans are to add a poetry slam and record other programs during this time to produce interstitial programming that can be used between other regularly scheduled programs.

Rating: 4.0

>**Objective 2.0:**   To increase the number of Communications major by 50% (from 44 students in spring 2012 to 66 by September 30, 2017.)

>**Performance Indicator:**   **2.1**   Number of Communications majors.

Status: Accomplished.

Staff did not anticipate the sudden increase in interest in the Program. There are more National Student Exchange students than ever before and several report that they were attracted to UVI because of the broadcasting program. This objective stated that the program would have sixty-six (66) majors by September 2017, at the time of the evaluation in April 2017, according to the Registrar's Office, the program had sixty (60) majors currently enrolled and the Communication Program is the fifth largest major on campus.   It appears that by September 30, 2017, the objective of enrolling sixty-six (66) students will be met. The Title III grant has made the Communication Program more visible, more valuable, and more attractive to students and accounts for much of its growth.

One of the requirements of being a major in the program is the ability to make decisions in terms of identifying projects that could be undertaken to strengthen the program. Additionally, on the spot decision making while on the air or at a remote location where a faculty member is not present is also critical for these students. In the 2014-2015 grant period, faculty made all decisions about programming, hours and content. In 2015-2016, the students assumed the programming of the FM channel almost entirely. Most decisions are student driven and the faculty has reduced its role to just offering advice. On the AM side, there remains a need for the faculty to deal with the commercial operation and the technology; otherwise, programming decisions are entirely in the students' hands and data are retained to document how many times a faculty member has to override a student decision. Presently, that is virtually nil. However, faculty are available to make suggestions about possible material for the radio station to cover with live air broadcasting.

Rating: 4.0

> **Objective 3.0:**   To ensure the sustainability of the radio broadcast project by generating $70,000 per year in program income by September 30, 2017.

> **Performance Indicator:**   **3.1**   Amount of program income generated by project.

Status: Ongoing.

The idea of having students assist in acquiring additional funding for the program was important in that students, once trained properly could get experience in marketing and sales. This objective was scheduled for completion by September 2017, and there was still time to develop and implement new strategies that would assist students in accomplishing the objective. However, there was limited success during the 2014-2015 and 2015-2016 grant periods.

Rating: **N/A**

Overall Rating: 4.0

III.   Resources (Fiscal and Personnel)

The Teaching Radio Broadcasting project initially had a budget of $126,000, but Carry Forward funds were provided and a $1,000 penalty on another project was transferred, increasing the budget to $141,977.87 by June 2017. The following positions were funded through Title III.>

Programming Manager- WUVIRadio	100% (part-time)	12 Months
Administrative Specialist III	23%	12 Months

IV.   Challenges to Programmatic Accomplishments

The *"Preparing Students for Broadcasting Journalism & Production"* project faced the challenge of repeated interruptions of the station's broadcast due to power interruptions and fluctuations during the 2014-2015 grant period. When power is restored after a power fluctuation or outage, some pieces of equipment do not automatically turn on with the correct settings. As a result, students and project staff have to resort to manually re-entering those settings in order to

restore broadcast functionality. This challenge impacts the quality of the instruction provided through the radio lab experience, and is seen as an adverse effect on the program's academic quality. Management spends three (3) to five (5) hours of every day solving technical problems. During the 2015-2016 grant year, the project purchased an Uninterrupted Power Supply that reduced the frequency of this occurrence.

V.   Program Impact, Summary, and Recommendations

The presence of state-of-the-art radio technology and a coordinated curriculum with a strong radio program has proven to be attractive to students. Staff did not anticipate the sudden increase in interest in the Program. Each student in the Program has had to develop a whole new set of skills that are identical with the skill set required to work in the real world. For example, everyone has become proficient working with Adobe Audition, which is used almost universally in real-world radio stations. Students have also had special instruction in the use of DRS-2006 (a software package used in many radio stations around the world) for the management of air up time. As a result, all students in the Broadcast Communications Program have become proficient with the software tools that are fundamental to working in the industry.

The grant has allowed UVI to leap from amateur toward professional status. In its inception, students used a simulation, made recordings and "borrowed" radio time from a local station to learn their craft. Now, students are the station up time operators, and are engaged with each other in the management of the station. Students are getting experience with station failure, console operations, remote broadcasts, and setting up the hardware to live wire of venue so all of its events can be broadcast. They have had to build cables, rearrange studios, and learn about different technologies and how they might be used, while all the time keeping the station up on the air. Now instead of simply using the tools, students are telling faculty what they like and don't like about the tools. Also, the improved radio facilities, in close proximity to the COM lab, created a synergy that made the place very attractive. Students commune at WUVI and just want to hang around, thinking up projects, and creating new media.

