**University of the Virgin Islands
2000-2005 Strategic Plan**

Closeout Report

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University of the Virgin Islands 2000-2005 Strategic Plan
Closeout Report

This report documents the University of the Virgin Islands' (UVI) accomplishments as prescribed by the 2000-2005 Strategic Plan. There are eighteen Strategic Thrusts embedded in the Plan.

A majority of the performance criteria were achieved, and in those cases where a criterion was not achieved, an explanation of the circumstances is provided. Some objectives that were not achieved will be included in the University's 2006-2012 strategic plan, referred to as VISION 2012. It is important to note that official implementation of the Plan, including tracking of progress, was not begun until June 2002 following approval by the Board of Trustees.

The 2000-2005 Strategic Plan has been a learning experience for the University. This process has been characterized by full participation and collaboration at every level. While the cooperative completion of objectives has been important, there have been lessons learned and growth experienced that should also be fully acknowledged.

Lessons Learned

- Broadened responsibilities and inclusion for enhanced communication, decision making, and integration of ideas and perspectives

- Discovered the necessity of improvement and integration of our systems and processes to achieve goals and objectives

- Gained awareness of limitations created by our current capacity challenges and necessity of training employees to build institutional capacity.
  Capacity refers to the level of output or productivity in terms of personnel, expertise/skills, financial resources, and/or infrastructure required to support the University's mission.

- Discovered the cost requirements necessary to implement strategic thrusts
  - Outside expertise
  - Time and effort

- Collected more data and performed more thorough analysis

- Reached out to new partners and found new methodologies to achieve outcomes

- Learned to work cross-functionally to identify and actualize accountability throughout the institution

- Recognized the necessity of investing our resources in an integrated, performance-based planning system

- Understood more fully the ongoing nature of implementing select Strategic Thrusts
  - Program quality
  - Financial diversity

The summary on the pages to follow highlight the results of the criterion under each of the Strategic Thrusts. Each criterion includes an explanation of whether or not it was achieved and a brief notation concerning the appropriate activities and processes involved.

Strategic Thrust 1

Educational Outreach

Increase the number of collaborative programs with the Department and Board of Education intended to improve the quality of education in the territory.

■ Criterion 1.1

All teachers trained by UVI meet VI certification requirements by 2003. Achieved

This objective was achieved in FY 2005 when the teacher education program was realigned to meet VI teacher certification requirements.

■ Criterion 1.2

Increase the number of middle and high school students enrolled in community and grant-supported academic enhancement programs at UVI from 120 to 250 by 2005. Achieved & Exceeded

During FY 2004 and 2005, approximately 791 middle and high school students participated in a variety of academic enrichment programs sponsored by the University. These programs included, but were not limited to, SAT Preparation Workshops, Saturday and Summer Science Enrichment Academies, Upward Bound, Children's Literacy Program, Accounting Summer Institute, College Business Residency Program, Health Careers Opportunity Program, and the Regional Program for Monetary Studies. Additionally, through the national Reading is Fundamental grant, the University provided books to 200 St. Croix school children.

■ Criterion 1.3

Reorganize the teacher education program to incorporate VI teacher certification requirements for FY 2004. Achieved

The Education Division realigned its undergraduate elementary education program to fully comply with the Virgin Islands teacher education certification criteria. Additionally, VI certification requirements for the Master's of Arts in Education (M.A.E.) in School Administration and Counseling have been completed.

■ Criterion 1.4

Offer institutes, enrichment academies, and/or mini-sessions to generate revenue for FY 2005. Achieved

For FY 2005, the University collaborated with the VI Department of Education (DOE) to offer several education courses geared toward elementary and secondary school teachers to assist them in meeting VI Board Certification requirements. In addition, the Education Division continues to provide instruction for the school psychology program with the student cohort entering the last year of internships. UVI also collaborated with the VI DOE to develop USVI DOE District Improvement Plans and the No Child Left Behind Act Compliance Workbook. The Humanities and Social Sciences Division hosted the Virgin Islands Writing Project to train fifteen teachers as training consultants who can assist classroom teachers in new techniques for teaching writing in the classroom. These initiatives, supported by contracts and grants, also generated revenue for the University.

Strategic Thrust 2

Social & Economic Research

Emphasize and promote research programs that focus on local and regional social and economic problems.

■ Criterion 2.1

Increase the number of papers that address specific local and regional social and economic problems to four per year in 2003. Achieved

Six papers addressing local and regional social and economic problems were produced in 2003, and the generation of papers continued through FY 2004 and 2005.

