

# University of the Virgin Islands Success Through Resilience

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2025-2026 Accreditation  
Self-Study Town Hall  
September 26, 2024

# Accreditation Why

- To strengthen and sustain higher education
- To demonstrate institution's commitment to continuous self-assessment
- To reevaluate and monitor institutions to ensure standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements are in accordance with federal regulations

...MSCHE

# Seven Standards for Accreditation and Requirements of Affiliation

I. Mission, Vision, and Values

II. Ethics and Integrity

III. Design and Delivery of the Student Learning Experience

IV. Support of the Student Learning Experience

V. Educational Effectiveness Assessment

VI. Planning, Resources, and Institutional Improvement

VII. Governance, Leadership, and Administration



# **Accreditation Who**

- President
  - Dr. Safiya George
- Accreditation Liaison Officer (ALO)
  - Sharlene Harris
- Self-Study Co-Chairs
  - Drs. Karen Brown & Paul Flemming
- Self-Study Steering Committee
- Working Groups
- UVI Students, Faculty, and Staff

















# **Standard II: Ethics and Integrity**

Andrea Dorsey & Neville Williams

*Empowering UVI*

## II. Overview

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### Overview

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1. Ethics and Integrity
2. Diversity and Inclusivity
3. Fairness and Equity
4. Student Financial Support
5. Assessments in Progress
6. Recommendations

### Sub-Groups

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- Student Support Systems
- Government Regulations/HR Systems

# II. Periodic Assessment Processes

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**FDS 100 – Academic Integrity:** A foundational course that reinforces academic honesty and ethical conduct



**Academic Integrity Policy:** A clear and comprehensive policy outlining expectations for academic integrity and consequences for violations



**Institutional Review Board (IRB) Process:** A rigorous review process for research projects to ensure ethical conduct and protect human subjects

# II. Encouraging Diversity of Ideas

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- **Students Right to Know Platform:** Provides information about campus diversity and inclusivity initiatives
- **Shared Governance:** Student Government Association (SGA); Staff Council and Faculty CBA
- **Pathways through Departments/Academic Programs:** RTPark | SBDC | Schools/Colleges through research and grant opportunities
- **Assessing Students' Perceptions:** Ex. Noel Levitz Students' Perceptions| CIRP Freshmen Survey | Graduation Exit Survey





## II. Institutional Policies and Processes

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- **UVI Catalog:** Outlines policies for probation, suspension, and dismissal, ensuring fairness in disciplinary actions
- **UVI Student Code of Conduct:** Establishes rules and expectations for student behavior, promoting fairness and equity
- **UVI Student Handbook:** Provides information on student rights and responsibilities, including grievance procedures
- **HR Handbook:** Establishes rules, expectations and rights for employees
- **Collective Bargaining Agreement (CBA):** an agreement that outlines the expectations and rights for faculty

## II. Promoting Understanding

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- **Financial Aid Information on Website:** Easily accessible information on financial aid options, eligibility criteria, and application processes
- **Financial Aid Counseling:** Offering personalized guidance and support to students seeking financial assistance

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# **Standard III: Design and Delivery of the Student Learning Experience**

