University of the Virgin Islands

St. Thomas, VI

SUMMATIVE EXTERNAL EVALUATION REPORT
TITLE III/INSTITUTIONAL AID PROGRAMS
STRENGTHENING HISTORICALLY BLACK COLLEGES
AND UNIVERSITIES PROGRAM
FY 2002-07

Submitted by:

DR. HAYWOOD L. STRICKLAND, PRESIDENT
ASSOCIATES FOR INSTITUTIONAL DEVELOPMENT, INC.
P.O. BOX 569
RED OAK, GEORGIA  30272
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INTRODUCTION

Title III of the Higher Education Act of 1965, as amended, authorizes grants to developing institutions in the areas of faculty and curriculum development, administrative and fiscal improvement, development capability, and student services. The University of the Virgin Islands was awarded a five-year (2002-2007) grant in the Strengthening Historically Black Colleges and Universities Program. This concludes the final year of the grant cycle. In keeping with its commitment to accountability, the University decided to have its program evaluated by a team of external evaluators to determine program consonance with the stated objectives and with federal regulations and guidelines. Utilizing a bid process, the University selected Associates for Institutional Development, Inc., Red Oak, Georgia, to conduct a summary evaluation of the grant period. This report represents the findings of that visit. The evaluators were as follows: Dr. Haywood L. Strickland, President, Associates for Institutional Development, Inc., Red Oak, Georgia; Dr. Glenda Carter, Executive Vice President, Wiley College, Marshall, Texas; and Mr. Michael Williams (JD), President, Sapphire Consulting, Christiansted, Virgin Islands. None of these consultants had other professional engagements or relationships with the University. The evaluation was conducted May 6-8, 2007.

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 Title III activities in relation to its stated objectives, milestones and performance evaluation measures.

2. Assess the internal monitoring procedures used by the Title III Director and the University to plan, manage and evaluate the total Title III 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 documentation would be
needed to carry out the evaluation efforts. 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 which formed the basis of this evaluation.

**The Evaluation Model**

In assessing the Title III 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 Title III 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 Title III grant period.
- Institutional goals over the current academic year.
- Specific objectives over the Title III 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.

Needs Assessment

A variety of procedures and studies was used at the beginning of the University’s involvement in Title III to determine the needs of students, faculty and administration. These processes have provided an ongoing needs assessment capability for subsequent Title III requests. Examples of the methodologies used are listed below:

- Studies of student performance and persistence;
- Discussions about the curriculum and academic programming;
- Classroom observations and reports;
- Studies of the University’s administration and management;
- The use of comprehensive long-range planning studies;
- Annual Reports of the University and various fiscal reports.

Documentation was provided to verify the fact that the University’s constituencies (faculty, staff, administration, and alumni and local community representatives) impacted the needs assessment process.
The evaluators concluded that the Title III Program Activities at the University of the Virgin Islands are well administered and coordinated.

The schedule reflects the on-site visit of the evaluation team, as they conducted interviews, examined records and reports, and observed demonstrations and inspected various project sites in campus.

The evaluation ratings 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% measure
4. Performance within 100% of measure
5. Performance exceeds measure by more than 10%
## STATEMENT OF FINANCIAL ACTIVITY

### TITLE III FINANCIAL ACTIVITY

**FOR FISCAL YEARS 2002-2007**

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Original Budget</th>
<th>Budget increase or Decrease ()</th>
<th>Adjusted Budget</th>
<th>Expenditure</th>
<th>Carryforward</th>
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<td>Budget</td>
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<td>(2,422)</td>
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<td>483,974</td>
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<td>*Community and Personal Development</td>
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<td>*This project was cancelled by USED in February, 2005</td>
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<td><strong>Title III Project Administration</strong></td>
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<td>138,978</td>
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<td><strong>2005-2006</strong></td>
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<td>Enabling the Effective Use of Technology</td>
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<td>Title III Project Administration</td>
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<td>Sponsored Programs</td>
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<td>Institutional Research &amp; Planning</td>
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<td>100,676</td>
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<td>Institutional Advancement</td>
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<td>1,729,401</td>
<td>1,440,754</td>
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**NOTE:** 2006-2007 EXPENDITURE IS AS OF JUNE 7, 2007
University of the Virgin Islands
Summative External Evaluation
June 6-8, 2007

Associates for Institutional Development, Inc.
Dr. Haywood L. Strickland, President
Team Chair

Dr. Glenda F. Carter     Mr. Michael Williams, J.D.
Executive Vice President  Sapphire Consulting
Wiley College              Christiansted, Virgin Islands
Marshall, Texas

Schedule

Tuesday, June 5, 2007
Team Arrives
Team Dinner

Wednesday, June 6, 2007
Campus Arrival

9:30 a.m.         Meeting with Title III Director and Staff/
                  Review of Materials
                  Library Conference Room (L-206)

10:30 a.m.        Entry Conference UVI Activity Directors
                  Chase Auditorium (B-110)

12:00 p.m.        Lunch

1:30-4:30 p.m.    Interviews
                  Enabling Technology- Mr. Williams
                  Library Conference Room (L-206)
                  Institutional Advancement –Dr. Carter
                  L-209

4:30 p.m.         Team Meeting
                  Library Conference Room (l-206)

5:00 p.m.         Return to Hotel
Thursday, June 7, 2007

8:30 a.m.   Arrive on Campus

9:00 a.m.   Interviews
    Program Administration – Dr. Strickland
    Library Conference Room (l-206)

    Retention (w/ J. Edwin) – Mr. Williams
    l-209

    Outcomes Assessment (w/ L. Hudspeth) - Dr. Carter
    Faculty Resource Center

12:00 p.m.   Lunch

1:30 p.m.   Retention (w/ J. Lovern & P. Abney)
    Library Conference Room (L-206) - Dr. Carter
    Sponsored Programs – Mr. Williams
    L-209

    Interviews Continued as needed
    Mr. Williams, Dr. Carter, and Dr. Strickland

4:30 p.m.   Team Meeting

5:00 p.m.   Return to Hotel

Friday, June 8, 2007

9:00 a.m.   Interviews
    Outcomes Assessment/ Inst. Effectiveness
    Library Conference room (l-206) – Dr. Carter
    Follow-up as needed

11:00 a.m.   Exit Conference
    Library Conference Room (l-206)
PROGRAM ADMINISTRATION

Introduction

Program Administration provides staffing for the ongoing programmatic, fiscal monitoring and evaluation of the Title III funded activities at UVI. Daily oversight and management is entrusted to the Title III Coordinator, who also serves as Assistant Director of Sponsored Programs. This individual, Mr. Dayle Barry, commits 85% of his time to administration. He reports to the Director of Sponsored Programs who in turn reports through the Vice Provost for Research and Public Service to the Provost to the President. Although Mr. Barry does not report directly to the President, he submits quarterly reports to her and meets with her directly as needed. He reviews Title III activities with her and receives her input and direction for program inclusion and implementation. Staff also includes a Grants Administration Specialist (85% time) who assists in the day-to-day monitoring activities. General oversight is provided by the Director of Sponsored Programs aided by a Grants Accountant whose salary is supported 100% by the Title III program under the Sponsored Programs project. That person is responsible for maintaining accounting records for the Title III program and several other federal grant programs.

The staff was also responsible for corresponding with the Department of Education and grants officers on matters related to successful program implementation. Specifically, Program Administration had the responsibility to (1) assure the projected activities are carried out as stipulated in the Comprehensive Development Plan and the Revised Plan of Operation; (2) facilitate the maximum impact of the activities on the University’s mission and goals; (3) serve as institutional spokesperson for the Title III Program; (4) Implement monitoring and evaluation activities; and (5) Insure fiscal integrity.

Written policies and procedures were developed and implemented in order to insure that grant terms and conditions were followed properly in keeping with EDGAR’s regulations and policies, institutional directives and with the policies of the government of the Virgin Islands.
The Coordinator and the Grants Specialist meet on a regular basis with activity directors, monitor and review fiscal expenditures, prepare required reports, and maintain administrative oversight to help ensure that program activities comply with grant conditions, rules and regulations.

