Design for Self Study

University of the Virgin Islands 2017 Reaffirmation of Accreditation

The Design for Self Study is the first document in preparation for the University's Decennial Self Study Process. This document outlines and assists in planning for the completion of the Self Study document which will be submitted to the Middle States Commission on Higher Education.

Final Document:
For submittal to MSCHE June 20, 2015

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University of the Virgin Islands 2017 Reaffirmation of Accreditation

Greatness by Design: Nature and Scope

The landscape and culture of the University of the Virgin Islands (UVI) have changed significantly since the appointment of the current President, Dr. David Hall, in 2009. The University embraced a revitalized vision and a values-anchored approach to doing business.

The President introduced seven management values to the University community during his 2009 University Convocation address. The management values were presented as a framework within which the University would deliver programs and services. The *Seven Management Values* are:

1. High performance institution with a focus on quality
2. Service oriented
3. Uncompromised integrity
4. Informed decision making
5. Fiscal responsibility
6. Performance assessment
7. Emotional and spiritual health

Using the framework of the *Seven Management Values* as the foundation, President Hall guided the UVI community through a university-wide process that culminated with the University's current, *Strategic Plan 2017: Pathways to Greatness. Pathways to Greatness* articulates UVI's aspirations — to build upon our past successes to optimally respond to the challenges and opportunities of a continuously evolving future. These aspirations range from our identity and desire to be a leader in the Caribbean to the development of resources necessary to enhance educational quality and facilitate growth throughout the U.S. Virgin Islands.

DAVID HALL, SJD
5TH PRESIDENT, UVI

Dr. David Hall began his tenure as the fifth president of the University of the Virgin Islands on August 1, 2009. At that same time he was awarded a Distinguished Professorship of Spirituality and Professionalism from UVI.

In his Fall 2009 Convocation address, Dr. Hall placed the University of the Virgin Islands on his "Pathways to Greatness." He stated, "My charge, as I see it, is to give this community the license to dream again, to believe in each other again, and to reach for the stars of greatness."

Design for Self Study

University of the Virgin Islands
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Pathways to Greatness defines our overarching strategic, integrative goal to become a cornerstone of academic excellence, operational effectiveness, and economic stimulus for the Virgin Islands and the wider Caribbean. The plan is guided by six areas of focus: (1) Academic Quality and Excellence; (2) Student Development and Success; (3) Community Engagement and Globalization; (4) Modern and Safe University Environment; (5) Organizational and Human Development; and (6) Financial Sustainability and Growth.

As a result of its investment in these six identified areas of focus, the University of the Virgin Islands aspires to realize the following continuous improvement measures of "greatness":

- Improved quality and excellence of undergraduate and graduate programs;
- Improved faculty and staff development and compensation;
- Increased retention and graduation rates
- Increased growth in endowments for educational support and mission-focused investments;
- Increased use of opportunities for meaningful community and civic engagement and global interaction;
- Expanded relevance of current Centers and Institutes as places of economic stimuli;
- Increased evidence of institutional effectiveness and assessment as measures to further improve the learning, business, and service/operational environments;
- Enhanced opportunities for student development, learning, and success;
- Enhanced infrastructure for employee well-being and student success;
- Improved allocation of resources for maximum university-wide impact;
- Increased opportunities for research and scholarship.

The *Seven Management Values* and *Pathways to Greatness* would be just the start of strategic undertakings to impact the culture of the University. Most recently, in 2013, in fulfillment of a strategic goal to embed institutional assessment within the fabric of the University, a process was utilized to address program rationalization to better understand the impacts, costs, and revenues generated by each program and service at the University. The process which came to be known as **UVINext** began with a comprehensive and collaborative review of all academic and administrative programs and service units by external consultants and culminated with a report, including recommendations, to the Board of Trustees (herein after, Board or BOT). At its June 2014 meeting, the Board approved recommendations, derived from the report, that are aimed at maximizing the efficiencies of the University, prioritizing programs, and generating savings through the redesign, merger, and/or elimination of existing programs. The **UVINext** Implementation Task Force was charged with overseeing the implementation and institutionalization of the recommendations approved by the Board.

It is within the backdrop of *Pathways to Greatness*, the *Seven Management Values*, and the ***UVINext*** initiative that the University prepares to undertake its upcoming decennial Self Study. This 2017 Middle States Commission on Higher Education (MSCHE) Decennial Self Study process will provide an important opportunity for UVI to assess its journey through *Strategic Plan 2017: Pathways to Greatness*; evaluate the impact of the *Seven Management Values*; and capture the essence of the ***UVINext*** initiative. The Self Study process is being called "GREATNESS BY DESIGN".

The development of *Pathways to Greatnes*s included the prioritization of 50 Performance Goals and 96 Measurable Objectives. The University and its Board of Trustees also established a list of 134 *Key Performance Indicators* (KPIs) that have been selected specifically to measure the success of the strategic plan and to provide comparative data to benchmark UVI's progress against selected institutional and aspirational peers. ***UVINext*** provides a thoughtful and deliberate process to evaluate and monitor programs and services. Our design for greatness must deliberately impact these indicators and measures.

Anchored in a past distinguished by a myriad of accomplishments, UVI looks boldly into its future, resolute in its quest for greatness, and determined that its realization of greatness is done in the most principled, efficacious, and efficient manner possible. As an institution, UVI is committed to taking the necessary steps to move the needle in the lives of students, faculty, and staff, as well as in the lives of persons in proximate and extended communities, including the wider Caribbean.

About the University of the Virgin Islands (UVI)

History and Description

Founded in 1962, UVI is a public, liberal arts institution located in the United States Virgin Islands, with a presence on the islands of St. Croix (STX), St. John (STJ), and St. Thomas (STT). The United States Congress awarded UVI land-grant status in 1972. As of fall 2014, the University offers forty-six (46) academic programs including two (2) undergraduate certificate programs; thirty-seven (37) undergraduate, and seven (7) graduate degree programs through five (5) colleges and schools.

AERIAL VIEW OF THE ST. THOMAS CAMPUS

The **ST. THOMAS CAMPUS** includes academic facilities, administrative and student services buildings, residence halls, the Cooperative Extension Service (CES), the Eastern Caribbean Center (ECC), the main offices of the Virgin Islands Experimental Program to Stimulate Competitive Research (VI-EPSCoR), the Community Engagement and Lifelong Learning Center (CELL), the Reichhold Center for the Arts, and the William P. MacLean Marine Science Center. There are some units of the Research and Public Service (RPS) component that are responsible for research development and community outreach: these are the Virgin Islands Small Business Development Center (VI-SBDC) and the Center for Marine and Environmental Studies (CMES). The CMES is present on all three islands.

AERIAL VIEW OF THE ALBERT A. SHEEN CAMPUS

The **ALBERT A. SHEEN CAMPUS**, located on the island of St. Croix includes academic facilities, the Delta M. Jackson Dorsch Complex, the main office of the Cooperative Extension Service (CES), the Agricultural Experiment Station (AES), and the Virgin Islands & Caribbean Cultural Center (VICCC). The Virgin Islands Small Business Development Center (VI-SBDC), the Virgin Islands University Center for Excellence in Developmental Disabilities (VIUCEDD), and the Community Engagement and Lifelong Learning Center (CELL) have offices located off-campus.

The **ST. JOHN ACADEMIC CENTER** is located on the island of St. John and provides classroom and library services to support academic programs. The Center shares the space with CES and the VI-SBDC satellite programs.

Additionally, the University maintains the **VIRGIN ISLANDS ENVIRONMENTAL RESOURCE STATION (VIERS)**, a part of the Center for Marine and Environmental Studies (CMES). VIERS is located at Lameshur Bay.

ST. JOHN ACADEMIC CENTER

VIERS at Lameshur Bay on St. John

In 1986, the College of the Virgin Islands (CVI) was renamed the University of the Virgin Islands to reflect the growth and diversification of its academic curricula, community and regional services, and research programs. That same year, the United States Congress named UVI one of America's Historically Black Colleges and Universities (HBCU); therefore, it holds the distinction of being the only HBCU outside of the continental United States. Interdisciplinary applications, an international focus, interactive teaching, research, and creativity, as well as practical applications of knowledge, are all embedded in UVI's mission which articulates who we are and what we do. Specifically, *The University of the Virgin Islands is a learner-centered institution dedicated to the success of its students and committed to enhancing the lives of the people of the U.S. Virgin Islands and the wider Caribbean through excellent teaching, innovative research, and responsive community service.*

As we do the work that our mission guides us to do, we keep before us who we aspire to be as a higher education institution, as captured in our vision statement: *The University of the Virgin Islands will be an exceptional U.S. institution of higher education in the Caribbean that is dedicated to student success, committed to excellence, and pledged to enhancing the social and economic transformation of the U.S. Virgin Islands.*

As the only public institution of higher education in the U.S. Virgin Islands, serving both the Territory and the neighboring Caribbean islands, UVI has as a community and external engagement as a priority, and views this engagement as central to institutional effectiveness and student learning. UVI's size enhances its ability to offer a wide array of programs and services, while continuing to provide a personal, meaningful experience for its students.

Student enrollment for fall semester 2014 was 2,239 students across the two campuses. The University offers nine (9) associate's, twenty-eight (28) bachelor's, and seven (7) master's degree program on St. Thomas, and eight (8) associate's, fourteen (14) bachelor's, and six (6) master's degree programs on St. Croix. Additionally, UVI offers a variety of training opportunities for businesses and central and semi-autonomous government agencies, (to include dialysis technician, clinical medical assistant) as well as over 400 online programs, through UVI CELL, that provide enriching experiences. UVI's degree

programs are offered through five (5) colleges and schools, namely: the College of Liberal Arts and Social Sciences (CLASS), the School of Business (SOB), the School of Education (SOE), the School of Nursing (SON), and the College of Science and Mathematics (CSM).