During the 2015-2016 academic year, a pair of new courses, COM-497, COM-498 that will serve as the new Senior Seminars for Communication students was developed. Currently, Communication majors must enroll in the Humanities Senior Seminar and this seminar's content

and requirements don't reflect or assess the competencies and experiences to which the communication majors have been exposed. The Communication Department, the College Curriculum Committee and the CLASS faculty have approved the two Senior Seminar courses. These three approvals were completed during the fall of 2016.   The last step is to bring the courses to the University Curriculum Committee. Therefore, *it is recommended that to ensure that the communication majors have the opportunity to organize their final senior portfolio or culminating work in a format that reflects the knowledge, competencies and experience they attained as majors to be used for employment and graduate school inquiries, the Communication Senior Seminars be moved forward for consideration by the University Curriculum Committee.*

A new *Certificate in Broadcasting* was created as part of the grant. In order to become an approved course that can be offered, the same four curricular committees must approve the certificate. Three approvals were completed during the fall of 2016.   The last step is to bring the certificate to the University Curriculum Committee.   Therefore, *it is recommended that the Certificate in Broadcasting be moved forward for consideration by the University Curriculum Committee.*

Graduates of the program are beginning to gain employment in responsible positions in their field. One graduate was the leading field reporter on the leading local TV Station, another is press secretary for the Delegate to Congress, and a group of three (3) graduates run the entire operation of the newsroom at ZIZ in St Kitts. Students are trained and introduced to a path of significant careers in the media. Students have hands-on experience using the tools of the profession and now are able to engage in internships as valued employees and be placed into entry-level positions in the many media outlets in the territory and beyond.

The project is working closely with the University's Caribbean Culture Center, headed by Dr. Chenzira Davis-Kahina, who serves as both the St. Croix contact and resident cultural advisor, in its mission of preserving and promoting Virgin Islands culture.

Recommendations:

The following recommendations are being offered to further enhance the implementation of the processes and programs that were supported by Title III during the 2015-2016 grant period. It is recommended that:

Recommendation 1

To ensure that the communication majors have the opportunity to organize their final senior portfolio or culminating work in a format that reflects the knowledge, competencies and experience they attained as majors to be used for employment and graduate school inquiries, the Communication Senior Seminars be moved forward for consideration by the University Curriculum Committee.

Recommendation 2

The Certificate in Broadcasting be moved forward for consideration by the University Curriculum Committee.

Documents Reviewed

Comprehensive Development Plan
Annual Performance Report
Plan of Operation

Person Interviewed

Dr. Alexander Randall, 5th- Activity Director/Faculty Advisor to WUVI AM 1090

ENHANCING STUDENT SUCCESS IN ENVIRONMENTAL
AND HEALTH SCIENCES

I.   Introduction

The development and successful implementation of minors in Environmental Science (ES) and Health Science (HS) at the University of the Virgin Island (UVI) was the primary focus of the project over the five-year span of the grant. Surveys of students and faculty were originally conducted to help institution staff determine whether there was and is an interest/demand for these minors.

Interdisciplinary Environmental Science (ES) and Health Science (HS) minors were developed during the first two years of the project. During year one the ES minor committee successfully brought the proposal before the College of Liberal Arts and Social Sciences (CLASS), the College of Science and Mathematics (CSM), the University Curriculum and Catalog committees.   The minor was approved and the first Environmental Science course was taught at UVI in the spring of 2014. This class, ENV200, had an enrollment of 14 students. At a university the size of UVI, this bodes well for the level of student interest in Environmental Science.