The goals for the project as it nears the end of the fiscal year include:

1. Ensuring that the rate of unspent funds at the end of the fiscal year does not exceed 22% of the 2006-07 project ward
   - In process;

2. Upgrading staff skills by providing at least 20 hours of grants management/sponsored projects administration training to Title III Project Administration staff by September 30, 2007
   - In process;

3. Establishing, by June 29, 2007, a plan that will guide the use of Title III dollars awarded to UVI for the five-year cycle, October 1, 2007 through September 30, 2012
   - Completed;

4. Contracting for and completing an internal evaluation of the UVI Title III program by September 30, 2007
   - Completed- This objective was changed so that the University could execute an external evaluation. This report reflects that decision;

5. Fully expending any Carry Forward funds from Year 3 of the current 5-year cycle that are unspent by the end of the 2005-06 grant year
   - Completed; and

6. Complying with all submittal deadlines established by the US Department of Education
   - Completed, Ongoing.

The criteria functions for evaluation of Program Administration were as follows; (1) coordination function; (2) liaison function between the University and the U.S. Department of Education; (3) fiscal control of Title III funds; and (4) conducting internal and external evaluations.
A. **Coordination**

Program Administration was responsible for the coordination of all aspects of the Title III Program. Coordination activities include monitoring, responding to requests, insuring effective communication and general oversight. The Title III Polices and Procedures Manual facilitated the implementation of project activities and provided the parameters for the activities. Regular meetings were conducted to keep activity directors aware of current regulations and changes within the Title III Program. Minutes of the meetings were available for review. Oral and written reports are required from each of the Title III activities on program progress at the quarterly meetings. Reports were on file.

The Coordination staff was available to assist activity personnel to facilitate project success. Regular correspondence was continued between the various publics served by the Title III program.

*Function Rating: 4.5*

B. **Liaison Function**

The Coordinator serves as the designated official liaison to represent UVI in matters with the U.S. Department of education regarding the Title III Program. The evaluator examined records to verify that this function is executed in a quality manner. The information reviewed clearly indicates that all program changes were officially requested and approved for the activities involved. The files and records containing documentation with respect to Title III regulations were examined and found to be appropriate. The Title III staff represented the University in all meetings and activities that required interpretation of the program to various publics. Title III related meetings were attended by the Coordinator on behalf of the University when such meetings were held. Four persons including the
Function Rating: 4.5

C. Fiscal Function
Program Administration provided overall supervision for this function and signed off on requisitions, etc. as amended as mandated. The day-to-day fiscal monitoring is the responsibility of the Grants Specialist and the Grants Accountant. They review all documents for accuracy in budgeting and expenditures and employ a pre-encumbrance system to be sure that categories are not overspent. Staff also works with the university fiscal office on reconciliations. Staff checks and approves all personnel action forms for Title III funded staff, conducts conferences with activity directors on budget and grant procedures, reviews and processes requisitions, travel requests, etc. and helps prepare fiscal reports.

Functional Rating: 4.5

Evaluation Function
Program Administration is responsible for ongoing monitoring and evaluation of Title III activities. Documentation verifies that the monitoring activities were executed as planned. Internal evaluation was more informal. After a failed attempt to have an internal research unit perform an internal evaluation of the UVI Title III program, the University decided not to have a designed internal evaluation. Following a prescribed bidding process, UVI selected Associates for Institutional Development, Inc. Red Oak, Georgia to conduct the Summary Title III External Evaluation. This report reflects that activity.

Rating: 4.0
**Other activities in support of the objectives**

**Travel**

### 2004-2005

<table>
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<tr>
<th>Name</th>
<th>Description/ Reason for Travel</th>
<th>Date of Travel</th>
<th>Location</th>
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<tbody>
<tr>
<td>Jarelle A. Berkeley</td>
<td>To attend the Management Concepts’ training course “Uniform Administrative Requirements for Grants :OMB 102 and 2 CFR Part 215</td>
<td>9/18/05-9/21/05</td>
<td>Atlanta, GA</td>
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<td>Dayle Barry</td>
<td>To attend the Management Concepts’ training course “Grants and GPRA Performance Based Approach to Federal Assistance”</td>
<td>5/22/05-5/25/05</td>
<td>Washington, DC</td>
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<tr>
<td>Dayle Barry</td>
<td>To attend the 2005 Project Directors Technical Assistance Workshop</td>
<td>6/21/05-6/25/05</td>
<td>Atlanta, GA</td>
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<td>Joan Ephraim</td>
<td>To attend the 2005 Project Directors Technical Assistance Workshop</td>
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### 2005-2006

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<td>Dayle Barry</td>
<td>To attend Management Concepts’ training courses “Understanding National Policy Requirements’ and “Business Management Systems for Recipients”</td>
<td>1/29/06-2/2/06</td>
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<td>Jarelle A. Berkeley</td>
<td>To travel to the St. Croix campus to conduct Title III Inventory</td>
<td>5/3/06</td>
<td>St. Croix</td>
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<td>Dayle Barry</td>
<td>To attend the 2006 Project Directors Technical Assistance Workshop</td>
<td>6/26/06-7/1/06</td>
<td>Atlanta, GA</td>
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<tr>
<td>Jarelle A. Berkeley</td>
<td>To attend the 2006 Project Directors Technical Assistance Workshop</td>
<td>6/26/06-7/1/06</td>
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Jarelle A. Berkeley  
To attend the Management Concepts’ Training course “Cost Principle A-21”  
7/11/06-7/14/06  
Washington, DC

Dayle Barry  
To attend the National HBCU Week Conference  
9/10/06-9/17/06  
Washington, DC

### 2006-2007

Dayle Barry  
To attend the Management Concepts’ training course “Federal Assistance Law”  
5/20/07-5/24/07  
Washington, DC

Dayle Barry  
To attend the 2007 Project Directors Technical Assistance Workshop  
6/24/07-6/28/07  
Washington, DC

Jarelle A. Berkeley  
To attend the 2007 Project Directors Technical Assistance Workshop  
6/24/07-6/28/07  
Washington, DC

Jarelle A. Berkeley  
To attend the Management Concepts’ training course “Applying for Federal Grants and Cooperative Agreements”  
2/25/07-2/28/07  
Atlanta, GA

Jarelle A. Berkeley  
Planned-Title III Meeting  
6/24/07-6/27/07  
Arlington, VA

**Problems Encountered**

Four challenges were discussed with the interviewees by the evaluators:

1. Need for travel funds to monitor the St. Croix campus. Funds were not included in 2002-2007 grant cycle. They are projected in the 2007-2012 grant proposal.

2. Inventory Control. There was a problem with the inventory not being logged in when received by the University. Title III has developed its own system which it awaits institutional action in this regard.
3. Training of personnel. Cross training is needed because most persons have only worked on the Islands or at UVI.

4. Having participants understand clearly allowable and unallowable costs. Title III staff has begun ongoing sessions on this issue.

**Program Impact, Conclusions, Recommendations**

Title III has had a discernible impact on UVI. Funds have been used to supplement University funds in addressing several critical issues facing the University. It is clear that Islands resources are not adequate to support the University’s efforts to insure a quality education for its students. The University and the Title III staff are to be commended on the excellent manner in which Title III funds have been administered. The University received a site visit by USDE official Sandra Steed in 2005. All of her findings have been addressed. The University has taken steps to insure there will be no repeat findings.

Recommendations are inherent in section of Problems Encountered.

**Persons Interviewed**

Mr. Steve Goode, Director of Sponsored Programs

Mr. Dayle Barry, Title III Coordinator and Assistant Director of Sponsored Programs

Mr. Jarelle Berkley, Grants Administration Specialist

Ms. Joan Ephraim, Grants Accountant

**Documents Reviewed**

Plan of Operation

Budgets

Financial Statements

Policies and Procedures Manual

Time & Effort Reports

Travel Reports

Monitoring Reports

Quarterly Reports
Inventory
Annual Performance Reports
Site Visit Report
Correspondence
ENABLING THE EFFECTIVE USE OF TECHNOLOGY

Introduction

The purpose of this activity is to enable the University of the Virgin Islands’ ("UVI") faculty and staff to make effective use of available technologies to enhance teaching and learning, and to support excellence in student services. The primary areas of concentration for the 2004-05 grant period included the addition of “smart classrooms,” increasing the use of Course Management systems, support for upgrading Administrative Computing Resources, and upgrading key faculty and support staff essential for the effective implementation of this project. The primary areas of concentration for the 2005-06 grant period included the enhancement of the Banner Enterprise System to better meet student needs, the development of a faculty training program to increase the use of technology in the curriculum, the expansion of available electronic information for students, upgrading the infrastructure for videoconferencing capabilities, and the investigation and planning for the implementation of wireless access points to facilitate student access to the University network. The primary areas of concentration for the 2006-07 grant period include providing 24x7 learner access to UVI’s information system by September 2007, increasing faculty use of technology in the classroom by 20% by September 2007, and providing web accessible access to the electronic library resources to faculty and learners by September 2007. The goal of enabling the University’s faculty and staff to make effective use of technology added a new dimension in 2006-07. The creation of a professional Help Desk software added new user support approaches to this activity.