UVI's Faculty represent the heart of the University. They are well-credentialed and have distinguished themselves in the areas of scholarship, teaching, and service. At the 2014 fall semester, there were one hundred and eight (108) full-time faculty; eighty-five (85) or 79% held doctoral degrees and fifty-two (52) or 48% were tenured. Additionally, there were one hundred thirty-seven (137) part-time faculty.

With respect to governance, UVI's bylaws entrust governance to the University's Board of Trustees. Currently, there are seventeen (17) voting Board members, including representatives from the faculty, the student body, and alumni. With a dedicated Board, and an Administration committed to advancing the University's mission and vision through the implementation of *Pathways to Greatness*, UVI is well positioned to truly achieve greatness.

Accreditation of the University of the Virgin Islands

Since its foundation in 1962, the University of the Virgin Islands (UVI) has completed four (4) MSCHE self studies and related reports and four (4) periodic reviews and related reports, the latest which was completed in 2012. UVI's fourth President, Dr. LaVerne E. Ragster, led the institution through the 2007 MSCHE site visit and subsequent monitoring report and progress letter. The processes continued when the fifth and current president, Dr. David Hall, assumed the presidency in August 2009 and completed the 2012 Periodic Review Report (PRR).

In addition to institutional accreditation, there are several academic and program areas that have also been accredited by relevant professional accrediting entities. First, the Accreditation Commission for Education in Nursing (ACEN) accredits the associate's and bachelor's degree programs in nursing. The current accreditation for the Associate of Science in Nursing (ASN) degree program is for the period 2009-2017, while the accreditation for the Bachelor of Science in Nursing (BSN) is for the period, 2014-2019. Second, the Community Engagement and Lifelong Learning (CELL) Center, which was established to meet the workforce and professional development training needs critical to the economic prosperity of the Virgin Islands and surrounding Caribbean islands is accredited by the International Association of Continuing Education and Training (IACET). The current accreditation is for the period 2014-2019. Third, the School of Business received accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) for the period 2014-2024. Fourth, the School of Education was granted accreditation by the National Council for the Accreditation of Teacher Education (NCATE) for the period 2014-2020. Finally, in February 2015, the University of the Virgin

Islands received the status of "*candidate school*" for accreditation of the School of Medicine (UVISOM) by the Liaison Committee for Medical Education (LCME).

Model for Greatness by Design

Based on the success of its 2012 Periodic Review Report (PRR) and its overall relationship with MSCHE, UVI was selected by the Middle States Commission on Higher Education as one of fifteen (15) institutions to participate in the Collaborative Implementation Project (CIP) as a pilot for the seven new Standards for Accreditation.

The CIP project began in October 2014, when Drs. Frank Mills and Magdalene Tobias were appointed as co-chairs of the Self Study Steering Committee (SSI) by President Hall. MSCHE provided training institutes for CIP members, including Drs. Mills and Tobias. Following the training sessions, the groundwork began to prepare the UVI campuses for the undertaking that lay ahead. This included the appointment of chairpersons to lead the subcommittees aligned to each of the seven (7) Middle States standards. Chairpersons will spearhead the compilation of materials development to substantiate that UVI has met each standard. Chairpersons will also serve on the Self Study Steering Committee and participate in the compilation of the final Self Study document.

UVI, as well as other institutions in the Collaborative Implementation Project, has agreed to use the comprehensive Self Study model. The UVI Steering Committee recommended that the Self Study process be structured around the seven (7) MSCHE standards, along with UVI's *Seven Management Values* and *Pathways to Greatness*, previously described.

Outcomes of Greatness by Design

In keeping with the "GREATNESS BY DESIGN" designation, each of the seven (7) standards will be addressed with the following outcomes in mind.

- While building upon a culture of continuous improvement, identify processes to improve data collection and recommend strategies that will improve the use of the data to better inform University decisions. These strategies will become the measurements for the next strategic plan. The Board has approved the extension of Pathways to Greatness to 2018 to allow the MSCHE process the time it needs to inform the new strategic plan.

- Create operational plans to embed the processes and concepts of the **UVINext Initiative** into each University Component and Department that will allow them to engage in effectively measuring and monitoring academic programs and administrative services.

- As the institution rapidly moves towards the completion of *Pathways to Greatness* provide insight into actions and initiatives that will become the foundation for the next strategic plan.

- Demonstrate how the University of the Virgin Islands currently meets Middle States standards for accreditation and promotes continuous improvement with a focus on honoring our past and creating our future.

Organizational Structure of Greatness by Design

As depicted in Figure 1 on the following page, there are several committees and organizational entities that will contribute to the completion of the Self Study. While the Self Study Steering Committee (SSI) and its seven (7) subcommittees will be performing the lion share of the work, the SSI will receive guidance and oversight from three (3) University committees.

Self -Study Steering Committee (SSI)

FRANK MILLS, PHD,
SELF STUDY CO-CHAIR

MAGDALENE TOBIAS, PHD,
SELF STUDY CO-CHAIR

Dr. Frank Mills and Dr. Magdalene Tobias were appointed Co-Chairs of the Self Study Steering Committee (SSI) by President Hall in October 2014.

Frank L. Mills is the Vice Provost for Research and Public Service, and holds the rank of Professor of Social Sciences. He was directly involved in the preparation of the first self study report of the College of the Virgin Islands, subsequently served as the Chair of the Self Study Committees and the Periodic Review Report Committees throughout the 1980s and 1990s, and was also the Co-Chair in the 2007 self study process. Mills is an alumnus of CVI.

Dr. Magdalene Tobias is an Associate Professor of Education at the University of the Virgin Islands. She is currently the Director of Field Experience and Clinical Practice for the School of Education. She also serves as the School of Education Coordinator for the Council for the Accreditation of Educator Preparation (CAEP) and Coordinator for School of Education Faculty Development. Dr. Tobias has brought to UVI a wealth of experience gained from teaching at tertiary level institutions in Michigan for 15 years prior to coming to UVI, including Siena Heights University, Western Michigan University, and Andrews University.

Design for Self Study

Greatness by DESIGN: Committee Structure

Approved January 26, 2015

UVINext Task Force

David Hall, Camille McKayle, Frank Mills, Stuart Ketcham, Raquel Silver, Tina Koopmans, Shirley Lake-King

SPOL Working Group

Purpose: Serve as the operational arm of the effort, to find data, look at processes, solve issues related to SPOL and self-study

Frank Mills
Ron Meek
Tony Valentine
James Maddirala
Laurie Blake
Tracy Bray
Monifa Potter
Celia Francis
Moneca Pinkett
Peggy Fahie
Tina Koopmans

Budget linkage in SPOL

PeopleAdmin link in SPOL

Institutional Effectiveness and Assessment Advisory Board

Self Study Steering Committee

Frank Mills, Magdalene Tobias
Co-Chairs
ISIA Liaison: **Tina Koopmans**
Seven Sub-Committee Chairs
Editor: **Noreen Michael**
Admin Support: Nathalie Roumou

Ron Meek
Sandra Romano
Shirley Lake-King
Stephen Moore
Stephen Reames
Stuart Ketcham
Teresa Turner
Tessa Liburd
David Hall

Beverley Lansiquot
Camille McKayle
Frank Mills
Glenn Metts
Haldane Davies
Kimarie Engerman
Kwame Garcia
Laurie Blake
Linda Thomas
Lonnie Hudspeth
Maxine Nunez
Raquel Santiago
Robert Godfrey

Standard I:
Mission and Goals
Chair: **Linda Wymer**
ISIA Liaison: Sherna Gumbs,

Admin Support:
Andrea Ruan

Standard V:
Educational Effectiveness Assessment
Chair: **Lonnie Hudspeth**
ISIA Liaison: Myoshi Osborne

Admin Support:
Celia Francis

Standard IV:
Support of the Student Experience
Chair:
Stephen Moore
ISIA Liaison: Celia Richards,

Admin Support:
Ikysha James

Input of SLO in SPOL

Standard II:
Ethics & Integrity
Chair: **Nandi Sekou**
ISIA Liaison: Kelly Harrigan

Admin Support:
Lorna Chesterfield

Working Group Strategy:

- Call to SGA, Faculty and Staff Council for a member for each subcommittee
- Call for volunteers at the Town Hall
- Work with Chairs to staff committees

Standard VI:
Planning Resources & Institutional Improvement
Chair: **Adam Parr**
ISIA Liaison: Sharlene Harris

Admin Support:
Marsha Bedford

Standard III:
Design & Delivery of the Student Learning Experience
Chair: **Glenn Metts**
ISIA Liaison: Erik Pattison

Admin Support:
Tracy Bray

Standard VII:
Governance, Leadership, and Administration
Chair: **Judith Rogers**
ISIA Liaison: N/A