The level of interest was expected to be even greater for the minor in Health Science given the results of University surveys. This minor was the focus of the HS committee in the late fall of 2013 and spring of 2014.   The committee consisted of Drs. Richard Hall (CSM), Kathleen Dudemaine (CLASS), Marion Howard from the School of Nursing (SON), and Paul Jobsis (CSM) and Center for Marine and Environmental Science (CMES). A core curriculum was established and consists of NUR100: Medical Terminology, HSC 2XX: 'Social Determinants of Health and Disease' (also listed as PSY2XX and SOC2XX), HSC 2XX: Consumer Health (also listed as PSY 2XX; SOC 2XX; SWK 2XX), HSC 3XX: Biology of Health and Disease (also listed as SCI3xx), and NUR310: Introduction to Racial and Ethnic Health Disparities (also listed as SOC310, SWK310 and PSY310). The three courses with the HSC prefix are new courses, two of which were approved by their respective schools or colleges. However, the Biology of Health and Disease course had not been approved by the Biology Department and College of Science and Mathematics.   While great strides were made, this delay resulted in the committee not being able to take the Health Science minor proposal to the Curriculum and Catalog committees until the fall of 2015.

In preparation for the development of minors in both areas, faculty were selected to participate in the effort. Those associated with the ES and HS minors participated in student orientation events that helped to identify students potentially interested in these programs. Information sheets were made initially to inform both students and faculty advisors. The information was also posted on the UVI website.

To continue and expand the program students, both current UVI and prospective UVI students, were made aware of the availability of the minor through signage, the UVI website and direct presentations. Outreach to students currently enrolled and prospective students at the local high schools were planned as an important part of the effort to attract students to the program. Informational materials were created and presented to both groups to inform them of the new programs, and events such as science fairs, health days and other events to reach high school students. Faculty associated with ES and HS minors and high school liaisons served as judges at local high school and middle school science fairs and provided tours of the UVI facilities for students interested in UVI. Additionally, the plan included the employment of current or former students as high school liaisons to reach out to the high schools.

Additional informational efforts along with retention activities were planned. ES and HS faculty and summer intern students collaborated with the University's Center for Student Success in retention activities and extra-curricular activities to also draw attention to these minors.

New courses were placed in a regular rotation within the schools' course offerings. To encourage this, faculty were supported in offering the courses during specific grant years, which helped enable students to become aware of the courses and when they would be offered. Faculty engaged with extracurricular activities such as the UVI Sea Turtle Club as a way to engage students with the hopes of such engagement to assist with retention. Dr. Jobsis, Activity Director, planned to work with students to initiate other activities and clubs, such as the Student Nursing Association (existing) and Health Science Club and Environmental Science Club.

Paid student internships were viewed as important to the program to enable students to gain practical experience in the fields of environmental science and health science during summers. Collaboration with other grants and programs ensured internships would be supported and managed through the Emerging Caribbean Scientist program and/or the respective colleges at UVI (SON, CLASS, and CSM).

Professors teaching or administering the ES and HS minors were encouraged and supported to attend conferences on ES and HS education including such conferences as the National Consortium of Health Science Education in Denver, Colorado and the North American Association for Environmental Education meeting in Ottawa Canada to network, and gain additional information for possible inclusion in the UVI minors.

The grant also provided for improvements to the teaching and research infrastructure and provided for improvements to microscope storage facilities and room SCI104 improvements. Supplies for teaching ES and HS courses were able to be purchased through the grant. Equipment needed for the ES and HS program focuses on ways to continue student access to the diverse environments on the island of St. Thomas and the Health Science related facilities at the hospital. St. Thomas' diverse environments enable students to visit everything from the near desert scrubland on the eastern half of the island to rainforest-like conditions on the western end of the island. Marine habitats are accessible with the use of boats from the UVI Center for Marine and Environmental Sciences (CMES) and other professional boat operations. These kinds of activities helped enhance the minors.

II.   Specific Objectives, Implementation Strategies, and Accomplishments

The following objectives and performance indicators guided the Activity for the 2015-2016 grant year:

Objective 1.0:   To Increase the number of students enrolled in Biological Sciences courses from 185 (Fall 2011 level) to 213 by the fall of 2016.

Performance Indicator: **1.1**   A fifteen percent increase in the enrollment of biological science courses in year five of the grant using data supplied by the Office of Institutional Research and Planning. This number will be reported annually and is expected to increase slowly each year.

Status: Accomplished/On-Going.

This objective was surpassed by FY'2014. The number of students enrolled in the Biological Sciences courses increased from 185 in the fall of 2011 to 292 in the fall of 2014. This represented a 58% increase in the number of students enrolled in these courses. The number far exceeds the 15% increase that was set as an objective in 2012. However, it is likely that the news of the new Environmental Sciences minor, first implemented in the fall of 2013, could only have had a small effect on the enrollment. The first ENV course was offered in the spring of 2014 and had an enrollment of 14 students. The Health Science minor became available on line in the fall of 2014. Any change in enrollment in Biological Sciences at that point was unlikely to have been the result of the introduction of the minors, although it may have had some impact in knowing the minors were planned to be offered.

