AAQEP Annual Report for 2025

Provider/Program Name:	University of the Virgin Islands/Teacher Education – Elementary Education, Inclusive Early Childhood Education
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.

> The UVI School of Education (SOE) is one of six academic colleges and schools at the University of the Virgin Islands (UVI). It was established in 1962 when the College of the Virgin Islands (now University of the Virgin Islands) was chartered with a focus on preparing teachers. Teachers completed their baccalaureate degree in elementary education, after two years of preparation at the University of Connecticut. The first baccalaureate program the institution added in 1967 was in elementary education. The first baccalaureate in elementary education was conferred in 1970. The first master's degree offered by the institution was in education and conferred in 1976.

For the first time, in 2013, the School of Education (SOE) earned accreditation status from the National Council for the Accreditation of Teacher Education (NCATE). Then the SOE became a member of CAEP, holding "NCATE Legacy" accreditation status, until June 2022. There are no state requirements in place that shape/guide the accreditation process for this EPP. Guidance comes from national partners and standards. However, the Virgin Islands Board of Education (VIBOE) is a local partner that engages with the School of Education regularly. Representatives of this Board serve as members of the various stakeholder groups, Education Advisory Council (EAC), Teacher Education Advisory Committee (TEAC), Professional Education Advisory Committee (PEAC) – Master of Art in Educational Leadership (MAEL) and Professional Education Advisory Committee (PEAC) – Master of Art in School Counseling (MASC).

A distinguishing feature of the School of Education (SOE) is its collaboration with schools/colleges of education and ministries of education in neighboring Caribbean islands, like Dutch St. Martin. In this territory of the Netherlands, the UVI School of Education (SOE) has offered degrees at both the undergraduate and graduate levels. In collaboration with the University of St. Martin (USM) through the "UVI@USM" initiative, the SOE now also offers a Bachelor of Arts (BA) in elementary education to residents of Saba and St. Eustatius "Statia" Caribbean islands, also located in the Netherland Antilles. UVI@USM teacher education majors apply for admission to UVI in their freshman year and transfer to UVI from USM in their first semester sophomore year. During this time, they continue to take general education courses at USM, including their first introductory education course and their first education course at UVI simultaneously. The general education courses are comparable and some even have the same title. At the end of this fall semester, these students apply for admission to the SOE. Eligible applicants are admitted to the SOE in their second semester sophomore year and become teacher candidates. The process for admission to the SOE is like students who are attending one of our two campus locations in the U.S. Virgin Islands.

In addition, the St. Martin Ministry of Education funded a cohort of teachers to enroll in the Post-baccalaureate Certificate in Special Education program from January – December 2024. During this time, H. Lavity Stoutt Community College in the British Virgin Islands (BVI) partnered with the UVI SOE to enroll a cohort of BVI teachers in the Secondary Teaching Certificate program. The BVI Ministry of Education funded this cohort through a donor. The SOE intends to continue and expand its partnerships across more neighboring Caribbean islands, as well as outside of the Caribbean.

Leadership

The UVI School of Education (SOE) is a small academic unit. The Dean, Dr. Karen H. Brown, is the *Unit Manager*. The interim Chair, Mr. Erik Heikkila, is the *Academic Supervisor*. Mr. Heikkila is a tenured assistant professor and Director of Physical Education. With the retirement of the prior department chair, Dr. Magdalene Tobias, in May 2024, Dean Brown has been temporarily serving as the lead of the teacher education programs (Elementary Education, Inclusive Early Childhood Education (IECE) degree programs and certificate programs in Secondary Teaching and Teaching English as a Second Language (TESL). Junior, tenure-track faculty support the Dean in this role by serving as faculty advisors and assisting with curriculum development. Each graduate education program has a lead faculty member who also serves as the faculty advisor. Dr. Clinton Valley serves as lead faculty member for the Master of Arts in Educational Leadership program. Dr. Xuri Maurice Allen serves as the lead faculty member for the Master of Arts in School Counseling Program. Dean Brown also serves as lead of the Postbaccalaureate Certificate in Special Education and Education Specialist (EdS) in School Psychology programs.