Admin Support:
Tuwanda Perez
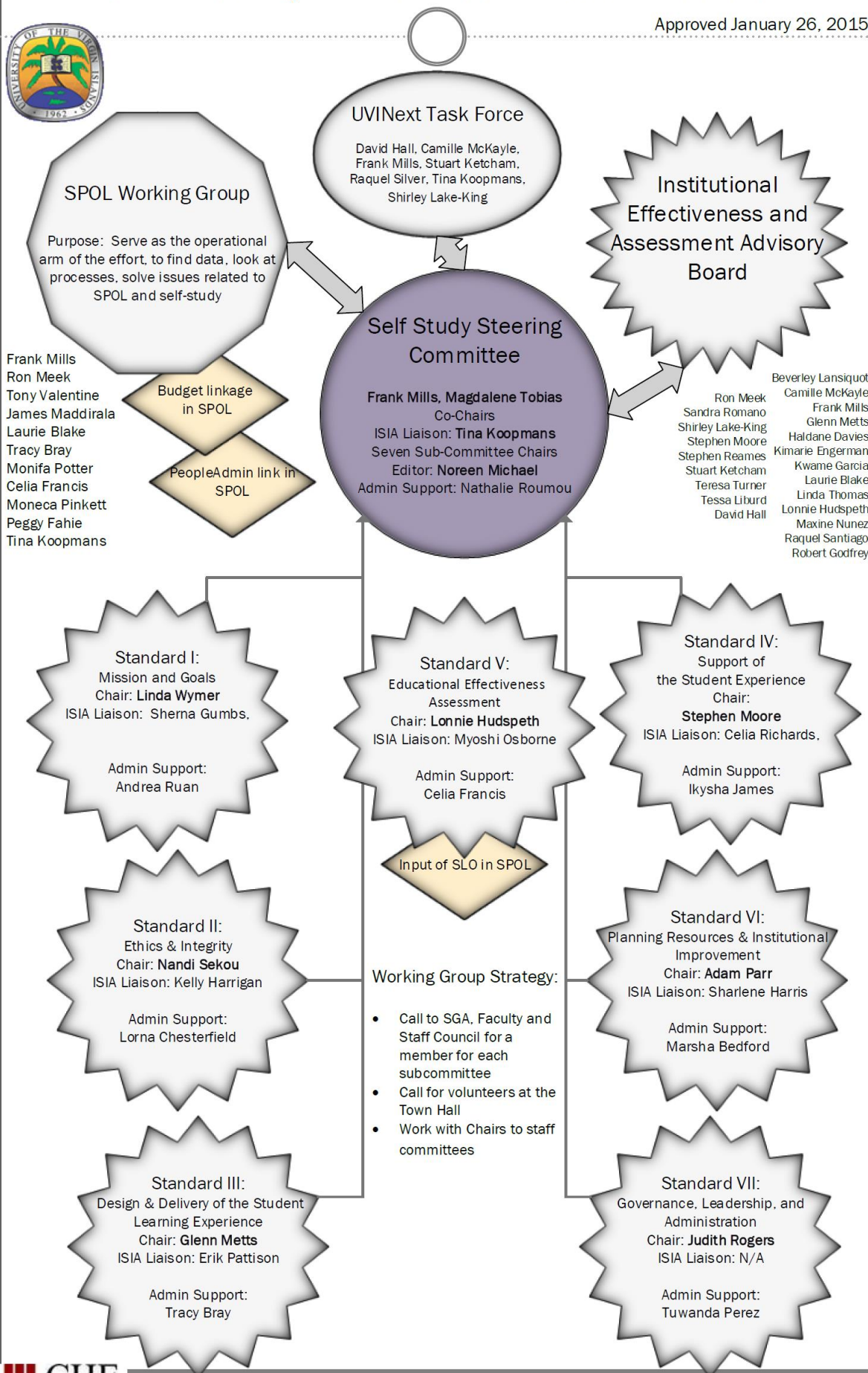
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MSA

March 30, 2015

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FIGURE 1

Chairpersons for a subcommittee for each of the seven (7) Middle States standards were added to the Steering Committee in February 2015. An editor for the Self Study document was also appointed at that time. The SSI members will lead the development of material to support UVI's compliance with the standards and complete the Self Study document and outcomes.

Chairs provided guidance on the composition and size of their subcommittees and had an opportunity to invite persons to join as well as to request that persons be appointed to the subcommittees. The lists of subcommittee members were then sent to key constituency groups—students, faculty, and staff—so that additional appointments could be made to ensure optimal constituent involvement. This approach to constituent involvement is reflective of the University's shared governance process. The UVI community will also be encouraged to volunteer to serve on subcommittees. It is expected that the membership of the subcommittees will be fluid through the life of the project.

Each subcommittee was also assigned administrative support, specifically responsible for taking minutes, developing reports, assisting with scheduling and communications, and maintaining a file of the subcommittee's work processes and outputs. The administrative specialists were assigned from within executive offices to ensure the caliber of support needed for this essential institutional task.

Tools for the SSI

In an effort to manage the workload that inevitably comes with the Self Study, the President requested that as much technology as possible be infused into the process. The SSI members all received Surface Tablets to codify the tools and the software to develop and edit drafts. In addition, each member of the committee was given training in Skype for Business to facilitate file sharing and desktop videoconferencing. All documents are shared and edited through a dedicated Microsoft SITES location on OneDrive. Training was also provided for OneDrive. Both the Steering Committee and the Institutional Effectiveness and Assessment Advisory Board have access to the OneDrive Site. All meeting agendas, documents, and minutes are distributed via OneDrive. These tools are part of Office 365 that the University has invested in, and this project will be the pilot for the University roll out.

Strategic Planning Online (SPOL) is a software package that the Steering Committee will be recieving training on. This package has an accreditation module that will be used to capture this Self Study process and put procedures in place for the next.

Institutional Effectiveness and Assessment Advisory Board (IEAAB)

The Institutional Effectiveness and Assessment Advisory Board (IEAAB) was chartered in 2009 and is co-chaired by the Provost and the Chair of the Faculty. The IEAAB membership includes faculty, staff, and students. As noted in its charter, the Institutional

Effectiveness and Assessment Advisory Board is responsible for the overall policy direction of the University relative to strategic planning, institutional assessment, student learning outcomes assessment, institutional research, and results accountability. More specifically, the IEAAB shall:

- Build capacity for assessment and continual, data-driven improvement.
- Facilitate systematic assessment of academic and operational performance relative to University priorities.
- Provide rigorous and responsive reviews and analyses of a broad array of data to support Institutional decision-making.
- Provide relevant training and feedback to support application of practical methods of measurement and evaluation.
- Provide effective management and leadership of accreditation-related activities.

The IEAAB will provide oversight to the Self Study Steering Committee as it has on other accreditation and assessment activities for the University. The IEAAB will ensure that the Steering Committee meets the necessary timelines and standards for submission of the Self Study. A schedule is already in place for the IEAAB to meet regularly throughout the 30-month process.

The institutional recommendations submitted by each subcommittee will be vetted by the IEAAB. The IEAAB will determine what the intuitional priorities are and select items that will be included in the Self Study. This number should be between three and seven in an effort to focus future follow up requirements. Recommendations not selected for inclusion in the Self Study will be captured by the IEAAB for further action as the process to develop the next strategic plan is solidified.

Strategic Planning Online (SPOL) Working Group

A SPOL working group was established to ensure that "GREATNESS BY DESIGN" is consistent with the goals outlined for the Strategic Planning Online (SPOL) software package that was implemented by the University in 2014. Members of the SPOL Working Group, all senior staff, will serve as a collective resource to the SSI to provide the data and information necessary for the SSI to be successful. This group was formed in lieu of its members serving on multiple subcommittees.

UVINext Task Force

The Steering Committee will also receive input from the *UVINext* Task Force. As previously noted, the *UVINext* Task Force was created to oversee and implement the Board's approved recommendations that stemmed from the systematic review of all academic and administrative programs. The recommendations are aimed at maximizing the efficiencies of the University, prioritizing programs, and generating savings through the elimination, merger or redesign of existing programs. In short, the Task Force will be

modeling and implementing a new institutional effectiveness model for the University that will periodically review all programs. The Steering Committee and its subcommittees will work closely with the Task Force to incorporate the recommendations into the Self Study outputs.

Behind the Curtain

The Office of the Vice President for Information Services and Institutional Assessment (ISIA) will organize the Self Study process and manage the logistics and budget of the initiative. This organizational structure is new to the University and combines the resources of institutional research, institutional effectiveness and information technology for the first time under one component head. Under the leadership of Tina M. Koopmans (left corner), who also attended the MSCHE CIP training, the Office of the Vice President for Information Services and Institutional Assessment is responsible for accreditation, strategic planning, institutional research and assessment as well as information technology and libraries. Ms. Koopmans has served the University for ten (10) years.

Ms. Laurie Blake (far right), Program Coordinator for Institutional Research and Planning (IRP), is responsible for providing coordinated, accurate data to support the subcommittees, she will be assisted by Ms. Sharice Richardson (far left), Programmer/Analyst. Ms. Celia Francis (right corner), Assistant to the Vice President, will coordinate the administrative support positions provided to each subcommittee to ensure consistency throughout the process. Ms. Tracy Bray (right center), Administrative Specialist/IRP has been assigned leadership of the document road map and will be instrumental in managing the document needs of the subcommittees. Ms. Andrea Ruan (left center), Administrative Specialist/ IRP, will be providing logistical and administrative support to assure the completion of this important institutional project. Each subcommittee will also have a liaison from the Office of the Vice President to ensure coordination and access to necessary resources.

"PAY NO ATTENTION TO THOSE WOMEN BEHIND THE CURTAIN."

--THE GREAT AND POWERFUL OZ

Operation of the Subcommittees

There are seven (7) subcommittees that will perform work for the Self Study Steering Committee (SSI). Each subcommittee is responsible for providing the Steering Committee with a concise, thoughtful, and complete report that accurately depicts the results of its analysis.

The emphasis throughout each subcommittee report will be on providing reflective and informative analysis that is data driven. Information within each report will be documented, and all supporting data will be clearly cited, including whether it is available electronically or in hard copy.

