



AAQEP Annual Report for 2024UVI

Provider/Program Name:	UVI School of Education/MA Educational Leadership	
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 2029	

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Overview and Context

The School of Education (SOE) serves communities in and out of the US Virgin Islands. Outside of the Territory, SOE programs are taken by students from other parts of the English and Dutch-speaking Caribbean, and from the US Mainland. Within the territory our partners are the Virgin Islands Department of Education (VIDE), Virgin Islands Board of Education (VIBOE), Infants and Toddlers Program, Virgin Islands Department of Human Services, Office of Childcare Regulatory Services and Young children and families. Stated previously, the SOE also serves communities in neighboring Caribbean islands through

partnerships with schools/colleges of education at community colleges and ministries of education. Our services include, but are not limited to the preparation of teachers, administrators, and other school professionals, early care and education services, and consultation and support for meeting certification requirements.

Vision, Mission, and Values - "UVI School of Education...for rigor, results, and relationships."

The School of Education's strategic plan, ***ENHANCING SCHOOL OUTCOMES through a CULTURE OF INNOVATION in the PREPARATION OF EDUCATORS and OTHER SCHOOL PROFESSIONALS***, provides a map of the route that the School of Education (SOE) at the University of the Virgin Islands will take during the years, 2019-2024. This plan was established based on the following assertions: (1) The SOE will address the challenges of low student enrollment, evidenced across Schools and Colleges of Education in the United States; (2) The SOE will be a first choice for educator and other school professional preparation in the USVI, US mainland, and the wider Caribbean; (3) The SOE will increase program offerings and innovative ways in which to instruct preservice majors, as well as in-service professionals; (4) The SOE will develop a 21st century blueprint for transforming itself into a 21st century program; (5) The SOE will prepare its candidates to become change agents for embedding 21st century knowledge and skills in every aspect of P-12 curricula in accordance with national and state standards. The assumption of leadership and faculty in the School of Education is that these assertions will be made realities only from strategic supports, such as responsible stewardship of the University, a robust faculty in expertise and size, as well as contributions of alumni, current students, and collaborative partnerships.

The philosophical framework of the School of Education is rooted in the SOE's mission and is consistent with the mission of the university. We believe that the primary need of today's professional is a well-rounded knowledge base which provides one with the ability to deal with the complexities of the modern world. Specialization, therefore, is to supply that theoretical and practical knowledge which provides tools necessary for competent practice of the profession.

MA Educational Leadership

The MA Educational Leadership curriculum is patterned on the best practices in leader preparation programs in the United States and is based on theory and professional practice within the socioeconomic milieu of the local system of education and societal characteristics peculiar to the US Virgin Islands as a microstate. To this end, the purpose of the SOE is to prepare educator professionals who are leaders that are reflective and active learners and that are committed to the enabling of students' academic development and success.

Enrolment was lower in AY 2022/2023 and in 2023/2024 from the historic high of the previous years. The main factor for the decline has been the graduation of the two cohorts of students sponsored by the St. Thomas-St. John School District of the Virgin Islands Department of Education. A third cohort of eight students is now being negotiated for January 2025. The VIDE sponsorship ensures a continuing stream of students in the program.

We reported in our last annual report on the decision of the University to purchase the SmartEvals course evaluation system. This software system allows for Learning Management System (LMS) integration and facilitates the process of course evaluation management and reporting. The first administration of this system began in Spring 2022 and has continued on a termly basis. Electronic course evaluations are now done for selected courses per instructor every semester. This is a valuable data set in assessing student feedback on instructor performance. Efforts continue to be made to increase the student participation rate

The program under review here is the MA Educational Leadership. This program is directed by Dr. Clinton Valley, an educator with over 30 years' experience, including experience in senior academic and educational administrative roles as Professor, Department Chair, Dean, Associate Academic Vice President, and President. Dr. Valley has been at UVI since Fall 2020.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://uvi.edu/academics/education/programs/master-arts-educational-leadership/index.html>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 07/24)	Number of Completers in most recently completed academic year (12 months ending 07/24)
<i>Programs that lead to initial teaching credentials</i>			
Total for programs that lead to initial credentials			
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials			
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
MA Educational Leadership (MAEL)			
Total for additional programs		10	7
TOTAL enrollment and productivity for all programs		10	7

Unduplicated total of all program candidates and completers	10	7
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Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

None added or discontinued

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
N/A
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
N/A
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
The program prepares candidates for but do not formally recommend them for school administrator certification
D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.
The MAEL program has a total of 36 credits with an expected completion of 18 months with 27 months the expected 1.5 timeframe. Given this metric, the cohort completion rate for the year under review is 100%. There was 1 graduate in Fall 2023 and 6 graduates in Spring 2024. All 7 students completed their program within 1.5 years of their expected completion date.