Michelle Peterson & Monifa Potter

# OVERVIEW OF STANDARD III

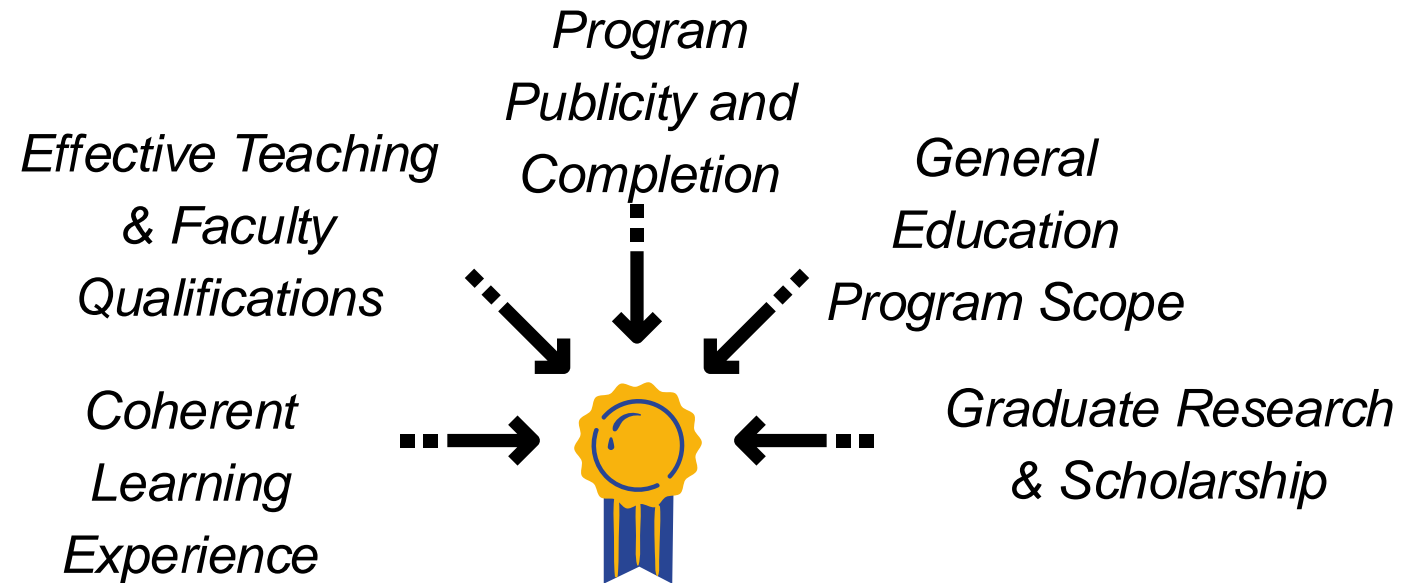
## **STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE**

*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.*

***Big Question: How can the institution demonstrate that UVI learning experiences are characterized by rigor and coherence, and is consistent with higher education expectations?***

*Big Question: How can UVI demonstrate that student learning experiences are characterized by rigor and coherence, and is consistent with higher education expectations?*

## KEY AREAS OF FOCUS FOR ACCREDITATION COMPLIANCE



# COHERENT LEARNING EXPERIENCE

Line of Inquiry: How does UVI demonstrate program capacity with sufficient rigor and content coverage to foster a coherent learning experience in undergraduate and professional programs?

# EFFECTIVE TEACHING & FACULTY QUALIFICATIONS

Line of Inquiry: How does UVI ensure the delivery of rigorous and effective teaching by qualified personnel who are reviewed regularly and fairly, who are committed to institutional mission and goals, are provided with sufficient opportunities for professional growth, and who appropriately assess student learning?

## **PROGRAM PUBLICITY AND COMPLETION**

Line of Inquiry: What avenues does UVI employ to publicize program availability and content so that students may follow degree requirements and achieve timely program completion?