Each subcommittee will have the following charge:

1. Each subcommittee will meet on a regular basis and keep and approve minutes. These will be shared on a regular basis with the Steering Committee.
2. Each subcommittee should appoint a Co-Chair or Vice-Chair to ensure continuity of the work.
3. Each subcommittee member will review and become familiar with the material contained in the Middle States Commission on Higher Education publication, *Self Study: Creating a Useful Process and Report, January 2015.*
4. Each subcommittee member will review and become familiar with the standard assigned to his/her subcommittee and the potential overlap with other subcommittees. The standards are described in detail in the Middle States Commission on Higher Education publication, *Requirements of Affiliation and Standards for Accreditation, 13th edition*.
5. Each subcommittee will formulate a plan for the review of qualitative and quantitative information that may be useful in conducting its research. This may include available documents, reports, and benchmarking data, in addition to interviews with key administrators, faculty, staff, and focus groups.
6. Each subcommittee will work diligently with faculty and administrative standing committees, to minimize efforts while maximizing output.
7. Each subcommittee will review intended outcomes of the Self Study developed by the Steering Committee, refining and matching these outcomes to the inventory of available documents and data. This includes:
   a. Analyzing and reviewing data accessed for the Self Study and determining whether:
      i. Alternate or additional data would better facilitate or enhance future monitoring, and/or
      ii. Alternate or additional approaches to reporting data would more effectively convey or document the University's performance [Outcome 1].
   b. Reviewing the *UVINext* processes and information and developing recommendations to best institutionalize *UVINext* (Outcome 2).

    c. Recommending initiatives that should be undertaken to further improve the University's performance (Outcome 3).

    d. Demonstrating the University's compliance with the Middle States standards and criteria (Outcome 4).

8. Each subcommittee will review and become familiar with the *Document Roadmap* [Appendix A]; identify additional data or information required to complete its work; and inform the SPOL Working Group of needed assistance and support.

9. Each subcommittee will give monthly reports at the SSI Meetings in **September and October of 2015.**

10. Each subcommittee will use the assigned accreditation standards and the Self Study outcomes as a guide to prepare an annotated outline of their findings and recommendations. This outline will be submitted to the Steering Committee by **November 23, 2015**.

11. Based on feedback from the Steering Committee, each subcommittee will provide a draft report to the Steering Committee by **February 17, 2016**.

12. Based on feedback from the Steering Committee, each subcommittee will provide a final report to the Steering Committee by **April 6, 2016**.

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Charge to Standard I Subcommittee

The **Mission and Goals** Subcommittee will examine the mission and goals of the University and demonstrate that the pursuit of *Pathways to Greatness,* through its performance objectives, fulfills the mission of the University. The group will emphasize how the *Seven Management Values* enhances the pursuit of these goals. The University's continuous improvement is reliant upon a shared vision of its destination, so the group will also have the opportunity to identify new initiatives or changes that will continue to move the University forward towards fulfillment of its mission. This subcommittee will be chaired by Professor Linda Wymer.

With more than 34 years of professional experience in education, Linda R. Wymer is a recognized figure in higher education. She is the elected chair of Freshman Studies at UVI, which includes a myriad of responsibilities. Ms. Wymer has written grants, reviewed textbooks, coordinated a territorial after-school mentoring program, provided in-service teaching for public schools, as well as taught PRAXIS I and II for teacher certification. Additionally, Professor Wymer served as a member of the Office of the Governor Mentorship

PROFESSOR LINDA WYMER

Program. She holds both a master's degree and an educational specialist degree in supervision and administration from the University of Hartford and anticipates completing her doctoral degree in Higher Education Leadership in 2015.

Subcommittee Membership
Linda Wymer, Chair
Andrea Ruan, Administrative support from Institutional Research & Planning
- Haldane Davies, Vice President for Business Development and Innovation, STT
- Shirley Lake-King, Vice President of Administration and Finance, STT
- Stuart Ketcham, Professor of Science of Biochemistry and Faculty Chair, STX
- Donna Nemeth, Associate Professor of Biology & Medical School, STT
- Gloria Callwood, Director & Principal Investigator, Caribbean Exploratory Research Center, STT
- David Gould, Professor of English, STX
- Timothy Faley, Distinguished Professor/Special Assistant to the President, STT
- Paul Jobsis, Associate Professor of Biology/Acting Director of the Center for Marine & Environmental Studies, STT
- Trudi Golphin, Director of Residential Life, STX
- Sherna Gumbs, Librarian II, STT
- Student representative, STT, TBD
- Student representative, STX, TBD
- Sharon McCollum, Commissioner Designee, Department of Education, STT
- Stevie Henry, GIS Analysts, Staff Council Representative STT

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Charge to Standard II Subcommittee
The **Ethics and Integrity** Subcommittee will examine University ethics and integrity as a cornerstone to building trust by the faculty, staff, students and constituents in the university. This analysis should start with *Management Value 3: Uncompromised Integrity* and review and analyze how it has been institutionalized as a management value. The university must have clearly defined and articulated codes of conduct for faculty, staff and students that are equitable, just and fair. The university's documents, administration, practices and procedures should exemplify the holistic qualities that are expected to impart on our students to ensure their success. This subcommittee will be chaired by Professor Nandi Sekou.

Nandi Sékou, Esq. is an Assistant Professor of Criminal Justice and led the development and implementation of the Criminal Justice program at UVI. She is presently the Chairman/President of the Virgin Islands Board of Education and by virtue of this appointment also serves as a member of the UVI Board of Trustees. As a Native Virgin Islander, educator, attorney and activist, she is committed to the transformation of public education in the Virgin Islands.

Subcommittee Membership

Nandi Sekou, Chair
Lorna Chesterfield, Administrative support from the Office of the Vice Provost for Research and Public Service

- Kula Francis, Assistant Professor of Political Science, STX
- Malik Sekou, Professor of Political Science and History, STT
- Shenee Martin, Student representative, STT
- Kelly Harrigan, IT Engineer, STT
- Celia Prince-Richards, Librarian III, STX
- Representative from Human Resources (UVI), TBD
- Representative from Registrar's Office (UVI), TBD
- Representative from Admissions Office (UVI), TBD
- Representative from Center for Spirituality (UVI), TBD
- Representative from School of Education, TBD
- Tamara Lang, Director of Hotel and Tourism Management, STT
- Shirley Lake-King, Vice President of Administration and Finance, STT
- Student representative, STX, TBD
- Colvin Durante, Accountant I, Staff Council Representative

PROFESSOR NANDI SEKOU

Design for Self Study

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Charge to Standard III Subcommittee

The **Design and Delivery of the Student Learning Experience** Subcommittee will analyze and report out on the Academic Quality and Excellence area of focus within the strategic plan. Data should support how the faculty and curriculum combine to provide world-class educational opportunities to University students. It is imperative that this subcommittee coordinate its work with Standard IV and Standard V to develop overall insight into the development and success of UVI students. This subcommittee will be led by Dr. Glenn A. Metts.

Dr. Metts is an Associate Professor of Management and Entrepreneurship at the University of the Virgin Islands having joined the university in Spring 2009. He is an entrepreneur, certified public accountant, professor, author, and sea captain. As an entrepreneur he started several businesses in such diverse fields as manufacturing, accounting and consulting, mechanical contracting, intellectual property, and commercial real estate. After semi-retiring from business he started at second career teaching in the Purdue system and eventually moved on to the University of the Virgin Islands where he has served in various capacity as Director of Entrepreneurship Education, Chair of Management and Marketing, Chair of Information Systems and Decision Sciences. He currently serves as Chair of Professional Studies and is Director of Entrepreneurship Experiential Programs.

DR. GLENN A. METTS

Subcommittee Membership

Glenn A Metts, Chair
Tracy Bray, Administrative support from Institutional Research & Planning

- Alexander Randall, Visiting Assistant Professor of Communication, STT
- Stephan T. Moore, Dean of Student Affairs, STX
- Dion Gouws, Assistant Professor of Accounting, STT
- Daricia Wilkinson, Student representative, STT
- Richard Hall, Professor of Biology, STT
- Steen Stovall, Center Director, Small Business Development Corporation, STT
- Erik Pattison, Co-Director of Network Operations, STT
- Representative from School of Education, TBD
- Sarah Dahl-Smith, Extension Agent II, Staff Council Representative

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Charge to Standard IV Subcommittee

The **Support of the Student Experience** Subcommittee will examine the Student Development and Success area of focus of the strategic plan. The Subcommittee should tell the story of how our students succeed and meet their individual goals. Appropriate data and analysis should accompany the story. It is imperative that this subcommittee coordinate its work with Standard III and Standard V as part of the overall narrative. The subcommittee will be chaired by Dr. Stephen Moore.

Dr. Stephen Moore is the Executive Director of Student Success and Honors Programs and the Center for Student Success (CSS). The CSS includes Learning Center, Math and Science Enrichment Center, Writing Center, Freshman Development Seminar 100, and Honors Program. He currently serves as Chairperson for the Student Enrichment and Retention committee, and is an Advising Committee member. Although his tenure at UVI has been short, Dr. Moore has been involved in student support and retention for several years and is an international consultant on the use of lecture capture to support teaching and learning.

DR. STEPHEN W. MOORE

Subcommittee Membership

Stephen W. Moore, Chair

Ikysha James, Administrative support from the Office of the Executive Director of the Center for Student Success

- Chasda Clendenin, Instructor of Mathematics, STT
- Cynthia Richards, Part-Time Librarian, STT
- Dahlia Stridiron, Director of Counseling Services, STT
- David Santesteban, Men's Soccer Coach, STX
- Emily Carter, Assistant Professor of English, STT
- Julie Cruz, Academic Advisor II, STT
- Kenny Hendrickson, Associate Professor of Public Administration, STX
- Leon Lafond, Director of Student Activities, STT
- Leslie Greene, Math & Science Enrichment Center Coordinator, STX
- Mary Myers, Program Specialist II, STT

- Sean Georges, Director of Student Housing/Resident Life, STT
- Stephan T. Moore, Dean of Students, STX
- Suzanne Adrien, Financial Aid Supervisor II, STT
- Timothy Faley, Distinguished Professor/Special Assistant to the President, STT
- Xuri Allen, Director of Undergraduate Recruitment and Admissions, STT
- Celia Prince-Richards, Librarian III, STX
- Patricia Towal, Director of Counseling and Career Services, Staff Council Representative

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Charge to Standard V Subcommittee

The **Educational Effectiveness Assessment** Subcommittee is charged with documenting the University's outcomes assessment strategy, plans, assessment results and evidence of the utilization of assessment results to develop and improve the University's academic programs and assessment processes. The Subcommittee will document evidence that the University's students have accomplished their educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education. This analysis should be focuses on the strategic plan area of focus Academic Quality and Excellence and Student Development and Success. It is imperative that this subcommittee coordinate its work with Standard V and Standard III so that appropriate evidence is provided. This subcommittee will be chaired by Dr. Lonnie Hudspeth.