Program Changes

There were no program changes in this activity for the period of time that its current Director has been serving in this capacity (2005-06 and 2006-07).
**Funding Levels**

Available funding for this activity over the grant periods 2004-05, 2005-06, and 2006-07 were as follows:

- 2004-05 funding level was $610,539
- 2005-06 funding level was approximately $920,000
- 2006-07 funding level was approximately $871,000

**Stated Objectives and Corresponding Degree of Achievement**

The stated objectives for this activity for grant periods 2004-05 through 2006-07 with their corresponding degree of achievement are as follows:

**Objective 1:** Maintain and upgrade video conferencing facilities and support activities

**Status:**

Key teleconference users reported increased levels of satisfaction via room logs and surveys. The facilities were upgraded and are being maintained.

**Rating:** 3.0

**Objective 2:** Increase the use of Course Management systems in the teaching and learning process to enhance the student experience, assist in program/campus rationalization, and strategically grow our distance learning portfolio.

**Status:**

249 teachers are able to utilize “Blackboard”. Additionally, there are now 437 courses in Blackboard. Blackboard is an on-line device that facilitates teacher-student interaction by allowing the instructor to maximize classroom time and by allowing for on-line discussion of course material. There are now 11 videoconferencing classrooms
being offered—five (5) on the St. Thomas Campus and six (6) on the St. Croix Campus. The camera and sound system have been upgraded and the “Desktop” support has been implemented. To further this objective, UVI has offered videoconferencing training in conjunction with the University of Alaska at Fairbanks.

**Rating:** 4.0

**Objective 3:** Support upgraded Administrative Computing Resources with adequate personnel and equipment to maximize business efficiency, effectiveness, communications and student information.

**Status:**

This activity has been able to reduce the timeline on functions from the banner system to the Business Office. A staff with senior skills, including business process re-engineering has been identified. If employed, this individual will improve the “functionality” of the banner system.

**Rating:** NR

**Objective 4:** Faculty and staff computers in key areas will be upgraded to be capable of running current software. Central support tools will be licensed to increase remote support by technical areas.

**Status:**

As of the reporting of this activity, some of the upgrades had not taken place. However, Microsoft Office and some other software (i.e. SPSS) were licensed in order to standardize their use across the institution.

**Rating:** 3.0
**Objective 1:** Maintain and upgrade Video Conference facilities and media center

**Status:**
A total of $94,482 was spent on equipment to upgrade facilities in the university’s videoconferencing facilities and inter-island connectivity. Video conference classes and meetings were supported throughout the spring and fall semesters, with Media Center staff providing training in the use of the facilities to faculty and staff.

**Rating:** 4.0

**Objective 2:** Create a robust, central Help Desk with current tools to support users of technology

**Status:**
Help Desk software will facilitate web services by acquisition of the right research tools, by adopting a true Call Center approach, by staffing, and by increasing user communications. It will also provide tools to support and maintain web services and to support analysis for continuous improvement in quality and benchmarking.

**Rating:** 4.0

**Objective 3:** Implement new courseware development, enhance software, and convert existing courses.

**Status:**
There are currently 437 courses in Blackboard. The “Discussion” feature within this software allows for on-line discussion of material from a course. Consequently, students need not be in the classroom.

**Rating:** 3.0
**Objective 4:** Increase the use of technology in the teaching and learning processes, in the business of the university to maximize efficiency and enhance the student experience, and in faculty-staff familiarity and comfort with technology.

**Status:**
As noted before, there are currently 437 courses in Blackboard and 249 faculty members capable of utilizing the software. There are currently 16 smart classrooms. The implementation of “TouchNet” will enable UVI students to make payments on-line, thereby allowing for the entire registration process to be performed on-line. With the installation of this software, students will also be able to apply for admissions on-line. TouchNet is expected to be accessible by September 15, 2007. The installation of EMS Scheduler will enhance the university’s ability to “effectively utilize classroom space.”

**Rating:** 4.0

**Objective 5:** Provide low-bandwidth conferencing capacity for use in tutorials and interaction between small groups.

**Status:**
A web-based conferencing capability was developed to support tutorials and small group meetings. By the end of the reporting period, the software package had been installed and the hosting server brought online.

**Rating:** 5.0

**Objective 1:** Provide 24x7 learner access to the University Information Systems by September of 2007
**Status:**
All changes necessary to provide 24x7 learner access to UVI’s information systems have been implemented and the activity is expected to meet this objective by the end of the current grant cycle.

**Rating: 3.0**

**Objective 2:** Increase the faculty use of technology in the classroom by 20% by September 2007

**Status:**
By the end of the year, 30% of full-time faculty would have participated in at least one learning opportunity and the number of faculty using technology in direct student instruction would have increased by 20%.

**Rating: 3.0**

**Objective 3:** Provide web accessible access to electronic library resources to faculty and learners by September 2007

**Status:**
This objective was cancelled and is expected to be moved to the next grant cycle. It was cancelled due to the fact that the library system vendor has stopped production on the system the activity had selected to migrate to.

**Rating: NR**

**Adequacy of Resources**
The employment of key personnel necessary to facilitate achievement of this activity’s objectives was accomplished on February 1, 2007 with the arrival of a Programmer Analyst.
Apart from this human resource void, the resources of this activity are adequate.

**Problems and Challenges**

The single most pressing problem experienced by this activity is keeping full-time positions filled. This problem is compounded by the fact that the market for individuals trained in information technology is small in the Virgin Islands. There is also a challenge in training office staff with new tools.

**Impact of the Activity**

A. **Generally.** This activity has impacted the university’s instruction, learning, and overall access to information technology by adding more computer labs, data processing capacity, smart class sections, and new software.

B. **Retention.** This activity has impacted student retention by enhancing faculty involvement in the use of technology. By increasing student access to technology procedures, other options for learning besides the classroom environment are available.

C. **Teacher-Student Interaction.** With the installation of Blackboard and its ability to facilitate an instructor’s maximization of classroom time coupled with its ability to provide on-line discussion of course material, the interaction between teacher and student has been impacted in a major way by this activity.

D. **Administration, Student Registration, and Research.** This activity will impact upon UVI’s ability to effectively utilize classroom space by installing EMS Scheduler. TouchNet will facilitate the student registration process by allowing students to make payments on-line. The soon to be implemented “Internet2” will impact the university’s research capability by providing access to private research data among 200 universities and colleges that comprise a “research consortium.” The Internet2 will also make applications and programs more readily accessible and expand the university’s networking capacity.
**Recommendations**

Increase the funding levels for the next grant cycle so that this activity can pursue and implement its Banner System Analysis, develop the infrastructure for faculty development, and continue to realize its objectives.

**Documentation Reviewed**


Project Narrative and Budget: Title III Part B, Strengthening Historically Black Colleges and Universities, FY October 1, 2004-September 30, 2005 through October 1, 2006-September 30, 2007

Annual Performance Report: Project Status

Technology Plan to Achieve VISION 2012

FY 2005-06/FY 2006-07 Information and Technology Initiatives

**Person(s) Interviewed**

Tina M. Koopmans, the University’s Chief Information Officer and the Activity Director
The Retention and Student Services Activity was conceived as a support mechanism for students who enroll at UVI with special needs. It is designed to help improve the retention rates of students with learning disabilities or unique learning styles. Its initial goal was to create academic and personal development programs for students that would result in improved academic performance and increase retention.

As initial aims were realized, the focus of the activity turned to improving services to students. Targeted was the development and implementation of advising and tutorial services to expand already existing Freshmen Centers that help students make the transition from high school to college.

The thrust of this activity continued to evolve to focus also on the retention of pre-service teachers and freshmen and sophomore students. The initial emphasis on providing academic instruction and tutorials to students with learning disabilities, unique learning styles and special needs were retained throughout the funding cycle as well.

This activity serves as the core of the institution’s strategies to increase retention, persistence, and student satisfaction at UVI. The Title III grant program has helped the university to provide a number of important services to its students. Freshman support services have helped to increase the freshman retention rate over the last 4 years, from 64% to 67%. Through the initiative known as “Campus Advising and Tutorial Services” (CATS), the university has developed centralized advising and tutorial centers. These centers enable students to receive assistance and get connected to appropriate support services. The CATS initiative was borne out of the university’s participation in a national project, Building Engagement and Attainment of Minority Students (BEAMS). The unique characteristic of CATS is the “connectivity” factor. This factor is designed to ensure that faculty and student support activities are accountable for ensuring that those in need of support receive support. The CATS Advisory group provides ongoing review of the challenges and solutions that would facilitate change at UVI. The advisory group consist of representatives from Enrollment Management, Student Affairs, faculty, and students. The Freshman Development Seminar (FDS) equips students with the tools for
learning about college life, conflict resolution, time management, and coping with being away from their families. The Writing Centers serve as an academic support service to all students, including those who evidence basic skills deficiencies and those wanting to improve class related writing assignments. The activities of each Writing Center, one on each campus, is under the purview of a Division-appointed Writing Center Coordinator. Supplemental instructors will be employed to provide support for those courses deemed to be ones with high failure rates. Because one of the goals of this activity includes direct focus on student learning experience, this activity will embark upon the “Student/Faculty Engagement Project.” This project will provide funding to academic divisions to give an award to a faculty member who have designed unique learning experiences for students. As an indirect element of this activity, the Pre-service Teacher Retention and Preparation project endeavor to train faculty on the Praxis I exam, provide tutorials, pay for the exam, and provide remediation where necessary for UVI students currently enrolled in the teacher education program.