## **GENERAL EDUCATION PROGRAM SCOPE**

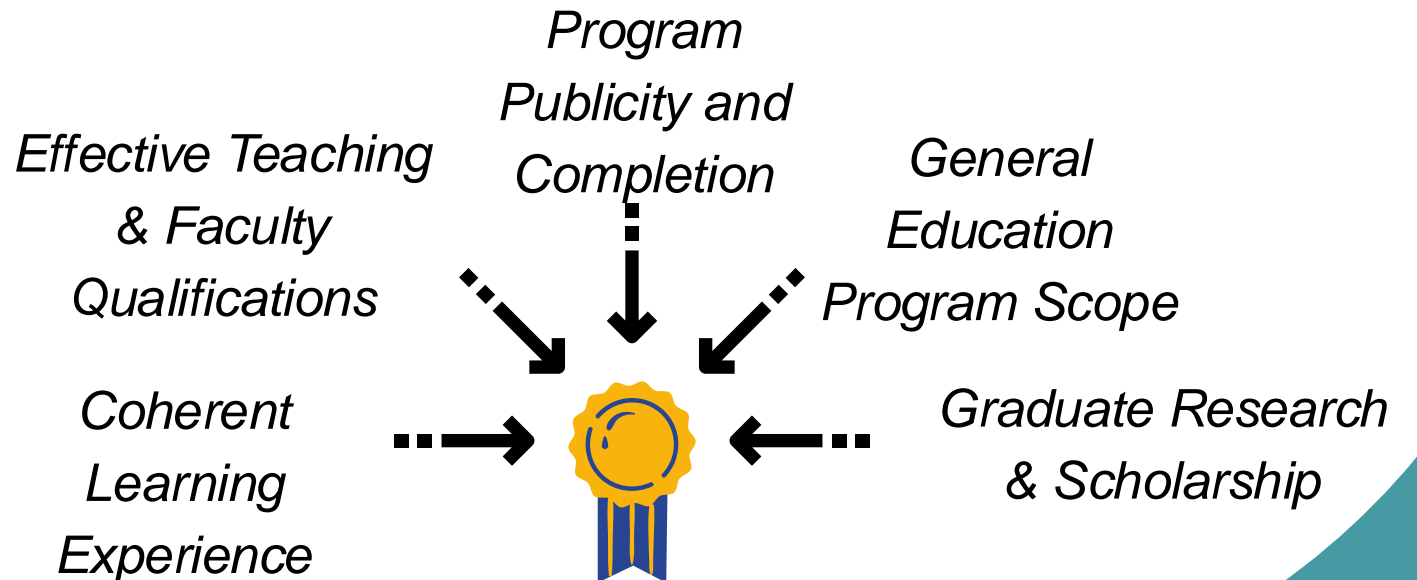
Line of Inquiry: Does the scope of the general education program challenge students with new intellectual experiences that produce cultural and global awareness and sensitivity, and include opportunities to demonstrate proficiency with a variety of communication options, logic, reasoning, and diverse literacies to support the UVI mission?

# GRADUATE RESEARCH & SCHOLARSHIP

Line of Inquiry: What learning opportunities are faculty providing graduate students to support the development of research, scholarship, and independent thinking?



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## **Standard IV: Support of the Student Experience**