By the fall of 2016, the number was 348 unique students representing a significant increase over the 301 students enrolled in classes for the spring of 2016. Environmental science and health science courses have not shifted students away from other courses in the biological sciences courses, but rather seem to have helped increase the number of students interested in the courses.

Rating: 4.0

Objective 2.0: To increase by 15% the number of students declaring their major as one of the Department of Biological Sciences degree programs including environmental and health sciences from 190 students as of fall 2011 to 218 students or more by spring 2017 semester.

Performance Indicator: **2.1** By the fifth year of this grant the number of biological science majors will increase by 15% as reported by UVI's Office of Institutional Research and Planning. The number of biological science students will be reported and is expected to increase annually.

Status: In Process

The number of students with declared majors in the Biological Sciences, Biology and Marine Biology was 215 students in the fall of 2016, an increase of 10 students over that in fall of

2015. This represents a significant increase with 98% of the goal having been reached. Spring 2017 data were not reported. The increase in enrollment is more impressive when one considers that number of biological science majors suffered a 5% drop in 2013 to 180 students.

Rating: 4.0

> **Objective 3.0:**   Increase retention of students enrolled in Biological Sciences from 65% to 70% by fall of 2017.

> **Performance Indicator:**   **3.1**   The retention of students majoring in a biological science degree program from 65% to 70% as measured by UVI's Office of Institutional Research and Planning. This percentage will be reported annually and is expected to increase each year.

Status: Accomplished/On-Going.

This objective was exceeded in FY'2014. It is reported annually in the fourth quarter reports since it can only be updated once a year. Retention rates will continue to be reported so that faculty and staff can be proactive if any decrease in retention occurs. The retention rate from 2015-2016 is 87%. This is above the rate reported in 2014-15 of 83% showing that the retention rate is continuing to rise. This reflects the efforts across the campus as much or more than the effect of this program, it is hoped that the environmental science and health science minors are helping this positive trend, although tracking of students in these majors has not occurred. It is therefore recommended that *tracking of the students in each minor is coordinated with Institutional Research to help determine the impact these minors are having on the retention of students in the biological sciences.* Retention rate data for the biological sciences are presented in the following chart:

INCREASE IN RETENTION RATES
BIOLOGICAL SCIENCES

YEAR	FALL 2008 TO FALL 2009	FALL 2009 TO FALL 2010	FALL 2010 TO FALL 2011	FALL 2011 TO FALL 2012	FALL 2012 TO FALL 2013	FALL 2013 TO FALL 2014	FALL 2014 TO FALL 2015	FALL 2014 TO FALL 2016
Retention Rate	66%	65%	69%	65%	74%	76%	83%	87%

This increasing trend shows the success of the strategies being implemented by the Department of Biological Sciences, College of Science and Mathematics and the entire University.
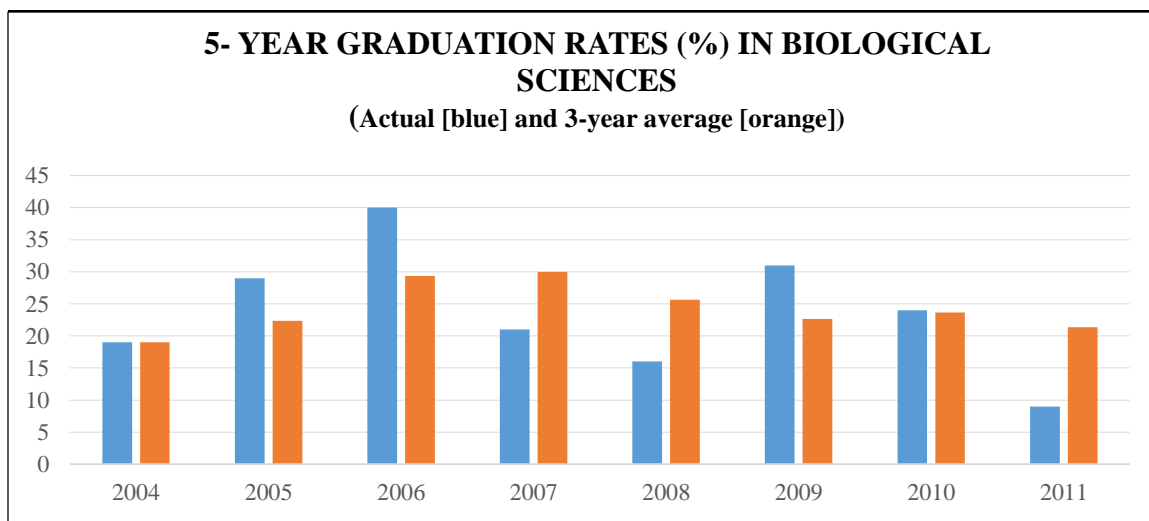
Rating: 4.0