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):

School of Education

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Candidates Enrolled** in most recently completed academic year (12 months ending 05/25)	**Number of Completers** in most recently completed academic year (12 months ending 05/25)
Programs that lead to initial teaching credentials			
BA Elementary Education	Certification in Elementary Education from the Virgin Islands Board of Education (VIBOE)	78	6
BA Inclusive Early Childhood Education	Certification in Early Childhood Education from the VIBOE	12	3
Total for programs that lead to initial credentials		92	9
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials			
Programs that lead to P-12 leader credentials			
Total for programs that lead to P-12 leader credentials			
Programs that lead to credentials for specialized professionals or to no specific credential			
Total for programs that lead to specialized professional or no specific credentials		0	0

TOTAL enrollment and productivity for all programs	92	9
Unduplicated total of all program candidates and completers	92	9

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 for this reporting period

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.
92
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.
9
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
9
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.
Based on the program paradigms for each program, students are expected to complete within four years if enrolled as a full-time student, and 1.5 times this expected timeframe is 6 years.

Bachelor Degree-Seeking Inclusive Early Childhood Education Completion Rates by Cohort

Fall Cohort	Original Cohort Size	2-Year Graduation Rate (%)	3-Year Graduation Rate (%)	4-Year Graduation Rate (%)
Fall 2018	1	100%	100%	100%
Fall 2019	2	100%	100%	100%
Fall 2020	1	100%	100%	100%
Fall 2021	0	0%	0%	0%
Fall 2022	0	0%	0%	
Fall 2023	0	0%		
Fall 2024	0			

Fall Cohort - indicates the academic semester in which the cohort was established (e.g., Fall 2018, Fall 2019, etc.)
Cohort Size: the number of students who transitioned from Pre-Inclusive to Inclusive Early Childhood Education when admitted to the School of Education.

2-year grad rate (%) - percentage of students in the cohort who graduated within 2 years of change of major or met program entry requirements

3-year grad rate (%) - percentage of students in the cohort who graduated within 3 years of change of major or met program entry requirements
4-year grad rate (%) - percentage of students in the cohort who graduated within 4 years of change of major or met program entry requirements

Elementary Education Completion Rates by Cohort

Fall Cohort	Original Cohort Size	2-Year Graduation Rate (%)	3-Year Graduation Rate (%)	4-Year Graduation Rate (%)
Fall 2018	2	100%	100%	100%
Fall 2019	2	100%	100%	100%

Fall 2020	6	83%	100%	100%
Fall 2021	5	100%	100%	
Fall 2022	1	0%	0%	
Fall 2023	1	0%		
Fall 2024	3			

Fall Cohort - indicates the academic semester in which the cohort was established (e.g. Fall 2018, Fall 2019, etc.)

Cohort Size: the number of students who transitioned from Pre-Education and Pre-Elementary to Education and/or Elementary Education when admitted to the School of Education.

2-year grad rate (%) - percentage of students in the cohort who graduated within 2 years of change of major or met program entry requirements

3-year grad rate (%) - percentage of students in the cohort who graduated within 3 years of change of major or met program entry requirements

4-year grad rate (%) - percentage of students in the cohort who graduated within 4 years of change of major or met program entry requirements

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%.

There is no territory license examination in the USVI. However, the Virgin Islands Board of Education requires passing certification exam results for the Praxis 2 exam through the Education Testing Service (ETS) as part of the teacher certification requirement. Pass/fail data are not comprehensive. Teachers have up to three years to take and pass their respective subject area exams. Due to the national teacher shortage crisis, teachers have not been held accountable to take the Praxis 2. During this reporting period there are no pass (or fail) rates reported. To address this issue, the School of Education hired a consultant to develop Praxis 2 certification preparation examination courses for Early Childhood Education and Elementary Education. The course is now required and completed simultaneously with the student teaching experience/school internship. Teacher candidates are encouraged to register and take the Praxis 2 exam in their respective subject area prior to or within months of program completion.