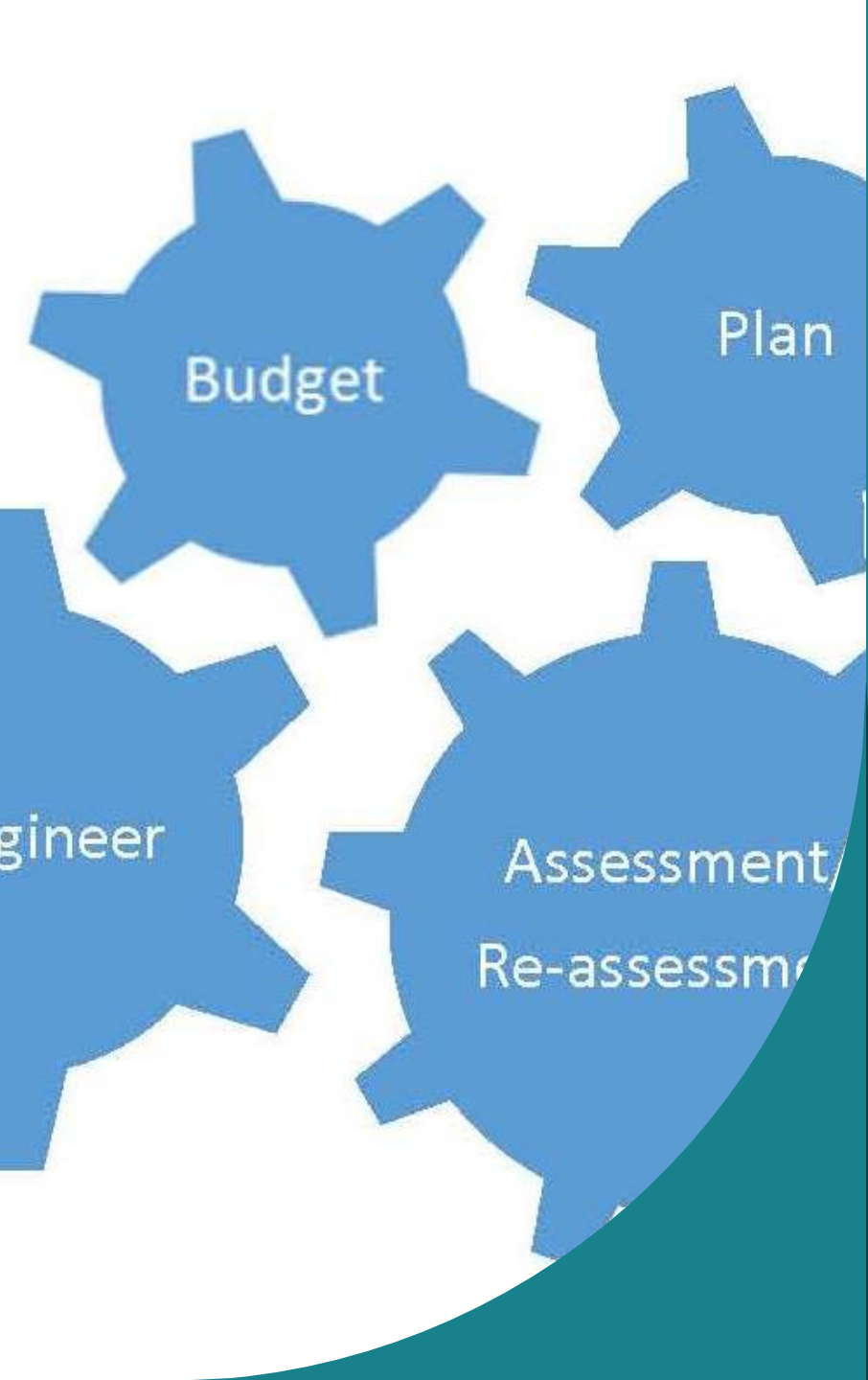
Colvin Georges, Jr. & Andrew Seeber

# IV. Supporting the Student Experience

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# **Standard V: Educational Effectiveness Assessment**

Adam Parr & Sharice Richardson

*Committed to fostering and empowering student success*

## V. Overview

# Education 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.*

## V. Focus Areas

- *All academic programs and services*
- *Colleges/Schools/Departments*
- *Courses/Degree Programs*
- *Academic Support Services*
- *Post-graduate data*

***Big Question: How can the institution demonstrate that educational programs are being assessed, and that the institution is learning from the assessments?***

# V. Lines of Inquiry

Line	Evidence	Sources
1. Are student learning outcomes for degree programs and courses clearly stated and effectively aligned with UVI's mission?	Written statements of learning outcomes	Colleges/Schools/Academic Programs
2. How and to what extent do the institution's faculty and/or other appropriate professionals engage in course-based and program assessment, and how are assessment results communicated and used to improve the educational experience?	<ul style="list-style-type: none"><li>• Completed assessments</li><li>• Storage location(s) for assessment</li><li>• Agendas/minutes showing assessment discussions</li></ul>	Schools/Colleges/Academic Programs