■ Criterion 2.2

Increase grants and contracts focusing on local and regional social and economic problems to eight and ten, respectively, for FY 2004 and 2005. Achieved & Exceeded

During the 2004 and 2005 fiscal years, UVI received thirty-two research grants and contracts that focused on local and regional social/economic problems and totaled more than $14 million. In 2004, seventeen grants and contacts were awarded to the University, including the Virgin Islands Experimental Program to Stimulate Competitive Research (VI-EPSCoR) ($1.225 million of $4.5 million grant sponsored by the National Science Foundation over the years 2003 to 2007), the UVI Family Life Center ($250,000), and the VI Home Water Quality ($36,231). In 2005, fifteen grants and contracts were received, totaling $3,513,774. Examples include the Nursing Workforce Diversity program ($186,657), VI Centers of Excellence in Partnerships for Community Outreach, Research on Health Disparities and Training ($382,671), Institute of Museum and Library Services ($965,910), UVI Wellness Center ($275,000), and AIDS Education Training Center ($150,000).

■ Criterion 2.3

Increase the number of publications supporting policy development to an average of three to five per year between 2003 and 2005. Achieved

Four policy development publications were generated for FY 2005.

Strategic Thrust 3

Teaching & Learning

Increase the collaboration and cooperation across organizational units to address teaching effectiveness and student learning outcomes.

■ Criterion 3.1

Increase cross-collaborative teaching projects from two in FY 2002 to five in FY 2004. Achieved & Exceeded

Faculty members engaged in twelve collaborative teaching projects for the 2003-2004 fiscal year.

■ Criterion 3.2

Increase cross-collaborative research projects and assignments from two in 2002 to six for FY 2004. Achieved & Exceeded.

Faculty and staff were involved in eight collaborative research projects that included, but were not limited to, the Department of Planning and Natural Resources, Water and Power Authority, Virgin Islands Environmental Research Station (VIERS), and the University of South Carolina.

Strategic Thrust 4

Marketing & University Relations

Enhance the University's image and reputation in the community by creating better alignment with its contributions and impact on the future of the Territory.

■ Criterion 4.1

Develop at least two approaches by 2003 that demonstrate UVI's engagement and encourage a positive image in the community. Achieved

Through consistent media exposure and purposefully increased partnerships with VI governmental agencies, the University received significantly more positive press as well as recognition of the University's leadership role within the community. Examples include selection of the President as Person of the Year by the Rotary Club of St. Thomas II and as Woman of the Year by the St. Thomas Business and Professional Women's Organization. The University sought and received significantly increased financial support from the community as well as the private sector in support of the President's inauguration.

During the year, the President's communications strategy was developed and implemented to augment the University's overall Communications Strategy. The President's strategy focused on targeting key audience sectors, including but not limited to faculty, staff, students, alumni, the business community, Virgin Islands Government, and philanthropic constituents. Candid input was sought from key internal stakeholders, which led to recommendations for enhancing future interactions on the part of the President. The President spent more than half of her time interacting with external stakeholders.

■ **Criterion 4.2**

Develop a communications plan by spring 2003. Achieved

Public Relations developed a UVI Marketing and Communications Plan to enhance the University's public image through FY 2005. Additionally, the University developed and approved a new branding theme for UVI—Specializing in Futures.

■ **Criterion 4.3**

Implement the Marketing and Communications Plan to enhance the University's public image in ways that will augment institutional success for FY 2004. Achieved

The communications plan was expanded. Additionally, the University established a consultancy agreement to implement a comprehensive branding and marketing campaign by late fall 2004. By developing and marketing a strong UVI brand that emphasizes quality and success for its graduates, the University anticipates local, regional, and global perceptions of the institution to improve.

Strategic Thrust 5

BOT Engagement

Increase the Board of Trustees' participation in the achievement of the Strategic Plan.

■ **Criterion 5.1**

Involve 75% of the Board in UVI events, public activities, and fundraising by FY 2004. Achieved

The UVI Board of Trustees continues to be actively involved in all major UVI events, public activities, and fundraising. These events include Commencement, Convocations, Charter Day, Afternoon on the Green, Alfred O. Heath Distinguished Lecture Series, Reichhold Center Season Opening, Employee Service Awards Ceremony, donor receptions, and other activities. Eighty-five percent of Board members participated in at least one major event during the year. Overall, the Board's engagement and participation at the University was commendable for 2003-2004.