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

Evidence available from program completers includes survey questionnaires. These questionnaires focus on the perspectives of program completers regarding their preparation for a teaching position in their respective subject matter (Early Childhood Education and Elementary Education) and unit operations. **Conceptual framework** refers to policies, activities and services that support students as they seek School of Education degrees. **Unit Operations** include instruction, field experiences and student teaching, advisement, structures and policies, and interactions with leadership, faculty and staff members.

During this reporting period, four program completers (n = 8) responded to the UVI School of Education Completer Exit Survey: **Conceptual Framework**, yielding a response rate of 50%.

Most completers (75%) responded that the School of Education (SOE) had prepared them **extremely well** to:
(1) engage in opportunities for professional growth.
(2) use their strengths and weaknesses as learning tools to modify and make appropriate adjustments to instruction.
(3) give and accept constructive criticism.
(4) evaluate the effects of your choices and decisions on others.
(5) integrate technology in the activities and experiences planned for all learners.
(6) With an understanding of how children learn and develop.
(7) To use knowledge of how children learn and develop to plan for instruction and assessment.
(8) To select, develop and use formal and informal assessment strategies to evaluate student learning, strengthen instruction and inform decision making.
(9) To engage in critical thinking and problem-solving opportunities.
The remaining respondents (25%) indicated that the SOE had prepared them **very well**.

All completers (100%) responded that the School of Education (SOE) had prepared them **extremely well** to demonstrate sensitivity for diversity.

Conceptual Framework Findings
Overall, respondents reported strong satisfaction with their preparation.

During this reporting period, four program completers (n = 8) responded to the UVI School of Education Completer Exit Survey: **Unit Operations**, yielding a response rate of 50%.

Respondents rated aspects of the School of Education's operations in terms of **quality**.

5 = very good 4 = good 3 = fair 2 = poor 1 = very poor

All respondents (100%) rated the following aspects as **good**.
(1) Access to technology and software
(2) Performance of the faculty overall
Half of the respondents (50%) rated the following aspects as **good**.
(1) Accuracy of assessments of your academic performance in your education/pedagogy/teaching courses
(2) Accuracy of assessment of such elements as your attitudes or dispositions
(3) Fairness in assessment of course performance
(4) Accuracy of assessment of academic performance
(5) The overall approach (friendliness or student centeredness) displayed by faculty in their advisory
(6) Length of field experience available to you

The remaining respondents rated this aspect as **very good** (25%) and **fair** (25%).
Most respondents (75%) rated the following aspects as **fair.**
    (1) The accuracy of advising in terms of general education requirements
    (2) The accuracy of advising in terms of education courses
    (3) Availability of leadership to students
    (4) Availability of candidate complaint system

Unit Operations Findings
Ratings of unit operations reflect generally positive perceptions of the School of Education's structures and support, with some identified areas for improvement. Areas most frequently identified as needing improvement were related to advising accuracy, availability of leadership, and awareness or accessibility of the candidate complaint system. In these domains, 75 percent of respondents rated the current systems as fair, suggesting inconsistent experiences with academic guidance and communication pathways for student concerns.

Characterization of Findings
Across both survey components, the evidence indicates that program completers feel highly prepared in foundational teaching competencies and well supported by faculty, particularly in areas tied to the conceptual framework and professional dispositions. Strengths include preparation for instructional decision-making, assessment literacy, technology integration, and sensitivity to diversity. Unit operations are viewed as generally effective, with reliable quality in faculty engagement and technological resources.
At the same time, completer feedback highlights the need to strengthen academic advising processes, improve accessibility and responsiveness of leadership, and enhance communication about formal mechanisms for submitting concerns. These findings suggest opportunities for continuous improvement in student support structures while affirming the strong instructional and dispositional preparation provided by the School of Education.

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

Employer-satisfaction data are not collected annually due to the exceptionally small number of program completers who secure employment with the local school district in any given year. The School of Education's context—marked by low enrollment, a small territorial workforce, and broader national teacher-shortage trends—results in a critically low sample that does not support meaningful annual analysis. For the current reporting period, only one program completer reported employment by the local district, limiting available employer feedback to a single data point. While the response is reviewed to inform continuous improvement, it cannot be aggregated or used to draw program-level inferences. Consequently, the School of Education supplements employer feedback with additional indicators of program quality, including supervisor evaluations, partnership input, and direct performance assessments, to ensure a comprehensive understanding of completer readiness and workforce needs despite structural constraints on employer-survey data.