# V. Lines of Inquiry

Line	Evidence	Sources
<p>3. How and to what extent does the institution assess educational support services, and how are assessment results communicated and used?</p>	<ul style="list-style-type: none"> <li>• Completed assessments</li> <li>• Storage location(s) for assessment</li> <li>• Agendas/minutes showing discussion of assessment results</li> </ul>	<p>Academic Support Services/Programs</p>
<p>4. Does the institution clearly articulate how they prepare students for successful careers, meaningful lives, and further education? What data is gathered and used to determine how well these goals are being met?</p>	<p>Post-graduate data</p>	<p>Any entity that gathers post—grad data: Institutional Research, Institutional Advancement, some academic programs (eg. MMES), some grant programs (eg. RISE) schools, Colleges, Academic Programs</p>

# V. Lines of Inquiry

Line	Evidence	Sources
5. How does UVI demonstrate the periodic review of its educational assessment processes?	Agendas/minutes showing discussion of assessment processes	Colleges/Schools/Academic Programs/Support Services



# Standard VI: Planning, Resources, and Institutional Improvement

Stan Latesky &  
Jeannine Francis-Brown



This standard documents how the institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals. It must show how the University assesses and improves its programs and services, while responding effectively to opportunities and challenges.



# VI. Goals

## *WHAT:*

- Evaluate UVI's compliance with accreditation standards & criteria
- Plan, resources, & overall institutional improvement
- Assess the quality
- Provide recommendations for improvement

## *WHY:*

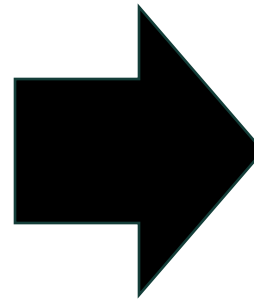
- Ensure that we are meeting educational objectives effectively

## *HOW:*

- Conduct reviews of UVI's self-study reports, plans, assessments
- Gather additional documents from various departments
- Document & store evidence of the standards and criteria
- Make recommendations

# VI. Types of Documents

- *Strategic Planning Documents*
- *Assessment Reports*
- *Budget & Financial Reports*
- *Institutional Effectiveness Reports*
- *Governance & Org Structure*
- *Resource Development & Management*
- *Continuous Improvement Initiatives*
- *Human Resource Planning*
- *Technology & Infrastructure Planning*
- *Community & External Engagement*