Objective 4.0: Increase the graduation rate for students enrolled in UVI's Biological Sciences averaged over three years from 29% for 2009, 2010 and 2011 to 34% averaged over 2015, 2016 and 2017.

Performance Indicator: 4.1 By the end of the five-year grant, a five percent increase in the graduation rates of students enrolled in UVI's Biological Sciences averaged over three years using data provided by UVI's Office of Institutional Advancement. This will be reported annually with the goal that it increase each year.

Status: In Process.

The data from the fall 2016 shows that only 9% of those who enrolled in biological sciences in 2011 graduated by May of 2016. This indicator continues to vary from year to year, which is why the three-year average was originally presented. Still this trend is downward. It may be that the increase in options and minors that the students have could increase the time it takes to complete the coursework, thus adversely impacting the rate of graduation. Typically, environmental science and health sciences minors may take an additional semester to complete all work for the minor. Additionally, the decrease in retention rates for the overall University 2008-10 may also have contributed to the decline. Spring 2017 data however, are not yet available to

determine the outcomes of this objective.   The following chart illustrates the fluctuating rate of graduation:

5- YEAR GRADUATION RATES (%) IN BIOLOGICAL SCIENCES
(Actual [blue] and 3-year average [orange])

Rating: 2.5

> **Objective 5.0:**   To develop a curriculum for minors in environmental science and health science within the Department of Biological Sciences by fall of 2014.

> **Performance Indicator:**   **5.1**   The minors in environmental science and Health science will be approved by the curriculum committee and included in the university catalog during the fall of 2015.

Status: Accomplished.

Both the Environmental and Health Science minors are completed, with approvals from all relevant departments, schools/colleges, Curriculum Committee, UVI faculty and Catalog Committee.

This Objective was also altered to reflect the fact that the health science minor was not approved through the curriculum process until fall of 2015.

Rating: 4.0

      Objective 6.0:   To have a sustainable environmental science minor program with enough students to make it viable.

      Performance Indicator: **6.1**

Status: Accomplished.

The objective is over 100% met. The target is for UVI to have twenty-four (24) declared environmental science minors. Currently, thirty-eight (38) students have declared environmental science minors. As a result of the increased enrollment in the minor, both the School of Nursing, College of Liberal Arts and Social Sciences and the College of Science and Mathematics have assumed institutional authority and financial responsibility for both minors, Thus the University plans to sustain the minors beginning fall 2017.

Rating: 4.0

      Objective 7.0:   To have a sustainable health science minor program with enough students to make it viable.

      Performance Indicator: **7.1**

Status: Delayed.

Although the School of Nursing will assume responsibility for the minor beginning fall 2017, the enrollment of the number of students declaring HS as a minor has not been as successful as the numbers in ES. This is partially due to the delayed approval of the minor, as well as several required courses not being offered. At the time of the summative interview, the Activity Director expressed that courses would be offer in the fall 2017 to support students wishing to pursue the minor. Although the program will not be financially supported in the next grant cycle, it is recommended that ***an information blitz and enrollment effort be put in place to attract students***

to the minor quickly to ensure the continued viability of offer the minor.

Rating: 2.5

Overall Rating: 3.6

**III.	Resources (Fiscal and Personnel)**

In 2016-2017, Title III allocated $100,000 to the Activity. As of September 30, 2016, $13,925.64 or 14% of the allocation was expended. Positions charged to Title III were as follows:

Activity Director	12%	12 Months
Faculty position to teach EVN and HS	45%	
Administrative Assistant	17%	12 Months

**IV.	Challenges to Programmatic Accomplishments**

No substantial explanation as to why Objective 4.0, "improving 5 year graduation rates", has not been achieved. It appears that adding additional course opportunities for the students, specifically the health science and environmental science minors, did not help increase the graduation rate. Students enrolled in these minors may indeed take additional time to graduate, since they are likely to take additional courses which could affect the rate of graduation. However, tracking the persistence and progression of these students is required to help determine the effect, if any; their enrollment has had upon the graduation rate. Objective 7.0, having a sustainable Health Science minor was adversely affected by the program's inability to offer two (2) of the required Health Science minor courses.   Objective 5.0 was also altered to reflect the fact that the health science minor did not complete the curriculum review and approval process until fall of 2015.