H. 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.

We ask teacher candidates who are graduating to provide an update regarding their employment status. In addition, being a small academic unit, it is easier to determine employment placement for program completers in the U.S. Virgin Islands. Due to the severe teacher shortages, some serve as long-term substitute teachers, while others with a bachelor's degree in a field are hired as a provisional certificate holder. The model for education majors residing in the Dutch Netherland Antilles is to work as a paraprofessional while completing their program. The expectation is for these students to be hired within their local school system after graduating. Neither the VI Department of Education nor the VI Board of Education collect data on program completers' certification areas and corresponding employment rate. Further, there is no requirement for the School of Education to provide official recommendation of certification to the VIBOE. However, of the program completers who do seek employment within a school system, 100% are employed.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

During the 2024-2025 reporting year, the School of Education at the University of the Virgin Islands (UVI) maintained a lean but stable staffing structure that aligns with both the size of the academic unit and the enrollment levels across its teacher preparation and advanced programs. As a small HBCU serving a geographically dispersed population across the U.S. Virgin Islands and the wider Caribbean region, the unit relies on a combination of full-time faculty and strategically selected adjunct instructors to ensure continuity of instruction, content expertise, and program access. Regionally based adjunct faculty continue to play a critical role in supporting capacity, particularly in methods courses, specialized electives, and online sections that enroll students from multiple islands and jurisdictions. Instructors teach students across several simultaneous sections of a single course, with candidates joining virtually from the USVI, St. Martin, Saba, St. Eustatius, and the U.S. mainland. This approach ensures consistent course delivery while allowing the program to meet regional workforce needs despite limited on-island educator pipelines.

Program administration responsibilities—including scheduling, field placement coordination, certification support, and assessment oversight—are shared among a small group of full-time faculty, one adjunct faculty, and the dean due to the unit's size. While the unit does not have a dedicated assessment coordinator, faculty collaborate to sustain quality assurance processes using standardized assessment rubrics and common data-tracking protocols. The current staffing model remains appropriately matched to program size, particularly given the national and territorial teacher shortage, low regional enrollment trends, and fiscal constraints that influence hiring capacity.

The unit's reliance on virtual and hybrid course delivery has strengthened its ability to reach students across multiple Caribbean jurisdictions while also allowing flexible scaling of adjunct faculty to align with course demand. This modality has also mitigated geographic isolation and supported UVI's mission to expand access to high-quality educator preparation in historically underserved communities. As enrollment stabilizes and the School of Education continues to lead initiatives such as the Registered Teacher Apprenticeship Program (RTAP), additional instructional and administrative capacity may be needed to sustain growth. At present, however, the unit's staffing configuration effectively

supports program delivery, administration, and quality-assurance system monitoring at the current scale, ensuring that candidate learning and program quality remain strong despite resource and enrollment challenges.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Grade point average (GPA) at entry and exit of initial preparation/certification programs	The teacher candidates' GPA at admission to the School of Education and at completion of programs serve as an evidentiary source of candidate and completer performance. *For all initial preparation/licensure/certification programs, a minimum GPA of 2.5* is required for entry into the School of Education. A final GPA demonstrates understanding of overall competence in candidate/completer content knowledge.	The average GPA of teacher candidates is over the minimum 2.5 requirement. The average GPA of Elementary Education majors following the completion of the EDU 250 Curriculum and Instruction course (taken the first semester of admission into the School of Education) is 3.37 (n = 18). The average GPA of Early Childhood Education majors at the completion of EDU 221 Foundations of Education (prior to admission to the SOE) was 2.88 and 3.33 (n = 3). following the completion of EDU 408 Student Teaching in Inclusive Early Childhood Education (final semester). The average GPA of Elementary Education majors following the completion of EDU 452 Student Teaching in the Elementary School is 3.40 (n = 7).

