

GREATNESS
THROUGH
INNOVATION



University
of the Virgin Islands

KEY
PERFORMANCE
INDICATORS

June 2024

University of the Virgin Islands
BOT Meeting

PEER LIST

Institutional Peers

Lincoln University *

Alverno College

CUNY - Medgar Evers College

University of the District of Columbia *

Clark Atlanta University *

Ohio State University-Lima Campus

Savannah State University *

University of Guam

Alabama A & M University *

Colegio Universitario de San Juan

*HBCU

Aspirational Peers

Alfred University

Delaware State University *

Oregon Institute of Technology

SUNY - Purchase College

University of Texas - Permian Basin

University of Hawaii - Hilo

Allegheny College

Valparaiso University

New College of Florida

The Evergreen State College

University of South Carolina (Upstate)

University of Puerto Rico Humacao

Elizabeth City University*

South Carolina State*

*HBCU



KEY PERFORMANCE INDICATORS

1. Graduation Rate (III.8A)
2. Degrees Awarded (II.2E)
3. DFW Rates (III.6A)
4. Financial Aid (III.2A, III.2B)
5. NSSE - Inclusiveness & Engagement with Diversity (VI.1A)
6. Enhancing the Student Experience (III.7G)
7. Development Indicators

Graduation Rate (III.8A)

Degrees Awarded (II.2E)



GRADUATION RATES (III.8A)

First-time, full-time Bachelor seeking students who completed a bachelors degree within 6 years

FTFT Bachelor Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort
6-Year Graduation Rate	29%	31%	26%	27%	28%
Institutional Peers	35%	32%	34%	34%	N/A
Aspirational Peers	52%	51%	53%	51%	N/A

Source: IPEDS

First-time and transfer Bachelor seeking students who completed any credentials within 6 years

Student Enrollment Status	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time	35%	34%	31%	29%	30%
Part-time	14%	25%	28%	21%	21%

Source: UVI

III.8A Implement a comprehensive, multi-year recruitment and retention plan to support a first-year retention rate of 80% and a 6-year graduation rate of 40%



MORE STUDENTS OPT FOR MORE THAN ONE CREDENTIAL (II.2E)

Percentage of students rise from baseline 6.1% to 17%

Degree	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Doctorate	0	6	9	7	7	13	7
Masters	71	32	46	44	63	54	49
Bachelors (# minor)	229 (14)	208 (18)	224 (37)	222(29)	189(25)	180(20)	165(28)
Associates	31	29	35	15	18	21	17
Certificates	-	-	2	1	2	9	7
Total	331	279	316	289	279	277	245

Source: UVI

II.2E Increase by 10% the number of students who graduate with minors, double majors and/or certificates in addition to a major



DFW RATES (III.6A)