Dr. Hudspeth is a tenured Associate Professor of Management and Marketing in the School of Business. From Fall Semester 2005 until Spring Semester 2015, Dr. Hudspeth served as Institutional Director of Student Learning Outcomes Assessment (SLOA) and led the University's planning and implementation of student learning outcomes assessment. Dr. Hudspeth has been active in UVI accreditation initiatives, including the 2012 Mid-Term Periodic Review, and providing leadership on MSCHE's Standard 14 – Assessment of Student Learning of the university's decennial accreditation re-affirmation in 2006. Dr. Hudspeth also championed the efforts of the School of Business to obtain its accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) in May of 2014. Dr. Hudspeth completed his

DR. LONNIE HUDSPETH

PhD in Manufacturing Management and Engineering in 2004, from The University of Toledo, and his Master of Business Administration (MBA) in 1992, from Florida A&M University.

Subcommittee Membership

Lonnie Hudspeth, Chair
Celia Francis, Administrative support from the Office of the Vice President for Information Services & Institutional Assessment

- Assessment Lead from College of Science and Mathematics, TBD
- Assessment Lead from College of Liberal Arts and Social Science, TBD
- Assessment Lead from School of Education, TBD
- Assessment Lead from School of Nursing, TBD
- Manager of CETL/Student Learning Outcomes, TBD
- Myoshi Osborne, Library Specialist I, STT
- Shared Governance Representatives – Faculty, Staff, TBD
- Student representative, STT, TBD
- Student representative, STX, TBD
- Jarelle Berkeley, Administrative Specialist III, Staff Council Representative

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Charge to Standard VI Subcommittee

The **Planning, Resources, and Institutional Improvement** Subcommittee is charged with developing an analysis that surrounds the following strategic plan areas of focus: Modern and Safe University Environment, Organizational and Human Development, and Financial Sustainability and Growth. The analysis should be done within the context of the management values of informed decision making and fiscal responsibility. The subcommittee should also specifically address the *UVINext* process and its place in institutional improvement. It is imperative that this subcommittee coordinate its work with the subcommittee addressing Standard VII and highlight how the progress is being made within the University Governance structure. Dr. Adam Parr will chair this subcommittee.

DR. ADAM PARR

Dr Adam Parr is an Associate Professor of Mathematics who joined the University faculty in 1997. During his time at UVI he has also served as the Coordinator (Chair) of the Mathematics Department and the Dean of Science and Mathematics. Dr. Parr was an active participant in the development of the 2012 PRR.

Subcommittee Membership

Adam Parr, Chair

Marsha Elcock-Bedford, Administrative support from the Office of the Provost

- Sharlene Harris, Assistant Chief Information Officer, STT
- Mitchell Neaves, Vice President of Institutional Advancement, STT
- Representative from Accounting and Finance (UVI), TBD
- Representative from Human Resources (UVI), TBD
- Representative from Physical Plant (UVI), TBD
- Representative from Research Faculty (UVI), TBD
- Shared Governance Representative – Faculty, TBD
- Student representative, STT, TBD
- Student representative, STX, TBD
- Dayle Barry, Title III Coordinator/Assistant Director Sponsored Programs and Title III, Staff Council Representative

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Charge to Standard VII Subcommittee

The **Governance, Leadership and Administration** Subcommittee should examine, within the *Seven Management Values*, how the University works within its organizational and governance structure to achieve the strategic plan and the operation of the University. The Subcommittee should provide evidence that decisions are made in a manner that demonstrates the effectiveness of governance, leadership, and administration. Moreover, the ultimate goal of high student achievement, community outreach and engagement, and service to the Territory, the National and international communities, and professional growth and development should be reflected in the alignment of results and governance.

The major impact of Standard VII may be recognized through the work of other subcommittees working on specific Standards involved in the Self Study process. For example, efficiency in defining and clarifying mission and goals; the realization of ethics and integrity; matters involving the design and delivery of the student learning experience; support of the student experience; the results and use of educational effectiveness assessment; planning, resources, and institutional improvement are not only interrelated, but also

JUDITH ROGERS

Design for Self Study

dependent upon and reflective of Governance, leadership and administration. This committee will be chaired by Ms. Judith Rogers.

Ms. Rogers is the Director of the Libraries, with over 25 years of service to the University in various capacities, including leadership for developing the Center for Excellence in Teaching and Learning (CETL), an adjunct faculty member for Freshman Development Seminar, and a member of the University's Graduate Council. Mrs. Rogers oversees the libraries on both campuses and the operations of the St. John Academic Center, and is a founding member of the executive board of the Digital Library of the Caribbean, a multi-type library consortium with over 35 regional and international members.

Subcommittee Membership

Judith Rogers, Chair

Tuwanda Perez, Administrative support from the Office of the Vice President for Information Services & Institutional Assessment

- Aletha Baumann, Associate Professor of Psychology, STX
- Sophia Johnson, President of Student Government Association, Student representative, STX
- Stuart Ketcham, Professor of Science of Biochemistry and Faculty Chairperson, STX
- Raquel Santiago-Silver, Administration & Fiscal Officer/Chair of the UVI Senate/Chair of the Staff Council, STX
- Student representative, STT, TBD

Editorial Oversight

Dr. Noreen Michael was appointed as the editor of the Self Study. She will be coordinating the final layout of the study. Dr. Michael serves as Research Director and Research Associate Professor within the Caribbean Exploratory (NIMHD) Research Center at UVI. Dr. Michael has been employed at UVI since February 2007. Prior to assuming her current role, she served as Chief of Staff to the President (2007-2013). Dr. Michael serves as Lead Principal Investigator for the Human Services Research Partnership: US Virgin Islands grant; and PI for the projects, Understanding Human Services Programs in the US Virgin Islands: An Environmental Scan, and Comprehensive Community Health Needs Assessment. She also teaches part-time and has taught courses in the College of Liberal Arts and Social Sciences and the Schools of Business, Education, and Nursing. Administrative support to Dr. Michael will be provided by Nathalie Roumou from the Office of the Dean of Education.

DR. NOREEN MICHAEL

Critical dates for reporting

- Challenges/progress report from Subcommittee Chairs   **September 30, 2015**
- Challenges/progress report from Subcommittee Chairs   **October 31, 2015**
- Annotated outlines from Subcommittee Chairs   **November 23, 2015**
- Draft I of Subcommittee reports from Subcommittee Chairs   **February 17, 2016**
- Draft of recommendations from Subcommittees to IEAAB   **February 17, 2016**
- Draft II of Subcommittee reports from Subcommittee Chairs   **April 6, 2016**
- Draft I Self Study report from Self Study Co-Chairs   **June 30, 2016**
- Draft II of Self Study report from Self Study Co-Chairs   **October 2, 2016**
- Final report submitted to MSCHE   **November 2, 2016**

Editorial Style and Format

All documents developed by Subcommittees and by the Self Study Co-Chairs must be completed using Microsoft Word 2013. The font to be used is Calisto MT and the font size for text for the body of reports must be 11 pt. Margins should be 1" around. The document will be completed in single space. There should be a glossary of all acronyms used in Subcommittee reports, with each acronym being fully spelled out in the first instance it is used. Editorial changes will be made to ensure: 1) a crisp, active voice throughout the report; 2) consistency of style and voice throughout the report; 3) consistency of information provided within various subcommittee reports, to include terminology used to refer to institutional initiatives, departments, programs, facilities, and related information; and, 4) overall cohesiveness and flow of the information presented. In instances where editorial changes may impact the intent or content submitted by a subcommittee, the Editor will communicate with the Subcommittee Chair as well as the Self Study Co-Chairs so that an agreed-upon approach to the recommended edit(s) can be negotiated.

Preparing a Subcommittee Report

- An overview of the subcommittee's charge, defining the scope of its tasks and responsibilities in relation to its assigned Standard for Accreditation
- Discussion of the connection or interrelatedness of the subcommittee's charge with those of other groups, and of any collaboration between subcommittees that took place
- Analytical discussion of the data reviewed and the inquiry undertaken, and the group's conclusions, including strengths and challenges
- Explanation of how the subcommittee's conclusions relate to the assigned Standard for Accreditation
- Recommendations for ongoing institutional improvement as vetted by IEAAB.
- The report from each subcommittee should not exceed thirteen (13) pages.

Organization of the Final Self Study Report

Executive Summary
- Brief (1-5 pages) description of the major findings and recommendations of the Self Study

Introduction
- A brief overview of the institution and description of the Self Study process

For each Standard for Accreditation:
- Heading indicating the Standard under consideration
- Cross-references to relevant materials in other parts of the report
- Analytical discussion of the data reviewed and the inquiry undertaken
- Conclusions, including strengths and challenges, with references to appropriate Criteria
- Recommendations for ongoing institutional improvement

Conclusion
- A summary of the major conclusions reached and the institution's recommendations for self-improvement

The Final Self Study Report should not exceed one hundred (100) pages.

Requirements of Affiliation and Verification of Compliance with Federal and State Regulations

To be eligible for, to achieve, and maintain accreditation from Middles States, UVI must demonstrate that it fully meets the requirements of affiliation. There are fifteen (15) statements verifying the operation and viability of the University. In addition, UVI will need to address compliance imposed by the federal and territory regulatory agencies. The affiliation standards and compliance information should be developed into a single document, due to MSCHE by **December 16, 2016**. A draft document should be presented to the IEAAB by their meeting on **October 19, 2016**. Although format and content are still being finalized by MSCHE, the University will use its resources to fulfill the obligations. The University of the Virgin Islands has tasked its Internal Auditor, Alan Bray, with responding to the Requirements of Affiliation and Verification of Compliance with Federal and State Regulations. The IEAAB will provide guidance and approval for this document.