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

N/A

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

The program completers survey was administered in Fall 2024. There were 5 respondents from the seven graduates, a response rate of 71.4%. Respondents were asked 25 fixed-choice and 8 open-ended questions. The responses to the fixed choice questions ranged from 1 for dissatisfied to 4 very satisfied. The overall average score was 3.82, up from 3.76 last year, with the lowest score of 3.60, up from 3.43, There were 8 scores of 4.0. The questions dealt with issues such as the program's rigor and relevance, the faculty's knowledge of subject matter and modelling best practices in content delivery, and the overall preparedness of the completer for their future role. Here are some of the substantive responses from the open-ended portion of the survey are included below:

Strengths of the Program: The strengths of the Educational Leadership program lie in its comprehensive curriculum that integrates both theory and practical application, preparing students to lead effectively in diverse educational settings. Majority of the professors namely: Dr. Valley (very supportive of our educational pursuits), Dr. H. Tobias (holistically amazing) and Dr. Lashley (encouraging) taught and engaged us in a manner that upheld the aforementioned statement. Additionally, the program emphasizes critical thinking, strategic decision-making, and fostering a collaborative learning environment, which are essential skills for impactful leadership in education.

Priorities for Growth: Over the next few years, I see a priority for the MAEL program to incorporate more digital and data-driven approaches, especially given the increasing role of technology in education. Expanding opportunities for hands-on experiences through partnerships with schools would also be valuable, as they allow students to engage in real-world leadership roles during their studies. Additionally, offering more coursework or workshops focused on diversity, equity, and inclusion would help future leaders create more inclusive environments, addressing the needs of diverse student populations.

What needs to be Discontinued in the Program: Class where it's solely lecture-based content delivery. Moving away from this approach in favor of more interactive, hands-on learning experiences, such as case studies, collaborative projects, and real-world problem-solving, could better engage students and foster practical leadership skills.

General Comments on your MAEL Program: The program provides a strong foundation in both theory and practical application, preparing students effectively for leadership roles. The faculty are knowledgeable, supportive, and truly invested in the success of their students, creating a motivating learning environment. Overall, the program offers a well-rounded, rigorous, and supportive experience that fosters both professional and personal growth.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

For 2023/2024, the program analyzed the performance on internship of the seven completers. Their mentors were all school administrators who will have an input on the student’s overall progress in their career. The mentor evaluation instrument incorporates 22 items from the eight domains of the National Educational Leadership Preparation Program (NELP) Building Level Standards for candidate assessment. The Standards have four levels: Exceeding Standards - 3; Meets Standards- 2; Approaching Standards – 1; and Not Observed – 0. The eight domains assessed were (1) Mission, Vision and Improvement; (2) Ethics and Professional Norms; (3) Equity, Inclusiveness and Cultural Responsiveness; (4) Learning and Instruction; (5) Community and External Leadership; (6) Operations and Management; (7) Building Professional Capacity; (8) Internship. Mentors assessed all seven completers with scores of 2 and above on all 22 items on the eight NELP Standards. There were several scores of 3 and no scores below 2.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

Six of the seven completers were in-service educators sponsored by the St. Thomas-St. John District of the Virgin Islands Department of Education (VIDE). These six completers have continued in the employ of the District. The seventh completer was a 70 years old retiree who fulfilled a long held desire to complete an MA in Educational Leadership. The six sponsored completers are currently preparing to take their Praxis II for administrator certification.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
GPA/Admissions Process at entry to program	2.5 GPA minimum for acceptance to program	100%
E-Portfolio Assessment and Rubrics	<i>85% on cumulative coursework assessments</i>	100%

Student Advisement	Absence of reported grievances	90%
Completer Exit Survey	Minimum score of 3 on 4 point satisfaction scale	100%
Graduation Rate	80% graduation in 1.5 program length	100%

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Academic E Portfolio	B or Above	100%
Field Experience Student Self-Evaluation	Level 2 – Meets Expectations	100%
Field Experience Mentor Evaluation	Level 2 – Meets Expectations	100%
Comprehensive Examination	Pass on 2 Attempts	100%

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

- ♣ Prepare, submit and publish the annual accreditation report to AAQEP
- ♣ Streamlining of the admissions process with support from the Admissions Office
- ♣ Streamlining of the advisement process with support from the UVI Online Advisor
- ♣ Graduated the second VIDE cohort of program completers. The District expressed its appreciation for the graduates of 2023 and 2024 by hosting a celebratory function to which the Program Director and other University Officials were honored guests

♣ The Program Director made a recruitment visit to St Marten where he met with the President and Officials from the University of Snt Marten. Visits were made with staff at two schools and the MAEL program was promoted via extended interviews on two local radio stations. A program interest session was held on the campus of the University of St Marten.