A number of strategies were initiated to enhance ongoing interactions with the Board of Trustees. The strategies

included, but were not limited to, personal invitations to attend UVI events, email updates on University events and achievements, shared published materials, one-on-one meetings with Trustees, and regular meetings with the Chairman. The impact of more personal interactions with the Board is enhanced knowledge and understanding by Trustees of University issues, and stronger relationships that have facilitated governance and helped the administration realize the strategic objectives stipulated in the 2000-2005 Strategic Plan.

Strategic Thrust 6

Research & Technology Park

Establish/expand the Research and Technology Park on St. Croix.

■ **Criterion 6.1**

Pass legislation by 2002. First contacts with tenants in 2003. Achieved

The UVI Research and Technology Park (RTP) signed its first tenant, Crucian Global, and opened for business on the St. Croix campus in August 2003. The VI Government awarded the University $2.5 million to support start-up operations for the RTP.

The RTP made significant progress during FY 2004. Release of the $1.5 million appropriated for the Park's start-up operations has provided sufficient working capital that will be used to finance administrative operations for the next two years. The Park business plan was developed and title for one of two parcels of land was received. The Park's infrastructure plans are progressing and the Park's St. Croix office on the St. Croix campus is open for business.

Crucian Global has signed a joint partnership agreement with KD-Web (a web hosting company based in California) that provides capital and the support structures to facilitate achievement of the Park's major deliverables. In addition, the UVI RTP and the UVI Small Business Development Center (SBDC) are collaborating to introduce the Small Business Administrations' Small Business Innovation Research Program (SBIR) to the Territory.

Strategic Thrust 7

Community Engagement & Lifelong Learning

Create an organizational capability to engage in local consulting activities.

■ Criterion 7.1

Complete the integrated organizational structure by 2003. Achieved

The Community Engagement and Lifelong Learning Center (CELL) developed an integrated organizational structure to support UVI consulting activities, and in collaboration with Hezel Associates developed an institutional policy to support entrepreneurial activities.

■ Criterion 7.2

Contribute $35,000 in net revenues to the General Fund by FY 2004. Not Achieved.

■ Criterion 7.3

Increase the number of local consulting engagements to a minimum five per year, which will contribute $100,000 in net revenue by 2005. Not Achieved

■ Criterion 7.4

Contribute $65,000 in net revenues to the General Fund by FY 2005. Not Achieved.

CRITERIA 7.2, 7.3, AND 7.4 WERE NOT ACHIEVED PRIMARILY FOR THE FOLLOWING REASONS:

CELL was established in 2002. In order to provide start-up funding, CELL was included as part of the five-year Title III grant through the U.S. Department of Education. CELL was approved as one of the five initiatives sponsored under Title III, and was fully funded at $320,000 per year which covered all salaries and operating expenses. This funding allowed CELL to generate gross revenues. The assumption in use when criteria 7.2, 7.3, and 7.4 were established was that CELL would be able to generate sufficient revenues to contribute to the General Fund.

However, in February 2004, the U.S. Department of Education discontinued CELL from the Title III program. Simultaneously, the University was informed that all revenues generated by CELL while being supported with Title III funds were deemed 100% restricted and therefore considered Title III program income. This federal restriction stipulated that revenues generated by CELL had to be re-invested into the Title III program.

Additionally, the discontinuation of Title III funding (covering salaries and operating expenses) resulted in a funding gap for CELL. All revenues generated by CELL from February 2004 going forward were used to assist in closing CELL's funding gap. The remaining portion of the funding gap was subsidized through appropriations dollars.

Although not able to contribute to the General Fund between FY 2002 and FY 2005, CELL did generate over $500,000 in revenues through training, grants, consulting contracts, private donations, and management fees.

Strategic Thrust 8

Financial Diversity

Build a diversified financial base that balances operating funding needs against long-term financial requirements for sustainable growth.

■ Criterion 8.1

Contribute $240,000 from Annual Giving Fund to the General Fund for FY 2004. Achieved

■ Criterion 8.2

Contribute $360,000 from Annual Giving Fund to the General Fund for FY 2005. Achieved

Criteria 8.1 and 8.2 were achieved by moving some unrestricted donations from the Annual Fund to the General Fund and by attracting some restricted Annual Fund donations to support a number of operational projects which might otherwise have been supported by appropriation dollars. Those projects for FY 2004 and 2005 included the Accounting Summer Institute, Future Global Leaders, and the Virgin Islands Experimental Program to Stimulate Competitive Research (VI-EPSCoR).