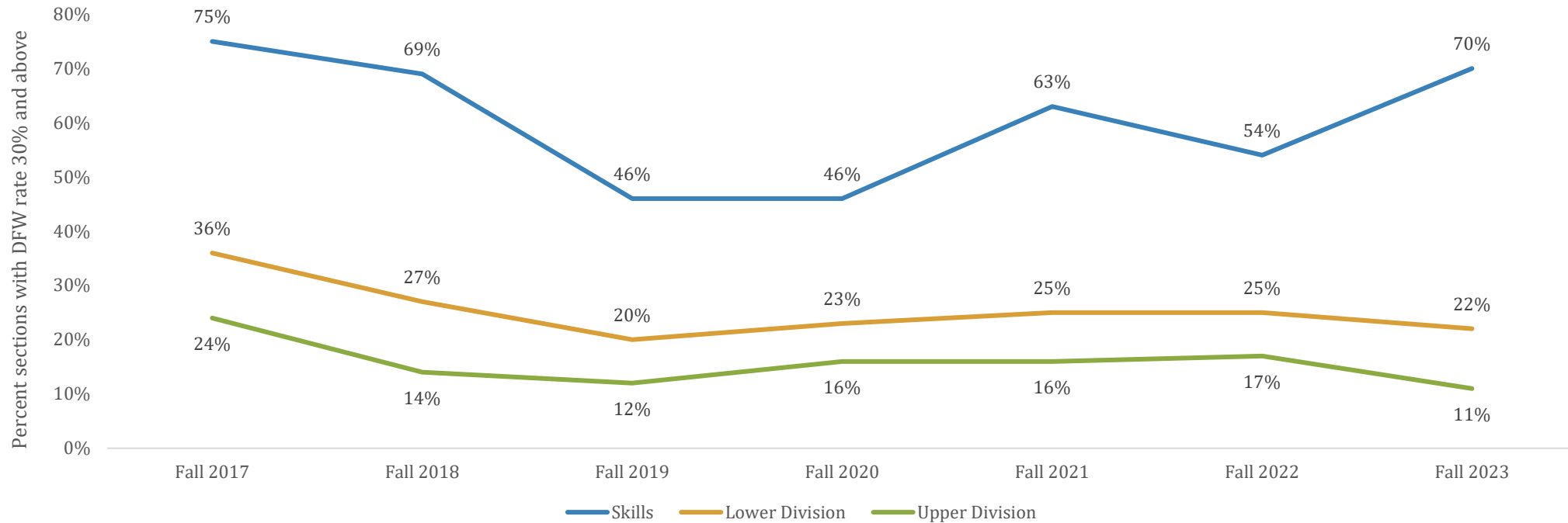
DFW Rates

- ❑ **DFW: Grades of D's, F's, or W (Withdrawal)**
- ❑ **Rates: Percentage of students in the course that receive a grade of D, F, or have Withdrawn**
- ❑ **Many institutions use a DFW rate of 25% - 40% (or above) to identify courses that are problematic**
- ❑ **UVI has identified 30% as its DFW rate**



PERCENTAGE OF SECTIONS BY DIVISION LEVEL ABOVE DFW RATE FALL 2017 to FALL 2023

More students successful in courses since 2017



Source: UVI

III.6B – Improve academic success by reducing student D/F grades by 10% below baseline for all schools and colleges

Baseline (2017): In Fall of 2017, 37% of the grades were Ds, Fs, or Ws. In Fall 2021, 20% of all grades were Ds, Fs, or Ws. In Fall 2022, 19% of all grades were Ds, Fs, or Ws. In Fall 2023, 19% of all grades were Ds, Fs, or Ws

Goal: Met.



Financial Aid (III.2A, III.2B)

Scholarship aid to graduate and non-resident students



INCREASE IN NON-RESIDENT SCHOLARSHIP SUPPORT

Actual	AY17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Amount Awarded	\$92,241	\$451,730	\$472,696	\$241,948	\$459,936**	\$380,072	\$403,904
FUVI Support*			\$42,000	\$106,946	\$111,603		
Total	\$92,241	\$451,730	\$514,696	\$348,894	\$571,539	\$380,072	\$403,904

Target	AY17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Total	\$92,241	\$101,465	\$111,612	\$122,773	\$135,050	\$148,555	\$163,410

Source: UVI Institutional Scholarships and grants awarded to non-resident students, International, and out-of-territory. All levels including athletic scholarships not previously reported.

Fall 2020: The decrease in athletic aid expenditures was significantly related to COVID

* FUVI provided funds to international and out-of-territory students who were not eligible to receive CARES Act funds

** Includes Technology Awards (\$500/student) funded through the institutional covid stimulus funding.



INCREASE IN GRADUATE STUDENT SUPPORT

Institutional Support

Actual	Aid Year 17-18	Aid Year 18-19	Aid Year 19-20	Aid Year 20-21	Aid Year 21-22	Aid Year 22-23	Aid Year 23-24
Graduates + Doctorates	\$190,298	\$254,195	\$335,900	\$376,714	\$553,716	\$915,525	\$938,530

Target	Aid Year 17-18	Aid Year 18-19	Aid Year 19-20	Aid Year 20-21	Aid Year 21-22	Aid Year 22-23	Aid Year 23-24
Graduates + Doctorates	\$190,298	\$209,328	\$230,261	\$253,287	\$278,615	\$306,476	\$337,124

Source: UVI

*Includes graduate assistant/coaching awards to assist with the plan of growing and strengthening the athletics program. Support to graduate students (MMES program) through (NSF) S-STEM grants, Lana Vento Trust, Tuition remission, Student Stipends and Student Travel, Research Asst-CASL grant, and Graduate teaching assistant salaries. Rise Relief Scholarship, S-STEM Envir. Steward-Training



NSSE 2024 Topical Module

Inclusiveness & Engagement with Diversity (VI.1A)



Inclusiveness & Engagement with Diversity

‘This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote a greater understanding of societal differences.