**Funding Levels**

Available funding for this activity over the grant periods 2004-05, 2005-06, and 2006-07 were as follows:

- 2004-05 Funding level was $221,283.00
- 2005-06 Funding level was $329,668.00
- * 2006-07 Funding level was $254,915.00

* The funding level for the grant period 2006-07 is a combination of Retention and PRAXIS I tutorials. The approximate budget for Freshman Retention/Sophomore Persistence for the grant period 2006-07 is $162,574.00.

**Findings**

Title III funding enabled UVI to develop and implement a comprehensive institutional support program for student retention. A number of objectives were pursued over the life of the 2002-2007 Strengthening Historically Black Colleges and
Universities’ grant. These objectives and a status report about each are summarized below.

**Objective 1:** UVI will provide professional psycho-educational diagnostic services for student with learning disabilities, unique learning styles and special needs.

**Anticipated Results:** Professional diagnostic services will be available to provide guidance and advice about how best to provide academic and student support services for students with special needs.

**Status:** Completed.

Psychologists were hired and appropriate software and testing instruments supplies were secured on each of the UVI campuses to provide the needed diagnostic services for students. In pursuit of this objective, psychologists diagnosed students with special needs and worked with faculty to help address the needs in ways such as providing additional testing time, providing readers or other accommodations for students with limited sight or mobility. These services have been maintained and are ongoing.

**Rating:** 4.0

**Objective 2:** UVI will create academic and personal development programs to facilitate enhanced academic performance.

**Anticipated Results:** Through the implementation of peer support programs, students will experience enhanced academic performance and successful adjustments to college life. Peer support programs and enhancement of student experiences will impact, positively, the freshman to sophomore retention rate.

**Status:** Completed.
Following first-year implementation of the retention activity, the University saw an increase in freshman retention of three percent, 64% to 67%. This initial success spawned the development of a project termed “Campus Advising Tutorial Services” (CATS) under the umbrella of which, the University created centralized “Advising and Tutoring Centers” that had as a focus ensuring that students became connected with appropriate support services. The concept of peer services was implemented also under this activity to include peer counseling, peer tutoring, peer leadership, peer mentors for freshmen and new student orientation.

**Rating: 4.0**

**Objective 3:** UVI will institute outreach to targeted populations in order to market career and academic opportunities.

**Anticipated Results:** Targeted populations will be defined and provided with information and experiences to learn about academic and career opportunities at UVI. Enrollment will increase in targeted career and academic programs.

**Status:** Incomplete.

Objective 3 was pursued in collaboration with the office of Institutional Advancement. Institutional Advancement was engaged in an activity to increase alumni support and participation in the affairs of the University and developing current students to become active alumni. There was a natural tie to the Support for Retention activity which sought also to implement outreach activities to alumni and other targeted groups to increase their knowledge about and interest in UVI. In conjunction with Institutional Advancement, a number of outreach events/programs were planned and implemented which were well received by the targeted groups. What was not evident, however, was the impact that these efforts had on enrollment or retention at UVI. The impact of these efforts needs to be documented with data. The administrative specialist employed to assist with this objective was given the responsibility of providing relevant information to
targeted groups which included secondary school students, transfer, non-traditional and part-time students.

**Rating: 4.0**

**Objective 4:** UVI will create a centralized academic advising and tutorial service system.

**Anticipated Results:** The Campus Advising and Tutorial Services (CATS) centers will be realized. Students will have access to academic advisement, tutorial services and referrals to other services as needed. Students also will be fully informed of all other campus support and personal development services and activities.

**Status:** Completed.

The CATS centers have been established on both UVI campuses and have provided services to hundreds of students on the two campuses who were in need of academic advisement, tutoring or other services to which referrals were made. There is, however, no evaluation of these services by students or any indication of how the services may have impacted retention.

**Rating: 4.0**

**Objective 5:** UVI will create a one-stop service center for providing enrollment, registration, graduation, academic and student information to stakeholders.

**Anticipated Results:** Students will assess their experience of the one-stop enrollment service center and at least 70% of users will indicate “improvement” of the experience of obtaining enrollment information or assistance.

**Status:** Partially completed.
The one-stop service center was established. The facility chosen to house the center was appropriately renovated. Staff members were trained to be able to provide services as needed to patrons. Users’ assessment of the level of “improvement” experienced in obtaining enrollment information or other assistance was not documented.

**Rating:** 3.5

**Objective 6:** UVI will provide opportunities for students to interact with faculty in learning activities which occur outside of the classroom.

**Anticipated Results:** Students’ feeling of being engaged in their learning experience will be measured through their reporting on those classes where treatment was applied.

**Status:** Incomplete/Revised.

This objective which was proposed in year four of the grant was changed because an appropriate faculty/student engagement activity had not been designed or implemented that would lend itself to assessment of its value or impact.

**Rating:** NR

**Objective 7:** UVI will establish an effective academic advising program which will assist in retention/persistence, graduation and placement of students.

**Anticipated Results:** Daily advising assistance, on-line academic planning resources and the development of a formal advising protocol for faculty will positively affect student persistence, placement and graduation as evidenced by continued increases in the retention rates.

**Status:** Incomplete.
This objective was proposed in year four of the five-year grant and was then delayed in implementation due to changes in the administrative staff responsible for this activity. It is noted in this review, however, that the anticipated results might be made more explicit by identifying the specific means by which success in attaining this objective will be judged.

**Rating: NR**

**Objective 8:** Give tutorials to 15 pre-service teachers on both campuses.

**Anticipated Results:** Post-test scores will be higher than pre-test scores.

**Status:** Ongoing.

Forty-nine individuals were tutored in preparation for the Praxis I. Data were not provided to indicate whether or not the anticipated results i.e., higher post-test scores, were, in fact, attained.

**Rating: 3.5**

**Objective 9:** Prepare contract with ETS and enroll students in the November Praxis exam.

**Anticipated Results:** Tutored students will take the Praxis exam.

**Status:** Completed.

All students who completed the Praxis tutorials were enrolled in the November (2006) Praxis exam.

**Rating: 4.0**
Objective 10: Review scores and set up remediation for students who completed the tutorials, but did not successfully complete one or more portions of the exam.

Anticipated Results: Praxis I scores of remediated test takers will be higher than the previous test score.

Status: Partially Complete
Ten students completed the tutorials but did not complete successfully all portions of the Praxis. Of these 10, one requested and was provided a mentor/tutor.

Rating: 3.5

Objective 11: Enroll up to 10 students who complete remediation in the January (2007) test.

Anticipated Results: Praxis scores of remediated test takers will be higher than the previous test scores.

Status:
No students chose this option.

Rating: NR

Objective 12: Train UVI faculty to be mentors/trainers for the Praxis I exam.

Anticipated Results: Faculty will indicate on a survey that they are better equipped to incorporate Praxis I preparation in their lessons.

Status: Completed.
Three new faculty members completed Faculty Training during Spring 2007.
Rating: 4.0

Objective 13: Prepare pre-service teachers currently enrolled at UVI to pass the Praxis I.

Anticipated Results: The pass rate of tutorial takers will be higher than the UVI-trained aggregate reported by ETS for 2001-2004.

Status: Completed.
Thirty nine pre-service teachers were prepared to take the Praxis in Spring 2007. To date five cycles of tutorials have been completed.

Rating: 3.0

Objective 14: Create full-semester intensive extended tutorials.

Anticipated Results: The tutorial curriculum will be in place.

Status: Completed.
In collaboration with UVI math and humanities faculty, the curriculum for the tutorial was developed which incorporated content, context, and test-taking strategies germane to the Praxis I exam.

Rating: 4.0

Objective 15: Offer newly-developed Praxis skills course on both UVI campuses.

Anticipated Results: The course will be available to students.

Status: Completed.
The newly developed Praxis skills course is now being offered on both UVI campuses.

**Rating: 4.0**

**Adequacy of Resources/Problems Encountered**

The resources provided were adequate to implement the programs and services proposed in this activity.