GENERAL NOTE:

The MAEL program is essentially an in-service graduate leadership program for experienced educators desiring to prepare for administrative roles. The program prepares candidates to achieve an MA Educational Leadership degree and to sit for the educational administrator certification. The program depends for its survival on educators who are willing to fund their MAEL program or receive sponsorship to achieve this. Given the educator's full-time workload, family commitments, and low financial incentives post-completion, recruitment for this program continues to be a challenge within the Territory. Opportunities for professional growth have also been limited except graduates choose to migrate from the Territory.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2024-25 year	<ul style="list-style-type: none"> Streamline the process for students to input their eportfolios and logs on portal <i>via by Watermark</i>. This allows for a common repository for assessing, and showcasing students' performance as part of our performance measures. Begin holding a meeting of MAEL teaching faculty once per semester to build comraderie, share perspectives and lift teaching standards.
Actions	<p>For the first goal, the School has had this portal for some time but it has been a challenge to have the students' courses uploaded in time for them to input their data given the accelerated 8 weeks' terms. A plan has been devised from January 2025 to get the students' information uploaded earlier in the term to address the problem noted.</p> <p>On the second goal, we have not been having MAEL teaching faculty meeting as all of our instructors except the director are adjunct. We now see value in holding such meetings to have all our instructors together and informed of program expectations and standards and to listen to their feedback.</p>
Expected outcomes	It is expected that with the implementation of the two goals listed above, there will be a common storage for essential student performance data and greater synergy within the program as instructors become more aware of program expectations and standards.
Reflections or comments	The MAEL program is continuing to build and the program quality continues to be acknowledged by stakeholders. However, it is our commitment to build a culture of ongoing

	self-assessment and continuous improvement to further enhance program quality and deliver better prepared educational leaders for our Territory and beyond.
	Standard 2
Goals for the 2024-25 year	No new goals have been set for this standard as there is general satisfaction in this area.
Actions	
Expected outcomes	
Reflections or comments	Feedback from students both from their coursework evaluations and the completer survey documents that the program provides opportunities for reflection, goalsetting, and self-assessment. MAEL candidates are encouraged to be reflective practitioners, active learners, enablers of student learning, and visionary 21 st century leaders. They are also challenged to continue growing as professionals and to clarify their commitment to the profession.
	Standard 3
Goals for the 2024-25 year	No new goals have been set for this standard as there is general satisfaction in this area
Actions	
Expected outcomes	
Reflections or comments	Standard 3 seeks an answer to the question: Does the program have the capacity to ensure that its completers meet Standards 1 and 2? From the performance of our students on the selected provider measures outlined in Tables 3 and 4 above, the program remains confident that its students can satisfactorily meet Standards 1 and 2. The MAEL program continues to prepare future educational leaders through effective teaching, innovative projects, and enriching internships. Our candidates learn in the context of an HBCU that is historically American, uniquely Caribbean, and globally interactive.
	Standard 4

Goals for the 2024-25 year	Continue to build awareness of the MAEL program as an opportunity for the preparation of school administrators. This initiative spans both the individual and institutional levels.
Actions	
Expected outcomes	
Reflections or comments	<p>The MAEL website continues to attract prospective candidates. That website link is https://uvi.edu/academics/education/programs/master-arts-educational-leadership/index.html</p> <p>In addition, the program director visited our university partner, the University of St. Maarten in November 2023. The University of the Virgin Islands and the University of St. Maarten have a bilateral agreement, and UVI has an employee on the St. Maarten campus to connect students with programs at UVI. While in St. Maarten, Dr. Valley met with USM university President and his administrative team, the Minister of Education for St. Maarten, and he had national interviews on two radio stations promoting the MAEL program. The Program Director also visited and promoted the MAEL program at two schools on the island.</p>

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The MAEL program is essentially an in-service graduate leadership program for experienced educators desiring to prepare for administrative roles. The program prepares candidates to achieve an MA Educational Leadership degree and to sit for the educational administrator certification. The program depends for its survival on educators who are willing to fund their MAEL program or receive sponsorship to achieve this. Given the educator's full-time workload, family commitments, and low financial incentives post-completion, recruitment for this program continues to be a challenge within the Territory. Opportunities for professional growth are also limited except graduates choose to migrate from the Territory.

Through the recruiting initiatives of the program director, the MAEL program has benefitted from the VIDE sponsorship of two cohorts of five students each. A third cohort is now being processed. However, this may well be the last of such sponsorships. Recruiting efforts across the Caribbean have thus far received limited results. One factor for this latter situation has been the significant tuition costs for Eastern Caribbean students studying at a US university.

Looking to the future, therefore, the MAEL program is at an intersection between progress and decline. While continuing to maintain its traditional functions as the educational leadership preparation program for the US Virgin Islands, the road to a progressive innovative future for the program involves an expanded vision that includes the following:

1. International and coordinated international recruitment utilizing the resources of UVI Online and Access and Enrolment
2. Addressing the tuition structure to make the program more marketable in different markets
3. Compensatory credit given for the administrative functions of the program director and the hiring of an additional faculty
4. Developing partnerships with schools/districts outside the Territory for recruitment, internship opportunities, and to meet their in-service professional development needs.
5. Continuous improvement of the quality of the program based on 360 degrees' feedback.
6. A system for ongoing professional development of adjunct faculty
7. Incorporation of study tours, especially on mainland USA, to gain broader exposure both for students, faculty, and the program overall.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Clinton A. Valley, Program Director	Dr. Karen Brown, Dean School of Education

Date sent to AAQEP:	
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