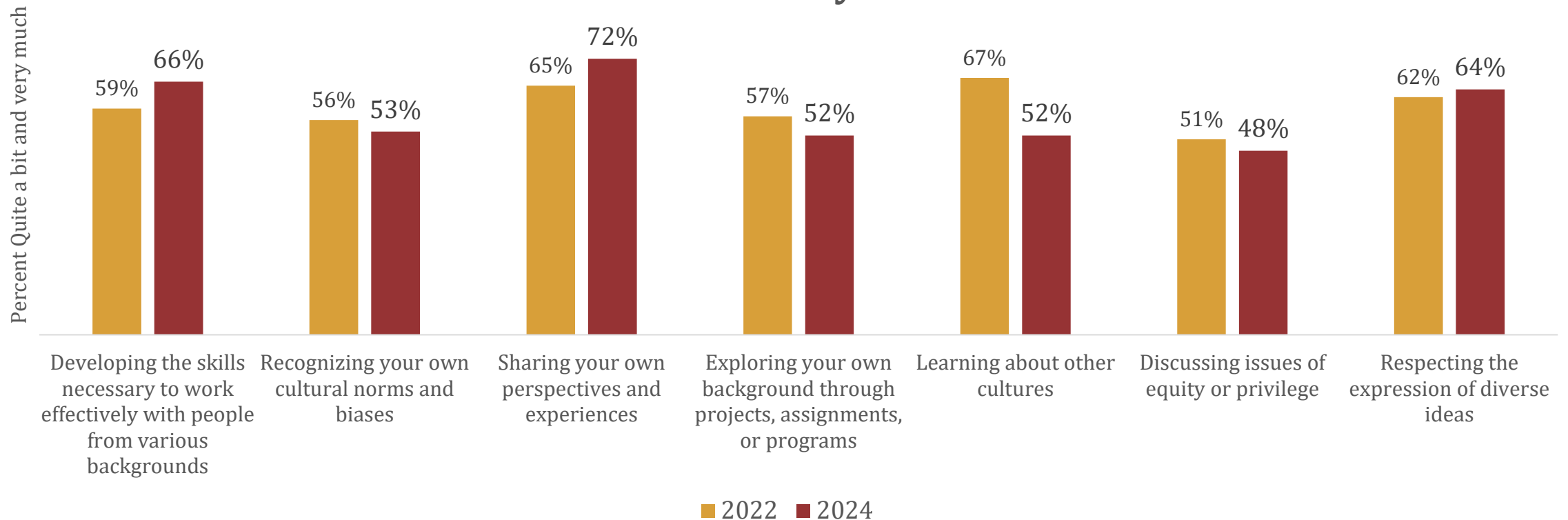
Questions explore students’ exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework.’



NSSE 2020-2024 Inclusiveness & Engagement with Diversity

During the current school year, how much has your coursework emphasized the following?