■ Criterion 8.3

Reduce auxiliary subsidies by $565,000 for FY 2005.
Not Achieved

The University did achieve a reduction in appropriation subsidies for auxiliary services of $465,000 for FY 2004 and 2005, based upon recognition by the Board of Trustees' Finance Committee of the hybrid, multi-function nature of the Sports and Fitness Center (SFC). SFC has met its 25% revenue-generating requirement when the E&G functions are fully taken into account. The other auxiliaries are functioning at self-sustaining levels.

Strategic Thrust 9

Campus Restructuring

Reorganize/realign academic programs on both campuses to help the University become stronger, more efficient, and more competitive.

■ Criterion 9.1

100% of the programs should be aligned with the vision by 2004. Develop alignment criteria by 12/2002. Achieved

Efforts to align academic programs with the University's vision were started during FY 2003, along with the development of cost and revenue data by program. Based on criteria developed by a task force, all UVI programs were deemed aligned to the vision to offer programs supporting the social and economic transformation of the Territory. The data from this review was incorporated into the program rationalization initiative presented to the Board, as part of the academic restructuring plan, in October 2004.

■ Criterion 9.2

Restructure campus academic identities and realign and/or consolidate program offerings to reduce costs by $250,000 for FY 2005. Not Achieved

Moving to a fully activated, academic Provost's component, with a CEA on each campus for student affairs, operations, and security, as well as the change from six divisions/twelve chairs to five divisions/five chairs, provides a more efficient, competitive framework for continuously improving our academic programs. Restructuring was achieved by

the beginning of fall 2005; however, the timing of the implementation of academic restructuring (July 1, 2005) did not allow for complete realization of cost savings in FY 2005.

Strategic Thrust 10

Community Engagement & Lifelong Learning

Meet customer and territorial needs for non-degree and non-traditional programs.

■ Criterion 10.1

Increase the number of students enrolled in non-degree, non-traditional programs from sixty in 2002 to 300 by 2004. Achieved

CELL has consistently exceeded institutional targets and expectations for its growth and development. CELL's enrollment grew from sixty in 2002 to 658 in FY 2004, and by the end of FY 2005, approximately 1,500 students had participated.

CELL also made significant progress toward creating a consulting and professional services component. An assessment was conducted in 2004 during which more than thirty companies expressed an interest in consulting and other professional services. Several contracts were secured with a number of agencies including the Law Enforcement Planning Commission, Prosser ICC Foundation, and Department of Planning and Natural Resources.

The number and breadth of courses and programs offered by CELL has grown significantly. From offering only one course in 2002, CELL's program inventory grew to over 100 by FY 2004. Partnering with an online training company in FY 2005, CELL is scheduled to offer online courses for eighty new programs, spanning five disciplines. To affirm its program quality and enhance marketability, CELL was accredited by the International Association of Continuing Education and Training (IACET), and captured the American Management Association (AMA) franchise for the Eastern Caribbean and Puerto Rico.

During FY 2005, CELL, in collaboration with members of the Virgin Islands healthcare community, launched an initiative to train home healthcare workers. To date, thirty

students have been trained territory-wide. The Governor also designated CELL to manage the Occupational Safety and Health Assistance (OSHA) technical support and consultation program for Virgin Islands businesses.

CELL's impact on the community has been highly visible in both the private and public sectors. This is a valuable asset to the University's image and reputation. It is clearly a growth area for UVI with respect to revenues and services. Challenges and opportunities will continue as the University attempts to develop and grow synergistic interactions between traditional academic programs and CELL.

Strategic Thrust 11

Campus Restructuring

Develop unique programmatic identities for each campus.

■ Criterion 11.1

Each campus will be identified with at least three unique programs or Centers of Excellence. Achieved

The unique program or Center of Excellence is defined by looking at the resource/demand relationship for particular programs on each island. On St. Croix, the three unique programs are the Associate of Applied Science (A.A.S.) in Process Technology, agricultural research in aquaculture and selected tropical livestock, and the Reserve Officer Training Corps (ROTC) program. On St. Thomas, the three unique programs are marine biology, pre-engineering and pre-medical school programs, and the journalism component of the Communication Studies degree. Efforts to market these unique campus programs will be accelerated as part of VISION 2012.

Strategic Thrust 12

Student Retention

Improve the student's educational experience through enhanced advising, academic support, student services, financial support, and campus life initiatives.

