

UM VISION 2012 TRANSFORMING OUR FUTURE



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ACCESS AND ENROLLMENT SERVICES PLAN



UVI VISION 2012
TRANSFORMING OUR FUTURE

ACCESS AND ENROLLMENT SERVICES PLAN

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UVI VISION 2012
TRANSFORMING OUR FUTURE

ACCESS AND ENROLLMENT SERVICES PLAN

PRESIDENT'S REMARKS

Welcome to the **University of the Virgin Islands' Access and Enrollment Plan report for 2006-2007**. The document you see here is the result of the hard work of many faculty, staff, students and administrators in this University Community re-imagining the University in light of our 2012 mission and goals.

An **effective enrollment program** is a way for us to fulfill our mission.

One of our core values is **Students First**.

It is important to acknowledge in any plan that we engender student success. We must attract and serve the needs of non-traditional as well as traditional student groups, support at-risk students and, in particular, reach out to our young men, who across the United States and Caribbean are not choosing college and its positive benefits often enough.

Inclusiveness of Ideas and **Supporting our Community** are two of our core values.

Any efforts in enrollment must address the fact that we serve more than one campus, more than one island, the Caribbean region and people from the rest of the world as we address diversity and at the same time meet the needs of the Territory.

Increasing enrollment is a collaborative, cooperative team effort, involving faculty, staff, Boards and partners outside the University.

Excellence is another core value.

This document also addresses new strategies for promoting and supporting excellence in our programs and the development of new programs that anticipate future needs. We are proud to be able to tell people about the value and asset the University of the Virgin Islands is.

I invite you to join us in this exciting process of re-imagination. Our processes and programs are being reinvented to attract, recruit and retain students as we look to **Vision 2012**.

Sincerely,

Dr. LaVerne Ragster



VISION 2012 - Transforming Our Future

VISION

The University of the Virgin Islands will be an exceptional U.S. institution of higher education in the Caribbean dedicated to student success, committed to excellence, and pledged to enhancing the social and economic transformation of the U.S. Virgin Islands.

MISSION

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.

CORE VALUES

- 1. Students First.** Students are our most important stakeholders. We value student-centered learning and a campus climate that promotes school spirit. We believe putting students first bolsters enrollment and retention, and responding effectively to student needs promotes satisfaction and commitment to the university.
- 2. Learning and Scholarship.** Learning and scholarship for our students, our employees and the community. We value personal growth and seek to continuously learn as an organization while being responsive to our changing environment.
- 3. Excellence.** Excellence in all we do. We are committed to upholding high academic standards and providing a nurturing and supportive educational environment. We continuously seek opportunities for improvement.
- 4. Teamwork.** Teamwork and accountability are essential to achieving institutional goals and objectives. We promote the growth and development of faculty and staff through ongoing training and professional activities. We advocate high standards of performance for students, faculty and staff while creating a supportive environment that encourages individual and group success.
- 5. Collegiality and Shared Governance.** We believe students, faculty and staff are partners with the administration in decision making on issues that impact the university. We believe students, faculty and staff stakeholders should be active participants in any proposed institutional change.
- 6. Inclusiveness of Ideas.** We value mutual respect for everyone, expressed through fairness and equitable treatment. We embrace multiculturalism and recognize the unique contributions of all people. We value open communication and the candid exchange of thoughts and opinions.
- 7. Principled Leadership.** We believe optimal results are best achieved by collaborating with employees to solve problems and reach solutions. We advocate planning and joint goal-setting to advance the mission and vision of the university.
- 8. Supporting Our Community.** As members of the university, we have a shared responsibility to support our local community which is demonstrated through enthusiastic, responsible service. We value our university and encourage the active participation of everyone through cooperation and communication.
- 9. Effective Use of Technology.** We view technology as a tool to enhance teaching and learning and to improve the effectiveness of our educational and administrative processes.
- 10. Equitable Reward System.** We support a performance-based system that recognizes and values the contributions of all employees. We value equal opportunity and upward mobility for everyone.



**UVI VISION 2012
TRANSFORMING OUR FUTURE**

ACCESS AND ENROLLMENT SERVICES PLAN

PROVOST'S PREAMBLE

The need for a comprehensive university-wide access and enrollment services plan for 2005-2012 is predicated on emerging local and global hegemonies which place skilled labor as the essential and limiting factor for national development in the 21st century.

*“By 2026 China’s economy will be bigger than America’s (USA) and India’s will be much larger than any of the individual European Countries and Russia, Brazil and Indonesia is not far behind. ... As these countries develop so will their voracious appetite for natural resources and **human capital**, there will be a fierce global scramble for oil, water and **skilled labor**.” (Mark Leonard, Director for Foreign Policy, Center for European Reform. Article: Geopolitics of 2026.)*

Because of demographic changes in the territory, the Eastern Caribbean and the U.S. mainland, we are beginning to see shifts in the number of applicants and, consequently, the number of enrolled students. Given the post 9/11 negative impact on graduate and international student enrollment in U.S. institutions as well as the increase in competition from Europe, Australia, New Zealand and Canada for foreign students, we can expect additional pressure in the enrollment arena in the immediate future. Additionally, there is aggressive competition for students from non-traditional sectors such as for-profit educational institutions. These market factors demand that we not only be attentive to eroding enrollment and retention numbers, but also that we be assertive and deliberate forward-thinking strategies.