ALAN BRAY

Alan Bray is a Certified Public Account, Certified Fraud Examiner and also a Certified Financial Services Auditor. He is

also a Certified Inspector General Auditor and Certified Inspector General Investigator with a wide range of knowledge and experience in government, insurance, banking and financial services industries. Mr. Bray received his Bachelor of Science Degree in Accountancy from the University of Missouri. He is a member of the American Institute of Certified Public Accountants, Institute of Internal Auditors, Association of Inspectors General, National Association of Certified Fraud Examiners, and Florida Institute of Certified Public Accountants.

Communication Plan

Keeping the University community involved and update on the Self Study process is an important priority of the University. As such, the process has been designed with events to inform and to involve University constituents. The Communication Plan includes the following elements:

- Newsletters for "GREATNESS BY DESIGN" will be published and distributed three times each year during the project
    - March, June, October of 2015, 16 and 17.
- Draft documents will be sent through the University's shared governance process
    - Draft Design will be sent to constituents in April 2015
    - First Draft of Subcommittee reports will be sent in February 2016
    - First Draft of complete Self Study will be sent August 1, 2016
    - A copy of the final Self Study will be sent as part of the approval process for the UVI BOT in October of 2016, even though there may be edits suggested by MSCHE after submission
    - A final version of the Self Study will be sent to all constituents and the BOT in February 2017
- Town Hall Meetings for the University community will be coordinated at each milestone.
    - February, 2015; March and September 2016; and February and June 2017.
- A "GREATNESS BY DESIGN" website accessible to the public at www.uvi.edu and to internal stakeholders at mycampus.uvi.edu.
- Mini MSCHE advertisements/notes in other UVI newsletters
- Announcements on WUVI 1090am, the University's radio station
- Promotional materials targeted to students to foster and promote student involvement
- Messages and images accessible from the UVI mobile app
- Materials to be included in student orientation packages (To promote involvement of incoming students in the accreditation Self Study process)
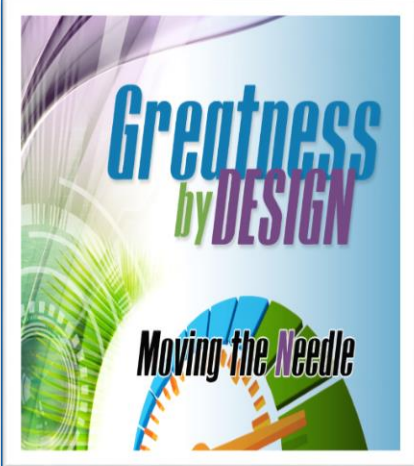
Why GREATNESS BY DESIGN?

The Middles States Commission on Higher Education Re-Affirmation of Accreditation process at the University of the Virgin Islands is based on the concept that if the University is to achieve its strategic plan "Pathways to Greatness" there needs to be a calculated and measurable effort. The Accreditation process provides the vehicle for the University to test its measurements and procedures. It is an opportunity to make sure that UVI is making progress "on purpose" and that every action moves the needle in our measurements.

Data

Effectiveness

Strategic Planning

Institutional Improvement

Goals

Moving the Needle

Timetable

A comprehensive timeline of events has been created and is included in figure 2 on the next page. The basis of the timeline is to group events in cycles that flow with the Board of Trustees meetings and the deadlines established by MSCHE in the Collaborative Implementation Project. Timelines were developed so that as Middle States milestones approaches, the Steering Committee could be provided with input from a town hall event for the University community; the Intuitional Effectiveness and Assessment Advisory Board (IEAAB), and the Board could provide approval at its regular meetings.

The University Board of Trustees will participate in the Accreditation process. This will include meetings during each of the MSCHE site visits and updates on progress at the regular Board of Trustees meetings. The BOT will have final approval of the Self Study document at its regular meeting on October 22, 2016.

As with any project of this size, there will be many events and projects that may impact timelines and workload. For this reason, the timeline includes a list of "things to think about" that may be added to the timeline at a later moment or may impact the overall timeline. This realization will keep the timeline a living document while making sure the University adheres to its commitments to MSCHE and the overall University community.

Key MSCHE Dates

- MSCHE Design Prep Visit **May 4-5, 2015**
- Final Self Study Design Due **June 15, 2015**
- Self Study Draft Due to Team Chair **November 2, 2016**
- MSCHE Self Study Team Chair Visit **November 2016**
- Standards of Affiliation & Compliance due to MSCHE **December 16, 2016**
- Self-Study Final Distributed to Team **February 9, 2017**
- MSCHE Self Study Visit **March/April, 2017**
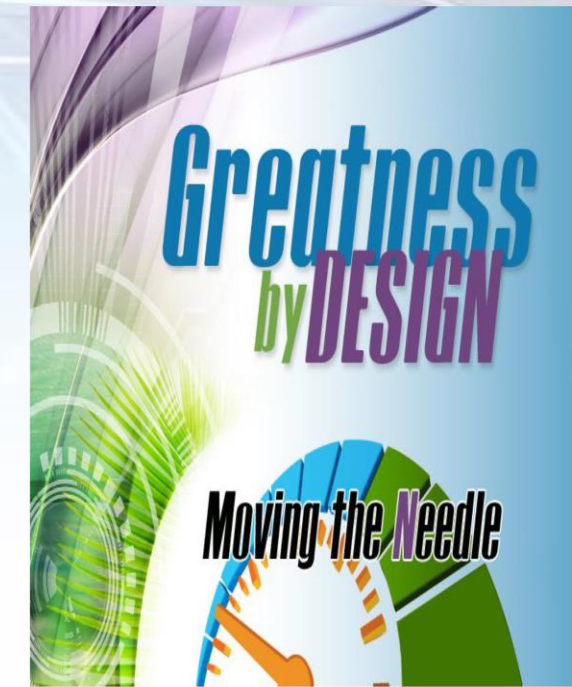- MSCHE Commission Meeting **June 2, 2017**
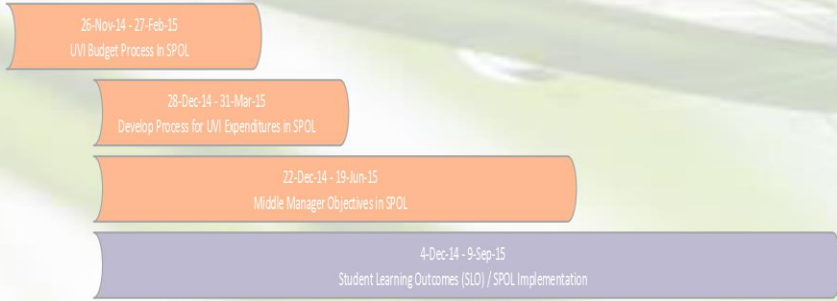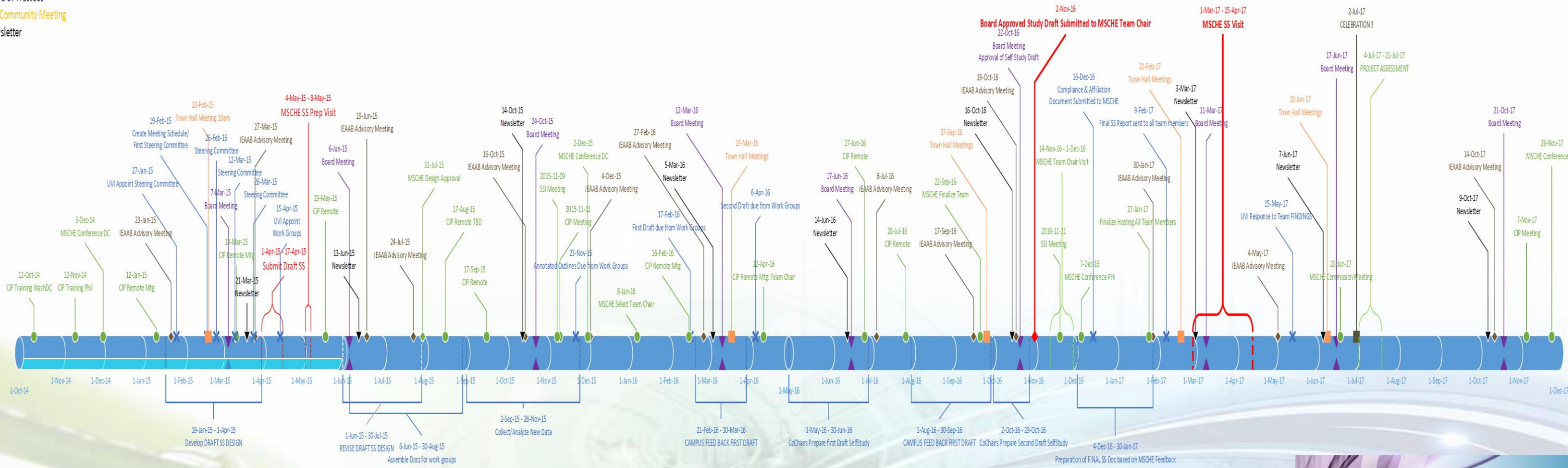
FIGURE 2

Budget

As the timeline developed, the costs of the project needed to be identified and allocated. To facilitate planning a three-year budget was developed for the Greatness by Design project and is presented in figure 3. This was funded by the Office of the President. This budget took into account direct costs including travel, hospitality, marketing and supplies.