■ Criterion 12.1

Initiate in FY 2002 a program assessment strategy. Achieved

In FY 2002, UVI engaged a consultant to develop the parameters for program assessment, and a first set of program assessments was conducted in the six academic divisions. These assessment parameters included, but were not limited to, credit hour production by faculty and program; revenues generated by course, program, and campus; and costs expended per program by campus. As the University moves forward under VISION 2012, these data will be utilized to continuously enhance the operational efficiency and effectiveness of all educational programs.

■ Criterion 12.2

Develop a tool to measure student satisfaction by spring 2002. Achieved

The Office of Institutional Research developed and implemented internal surveys to measure student satisfaction. These surveys targeted freshmen and seniors. Survey results indicated the need to conduct further research utilizing nationally-oriented instruments (e.g., Noel-Levitz) to gain a more comprehensive assessment of student perceptions of institutional strengths and areas in need of improvement.

■ Criterion 12.3

Initiate academic support and student services assessment plan of action for FY 2004. Achieved

Utilizing consultants, outside reviews and action reports were conducted and completed. Operational examinations were conducted for the Enrollment Management division, the Human Resources Office, and the post-award grants management process. Action reports were prepared and the results used within the University to determine effective strategies for enhancing the level and quality of support and services provided.

■ Criterion 12.4

Measure student satisfaction using multiple approaches for FY 2005. Achieved

During FY 2005, the University conducted several surveys to assess student satisfaction, including the Noel-Levitz

Student Satisfaction Survey and the National Survey on Student Engagement (NSSE).

These processes allowed UVI to better assess and examine student attitudes and perceptions of institutional strengths and challenges with a variety of measures. All of the surveys have highlighted that the University must focus more on the student learner, a necessity that will be addressed in VISION 2012.

■ Criterion 12.5

Increase freshman to sophomore retention rate from 63% in 2001 to 80% for FY 2006. Not Achieved

The retention rate for first-time, full-time freshmen is now 72%, up from 56% in 1999. This retention rate is significantly higher than the national average (40% - 45%) for four-year public universities, and compares favorably with UVI's peer institutions (68%), and peer HBCU's (69%). Several strategies have been implemented to enhance student success and bolster retention. These include peer support services, mandatory freshmen seminars, academic services, psychological assessments and referral services, and online tutorial support. Efforts to enhance the retention rate will continue as part of VISION 2012. (The Planning Committee of the Board had several discussions regarding the 80% retention goal for first-time, full-time freshmen and acknowledged that UVI's freshman retention rate compares favorably with other institutions. Their informal conclusion was that a long-term goal of 80% is unnecessarily ambitious.)

Strategic Thrust 13

Enrollment Management

Increase enrollment by balancing the student compositions to achieve revenue generation targets.

■ Criterion 13.1

Targeted population enrollments will increase by 10% for fall 2002 and by another 10% in fall 2003. Not Achieved

Enrollment increased by 10% and 7.8%, respectively, for fall 2002 and fall 2003. The student headcount was 2,519 for 2002 and 2,715 for 2003.

■ Criterion 13.2

Increase graduate class size from nine in 2001 to twelve in fall 2002. Not Achieved

Since fall 2000, graduate student enrollment increased from to 154 to 207 for fall 2005, a 34% increase. However, the average graduate class size did not increase, primarily due to an increase in the number of classes offered and low enrollment in the Master of Arts in Public Administration (M.P.A.) program.

■ Criterion 13.3

Increase contribution to total revenues from tuition and fees to at least 20% by FY 2005. Achieved

The University has made progress increasing tuition and fees. As a contribution to total operating revenues, tuition and fees increased from 20.97% in FY 2000 to an estimated contribution of 23.89% for FY 2005. Rates for tuition and fees were increased by 10% in 2004 and 2005.

■ Criterion 13.4

Increase enrollment by a minimum of 5% for fall 2004 and fall 2005, respectively. Not Achieved

Enrollment for fall 2004 and fall 2005 declined by 5.5% and 6%, respectively. The total headcount for fall 2004 was 2,565 with a Full-time Teaching Equivalency (FTE) of 2,158 and credit hours of 25,525. For fall 2005, enrollment was 2,392, a 7% decline over 2004. The FTE was 2,056, and credit hours were 24,312—a decline of 5% for both categories over fall 2004. An action plan for enhancing enrollment in the future will be forthcoming.