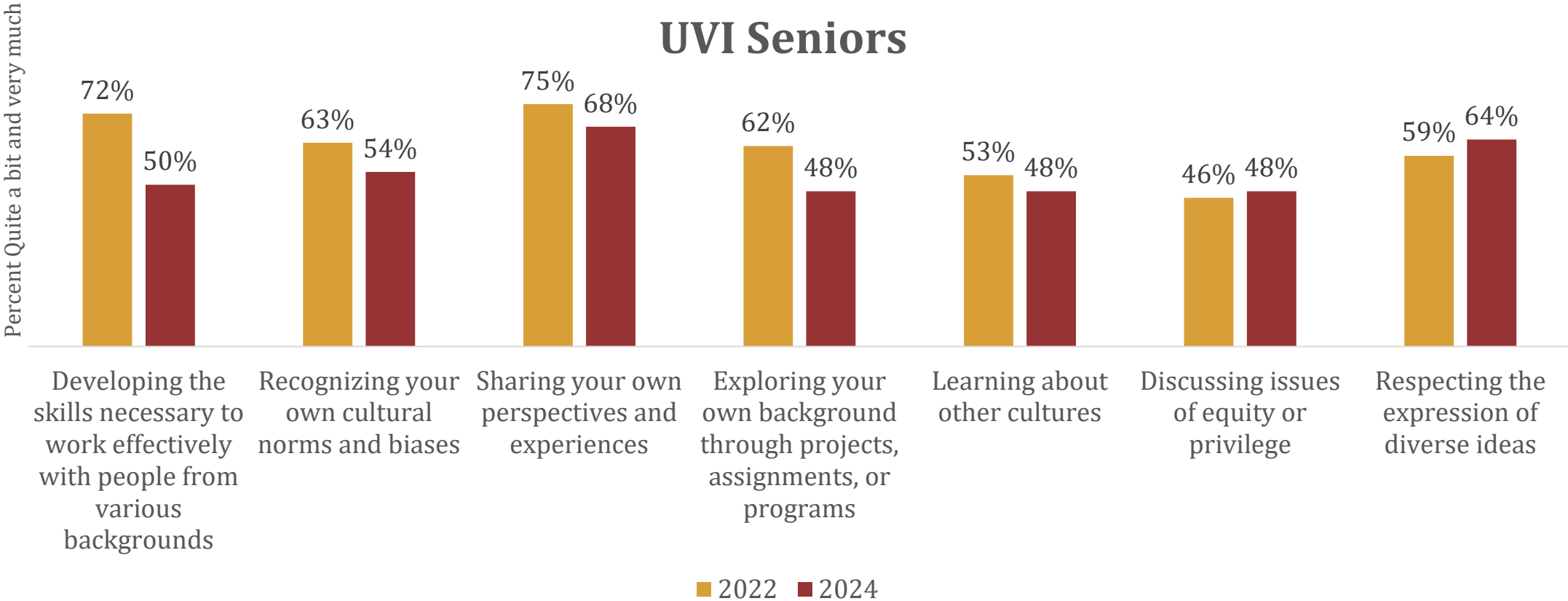
UVI First-year



VI.1A Make diversity a source of learning, understanding, and change by incorporating this value and insight into at least 2 additional courses per year.

NSSE 2020 - 2024 Inclusiveness & Engagement with Diversity

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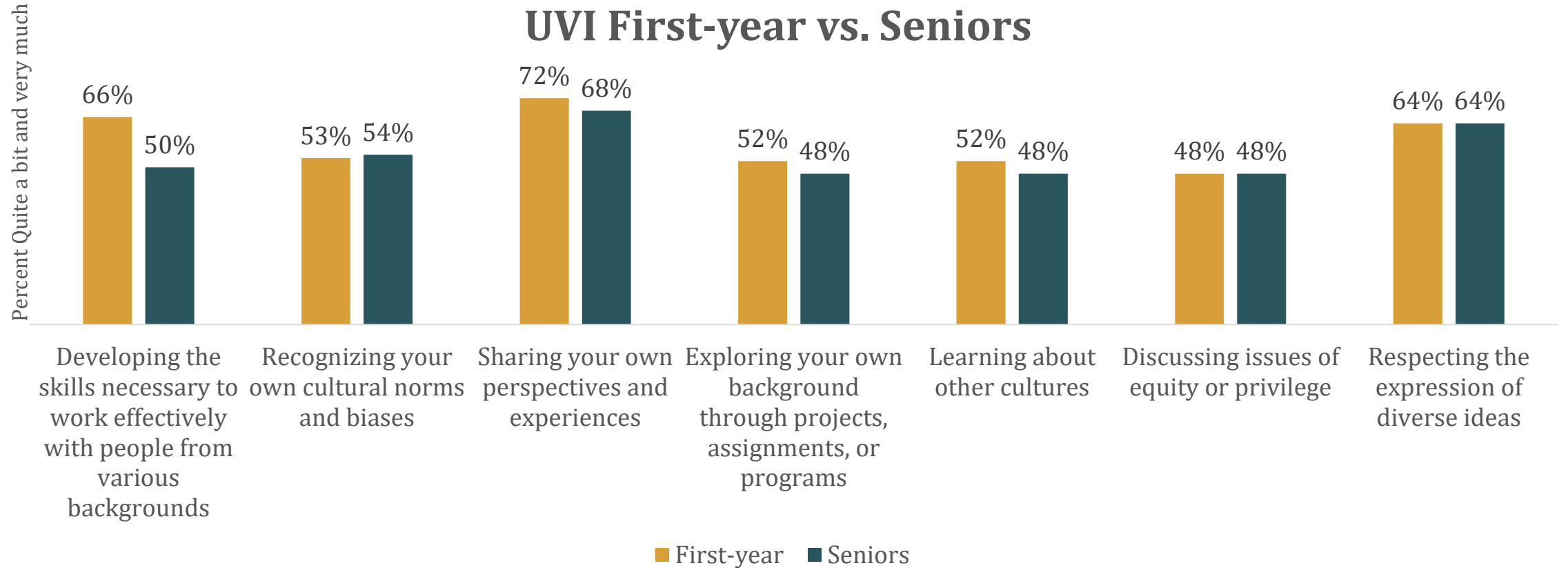


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NSSE 2024 Inclusiveness & Engagement with Diversity