Accreditation Budget

Name of Event:	UVI Accreditation Process		
	FY2015	**FY2016**	**FY2017**
Expenses			
Promotional Material (50)			
Posters	$100.00	$100.00	$100.00
Hand-out Flyers	$80.00	$80.00	$80.00
T-Shirts	$700.00	$700.00	$700.00
Postage	$200.00	$200.00	$200.00
Travel & Lodging (US) MSCHE Outbound			
Hotel (US) - 3	$2,250.00	$2,520.00	$2,835.00
Airline (US) - 3	$4,500.00	$6,000.00	$7,500.00
Per Diem (US) - 3	$459.00	$459.00	$459.00
Taxi (US) - 3	$540.00	$540.00	$540.00
Travel & Lodging (US) CIP Outbound			
Hotel (US) - 1	$500.00	$280.00	$315.00
Airline (US) - 1	$1,500.00	$2,000.00	$2,500.00
Per Diem (US) - 1	$204.00	$102.00	$102.00
Taxi (US) - 1	$240.00	$120.00	$120.00
Travel & Lodging (Local) MSCHE Inbound			
Hotel (local) - 7	$680.00	$340.00	$2,550.00
Airline (local) - 7	$780.00	$390.00	$2,925.00
Per Diem (local) - 7	$204.00	$102.00	$765.00
Taxi (local) - 7	$160.00	$80.00	$600.00
Catering (IEAAB & MSCHE)			
Breakfast/Lunch - 8 mtg	$2,232.00	$1,116.00	$1,116.00
Dinner - 3 mtg	$335.00	$335.00	$4,000.00
Miscellaneous			
Surface Tablets (10)	$9,890.00	-	-
Keyboard Cover for Tablets (10)	$1,190.00	-	-
Registration Fee (3)	$2,325.00	$2,595.00	$2,895.00
Total Expenses	**$29,069.00**	**$18,059.00**	**$30,302.00**

NOTE ● NOTE ● NOTE ● NOTE ● NOTE ● NOTE
CIP Meetings - (includes 1 person traveling to the US per meeting) - 2015 (2) / - 2016 (1) / - 2017 (1)
MSCHE SS Visits - (includes 7 persons traveling to UVI) - 2015 (1 person) / - 2016 (1 person) / - 2017 (5 persons)
MSCHE Conferences - (includes 3 persons traveling to the US per conference) - 2015 (1) / - 2016 (1) / - 2017 (1)
FIGURE 3

Profile of the Evaluation Team

In 2013, as part of the *Pathways to Greatness*, the President appointed and charged a team of faculty, staff, administrators, and students to work collaboratively with Institutional Research and Institutional Effectiveness and Assessment to guide the process of identifying and selecting a new set of institutional and aspirational peers.

 The team was asked to review an initial list of 565 institutions (peer/aspirational) that was generated using the Integrated Postsecondary Education Data System (IPEDS) data and more than fifty (50) variables including academic offerings, institutional control or affiliation, SAT/ACT test scores, enrollment, retention rate, graduation rate, core revenues and core expenses. In addition, the Deans of the schools and colleges submitted a list, data from the Organization for Economic Cooperation and Development (OECD) was used (with similar criteria and variables) to identify institutions outside of the United States that may serve as peers and aspirational peers. The Caribbean institutions together with institutions from among the consortium of Small Islands Developing States (SIDS) were also identified and added to the list.

Criteria Summary

- **Miscellaneous Indicators:** All institutions
- **Degree-granting status:** Degree-granting
- **Highest degree offered:** Master's degree; Doctoral degree - research/scholarship and professional practice; Doctoral degree - research/scholarship; Doctoral degree - professional practice; Doctoral degree - other
- **Carnegie Classification 2010: Basic:** Baccalaureate Colleges--Diverse Fields; Baccalaureate/Associate's Colleges; Baccalaureate Colleges--Arts & Sciences; Master's Colleges and Universities (smaller programs); Master's Colleges and Universities (medium programs); Master's Colleges and Universities (larger programs); Doctoral/Research Universities
- **Institution size category:** 1,000 - 4,999
- **Has full-time first-time undergraduates Yes/No**

Additional variables to allow ranking

- Institutional control or affiliation
- Academic offerings
    - Associate's degree
    - Bachelor's degree
    - Post baccalaureate certificate
    - Master's degree
    - Post-master's certificate
    - Doctoral degree - research/scholarship
- Fall reporting period for SAT/ACT test scores
- Historically Black College or University
- Carnegie Classification 2010: Basic
- Total price for in-state students living on campus 2011-12
- Percent admitted – total
- Admissions yield – total
- SAT Critical Reading 25th percentile score

- SAT Critical Reading 75th percentile score
- SAT Math 25th percentile score
- SAT Math 75th percentile score
- SAT Writing 25th percentile score
- SAT Writing 75th percentile score
- ACT Composite 25th percentile score
- ACT Composite 75th percentile score
- Total enrollment
- Undergraduate enrollment
- Graduate enrollment
- Full-time retention rate 2011
- Graduation rate total cohort
- Graduation rate - Bachelor degree within 4 years total
- Graduation rate - Bachelor degree within 6 years total
- Percent of full-time first-time undergraduates receiving any financial aid

- Percent of full-time first-time undergraduates receiving Pell grants
- Core revenues total dollars (GASB)
- Revenues from tuition and fees per FTE (GASB)
- Core expenses total dollars (GASB
- Instruction expenses per FTE (GASB)
- Endowment assets (yearend) per FTE enrollment (GASB)
- Equity ratio (GASB)
- Total FTE staff
- Instruction/research and public service FTE staff
- Other professional FTE staff
- Non-professional FTE staff
- Average salary equated to 9-month contracts of full-time instructional staff - all rank

A measure order analysis was used to score the institutions and the scores were transformed to ensure that linear measures were produced to provide an objective basis for comparison and ranking and the list was further culled to identify 84 of the institutions that may potentially serve as peers and aspirational peers for the University. This list was further refined (with input from internal stakeholders) list of 10 institutional peers and 10 aspirational peers was submitted to the University's shared governance process for purposes of review, input, and suggestions. The Planning Committee of the Board of Trustees voted to recommend to the full Board of Trustees that the following lists of new Institutional Peers and Aspirational Peers for the University be approved.

Institutional Peers

- Clark Atlanta University
- Langston University
- Albany State University
- University of Guam
- University of Turabo, Puerto Rico
- University of the West Indies – Cave Hill
- Western New Mexico University
- Savannah State University
- Ohio State University - Lima Campus

Aspirational Peers

- SUNY at Purchase College
- Wayne State College
- Oregon Institute of Technology
- Delaware State University
- University of Hawaii at Hilo
- Alfred University
- Andrews University
- University of Wisconsin - Superior
- University of Montevallo
- The University of Texas of the Permian Basin

The Steering Committee is recommending that MSCHE finds peer evaluators from this group of institutions, or similar institutions.

Appendix A: Document Roadmap

Collaborative Implementation Project Documentation Roadmap

Documents, Processes, and Procedures

Evidence of Institutional Ability to Meet the Expectations of the Standards for Accreditation of the Middle States Commission on Higher Education

Design for Self Study

Name of Institution: University of the Virgin Islands

Name of the Institution's Chief Executive Officer: Dr. David Hall, SJD

STANDARD I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Assemble the following, as appropriate.

☐   **Statements regarding institutional mission and goals**

☐   **Processes and procedures relevant to mission and goals**

In the (expandable) box below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

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Complete the following table:

Design for Self Study

Standard I Criteria	

1. Clearly defined mission and goals that:
  a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement
  b. address external as well as internal contexts and constituencies
  c. are approved and supported by the governing body
  d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes
  e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution
  f. are publicized and widely known by the institution's internal stakeholders
  g. are periodically evaluated
	UVI catalogs, degrees, programs, certificates, 360 evaluations, UVI Board of Directors minutes, UVI Cabinet minutes, TPAC and CPAC minutes, Town Hall minutes, IEAAB minutes, UVI Senate minutes, VI Senate minutes of UVI sessions, AAUP minutes, Strategic Plan, Periodic Review Report 2007-2012, college/school/other department/area accreditations, Center for the Study of Spirituality and Professionalism data, VI Caribbean Cultural Center data, SGA information
	NSSE, Noel-Levitz, English Proficiency Exam (EPE) data, Computer Literacy Exam (CLE) data, WOW data, Faculty Policy Manual, Student Handbook, Staff Handbook, and Administrator Handbook
	Budget Committee minutes,
	UVI Curriculum Committee minutes, EPSCoR data
	tenure history, faculty and UVI publications, Public Relations data
	UVINext, assessment of colleges/schools programs
	Appointment, promotion and tenure procedures
	Orientation procedures for new students
	Budgeting process
	Processes about disclosure of information
	Curricular development processes
	Institutional learning outcomes
	Ensuring that the budgeting process support the strategic plan

2. Institutional goals are realistic, appropriate to higher education, and consistent with mission	workshops, trainings, webinars, presentations, conferences, outreach initiatives, projects, Presidential reports

3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission	Collegiate Learning Assessment (CLA), admission, retention, persistent, progression, graduation data, Title III reports, Center for Student Success (CSS) data, Student Affairs data
4. Periodic assessment of mission and goals to ensure that they are relevant and achievable	Middle States Standards and Accreditation Criteria, Title III data. Processes of strategic planning and assessing the goals

STANDARD II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Assemble the following, as appropriate.