UVI  
Equivalents

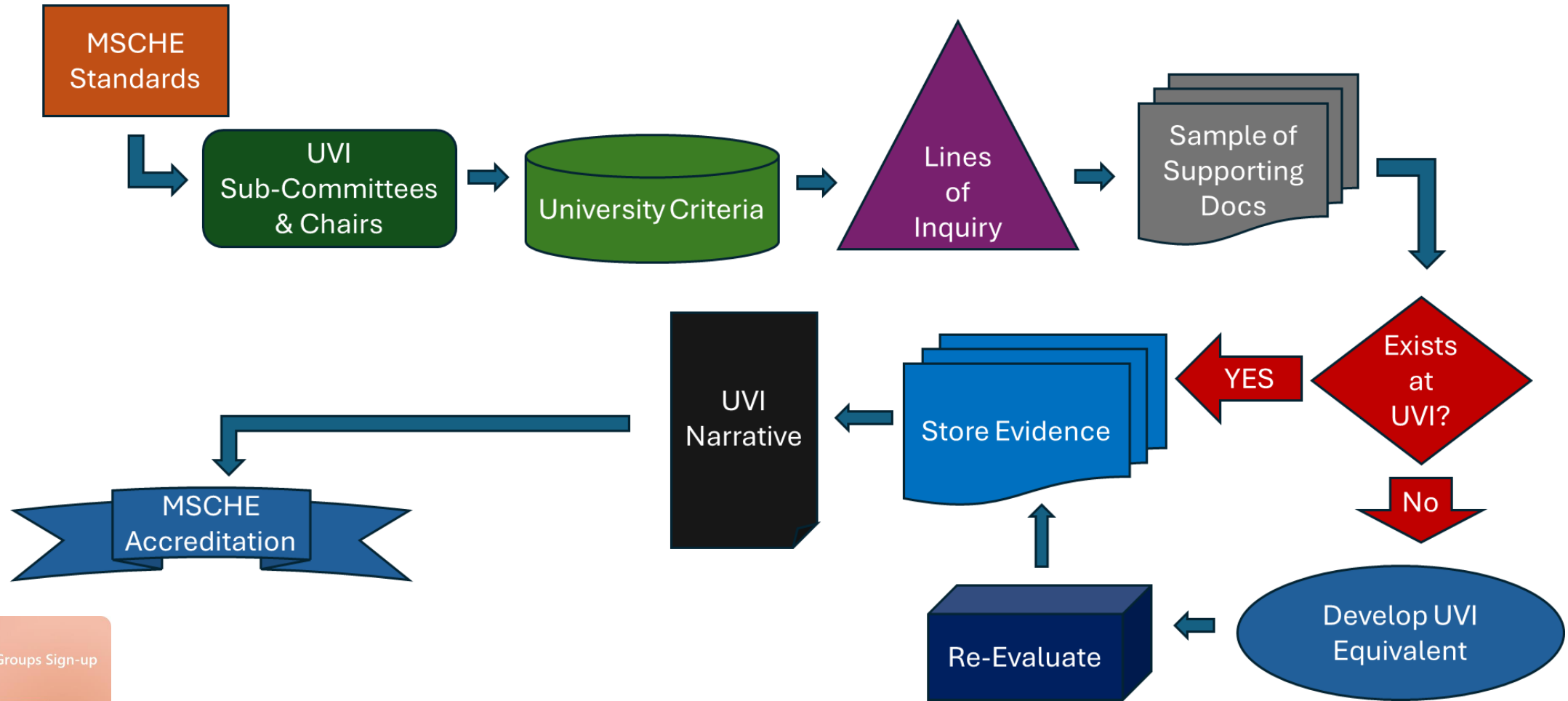


# VI. Lines of Inquiry

Total of 13 Criteria that the UVI should possess & demonstrate to MSCHE

- Institutional-wide goals **clearly stated**, **distributed widely**, and **supported by evidence** that informs planning and resource-allocation
- Demonstrate that planning processes maintain **sufficient resources** and **integrates goals** for institutional effectiveness are **aligned** with institutional mission and goals
- Availability of fiscal and human resources and technical and physical facilities ensure **adequate support** for programs and operations
- Demonstrates the institution's **responsible** fiscal management, proper **internal financial controls**, and **independent confirmation** of financial viability
- Employs a **well-defined, inclusive decision-making process** that includes **comprehensive planning** for facilities, **sustainable** resources, and deferred maintenance linked to the strategic planning

# VI. Summary Workflow



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# **Standard VII: Governance, Leadership, and Administration**

Pamela Moolenaar-Wirsiy  
& Malik Sekou

# VII. Lines of Inquiry

How does UVI solicit feedback from all members of the University community, ensuring the inclusion of perspectives from the institution's legal governing body, faculty, staff, students, and related bodies for defining roles and responsibilities?

How does UVI evaluate and demonstrate that the BOT fulfills its mission and goals in its service of the public interest, fiduciary responsibilities, appoints and reviews the Chief Executive Office, and ensures the fiscal wellbeing of the institution, oversight for approval of degree programs, awarding of degrees, and establishment of personnel and fiscal management policies remains at the policy level without individual member interference?

To what degree does the BOT demonstrate diversity, independence and expertise, avoiding financial, political and other conflicts of interest that may bring undue conflicts to responsibilities for leadership of the institution

How does UVI provide assurance that administrative leadership possesses appropriate credentials, and apply the necessary expertise for planning, staffing, assessing, and allocating resources?

How often and to what extent does UVI assess and document the effectiveness of governance, leadership, and administration?

**Thank you!**  
**Questions?**

[www.uvi.edu/selfstudy](http://www.uvi.edu/selfstudy)

<https://forms.office.com/r/eR7wR40tbp>

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