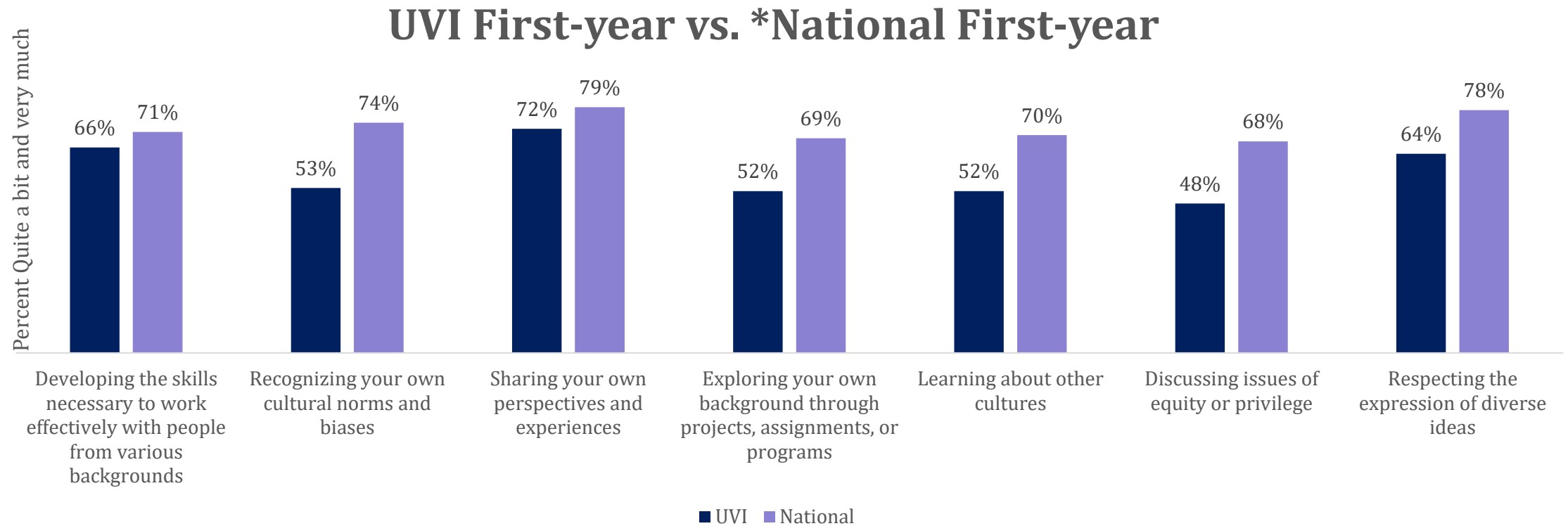
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NSSE Inclusiveness & Engagement with Diversity

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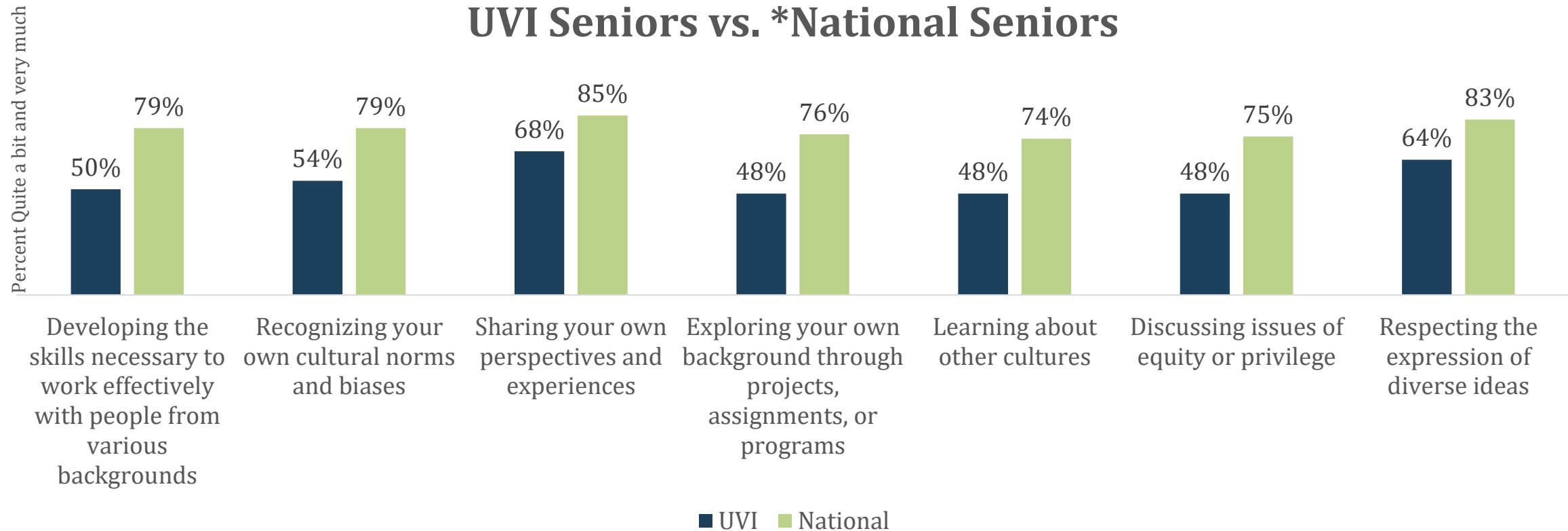
*National NSSE 2021