- ☐ **Recruitment and marketing materials (printed and electronic)**
- ☐ **Public disclosure information required by the Commission and government entities (printed and electronic)**
- ☐ **Institutional bylaws, guidelines, and policies.**
- ☐ **Handbooks (student, faculty, employee, etc.)**
- ☐ **Processes and procedures relevant to ethics and integrity**

In the (expandable) box below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

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Complete the following table:

Standard II Criteria	
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights	Institutional mission, goals, sites, programs, operations, and other material changes, Institutional Priorities
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives	Faculty and staff handbooks
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably	All handbooks Grievance policies Processes and Procedures Student discipline, student evaluation, and grievance procedures
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents	Analysis of the application of institutional policies governing conflict of interest
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees	Hiring processes, Faculty promotion, tenure, retention and compensation policies; Promotion and tenure statistics
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications	Policies governing news releases and public announcements describing the institution or explaining its position on various issues Paper or electronic catalogs

7. As appropriate to mission, services or programs in place:
   a. to promote affordability and accessibility and
   b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt
	Required and elective courses that are sufficiently available to allow students to graduate within the published program length
	Admissions – Process & Procedure
	academic integrity requirements and policies
	Paper or electronic catalogs
	Analysis of the rigor of academic programs including the use of take-home and open book exams

8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates b. The institution's compliance with the Commission's Requirements of Affiliation c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion d. The institution's compliance with the Commission's policies	Standards of other accreditors American with Disabilities Act (ADA) policies All IRB policies Contracts Surveys Response to crises Title IX compliance Cleary Act reporting Institutional mission, goals, sites, programs, operations, and other material changes, Institutional Priorities Policies and their consistent application regarding deadlines for add, drop, and withdrawal from courses or programs Self Study or periodic review report, the team report, and the Commission's action Middle States Commission on Higher Education annual data reporting
9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented	360 degree evaluations Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered administrative review, curricular improvement, and institutional governance and management

Design for Self Study

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Assemble the following, as appropriate:

- ☐ **Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.**
- ☐ **Program development and approval procedures.**
- ☐ **Faculty review procedures**
- ☐ **Processes and procedures relevant to the design and delivery of the student learning experience**

In the (expandable) box below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Communication across modalities and locations
Four/two-year plans
Degree audits

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard III Criteria	
1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning	Undergraduate Course Catalog, Undergraduate Course Catalog, Graduate Course Catalog, University Curriculum Committee, Outside courses taught at UVI, Course and Program Approval & Review process and procedures – course assessments & semester sequences
2. Student learning experiences that are: a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures	Student Handbook Faculty pubs, travel budget, Faculty evaluation rubrics/ systems FTE Head Counts Student surveys - results Gen Education Committees data and information Faculty Policy Manual CSS Registrar Procedures Tutoring processes Faculty appointment and development procedures Requests for faculty hires
3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion	Undergraduate Course Catalog, Graduate Course Catalog, University Curriculum Committee, Outside courses taught at UVI, Course and Program Approval & Review process and procedures – course assessments & semester sequences
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress	Course offerings Library and lab resources Evidence of sufficient faculty

Design for Self Study

5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that: a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well- reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.	Undergraduate Course Catalog Course offerings
6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula	Faculty credential data
7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers	Learning outcomes
8. Periodic assessment of the programs providing student learning opportunities	General Education outcomes, plans, and assessments

STANDARD IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Assemble the following, as appropriate:

- ☐ **Reports from student support offices**
- ☐ **Student handbooks**
- ☐ **Analysis of enrollment management plan (admission, retention, and completion).**
- ☐ **Processes and procedures relevant to support of the student experience.**

In the (expandable) box below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

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Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard IV Criteria	
1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including: a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement	College catalog Financial aid website Consumer information website Admissions website Bursar's office website Code of Conduct Student handbook Faculty handbook Taskforce on advising report Student orientation Student government process Description of living/learning communities Placement/testing results Review of comparability of policies in all modalities/settings Student advising processes and procedures

2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.	Processes and Procedures
	    Student advising
	     TOEFL testing and support for ESL students
	    International Service Office for students

3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records	Records documents

4.	If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs	Student Government Association Guidebook List of student clubs & organizations/number of students Funding procedures for Student organizations Athletics Activity list/website publicity/workshop list
5.	If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers	Not applicable
6.	Periodic assessment of the effectiveness of programs supporting the student experience.	Student surveys (e.g. National Survey of Student Engagement) Charts and graphs displaying reduced drop, fail, withdraw (DFW) rates with accompanying projections for increased service coverage of courses Comparison summary tables from Institutional Research and Planning showing reduced DFW rates Improved pass rates in Math 023 and 024 Peer Led Tutor Training (PLTL) from Institutional Research and Planning Learning Center Student Usage Data from Tutor Trac Data from Advisor Trac

STANDARD V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Assemble the following, as appropriate:

☐ **Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results**

☐ **Processes and procedures relevant to educational effectiveness assessment**

In the (expandable) box below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

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Complete the following table:

Standard V Criteria	
1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission	Vision 2012 and Pathways To Greatness Strategic Plans Goals and Objectives for Student Learning Assessment
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: • define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; • articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; • support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders	The 2007 Long Term Plan for Student Learning Outcomes (SLO) Assessment At UVI President's and Provost's Annual Goals Indicating Assessment Expectations Director of Student Learning Outcomes Assessment Reports and Memoranda Faculty Assessment Learning Community Plans, Activities and Reports School/College Assessment Committee Assignment and Responsibilities School/College Organizational Structure Documenting Assessment Committee School/College Graduate and Undergraduate Degree Program Level Student Learning Outcomes School/College Student Learning Outcomes Assessment Plans School/College Student Learning Outcomes Assessment Reports Communication and Use of Assessment Results To Close The Loop Action plans based on Use of Assessment Results To Close The Loop Curricular documents Academic program reviews Standardized testing Surveys Achievement measures Curriculum maps

Design for Self Study

3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following: a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and, h. Implementing other processes and procedures designed to improve educational programs and services.	Program review guidelines Use of assessment results for improvement Systematic data collection Meetings with faculty Processes for linking to resource allocation Advising process and how it supports student learning Process for assessing the assessment process Involvement of internal and external stakeholders
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers	Not applicable
5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness	Assessment schedules and IEAAB minutes

STANDARD VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Assemble the following, as appropriate:

☐ **The institution's two most recent externally-audited financial statements, including management letters**

☐ **Financial projections for the next two years.**

☐ **Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.**

☐ **Institutional strategic planning documents**.

☐ **Processes and procedures relevant to planning, resources, and institutional improvement**

In the (expandable) box below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

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Curriculum improvement process

Resource allocation process

- Curricular
- Programs

Programs/services - academic or unit level

Process of Self Study

- Use of new technology (digital, Wiki, etc.)

Impact of software programs

Document management system

Multiple locations for program delivery

Multiple modalities for program delivery

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Complete the following table:

Design for Self Study

Standard VI Criteria	
1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation	UVI Strategic Plan UVI Academic Plan
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results	UVI Periodic Review Report Management letters Five-year department review process
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives	UVI Financial Projections Outline/description of UVI budgeting process Grant funding
4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered	UVI Master Facilities Plan Technology master plan
5. Well-defined decision-making processes and there is clear assignment of responsibility and accountability	Objectives for UVI and each Unit Administrative & Academic Organizational Charts
6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes	UVI Master Facilities Plan Technology master plan
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter	Last two most recent UVI audits
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals	Assessment plans and budget meeting minutes UVINext documents
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	Institutional Assessment documents

STANDARD VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purposed, and it operates as an academic institution with appropriate autonomy.

Assemble the following, as appropriate:

- ☐ **Bylaws and other institutional documents identifying the group legally responsible for the institution and its role in governance.**

- ☐ **Conflict of interest policies and other ethics policies of the Board.**

- ☐ **A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).**

- ☐ **Organizational chart for the institution (names and titles of the individuals in each position**

- ☐ **Succession planning for board members and senior leadership**

- ☐ **Processes and procedures relevant to governance, leadership, and administration**

In the (expandable) box below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

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Complete the following table:

Standard VII Criteria	
1. A clearly articulated and transparent governance structure that its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students	Bylaws and other institutional documents identifying the group legally responsible for the institution and its role in governance – including Board of Trustees Bylaws

2. A legally constituted governing body that :
 	
  a. Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution
 	
  b. Has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities
 	
  c. Ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution
 	
  d. Oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by- laws, and the assurance of strong fiscal management
 	
  e. Plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution
 	
  f. Appoints and regularly evaluates the performance of the Chief Executive Officer
 	
  g. Is informed in all its operations by principles of good practice in board governance
 	
  h. Establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest
 	
  i. Supports the Chief Executive Officer in maintaining the autonomy of the institution
	Board of Trustees agendas and minutes
	Senate agendas and minutes
	Faculty agendas and minutes
	IEAAB agendas and minutes (as appropriate)
	Conflict of interest policies and other ethics policies of the Board
	Succession planning for board members and senior leadership
	Board of Trustees credentials
	Board of Trustees orientation documents

Design for Self Study

3. A Chief Executive Officer who: a. Is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. Has appropriate credentials and professional experience consistent with the mission of the organization; c. Has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. Has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.	Presidential goals and objectives Organizational charts Conflict of Interest (COI) Policy Chief Executive Officer/Administrative staff credentials Cabinet meeting minutes
4. An administration possessing or demonstrating: a. An organizational structure that is clearly documented and that clearly defines reporting relationships b. An appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. Members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. Skills, time, assistance, technology, and information systems expertise required to perform their duties; e. Regular engagement with faculty and students in advancing the institution's goals and objectives; and, f. Systematic procedures for evaluating administrative units and for using assessment data to enhance operations	Budget(s) Provost's goals and objectives Deans' goals and objectives Autonomy of the institution/layers of oversight Protection and support against external/political influence Role of the steering committee to prevent overlap among Self Study working groups How well are we using documentation to demonstrate we are meeting the standards? How do we use the repository of information to do sophisticated analysis? How do we develop research questions to get at institutional priorities?
5. Periodic assessment of the effectiveness of governance, leadership, and administration.	Data from leadership group meetings and feedback from UVI Senate

Appendix B: Acronyms

A

B

C

Design for Self Study

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Design for Self Study