■ Criterion 13.5

Increase revenue contribution from tuition and fees by $1.06 million for FY 2005. Achieved

Since fall 2000, the University realized a $1,063,976 increase in revenues from tuition and fees. This revenue gain was largely attributed to a 10% tuition rate increase and varying increases in University fees that became effective January 2004 and August 2005. Tuition and fee revenues for 2005 are estimated at $8.6 million, a 12.4% increase over FY 2004.

Faculty/Staff Hiring & Retention

Improve the University's ability to attract and retain faculty and staff by enhancing the work experience, opportunities for professional development, and satisfaction.

■ Criterion 14.1

Identify benchmark institutions by 12/2002. Achieved

Twenty-one benchmark institutions were identified for comparative purposes based on size of enrollment, public/private status, Carnegie classification, and other similarities to UVI. The benchmark institutions are Albany State University, Alcorn State University, Coppin State University, Delaware State University, Eastern New Mexico University–Main Campus, Elizabeth City State University, Fort Valley State University, Francis Marion University, Inter American University of Puerto Rico, Kentucky State University, Mississippi University for Women, Mississippi Valley State University, Savannah State University, Sul Ross State University, Texas A & M International University, University of Guam, University of Hawaii–Hilo, University of Texas of Permian Basin, UNC–Pembroke, and Winston-Salem State University.

■ Criterion 14.2

Initiate a faculty and staff satisfaction and performance measurement program by 2003. Not Achieved

A survey of faculty and staff satisfaction was conducted in 2003. The survey found that "employees are very pleased with many aspects of the University; however, they would like to see the compensation system improved based on merit, fairness, and competitiveness." A faculty and staff satisfaction and performance measurement program, however, has not been established.

■ Criterion 14.3

Develop a plan in FY 2004 for Board of Trustees review and approval to award a salary increase or a bonus to faculty and staff for FY 2005. Achieved

Because of deteriorating financial conditions between January and March 2005, the President presented a number of options to the Board in March 2005 for the purpose of enhancing morale and support for University faculty and staff. Following the review of several compensation options, the President recommended and the Board approved a proposal that would pay merit awards in a one-time, lump sum payment using the Quasi-Endowment as the funding source. This decision has allowed faculty and staff to feel more valued within the University community. Since then, the University has institutionalized the Compensation Committee and new policy guidelines are being drafted.

■ Criterion 14.4

Revise the performance evaluation system for enhanced assessment of human resources for FY 2005. Not Achieved

In FY 2005, the University approved a new five-point performance rating system to replace the previous four-point rating system. The Board of Trustees also approved a resolution that removed the merit award system from the performance evaluation system and proposed the development of a new incentive award program that will be linked to achievement of strategic plan goals as outlined in VISION 2012. A set of policy recommendations and a new incentive award program are currently under development to address cost of living (COLA), market, and equity adjustments.

Academic Quality

Ensure that the academic quality of UVI Programs is equal to a comparable group of competitive institutions.

■ Criterion 15.1

Implement Comprehensive Outcomes Assessment Program to sustain accreditation and enhance educational (student learning) and institutional effectiveness for FY 2004. Achieved

Launched in January 2004, the Comprehensive Outcomes Assessment Program focuses on enhancing institutional

effectiveness/performance and student learning outcomes in compliance with the Characteristics of Excellence accreditation standards mandated by the Middle States Commission on Higher Education. A number of initiatives were implemented to enhance institutional effectiveness as part of this program. An example of an initiative to impact student learning was an online tutorial for nursing students to help increase their success rate on the nursing licensure exam.

UVI began assessing student learning outcomes during spring 2004. Each academic division developed assessment plans and began collecting data during the spring 2004 semester.

■ Criterion 15.2

Build and strengthen Institutional Research Office capabilities for FY 2004. Achieved

The Office of Institutional Research and Planning, under new leadership since March 2004, has strengthened the University's capacity and systems to facilitate the collection and analysis of data to support planning, budgeting, and decision making.

■ Criterion 15.3

Increase success rates of UVI graduates on post-graduate tests by FY 2004. Not Achieved

Post-graduate tests refer to licensure and qualifying graduate exams for graduates coming out of professionals programs. UVI nursing graduates are required to take a post-graduate test to validate their competencies. The pass rate for UVI nursing graduates taking the National Council Licensure Examination (NCLEX) in 2004 was 100%. The only other professional program whose graduates take post-graduate tests is accounting, for which students can elect to take the CPA exam. However, without baseline data for CPA success rates, results could not be measured.