Lesson Plan Assignment Teacher candidates in initial preparation programs prepare lesson plan assignments in methods courses which have field experience requirements. Data is collected from **EDU 360** Science and the Elementary Teacher.	Teacher candidates must demonstrate minimum planning competency in all areas at the "proficient" level. The scale is as follows: 0 = unobserved, 1 = unacceptable, 2 = beginning, 3 = developing, 4 = proficient) on the rubric.	Assessment Results (2024-2025) This is an abbreviated table. (n = 8)

Assessment Results (2024-2025)

This is an abbreviated table. (n = 8)

Element	Proficient	Developing	Beginning
Instructional Objectives	75% (n = 6)	25% (n = 2)	
Materials needed		100% (n = 8)	
Technology	75% (n = 6)	12.5% (n = 1)	12.5% (n = 1)
Lesson Introduction	87.5% (n = 7)	12.5% (n = 1)	
Content knowledge	75% (n = 6)	25% (n = 2)	

Assurance of Learning (AoL)	This process primarily focuses on the quality of the curriculum. In addition to the assessment, in this case, lesson plan assignment, it also highlights what is involved in the processes and procedures before and after conducting the assessment.	**Closing the Loop: Actions Taken** • Action 1: Curriculum Revision Faculty revised course syllabi EDU 360 to incorporate additional technology use and student scientific investigation instructional focus to serve as student learning tools and assessment strategies. • Action 2: Faculty Development Faculty participated in one collaborative community of practice to discuss student work samples and analyze patterns in lesson design challenges. • Action 3: Embedded Feedback Mechanism All methods courses now include a required draft submission of one lesson plan, with faculty providing feedback on instructional objectives and strategies. • Action 4: Peer Review and Reflection Teacher candidates engage in peer-review of lesson plans using a structured rubric. Reflective journals and in-class discussions occur to promote critical thinking on inclusive practices Impact of Actions (Preliminary Results, 2024-2025)

		Preliminary analysis of student work indicates gains in the use of technology such as simulations, teacher and student-created padlets, electronic science notebooks, and electronic student scientific investigations and writing tools. Incorporating these tools to teach the course provides a model for the teacher candidates and has proven successful in their being able to demonstrate how they will incorporate them into their own lesson plans.
Lesson Plan Assignment – **EDU 302** Introduction to Special Education	Teacher candidates must demonstrate minimum planning competency in all areas at the "proficient" level. The scale is as follows: 0 = unobserved, 1 = unacceptable, 2 = beginning, 3 = developing, 4 = proficient) on the rubric.	Below is a summary chart showing, across all six submitted lesson-plan rubrics, the average number of elements rated *Proficient (4)*, *Developing (3)*, *Beginning (2)*, and *Unacceptable (1)*, along with the standard deviation for each category. All calculations are based on the individual rubric scores. *Number of rubric elements per candidate falling into each performance category (n = 6)* Performance Category / Mean (Average count) / Standard Deviation Proficient (4) — 4.83 — 3.63 Developing (3) — 2.50 — 1.26 Beginning (2) — 2.33 — 2.43 Unacceptable (1) — 0.33 — 0.75 Across all six lesson-plan rubrics, a total of **60 individual rubric scores** were recorded. The distribution across categories is: • **Proficient (4): 29 elements — 48.3%** • **Developing (3): 15 elements — 25.0%** • **Beginning (2): 14 elements — 23.3%** • **Unacceptable (1): 2 elements — 3.3%** **Interpretation** **Proficient** is the largest category, making up **nearly half (48.3%)** of all ratings across the student cohort. This indicates: • Students most frequently demonstrated **strong mastery** of lesson-planning expectations. • Skills such as lesson development, questioning strategies, alignment of objectives, and differentiated assessment are areas where students most consistently excelled.