**V.	Program Impact, Summary, and Recommendations**

The Environmental Science and Health Science minors have been established. The interdisciplinary approach used in developing them has the potential to be selected to accompany most any new academic program offered at the University. The project continues interfacing

closely with the Center for Student Success (CSS) to assist with retention activities and to help ensure the persistence of students interested in these minors. One of the strategies planned and implemented that has been used to help build a pipeline of students who may attend UVI focused upon the inclusion and hiring of high school liaisons. This was a strategy employed but not included in the objectives of performance indicators. It is however being noted as considerable effort has been exerted to contact high schools and to interface with students to attract them to the University. The high school liaisons also work with CSS staff during the Summer Bridge program.

Following is a summary of fall 2016 activities and a snapshot of plans for summer 2017 that will be supported by the Title III grant through September 30, 2017:

High School Liaison Fall 2016 Report Summary

High School Liaisons:

- *Maliek Cepeda* - Senior, Liberal Arts and Social Sciences
- *Clemrick Bryan* – Senior, STEM

Schools Visited in Fall 2016:

- St. Peter and Pauls High School (STT)
- Antilles School (STT)

Other Activities Completed in Fall 2016:

- Six Class Presentations at UVI St. Thomas Campus:
  - 3 Science 100 Classes
  - 1 Nursing Class
  - 1 Social Disparities Class
  - 1 Biology Class
- Staff spoke to students about environmental science and health science minors at UVI by presenting information to students in these classes.

St. Peters and Paul's High School

Number of Students: about 20

Overall Response: Staff met with the junior and some seniors in a class. After introductions staff spoke to them about UVI and college life in general then transitioned to talking about the Marine Science and Environmental and Health programs and scholarships and all the other STEM and liberal arts programs offered at UVI using the cards and flyers

as visuals. Staff gave the students a chance to each introduce themselves and say what they are interested in studying in high school. Students were then given a chance to each speak with staff one on one to have their individual questions answered.

Interest in Health and Environmental Sciences: A few students expressed being interested in the Health science, and a good proportion of students seemed interested in attending UVI and hearing about the scholarship opportunities.

Antilles High School

Number of Students: small group of a few seniors

Overall Response: This was a third visit to this school, and as it is a small private school with a few seniors, the meeting was hosted in the counselor's office. Since it was a smaller setting, students were able to be spoken to individually about their interests and provided information relevant to what they wanted to study.

Interest in Health and Environmental Sciences: Some students were interested in liberal arts and social sciences, but a few seemed interested in the program opportunities that were present in the environmental science side.

Spring 2017 Plans

Schools Already Scheduled:

1. St. Croix Central High School
    a. Date: January 18th, 2017
    b. Contact: Ms. Austrie

2. St. Croix Educational Complex High School
    a. Date: January 25th 2017
    b. Contact: Mrs, Miller
3. Charlotte Amalie High School
    a. Date: February 9th, 2017
    b. Contact: Mrs. Onika Smith

    4. Ivanna Eudora Kean High School
        a. Date: February 8th, 2017
        b. Contact: Mrs. WIlson

Pending Visits:

1. St. Joseph High School
2. Good Hope Country Day School
3. All Saints High School
4. Freewill Baptist High School

This Title III project was included in UVI's successful $20,000,000 NSF Experimental Program to Stimulate Competitive Research (EPSCoR) five-year grant, $4,000,000 per year from 2014 to 2019. This Title III project's role in facilitating these additional resources was to help build the environmental science minor along with the minor in health sciences. Both minors have been established and the associated Colleges will assume responsibility for the funding and continuation of the minors beginning fall 2017. Continuing the minors beyond the support of the Title III grant demonstrates UVI's commitment to sustaining new program offerings and thus expanding the University's academic profile. The addition of environmental science and health science minors help address local government and community needs, and provide opportunities for the diverse populations of the Virgin Islands to obtain education and training in preparation for careers in these growing areas.