VI.1A Make diversity a source of learning, understanding, and change by incorporating this value and insight into at least 2 additional courses per year.



NSSE Inclusiveness & Engagement with Diversity

During the current school year, how much has your coursework emphasized the following?



*National NSSE 2021

VI.1A Make diversity a source of learning, understanding, and change by incorporating this value and insight into at least 2 additional courses per year.



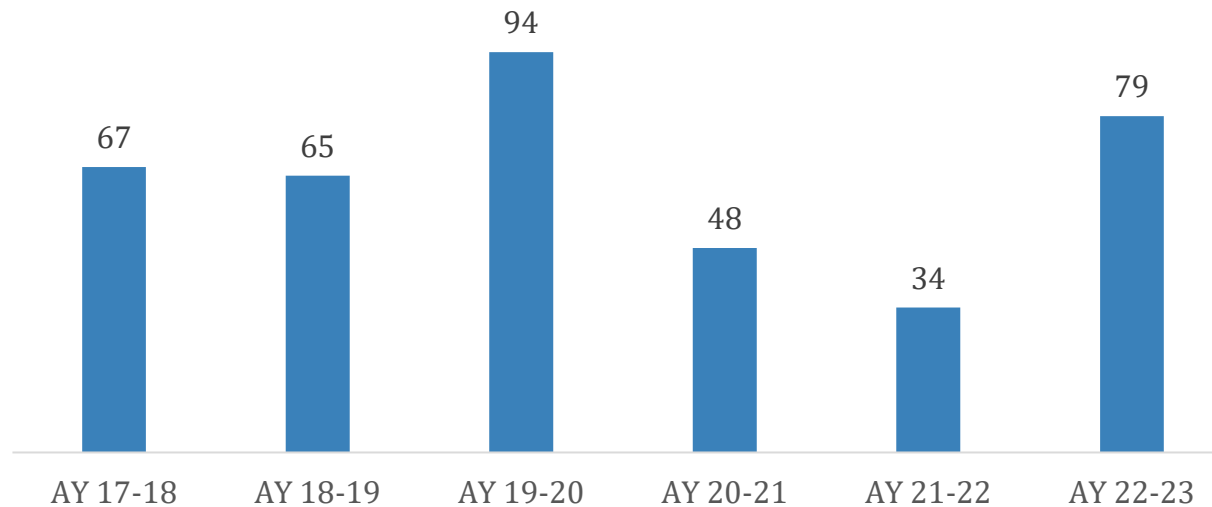
Enhancing the Student Experience

Undergraduate student participation in research, study away,
or summer programs (III.7G)



Research, Study away, or Summer programs

Benchmark AY 17-18	Performance AY 2022-23	Goal	Peers
67	79	110	N/A



Source: ARSA reports

UVI undergraduate students participating in the following programs: TWC, NSE, Boston Medical School summer preparation, Study abroad, and in-or out-territory summer research programs.



Development



DEVELOPMENT

OCTOBER 01, 2023 – APRIL 24, 2024

Total Contribution by Constituency - \$2,789,756 + 9%

CONTRIBUTIONS BY CONSTITUENCY
OCTOBER 1, 2023 - APRIL 24, 2024

76% of the contributions come from RT Park/EDA constituents



	FY 24	FY 23
Alumni giving rate	3%	4%
Trustees giving rate	7%	15%
Cabinet giving rate	40%	22%



DEVELOPMENT

OCTOBER 01, 2023 – APRIL 24, 2024

Total Contribution by Fund

CONTRIBUTIONS BY FUND
OCTOBER 1, 2023 - APRIL 24, 2024
71% of the contributions fund the Endowment