		• Although performance varied by individual student, the *overall program trend* shows candidates are generally meeting or exceeding faculty expectations. The next two categories—Developing (25%) and Beginning (23.3%)—suggest: • A portion of students are still building consistency in critical components. • These scores may help pinpoint where additional scaffolding, exemplars, or coaching is beneficial. Program instruction and field experience support appear to be effective in preventing major performance gaps.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Completer Exit Survey: Conceptual Framework	The Completer Exit Survey: Conceptual Framework Competencies allows program completers to assess how their initial preparation/certification program (BA Elementary Education and BA Inclusive Early Childhood Education) prepared them to "perform as professional educators with the capacity to support success for all learners." The instrument consists of 22 items beginning with the selection of the initial preparation program. Question 2 is open-ended and asks the teacher candidate to enter the semester of completion. The remaining 20 items employ a four-point Likert scale. The instrument is scored on a 0-3 scale with 0 = not well, 1 = unsure, 2 = very well, and 3 = extremely well.	Overall, respondents reported strong satisfaction with their preparation. The evidence indicates that program completers feel highly prepared in foundational teaching competencies and well supported by faculty, particularly in areas tied to the conceptual framework and professional dispositions. Strengths include preparation for instructional decision-making, assessment literacy, technology integration, and sensitivity to diversity.

Completer Exit Survey: Unit Operations	Respondents rate their satisfaction of program completers utilizing the following scale. 3 = very satisfied 2 = satisfied 1 = somewhat satisfied 0 = not satisfied	Ratings of unit operations reflect generally positive perceptions of the School of Education's structures and support, with some identified areas for improvement. Areas most frequently identified as needing improvement were related to advising accuracy, availability of leadership, and awareness or accessibility of the candidate complaint system. In these domains, 75 percent of respondents rated the current systems as fair, suggesting inconsistent experiences with academic guidance and communication pathways for student concerns.
Classroom Management Plan	The Classroom Management Plan is a required assignment for the EDU 351 Classroom Management Course. Candidates enrolled in the *Elementary Education* program must prepare a plan that demonstrates an approach to effective and professionally responsible classroom management. The scale is as follows: 0 = unobserved, 1 = unacceptable, 2 = developing, 3 = proficient. Candidates must demonstrate minimum competency in all areas at the "proficient" level.	Evidence shows that across all 20 students: • 17 of 20 students scored **3s across every indicator**. • Only **three students** scored below Proficient in *Response to Disruptive Behavior*. • Only **one student** scored below Proficient in *Rules & Standards*. This reflects exceptional program-wide mastery of classroom management foundations.

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.

1. The School of Education (SOE) collaborated with colleagues in the College of Science and Math (CSM) and National Science Foundation (NSF)-funded Virgin Islands EPSCoR team to develop and submit a grant proposal to NSF grant that highlights increasing access to STEM for elementary education preservice teachers and increasing pedagogical knowledge for STEM majors and secondary teachers. Partners are waiting to receive an update regarding the funding status of the grant proposal.

2. To address the current critical shortage of speech and language needs in the Virgin Islands, Dr. Karen Brown (Dean) developed the Speech-Language Pathology Assistant (SLPA) Certificate program. It is the university's first allied health program, while also falling under the category of education.

3. Governor Albert Bryan, Jr. entered a Memo of Understanding with the U.S. Department of Labor to establish the Virgin Islands Registered Teacher Apprenticeship Program (RTAP). Twenty teacher apprentices who currently work as paraprofessionals for the Virgin Islands Department of Education were admitted to the University of the Virgin Islands in the fall 2025 semester. Some apprentices were students who had "stopped" out of their programs, while others graduated with a bachelor's degree in fields outside of education.

4. The School of Education continues to host annual mandatory orientations for teacher education majors. In response to survey results regarding fair perceptions of the advising process and access to leadership, the agenda includes step-by-step grievance policies. In addition, the Dean, academic advisors assigned to the School of Education, and faculty advisors meet and collaborate to increase a smoother transition process from pre-majors to official acceptance to the School of Education. For students residing outside the country in the Dutch West Indies, the Dean travels to their location to host student forums and attend their graduation ceremonies (held on the partner campus).