■ Criterion 15.4

Improve student perceptions of academic quality from fair to 80% good for FY 2005. Not Applicable

This criterion is noted "not applicable" by the Board. Historically, student perceptions of academic quality have

been good to very good based on internal studies—not "fair" as stated in the original criterion.

During FY 2005, two national surveys were conducted that reaffirmed students' perceptions of academic quality. According to the National Survey on Student Engagement (NSSE), 84% of seniors and 73% of freshmen ranked their educational experience at UVI between good and excellent. The Noel-Levitz student satisfaction survey noted several areas of strength relative to instructional effectiveness. Those areas included faculty knowledge, quality of instruction, commitment to academic excellence, and course content. Areas of challenge included variety of courses offered and faculty concern for the individual. A complete review of the Noel-Levitz survey results is available online at http://faculty.uvi.edu/iresearch/SurveyReports/Noel-Levitz.pdf. [Also see 2002 Cooperative Institutional Research Program (CIRP) Freshmen Survey and 2002 UVI Exit Survey at http://faculty.uvi.edu/iresearch/surveys.htm.]

■ Criterion 15.5

Develop mechanism for monitoring UVI graduates' success entering graduate programs for FY 2005. Achieved

The University used the National Student Clearinghouse (NSC) system to track the number of UVI graduates entering graduate or professional schools throughout the United States as part of its annual Title III funding application process. Following an assessment of the NSC's effectiveness, this approach is being considered for long-term use by Institutional Research and Planning.

Strategic Thrust 16

Process Redesign

Reengineer and reorganize work processes and organizational functions using information technology to generate cost savings of $300,000.

■ Criterion 16.1

Develop an operational productivity measure by the end of 2002. Not Applicable

The Planning Committee of the Board of Trustees agreed that this criterion was not appropriate, and that instead,

the University would develop multiple measures to assess operational levels of productivity throughout the institution.

■ Criterion 16.2

Realize cost savings of $120,000 for FY 2004 and $180,000 for FY 2005. Not Achieved

No significant cost savings have been realized due to the untimely death of the administrator leading this project. The redesign efforts initiated in 2004 were procurement, human resources appointment, and student communications. These initiatives and the redesign of other administrative and student support services are key objectives in VISION 2012, and will move forward under the leadership of the Vice President for Information and Technology Services in collaboration with the Provost, Campus Executive Administrators, and Vice President for Administration and Finance.

Strategic Thrust 17

Teaching & Learning

Improve student learning through integration and utilization of technology in the teaching process.

■ Criterion 17.1

Revise the Computer Literacy Exam (CLE) for FY 2004; implement a new CLE for FY 2005. Not Achieved

The Academic Technology Committee successfully developed a revised approach to the Computer Literacy Exam (CLE) and associated learning support. However, the lack of a decision regarding organizational responsibility for implementation has delayed approval by the Curriculum Committee. The goal remains for the University to implement a CLE based on best practices and current research that will shift the approach from self-paced learning to a pace that is more proactive in making students proficient in the use and understanding of information and communication technologies. Implementation of the new exam and learning support will be scheduled following approval of the new regulation and supporting training.

■ Criterion 17.2

Continue the integration of IT skills application across the curriculum as part of assessment of student learning outcomes for FY 2005. Not Achieved

As the use of technology across the curriculum increases, students will be required to gain proficiency in the use of basic software applications for word processing, email, and Microsoft PowerPoint, as well as proficiency in navigating the University's web-based learning system, Blackboard. In response to the increased learning requirements for students and the need for faculty to be more adept at infusing technology into instruction, a training program in Blackboard and other technologies was piloted during the 2004-2005 academic year. The experience gained from this training program is guiding the reorganization of technology and library components to focus resources on professional development for faculty. This resource center will provide self-paced, web-based learning, required training sessions in the new library computer labs, and stronger integration of information and computer literacy across the curriculum, in cooperation with the Library Services component. Overall, this collaboration is one of many initiatives being implemented to support the enhancement of teaching and learning at the University.

■ Criterion 17.3

Continue the enhancement of faculty IT skills and use of technology in teaching strategies for FY 2005. Achieved

Faculty members continue to increase the use of information and communication technology in courses taught. Six "Smart Classrooms" were created in spring 2005, and six additional rooms will be outfitted by the beginning of fall 2006. These classrooms provide faculty with state-of-the-art presentation software, which is essential to weaving technology into the everyday classroom. In support of these efforts, extensive training in the use of Blackboard was provided to faculty during the 2004-05 academic year. This training allows faculty members to use the web to communicate and interact with students and to provide course materials online. To date, approximately 80+ courses include Blackboard components and are actively utilizing web-based information technology as part of the learning process. In addition, the 2005 Faculty Development Institute included a number of sessions on Technology and Pedagogy.