Issues cited as somewhat problematic were that faculty/staff are not always fully knowledgeable about the level of student need; students often-times do not take homework seriously; and it has been difficult helping students to overcome their fear of standardized testing.

The lack of consistency in personnel responsible for this activity also led to some setbacks in its implementation.

**Summary, Impact and Recommendations**

The Institutional Support for Retention and Student Services activity has had a tremendous impact at UVI. It has permitted the University to put in place a comprehensive support program for students on both of its campuses. The resources have been managed to achieve maximum benefits and continuous improvements are being made. The activity is global in its scope in that it addresses the needs of students as well as the needs of faculty in order that they may support the provision of better, more effective services to students. The University contends that faculty are now more informed and that the retention has increased. It was reported that there was a substantial increase in the student pass rate on the Praxis I. This activity is no longer supported by Title III funds.

At this point, UVI’s summary assessment of the five year project should be to demonstrate how all facets of this activity have contributed to improved retention and student success. It is noted also that quarterly reports were not available for years prior to 2006 and that time and efforts reports were not made available. Neither was there an inventory of Title III equipment.
**Documents Reviewed**

Title III Quarterly Progress Reports (2006, 2007)

Activity Narrative and Budget

“Preliminary Report of No Teacher Left Behind”

Tests Developed
- Reading
- Math
- Writing

Lessons Developed for Tutorials

Student Scores from Praxis Preparation Seminars

**Person Interviewed**

Paul C. Abney, Ph.D., Co-Activity Director

J. Jeannette Lovern, Ph.D., Co-Activity Director

Dr. Judith Edwin, Vice Provost for Access and Enrollment

Dr. Angela McGhee, Director of CATS Centers
OUTCOMES ASSESSMENT

Component 1: Student Learning Assessment

The Outcomes Assessment Activity was initiated in response to increased demands placed on colleges and universities by constituents and accrediting agencies to provide evidence of institutional effectiveness. The University of the Virgin Islands (UVI) implemented this activity in two phases. In Phase I, UVI developed a process to evaluate its assessment capabilities, review existing assessment activities and develop a comprehensive assessment program that would be consistent with the institutional strategic plan and comply with requirements of its accrediting body, the Middle States Association. The Comprehensive Assessment Program (CAP) that resulted was completed in 2003-2004 and implemented in January 2004. The CAP defined the process for measuring and assessing student learning, student support services, as well as all administrative and educational support services that facilitate learning and help insure institutional effectiveness. Title III funding supported the development and successful implementation of the CAP.

Title III funding during Phase I supported faculty and staff acquisition of assessment knowledge and skills and supported strengthening and expansion of the institution’s infrastructure to enhance the University’s planning and research capabilities.

Title III funding of the Phase II implementation of the Outcomes Assessment Activity assisted UVI in identifying assessment activities designed to: 1) strengthen capabilities to review existing processes, procedures and systems for improved efficiency and effectiveness, 2) enhance customer service to students and improve administrative services, and 3) develop student learning outcomes congruous with the 2000-2005 strategic plan and indicative of the standards for accreditation mandated by Middle States Commission on Higher Education, the University’s regional accrediting body. Phase II implementation of the Outcomes Assessment Activity would also lead the University into its Strategic Plan 2012.
The Outcomes Assessment Activity has been essential in UVI’s bid for reaffirmation of accreditation and has been instrumental in preparing the University to be able to demonstrate its effectiveness in carrying out its mission and educating its students.

**Findings**

The Outcomes Assessment Activity was funded each year of the five year (2002-2007) funding cycle. Title III funding permitted the University to implement this activity in two major phases to effect the desired outcomes. Phase I objectives and a summary of accomplishments follow.

**Objective 1:** Initiate a conceptual framework for assessment at UVI.

**Anticipated Results:** A comprehensive assessment program will be developed and implemented.

**Status:** Completed.

A process to evaluate the assessment capabilities of the institution, as well as, review existing assessment activities was developed to serve as a comprehensive assessment roadmap. Outgrowths of this evaluation include:

- strengthening the infrastructure and capacity of the Institutional Research Office.
- testing for program alignment and quality.
- implementing measures for assessing student learning outcomes within each academic program.
- enhancing student support services directly linked to student learning.
- improving the quality and effectiveness of administrative and educational support functions.
- providing for faculty and staff development related to assessing student learning outcomes and demonstrating institutional effectiveness.
The conceptual framework was approved by Cabinet level administrators in August 2003 with a series of workshops following to communicate the outcomes assessment initiative to the campus community.

**Rating: 4.5**

**Objective 2:** Refine and develop outcomes assessment criteria and insure a consensus of support among stakeholders.

**Anticipated Results:** UVI will publish the Comprehensive Assessment Program that incorporates feedback from assessment workshops.

**Status:** Completed.

Activity staff contracted with several consultants, trainers and other specialists to engage the faculty and staff in assessment by advising on best practices to support UVI’s assessment efforts. Using a variety of measurements and assessment tools, UVI evaluated the effectiveness of its Comprehensive Assessment Program. Data were also collected to measure acceptance of and support for assessment criteria, policies and processes adopted and implemented. A total of 17 outcomes assessment workshops were conducted on both campuses of UVI.

**Rating: 4.5**

**Objective 3:** Develop assessment plans for all academic divisions and functional units to measure student learning outcomes and institutional effectiveness.

**Anticipated Results:** Approved divisional and component head assessment plans will be documented and published.

**Status:** Primarily complete.
Assessment plans were completed for all administrative areas and academic divisions of the University with the exception of one academic division. The assessment plans that were implemented were designed to assess students’ general education skills and competencies, as well as their competencies in the major. All assessment plans were linked to at least one of UVI’s institutional planning goals.

**Rating: 4.0**

**Objective 4:** Implement the comprehensive assessment program including academic and organizational assessment plans.

**Anticipated Results:** All approved assessment plans will be activated.

**Status:** Completed.
All approved assessment plans have been implemented.

**Rating: 5.0**

**Objective 5:** Collect, analyze and interpret assessment data for continuous enhancement and improvement of the University’s educational and institutional effectiveness.

**Anticipated Results:** Written reports of assessment findings and recommendations for continuous improvement/enhancement will be developed and approved by the appropriate component head or provost/chancellor.

**Status:** Ongoing.
Using data collected in 2004 as the baseline against which data from future semesters were compared, UVI began assessing educational and institutional effectiveness. All approved assessment plans were implemented. This objective marked
the end of Phase I implementation of the Outcomes Assessment Activity and launched Phase II implementation. The status of Phase II objectives is summarized below.

**Rating: 5.0**

**Objective 1—Phase II:** Collect, analyze and interpret assessment data for continuous enhancement and improvement of the University’s educational and institutional effectiveness.

**Anticipated Results:** Coordinate workshops/meetings with component heads, unit directors and the Student Learning Assessment Council (SLAC) to identify and approve initiatives for the upcoming year.

**Status:** Completed.

Phase II of the Outcomes Assessment Activity was implemented. There were some delays, however, when the activity director resigned and was replaced by a faculty member who was only able to devote 50 percent time to the activity.

**Rating: 4.0**

**Objective 2—Phase II:** Publish Phase I assessment results related to student learning outcomes and institutional effectiveness.

**Anticipated Results:** Phase I data will be published via selected media including the outcomes assessment website.

**Status:** Completed.

Although delayed due to the resignation of the activity director, this objective was accomplished with the hire of Dr. Lonnie Hudspeth as director of student learning
outcomes assessment in 2006. Several reports have been published that describe assessment at UVI. These reports are used to inform and educate both internal and external constituents. A website was planned to help keep the University community aware of and engaged in assessment, but as yet, the site has not been launched.

**Rating: 4.0**

**Objective 3—Phase II:** Refine and/or enhance the methodology and/or approaches used to address the assessment of student learning based on feedback from faculty liaisons, the Student Learning Assessment Council (SLAC), and the provost. Obtain divisional approval of the process.

**Anticipated Results:** All assessment plans will be approved and activated.

**Status:** Ongoing.

All but one of the five academic divisions accepted the five-step approach to assessment that was proposed. The Division of Education was the only Division which did not participate.

**Rating: 3.5**

**Objective 4—Phase II:** Establish representation for both the St. Croix and St. Thomas campuses on the Student Learning Assessment Council.

**Anticipated Results:** Representation will be established. Broader cross-campus collegiality, consensus and buy-in among faculty and academic administrators will be
established. Progress will be seen towards the establishment of a university-wide “culture of evidence”.

**Status:** Completed.

Student Learning Assessment Council coordinators were appointed and made responsible for coordinating outcomes assessment activities on both the St. Croix and St. Thomas campuses. These coordinators have organized assessment planning and implementation teams that include faculty within their respective divisions and also from both campuses.