These new programs reflect current educational trends, and may attract students who previously may not have considered UVI as an institution of interest. They also have the potential to become majors, should interest and demand indicate, and consistent with the Institution's Strategic Plan, they also reflect the Institution's efforts as an emerging" institution of academic acclaim.

Recommendations:

The following recommendations are being offered to further enhance the implementation of the processes and programs that were supported by Title III during the 2015-2016 grant period. It is recommended that:

Recommendation 1

The Activity Director and staff work with Career Services Office to identify possible careers in environmental and health sciences to assist in attracting, informing and enrolling students to a minor in environmental a or health sciences.

Recommendation 2

The Activity Director collaborates with Institutional Research to track student persistence, progression or change in minor to determine the impact upon the projected graduation rate proposed in the grant objective and analyze the data to obtain information to inform future program decisions.

Recommendation 3

The Activity Director look into the possibility of offering environmental science and health science courses at other UVI facilities on the Islands of St. John and St. Croix to help attract more students to the minors.

Recommendation 4

The Activity Director continues to collaborate with other University offices, faculty and businesses to secure funding for the continuation of paid student internships as expressed in the program objectives.

Recommendation 5

The Activity Director consider utilizing the students who assist with information in high schools to assist in providing program support and information sharing in middle schools to extend the development of a pipeline to UVI environmental and health sciences.

Documents Reviewed

Plan of Action/Proposal

Quarterly Reports

Budget and Expense Document

Person Interviewed

Paul Jobsis, Activity Director

ON-CAMPUS CALLING PROGRAM

I.   Introduction

In 2014, the University of the Virgin Islands (UVI) submitted a request to the U. S. Department of Education (USDoE) to reassign $8,054.00 in unexpended Title III Carry Forward Funds from a cancelled project entitled *Comprehensive Faculty Development* to support a project that was previously approved. Subsequently, UVI's Institutional Advancement staff engaged in a bidding process, consistent with federal guidelines, and selected a vendor that required a modification to the original DoE request and expanded not only the scope of the project, but also the service the project would support. The final contracted amount with the vendor, Ruffalo Noel Levitz, was $26,685. The request was approved by the USDoE in order to implement an On-Campus Calling Program.

As described in the revised submittal to the Department, the project's intent was to improve the effectiveness of the University of the Virgin Islands' stakeholder contact program and thus increase the number and amount of donor contributions to the University. The program conducted through professional development and the implementation of calling program software allowed UVI staff to process donor information in "real-time." The software provides reports that enable Institutional Advancement staff to analyze donor information to further assist the Office in targeting current and potential contributors to the University. It shifts the process of conducting the institution's annual calling program (staffed by UVI alumni and friends) from a volunteer-led activity to one that is technology driven and conducted by institutional staff and students.

Prior to the use of the software, processes that included updating donor contact information, processing contributions, dissemination of pledge reminders, gift-receipts and UVI related information were completed manually. The manual process delayed attaining the required information and could take approximately three months from the end of the phonathon to the final update of the database. This manual process included the following steps:

- Collecting information from potential donors during the solicitation period;
- Manually recording the data;
- Assembling the data cards with updated data; and
- Inputting the new data into *Raiser's Edge* donor database software

The software and services from Ruffalo Noel Levitz have improved the effectiveness of the Institution's donor database, management and use of the information for further refinement and the development of a targeted effort to evaluate and assess potential donors. The incorporation and use of technology have reduced the response time to donor information and improved donations to the University. The plan and system selected are described as the most cost-efficient as well as user-friendly phonathon calling software for Higher Education.

II.   Specific Objectives, Implementation Strategies, and Accomplishments

The following objectives and performance indicators guided the Activity for the 2015-2016 grant year:

Objective 1.0:   By September 2015, the UVI Annual Giving and Alumni Affairs Office (Institutional Advancement) will have one certified Super User for the institution's calling programs which are capable for training full-time and volunteer staffers for all on-campus calling program.

Objective 2.0:   By September 2015, reduce the time frame for updating the potential donor database from three (3) months after the end of the phonathon to within five (5) days of conduction the phonathon.

Status: Ongoing.