Strategic Thrust 18

Physical & Technological Resources

Upgrade the University's physical and technological assets to augment the achievement of institutional goals.

■ Criterion 18.1

Identify deficiencies in relationship to the Plan 2000 initiatives by 4Q2002. Achieved

Gaps in the University's physical and technological assets were identified by the then Chief Information Officer (CIO) and integrated into Plan 2000–2005 by the Strategic Plan Steering Committee.

■ Criterion 18.2

Implement capital projects to relieve physical plant constraints as funding becomes available. Achieved

Through the successful sale of $21 million in Series A Bonds, the University has $19 million to support Phase II Capital Projects for St. Croix and St. Thomas, as outlined in the Master Plan. The implementation schedule has been developed and projects are being implemented.

■ Criterion 18.3

Develop a technological infrastructure plan to use in academic training and to optimize operational efficiencies for FY 2004. Not Achieved

A preliminary Strategic Technology Plan was developed in FY 2004 based on an internal evaluation of operational issues and an external assessment on the capabilities of UVI's network. The Technology Plan was not finalized due to the untimely death of the CIO who was responsible for its development.

Conclusion

The activities UVI has engaged in as a result of the 2000-2005 Strategic Plan have strengthened the University as a collaborative community.

The lessons learned from the creation, enactment, and completion of this Plan have prepared the UVI community for the initiation of VISION 2012. The matters of continuing interest noted below have been incorporated into VISION 2012.

Matters of Continuing Interest
- Enhancing enrollment
- Enhancing academic quality through program rationalization
- Improving compensation to enhance recruitment & retention of staff/faculty
- Reengineering work processes for greater efficiency & effectiveness

- Strengthening educational and institutional effectiveness
- Improving assessment of student learning outcomes
- Reducing operational costs for enhanced efficiencies
- Expanding CELL to meet territorial training needs
- Redesigning information technology infrastructure

The achievements realized between 2002 and 2005, under the guidance of the 2000-2005 Strategic Plan, have better positioned UVI to move forward and become an exceptional U.S. institution of higher education dedicated to student success, committed to excellence, and pledged to enhancing the social and economic transformation of the U.S. Virgin Islands.

The journey ahead

As we begin to implement a new strategic plan, VISION 2012, we can look back with pride to the guidance provided by this five-year plan. It laid the groundwork for us to reach further and expect more of the journey ahead. Thanks to that hard work, we can envision the next step—to become an exceptional U.S. institution of higher education dedicated to student success, committed to excellence, and pledged to enhancing the social and economic transformation of the U.S. Virgin Islands—because of the foresight of those who came before us.
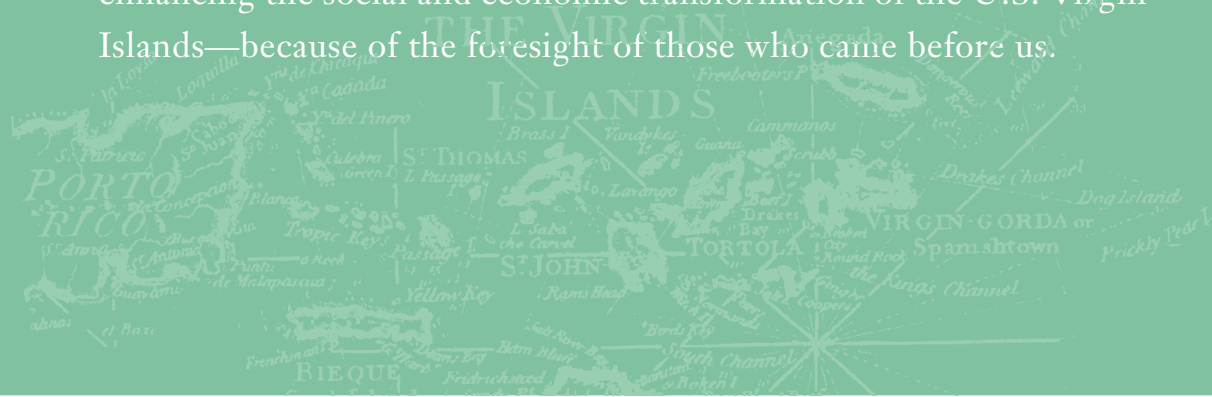
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