**Rating:** 4.5

**Objective 5—Phase II:** Expand outcomes assessment knowledge and skills levels of Student Learning Assessment Council Coordinator and other key faculty and staff by providing five off-island assessment training opportunities and experiences.

**Anticipated Results:** UVI will increase the effectiveness of coordinators at informing colleagues about assessment efforts within their division and increase the effectiveness of coordinators at administering and coordinating assessment activities within their divisions.

**Status:** Partially Completed.

With support from Title III funds, the Activity Director made available numerous opportunities for UVI faculty and staff to attend assessment-specific conferences/meetings to increase their knowledge about assessment and best practices in implementing assessment plans. However, initially faculty and staff did not avail themselves of these opportunities, but has begun to take advantage of this supportive activity at the time of the evaluation. Some faculty have taken advantage of opportunities
to attend off-island assessment training: June 2006 (Abney, Nemeth, and Parris NASPA Assessment Conference, Phoenix, AZ); November 2007 (Sekou and Wymer, Assessment Institute, Indianapolis, IN); June 2007 (E. Evans NASPA Assessment Conference, St. Louis, MO); August 2007 (Pinkett MSCHE Assessment Workshop, Ponce, PR).

**Rating: 4.0**

**Objective 6—Phase II:** Increase general knowledge and awareness levels of UVI academic faculty by providing outcomes assessment training and coaching sessions to each academic division.

**Anticipated Results:** UVI will achieve enhanced understanding of the direct relevance and importance of student learning assessment to academic program effectiveness and academic instruction among UVI faculty. There will be less resistance to participating in outcomes assessment within academic divisions.

**Status:** Ongoing.

The training for members of the Student Learning Assessment Council has been ongoing and plans are in place to continue the training. What is not evident, however, is the impact of the training. Evidence provided did not demonstrate “enhanced understanding” of or “less resistance to participating in outcomes assessment” within the academic divisions. There would need to be a test of learning and/or an opinion survey about the perception of learning or the perception of less resistance to participation in the outcomes assessment program.

**Rating: 3.5**
Objective 7—Phase II: All UVI academic divisions will have developed a facility with the implementation of the five-step assessment approach.

Anticipated Results: 1) Progress will be made towards embedding student learning outcomes assessment processes and activities into academic division operations and administration. 2) Progress will be made towards the establishment of a university-wide “culture of evidence”.

Status: Ongoing.

As evidence of the attainment of this objective, the Activity Director points to the fact that four of five academic divisions are conducting outcomes assessment activities. Pointed out also is the persistence of the Activity Director to provide training, relevant training materials, and exemplary assessment documents to faculty and students. In addition, a Plan for Student Learning Outcomes Assessment has been developed that describes UVI’s approach to outcomes assessment.

Rating: 3.5

Component 2:
Outcomes Assessment/Institutional Effectiveness

The Outcomes Assessment/Institutional Effectiveness component of the assessment activity was geared toward the non-academic side of assessment, focusing on services to constituents rather than student learning outcomes. Prior to the 2005-2006 program year, these were two distinct activities. They were separated with the hiring of a Director of Student Learning Assessment in that year. The combination of the two foci demonstrate institutional effectiveness. UVI sought a merger of the planning, budget allocation and assessment processes to insure greater success in the implementation of the University’s strategic plan. Adoption of this approach to planning and assessment would serve also to bring the institution in line with the requirements of its regional accrediting
Objective 1: UVI will develop an institutional effectiveness/assessment plan to support realization of its mission, goals and objectives by the end of summer 2007.

Anticipated Results: 1) Implementation of the plan will provide UVI with the foundation to collect data and analyze the success of the University’s strategic plan—Vision 2012: Transforming our Future. 2) A coordinator for institutional effectiveness will be hired to assist in the activities related to the development of the plan and the Title III activity.

Status: Ongoing.

At the time of this review, the development of the institutional effectiveness/assessment plan was in progress. A draft of the plan had been completed and was undergoing final review and revision. A coordinator for institutional effectiveness was hired on October 2, 2006 to assist in the activities related to the development of the institutional effectiveness plan.

Rating: 3.0

Objective 2: UVI will develop and implement a communication plan to ensure that all stakeholders are aware of the Assessment Plan, particularly
the “why” and significance of such a plan by the conclusion of the spring 2007 semester.

**Anticipated Results:** A methodology for communicating the Institutional Effectiveness/Assessment Plan will be completed by Spring 2007.

**Status:** Incomplete.

This objective had not been completed at the time of this review.

**Rating:** NR

**Objective 3:** UVI will identify, adopt and develop a calendar for implementation of surveys as related to institutional effectiveness by Spring 2007.

**Anticipated Results:** There will be a checklist of contacts who have been contacted by classification to share the Institutional Effectiveness/Assessment Plan. 2) At least five major surveys for implementation in the next three years will be identified. 3) A three-year cycle calendar will be developed showing at least five scheduled surveys.

**Status:** Ongoing.

This objective has been partially completed. Four surveys have been identified for implementation over the next three years.

**Rating:** 3.0

**Objective 4:** The integration of the budget process with the strategic plan will be completed by Summer 2007.
**Anticipated Results:** One hundred percent of component heads, managers or their representatives will attend training sessions to learn how to link their respective unit’s goals and objectives to the strategic plan and the budget by summer 2007. This will include the completion of documentation on the process, the delivery of the training, and the implementation of the process for FY 2007 strategic plan objectives.

**Status:** Completed.

This objective has been completed. The Coordinator for Institutional Effectiveness, in collaboration with the Administration and Finance Office and the Director of Institutional Research and Planning organized the training sessions for UVI managers which were conducted from November 28 to December 1, 2006. During this series of professional development workshops, UVI faculty and staff were trained to integrate the UVI budget process with the institutional strategic plan.

**Rating:** 4.0

**Objective 5:** Provide support to the re-accreditation site visit for April 23-26, 2007.

**Anticipated Results:** All documents supporting the University’s bid for reaffirmation of accreditation will be compiled and placed in a “documents room” for members of visiting team.

**Status:** Completed.

More than 100 documents were compiled and placed in a documents room for use, reference, and/or review by the Middle States Visiting Team.

**Rating:** 5.0
Adequacy of Resources/Problems Encountered

The resources allocated have been adequate to achieve the desired outcomes of this activity.

There were no fundamental problems which impeded the accomplishments of the objectives.

Summary, Impact and Recommendations

This activity enabled the University to complete an effective self-study and host a successful reaffirmation of accreditation team visit. Personnel were successful in providing training, achieving institutional buy-in, monitoring performance and promoting continuous improvement and institutional effectiveness throughout the University. The activity is a vital part of the University’s success in demonstrating its compliance with the requirements of external accrediting agencies, especially the regional accrediting body.

Time and Effort reports were completed on a semester basis. It is recommended that Time and Effort reports be completed at least on a quarterly basis.

Documents Reviewed

Title III Quarterly Progress Reports for 2006-2007
Annual Project Narrative and Budget
Minutes of Meetings of the Student Learning Assessment Committee
Monitoring Report for the Strategic Plan
Workshop/Training Materials
Draft of the Plan for Student Learning Outcomes Assessment at UVI
Inventory Control Log for Institutional Research and Planning

Person Interviewed

Dr. Lonnie Hudspeth, Activity Director
Director, Student Learning Outcomes Assessment

Dr. Mary Ann LaFluer, Activity Director
Director, Office of Institutional Research and Planning
SPONSORED PROGRAMS

Introduction

With the inception of its strategic plan for 2000-2005, the University of the Virgin Islands made a commitment to decrease its reliance on funding from the Territorial Government by pursuing alternative funding sources, to stress accountability to its stakeholders and its mission, to attain a leadership position in research, and to promote innovation by faculty, students, and staff. Pursuant to these goals, the university requested and was granted approval to include support for an Office of Sponsored Programs under its Title III Program Administration budget. The university also received approval of a reallocation of the percent time effort of Title III staff to 50% Title III and 50% Sponsored Programs. After working with the 50-50% reallocation formula for eighteen months, it became obvious that the Title III Project Administration required more than 50% time from the Title III Coordinator and the Grant Administration Assistant. Consequently, a subsequent request for an adjustment to accurately reflect the program’s needs and the actual time devoted by the staff to Title III administration was approved. Sponsored Programs was included as a separate project area from Title III administration in the 2004-05 budget. The Sponsored Programs Project Area budget has provided for a Sponsored Programs Coordinator and a post-award Grants Accounting Specialist. The latter position supports post-award grant accounting for the purpose of federal grants management.