Objectives 1.0 and 2.0 will be discussed in tandem. The CAMPUSCALL software has proven to be successful overall in increasing donor information and outreach. It is a state-of-the-art telemarketing system that features progressive dialing and the most flexible reporting features available for both real-time and historical reporting. Web browser functionality provides for optional online credit card transactions, real time statistics, reports, and supervisor function accessibility. Additionally, it provides batch job scheduling for reports and end-of-day processing. Reports and data exports can be scheduled to run daily, on particular days, weekly, or monthly.

The CAMPUSCALL system contract provided for the following:

- Annual CAMPUSCALL Software as a Service (SaaS) configuration for nine caller workstations for up to six months of calling

- Annual cost for Optional Datalink Data Integration for use with Raiser's Edge
- Dialing Costs for Ruffalo Noel Levitz-Hosted Secure Internet Dialing
  - One-time Purchase of 10 CAMPUSCALL Softphones including a supervisor station
  - One-time purchase of 10 Plantronics Blackwire Headsets
  - Secure Internet Dialing Charge per call station per month
- A 2-day on-site training session conducted by the Ruffalo Noel Levitz staff

In addition to the software, with CAMPUSCALL SaaS, Ruffalo Noel Levitz provides the University a Project Manager (PM) who is dedicated to the program and serves as a CAMPUSCALL resource. The PM loads data, creates Segments and Calling Pools per instructions, loads scripts and adds database fields, links, calculated ask amounts, graphics, and anything else preferred in the scripts. The PM also trains campus staff and sets up email responses with personalization detail, links, graphics and the rules on which email is sent depending on the prospect response, or on the location of the prospect.

The Director of Annual Giving has been designated on-campus responsibility for oversight of the program and serves as the University's liaison and project director with Ruffalo Noel Levitz. During the 2015-2016 grant period, six Super Users who were students were trained and certified to use CAMPUSCALL software to identify and contact alumni to inform them of current University initiatives and to make an "ask" of them assist in strengthening these programs. During this grant year, the project had delays in implementation due to the need to move the project location from its previous space to a residence hall. This new space presented another challenge in that it was difficult to configure the University's server with the vendors server so that they could communicate. Once that problem was rectified, the intended use of the system was fully implemented.

CAMPUSCALL software permitted the University to search for alumni by:
- Email address
- Physical address
- Telephone number
- Cell number

There is also an Advanced Search feature where if an alumnus applies for utility services, their contact information can be attained. The Activity Director shared with the evaluator that it is more

difficult to get accurate contact information for alumni in the Caribbean than on the Mainland because of how records are kept given the multitude of ethnic groups and how individuals are identified in official records.

Although the Activity Director was well versed in the use of system and its capabilities, *it is recommended that more information be provided that addresses the outcomes realized as a result of the use of the system*. Additionally, *it is recommended that donor information be available to document the increase in outreach and donor participation to demonstrate that the system is increasing alumni participation.*

Overall Rating: 3.0

III.   Challenges to Programmatic Accomplishments

In addition to the time required to obtain permission to utilize unspent Title III funds for the project, an additional challenge was the negotiation and selection process to secure an appropriate vendor to provide the required services. Once vendors were engaged in the bidding process, options for the various services were presented. Several of those presented had not been previously considered. Thus finally arriving at the most comprehensive services, vetting the vendors, and signing a contract have delayed the project. When the project had to be moved to a different location in the 2015-2016 grant period, this move presented additional challenges to effective program implementation.

IV.   Program Impact, Summary, and Recommendations

Several years ago the Office of Institutional Advancement rallied alumni and friends to support a volunteer phonathon that resulted in a 42% giving rate for alumni. The outcome was considered a huge success, however, with a volunteer program it is difficult to maintain the same level of support as the database grows, and manual management and responses take an inordinate amount of time to maintain contact information and develop various levels of giving and resource cultivation. Thus, a plan for electronic support that can improve the Institution's ability to maintain communication with constituents, while cultivating new ones was initiated. To address the need to train individuals to staff the project, six (6) Super Users were trained.

Recommendations:

The following recommendations are being offered to further enhance the implementation of the processes and programs that were supported by Title III during the 2015-2016 grant period. It is recommended that:

Recommendation 1

More information be provided that addresses the outcomes realized as a result of the use of the system.

Recommendation 2

Donor information be available to document the increase in outreach and donor participation to demonstrate that the system is increasing alumni participation.

Documents Reviewed

USDoE Request for Approval
Annual Performance Report

Person Interviewed

Linda Smith, Director of Annual Giving and Activity Director