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 and recent activities related to investigating data quality. Table 5 may focus 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 2025-26 year	Increase the number of teacher candidates who will take the Praxis 2 Certification exam prior to graduation from program.
Actions	Ensure that teacher candidates enroll in and register for the newly developed Praxis 2 certification exam course for their respective subject matter. Continue to offer the opportunity to current practicing teachers.
Expected outcomes	Teacher candidates will increase self-efficacy and confidence to pass the exam. More teacher candidates will take the Praxis 2 exam sooner. Increased structured preparation will increase successful pass rates. More teachers in the local school district will be certified.
Reflections or comments	The School of Education has offered to pay the exam registration fee for students who register for and take the exam prior to graduation. The expectation is that this will serve as an incentive.
Standard 2	
Goals for the 2025-26 year	Increase consistency of data collection methods. Improved reliability and consistency across assessments
Actions	Review current assessments and processes as a committee to determine any need for modifications
Expected outcomes	Enhanced validity and alignment of measures; increased efficiency in data management and reporting
Reflections or comments	Given our reliance on adjuncts, consistency will require ongoing effort. The committee recognizes the importance of establishing **recurring calibration sessions**, mandatory assessment orientations for adjuncts, and periodic audits to verify fidelity in scoring and data entry.
Standard 3	
Goals for the 2025-26 year	
Actions	

Expected outcomes	
Reflections or comments	
Standard 4	
Goals for the 2025-26 year	
Actions	
Expected outcomes	
Reflections or comments	

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

During the 2024–2025 reporting year, the School of Education (SOE) undertook several coordinated activities to strengthen the accuracy, consistency, and usability of program-level data. These actions were embedded within the unit's Quality Assurance System and aligned to AAQEP Standards 1 and 2. Given the unit's lean staffing model, reliance on adjunct faculty across multiple islands, and the expansion of virtual delivery, focused attention on data integrity remained essential for maintaining reliable assessment processes, reporting accuracy, and continuous improvement.

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). If 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.

As part of the School of Education's Quality Assurance System, the program conducts annual environmental scans and internal reviews to identify organizational strengths, areas for growth, emerging opportunities, and external threats that may impact candidate preparation and completer outcomes. The SWOT analysis is one component of this systematic review process. Through this process the SOE examined internal capacity, program effectiveness, and external conditions that impact the preparation of teachers and other school professionals across the Territory and the broader Caribbean region. Findings from faculty, staff, and key partners highlight a School of Education that remains mission-driven, student-centered, and committed to high-quality preparation despite persistent structural and contextual challenges.

Strengths identified through the analysis affirm that the School maintains a highly dedicated faculty, a personalized learning environment, and a strong reputation for culturally responsive practice. National accreditation through AAQEP further validates the rigor, relevance, and continuous improvement embedded across programs. Program flexibility, including virtual and online course delivery, continues to support working adults and non-traditional learners, expanding access for students across the U.S. Virgin Islands, neighboring islands, and the mainland.

The analysis also surfaced areas that require vigilant monitoring and strategic investment. Chief among these is enrollment declines across teacher education, counseling, psychology, and leadership programs—trends that reflect national workforce shortages rather than program quality. Limited staffing capacity, reliance on adjunct faculty, technological constraints, and geographic isolation pose additional challenges to program delivery and faculty workload.
Despite these constraints, significant opportunities exist for UVI to lead in addressing regional educator workforce shortages. Initiatives such as the Registered Teacher Apprenticeship Program (RTAP), paraprofessional pathways, the SLPA Certificate, and expansion of early childhood STEM education position the School as an innovator in the region. Strengthening partnerships with the Virgin Islands Department of Education and other Caribbean ministries amplifies the School's ability to contribute meaningfully to regional capacity-building efforts.

Threats—including ongoing negative perceptions of teaching, competition from mainland online programs, and budget constraints—underscore the need for sustained advocacy, strategic partnerships, and resource diversification. Nonetheless, the School's accreditation status, strong leadership, and commitment to equity and excellence provide a solid foundation for continued program quality and responsiveness.
Overall, the SWOT findings demonstrate that the UVI School of Education is well-positioned to advance its mission and maintain accreditation standards through intentional planning, innovative program design, and collaborative leadership. The results will guide decision-making for program improvement, faculty development, resource allocation, and long-term strategic planning.

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)
Karen Harris Brown, PhD, MPH, CCC-SLP, Dean and Professor	Same

Date sent to AAQEP:	12-16-2025