Program Changes

This activity has experienced three major changes over the three year grant periods from 2004-05 through 2006-07. The first major change to this activity was the arrival of the new Activity Director. The second was the addition of two staff members, a Sponsored Programs Coordinator and a post-award Grants Accounting Specialist. These personnel changes have resulted in the strengthening of post-award administration.
Funding Levels

Available funding for this activity over the grant periods 2004-05, 2005-06, and 2006-07 were as follows:

- 2004-05 Funding Level was $96,237
- 2005-06 Funding Level was $117,630
- 2006-07 Funding Level was $113,900

Stated Objectives and Degrees of Achievement

The stated objectives for this activity for the grant periods 2004-05 through 2006-07 with their corresponding degrees of achievement are as follows:

A. Stated Objectives in numerical sequence for 2004-05

Objective 1: Improve the post-award function of the grant accounting unit within the Accounting Office

Status:

The 2004-05 Budget for this activity provided for a post-award Grants Accounting Specialist to be housed in the Business and Finance Office. This position provides accounting support within the Grants Accounting Office. She provides direct accounting support to the Title III program, along with other federally-sponsored programs at UVI. Grants Accounting Office staff received additional training in post-award administration of federal grants by attending programs conducted by the National Science Foundation and the National Council of University Research Administrators.

Rating: 4.0

Objective 2: To improve faculty and staff proficiency with grant management by providing training and grant-search subscriptions
Status:
A three-day intensive grant management course entitled, “Managing Federal Grants and Cooperative Agreements” was conducted for UVI faculty and staff by Management Concepts, Inc. December 2004 and co-sponsored by the VI-EPSCoR grant (National Science Foundation). A grants management workshop for faculty on the St. Thomas campus was conducted on May 10, 2005 as part of the UVI Faculty Institute services.

Rating: 4.0

Objective 3: Improve the post-award function of the Office of Sponsored Programs and Title III

Status:
Due to the fact that much of the needed material was not available in an electronic medium and due to the fact that much of the material was not codified, the achievement of this objective required more time than had previously expected to prepare the information. The expected date of completion was moved to February 15, 2006.

Rating: 2; pending review of objective for 2005-06

B. Stated Objectives in numerical sequence for 2005-06

Objective 1: Increase support for grant expenditure monitoring by 50%

Status:
The recruitment and hiring of the Sponsored Programs Coordinator facilitated the achievement of this objective. This position enables the activity to undertake a greater role in the review of grant expenditures. As a result, this activity is poised to prohibit over-spending, under-spending, slow-spending, and unallowable spending.
Rating: 3.5

Objective 2: Increase support for compliance activities by 50%

Status:
The duties of the Sponsored Programs Coordinator include providing support to the Institutional Review Board for the Protection of Human Subjects and other similar panels. It is certain that compliance activities will show improvement by the end of the grant period.

Rating: 3.5

Objective 3: Increase support for assisting faculty with project implementation by 50%

Status:
One of the functions of the Sponsored Programs Coordinator is to serve as a liaison to assist faculty in dealing with institutional bureaucracy. The result of this is to improve the faculty’s ability to implement projects in a timely manner.

Rating: 4.0

Objective 4: Improve timely submission of technical reports by 10%

Status:
The Sponsored Programs Coordinator maintains records concerning required technical reports and any other deliverables on projects. The office provides routine alerts to those who have reports due in the near term. These functions allows this activity’s projects to submit reports in a well-organized and timely manner.
Rating: 4.0

**Objective 5:** Improve timely submission of financial reports by 10%

**Status:**

The Grants Accounting Specialist, housed in the Accounting Office, facilitates that Office’s efforts to more effectively publish and report on grant expenditures. The anticipated result is that the financial management of grants will be improved and the submission of financial reports to sponsors will be more accurate and timely.

Rating: 4.0

C. **Stated Objectives in numerical sequence for 2006-07**

(October –December 2006)

**Objective 1:** Monitor grant expenditures

**Status:**

As of the evaluation, this activity had realized 25% of this objective. The degree of achievement was made possible by the fact that the Grants Accounting Specialist continue to provide accounting support within the Accounting Office. The specialist provides direct accounting support to the Title III Program. Moreover, the Sponsored Programs Coordinator is able to monitor grant expenditures in a routine manner by utilizing the Banner System.

Rating: 4.0

**Objective 2:** Assure Compliance with Requirements Regarding the use of Human Subjects
Status:

As of the evaluation, this activity had realized 25% of this objective. This was made possible by the fact that the Sponsored Programs Coordinator received training in “Human Participants Protections Education for Research” and the “Human Subjects Assurance Training” via the National Cancer Institute and the US Department of Health and Human Services’ Office for Human Research Protections; respectively. Additionally, the chair of the Institutional Review Board attended the Office of Human Research Protections’ annual meeting to receive training. The impact of these training has been two-fold. First, the Sponsored Programs Coordinator is now able to provide additional support to this panel. Secondarily, because the coordinator is able to provide additional support, exposure to negative audit findings has decreased.

Rating: 3.5

Objective 3: Assist faculty with project implementation

Status:

As of the evaluation, this activity had realized 25% of this objective. The activity continues to assist project directors and staff with project implementation by lending support with proposal reviews, award information, and budget reviews. Additionally, the activity functions as a liaison between the institution and funding agencies and other universities.

Rating: 4.0

Objective 4: Monitor Technical Reporting

Status:

As of the evaluation, this activity had realized 25% of this objective. This level of achievement was made possible because the Sponsored Programs Coordinator continues to maintain records of awards regarding required technical reports on projects and is
providing routine alert to those who have reports due in the near future. The Sponsored Programs Coordinator also assists in the review of technical reports prior to their submission. The impact of these functions is that projects are able to submit report in a well-organized and timely manner, thereby minimizing negative interaction with sponsors regarding late reporting.

**Rating: 4.0**

**Objective 5:** Assure on-time submission of accurate financial reports

**Status:**
As of the evaluation, this activity had realized 25% of this objective. This was made possible because the Grant Accounting Specialist was employed to provide support to the accounting office for the express purpose of posting and reporting on grant expenditures more effectively. Consequently, this activity’s financial management of grants has improved, errors in financial reports have been reduced, and late submission of reports are held at a minimum.

**Rating: 2.5**

(January-March 2007)

**Objective 1:** Monitor grant expenditures

**Status:**
As of the evaluation, this activity had realized 50% of this objective by continuing the activities and functions of the previous quarter.

**Rating: 4.0**
Objective 2:  Assure compliance with requirements regarding the use of Human Subjects

Status:
As of the evaluation, this activity had realized 50% of this objective. The Activity Director assumed the role of Acting Chair of the Institutional Review Board (IRB), effective February 20, 2007. The IRB conducted a full panel meeting on March 2, 2007. The purpose of this meeting was to review and approve a protocol submitted by Dr. Barbara Stright. Five protocols were reviewed and approved as exempt or expedited during this quarter. Additionally, the three-year renewals for the IRB and Federalwide Assurances were completed in February 2007 and are effective through March, 2010.

Rating: 3.5

Objective 3:  Assist faculty with project implementation

Status:
As of the evaluation, this activity had realized 50% of this objective by continuing the activities and functions of the previous quarter.

Rating: 4.0

Objective 4:  Monitor Technical Reporting

Status:
As of the evaluation, this activity had realized 50% of this objective by continuing the activities and functions of the previous quarter.

Rating: 4.0

Objective 5:  Assure on-time submission of accurate financial reports
**Status:**

As of the evaluation, this activity had realized 50% of this objective by continuing the activities and functions of the previous quarter.

**Rating: 3.0**

**Adequacy of Resources**

The addition of two (2) new staff and three (3) new computers have equipped this activity with an adequate level of resources.

**Problems and Challenges**

The problems and challenges confronting this activity are:

1. a faculty that is stretched thin,
2. a faculty that is primarily tied to teaching thereby making it difficult for them to engage in sponsored programs,
3. failure to have projects funded, and
4. the disincentive of the current compensation policy as it applies to faculty on grants and overload.

**Program Impact**

This activity has impacted the university by insulating it from negative audit findings. The university as a whole has become more responsible and reliable in spending money.

Because this activity is able to pursue more grants, there is a direct impact on the university’s financial standing. This activity has served to ensure that the university only spend money for “allowable” expenses and that its reports are submitted on time.

**Recommendations**

At a minimum, provide funding at the same levels as the last grant cycle that this
activity may continue its efforts to provide “cross fertilization” training and to secure the engagement of the St. Croix faculty in more proposal development and grant writing activities. The university should consider having this activity function as a “compliance review clearinghouse” for all federal grants awarded to the university beginning with the October 2007 federal grant period. This arrangement does not entail programmatic accountability.

**Documentation Reviewed**
Title III Quarterly Progress Reports: October-December 2006 and January-March 2007
Project Narrative and Budget: 2004-05 through 2006-07
Annual Performance Report: Section 4, Project Status (2004-05)
Implementation Strategy and Timetable Form (2006-07)
E-mail message from Steven Goode to John Munro, sent Tuesday, March 6, 2007, 9:42am, Subject: Annual Report on NSF grant #ATM-0550593
Institutional Funding For the Office of Sponsored Programs
Recent Training activities sponsored by the Office of Sponsored Programs: FY 2007, FY 2006

**Persons Interviewed**
Steven Dale Goode, Director of the Office of Sponsored Programs
The Institutional Advancement Activity began in 2002-2003 as a proposal to enhance institutional support for student retention and success. The activity was a vital part of the University of the Virgin Islands’ attempt to achieve greater success in retaining students by providing ongoing professional psycho-educational, diagnostic services for students with learning disabilities, unique learning styles, and special needs.

During the second year of the original retention and student success activity, a larger focus was envisioned whereby student advising activities would be undertaken and efforts would be made to develop the relationship between the institution and its students and alumni, with both anticipated to lead to increased student identification with the institution and retention.

Thus, branching off from this activity in 2004-2005 was the Institutional Advancement Activity which was established to impact the level of involvement of alumni in the University’s national alumni association, to increase alumni giving and to cultivate current students to become active, involved alumni upon their graduation. The activity has yielded significant results as demonstrated in the synopsis below.

Findings

Over its three-year period of funding, the Institutional Advancement Activity pursued three primary goals: 1) to secure and retain a program specialist to carry out activities designed to increase student and alumni participation in university-sponsored activities, 2) to develop and implement a University of the Virgin Islands (UVI) Seasoned Alumni Program designed to initiate outreach activities into local convalescent and extended care facilities, and 3) to extend the efforts of the activity to the second campus in St. Croix with the aid of an administrative assistant to effect implementation.

Five objectives were established to drive this activity.
Objective 1: Continue employment of the program specialist to coordinate alumni outreach activities of the Institutional Advancement Component.

Anticipated Results: The program specialist will continue to implement strategies to increase student and alumni participation in University-sponsored activities and gather data on alumni satisfaction, retention, job placement and preparation issues.

Status: Ongoing.

A program specialist to coordinate alumni outreach activities was hired in year 2003-2004 as a part of the Retention and Success Activity. Quarterly reports and documentation of creative programming show this outcome to be progressing positively. It is, however, an outcome that requires continual attention in order to achieve and maintain progress. The program specialist participated in the coordination of the alumni outreach activities, compiled an alumni newsletter and a UVI alumni directory publication. The specialist also worked with the freshman program and the class of 2005 to strengthen the pre-alumni connection. An outreach program for all alumni was developed and implemented. This involved providing support services for alumni who were not able to participate in on-campus activities because of physical health or other mitigating circumstances. The project has resulted in a small increase in the number of alumni willing to participate and share their time and expertise with University programs such as the Counseling and Placement Job Fair, Charter Day activities, assisting with orientation, volunteering for “friends making university-sponsored” activities and others. In 2005-2006, the retention rate on the campus where the program specialist resided 80% of the time increased from 72% to 78%, while on the second campus, the retention rate decreased from 75% to 72%. Moreover, the average gift from alumni participating in the Institutional Advancement Annual Fund increased from $161.00 to $361.00; and membership increased in the UVI National Alumni Association as well as in two of its major chapters—Atlanta and the District of Columbia.

Rating: 4.0
**Objective 2:** Achieve 90% accuracy of addresses for alumni in the University’s Raisers Edge database.

**Anticipated Results:** Cost savings will be achieved in postal expenses; the number of hits to email correspondence will increase; and the maintenance of alumni records will be improved.

**Status:** Accomplished.

Attainment of the goal of 90% accuracy of alumni data in the University’s Raisers Edge database concomitantly translated into reduced postal expenditures. From January 2007 to February 2007, the percentage of bounced back email to alumni decreased from 2.0% to 1.7%. Staff is attempting to maintain this success rate by seeking updates at all alumni functions and continual input into the Raisers Edge database which has been key to achieving the desired improved maintenance of alumni records.

**Rating:** 4.5

**Objective 3:** Increase the number of alumni participating in the annual fund to a minimum of 3%.

**Anticipated Results:** Effect a 5% increase in the number of lifetime members in the UVI National Alumni Association and develop a roster of volunteers (current and past UVI students) who can support Institutional Advancement initiatives.

**Status:** Accomplished.

Institutional Advancement staff were successful in obtaining increased alumni participation in the University’s annual fund drive which typically had not exceeded two to three percent of alumni. In addition, the amount given by alumni increased by 218% with the average per contributor rising from $161.00 to $361.00.
Rating: 5.0

Objective 4: Secure 1% annual growth and retention of UVI Alumni Chapters.

Anticipated Results: Minutes of quarterly meetings and annual reports from active UVI Alumni Chapters will reflect membership, giving and demographic updates.

Status: Accomplished.

UVI’s national alumni association reported an increase of eight new members as well as increased membership in the Atlanta and District of Columbia chapters. Moreover, the Institutional Advancement staff was able to reconnect with 15 formerly “lost” alumni and nurtured the establishment of at least three new alumni chapters, increasing the total number of active chapters from 12 to 15. Building blocks to achieve even greater future success in developing alumni support have been the establishment of campus-based pre-alumni clubs; visitation to chapter meetings and events; a current, regularly updated alumni website; and continued, systematic development of the Seasoned Alumni Program. The Seasoned Alumni Program (SAP) is a vehicle by which current students, Institutional Advancement staff, recent and older alumni are brought together for conversation about areas of interest to all involved constituents. This gives students an opportunity to seek direction and advice from persons who are already established in their fields of interest. These sessions give students a chance to gauge their academic preparation for their intended careers and it permits the Advancement staff to gather demographic data, collect information on “lost” alumni and recruit and grow a volunteer base.

Rating: 4.5

Objective 5: Realize a positive correlation between Institutional Advancement efforts and UVI’s retention rates.
**Anticipated Results:** School spirit will be fostered by student membership in the pre-alumni club.

**Status:** Ongoing.

Following the implementation of several advancement initiatives, UVI realized a significant increase in the retention of first-year students—both full and part-time.

From 2005-06 to 2006-07, the retention rate for freshman full-time students increased by six percent and for part-time students, there was a dramatic 20 percent increase. Some of the initiatives supported by Title III believed to contribute to this increased retention include the Shadow Our Students (SOS) program whereby high school students are invited to campus to shadow UVI students to gain the matriculation experience. The University saw an immediate increase in the number of applications for admission as a result.

Another initiative was an “Afternoon on the Green”, a friend-raiser activity whereby the many constituents of the University are invited to campus for an afternoon of food, fun, games, and entertainment. Of course, the University recruitment officers were on hand to encourage and collect applications for admission.

The Outreach Program for Aged Alumni was yet another thrust that involved providing support services for aged alumni who are limited in their ability to participate in on-campus activities due to physical, health or other mitigating circumstances.

Title III funding also allowed the development of publications which were used to expand contacts with constituents including an alumni newsletter and fact book.

**Rating: 4.0**

**Adequacy of Resources/Problems Encountered**

With the funds available, the Institutional Advancement Activity was able to accomplish its objectives to a significant degree. The staff expressed concerns, however, that funding did not support some aspects of various initiatives that were needed to maximize the effects of the initiatives. These funding restrictions necessitated that staff seek other sources of funding or omit some aspects of implemented initiatives that may
have led to greater success and impact. Staff also expressed concerns about continuation of funding to maintain the momentum that was spurred by this activity.

**Summary, Impact and Recommendations**

UVI has been positively impacted by this activity. The institution has seen a dramatic increase in alumni participation in University-sponsored events, which in turn, has translated into increased giving by alumni, increased membership in the national alumni association, increased alumni chapters and membership in the alumni chapters.

The activity is constrained, however, by the inability of staff to direct efforts to areas where the largest share of UVI alumni reside—in the Caribbean.

Shortcomings noted are the unavailability of a quarterly monitoring report, lack of an inventory of equipment purchases or log of expenditures and lack of Time and Effort reports in the activity director’s office.

A recommendation is that staff evaluate the effectiveness of its activities, programs and publications by way of a satisfaction survey of persons impacted. This will provide more empirical evidence of the impact of the Institutional Advancement activity on the life of the University.

**Documents Reviewed**
Title III Quarterly Progress Reports (2)
Annual Project Narrative and Budget
Annual Performance Report
News Releases
Dateline: UVI (institutional newsletter)
Printouts from the Institutional Website
Alumni Affairs Office Newsletter

**Person Interviewed**
Ardrina Scott-Elliott, Activity Director
Director of Advancement Services