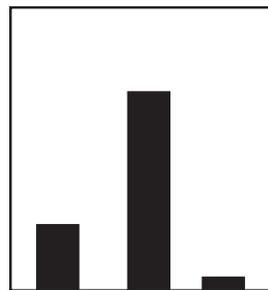
To address these issue from the V.I. perspective, we must keep in mind that we “think globally and act locally.” Our strategies must be global yet reflect local aspirations. The factors of measurable imperative include:

- Trends in numbers of high school graduates in the territory
- Trends in the proportion who leave to attend school elsewhere
- Estimate of Virgin Islanders working outside the territory
- Emergence of recruitment in the V.I. by mainlanders
- Recruitment within the traditional pool (other Caribbean countries)
- Other sources of competition in our market.

The population growth rate for Virgin Islands is -0.07% (the world growth rate in 2005 was 1.14%), and migration of -8.64 migrant(s)/1,000 population. At this rate fewer and fewer people will be available to meet the labor needs of the V.I. The territory and UVI must therefore make attracting and keeping out-of-territory talent a top priority.

Because of demographic changes in the territory, the Eastern Caribbean and the U.S. mainland, we are beginning to see shifts in the number of applicants and, consequently, the number of enrolled students.

Population



Population age 0-14: 23.1% (m 12,676/f 12,421) 15-64: 66.2% (m 34,069/f 37,918) 65+: 10.7% (m 5,125/f 6,499)

Gender ratios

Gender ratios at birth:
1.06 m/f ,
0-14: 1.02 m/f ,
15-64: 0.9 m/f ,
65+: 0.79 m/f
Total population: 0.91 m/f

PROVOST'S PREAMBLE, continued

The Territory and UMI must make attracting and keeping out-of-Territory talent a top priority.

Since the latter part of the 20th century, education is now seen as a billion-dollar industry ripe for the taking. The USA annually gets 25% of the more than 2 million international students, amounting to \$13 billion in revenues. It is projected that by 2025 that there will be in excess of 8 million international students worldwide. If the U.S. keeps its current share, the revenue coming to the USA, assuming no change in cost, would top \$50 billion in today's dollars by 2025. The increase in international students will be driven mainly by such factors as:

- Increase global population growth
- Inadequate number of, and types of, institutions of higher education to meet internal demand
- Creation of a workforce to meet a knowledge-based global economy
- Creation of a new middle class in countries where this has not existed before.

It is not difficult to see how this would attract "for profit" educational corporations and other countries which see this as an economic opportunity. Thus, in addition to the U.S., U.K. and Germany who together captured 50% of the global education franchise, Canada, Australia, New Zealand, China, India, South Korea are vying for a share of the global education market.

For much of the 20th century international education was viewed by host countries as a vehicle to promote culture and political ideology. Today that philosophy has been superceded by a desire for capacity building of nations, and the economic impact of international education. According to the EU Organization for Economic Development and Cooperation, the traditional reasons for attracting foreign students, mainly to disseminate national core values and policy, have been replaced by:

- Skill migration; this is particularly so of Canada and Germany
- Capacity building
- Revenue generation.

A shift from the "nonprofit" to the "for profit" end of the spectrum will result in marketing education only to those who can afford to pay. Without other interventions to ensure global access and diversity, there is potential for an overall negative impact on global labor, human development and world security .

In addition to the profit, countries will have another bonus. U.S. research universities rely on foreign-born graduate students in sciences, mathematics and engineering for teaching and research. Nearly half of international students remain in the United States after graduating. This steady supply of well-trained graduate students, in turn, supports high-technology companies. In addition to the monetary aspects, these countries hope to capture the pool for capacity-building of their countries or, at the very least, enhance their competitiveness. The shift to "for profit" mechanisms ensures access and ameliorates the potential negative impact on global labor, human development, national capacity building and, ultimately, world security. A shift from the "nonprofit" to the "for profit" end of the spectrum will result in marketing education only to those who can afford to pay. Without other interventions to ensure global access and diversity, there is potential for an overall negative impact on global labor, human development and world security.

Problems of "for profit"-driven education and its impact on global security will be because:

- Distribution of education is based upon an ability to pay.
- Countries will be paying more for less.
- Internal gaps will widen between the "haves" and "have nots."
- Governments may tend to relax their investments in education.



As expressed by KoVchiro Matsuura, Director General of UNESCO, "[...] I have personally committed myself to making it a priority, for education is a fundamental human right, set forth in the Universal Declaration of Human Rights and the International Human Rights Covenants, which have force of international law. To pursue the aim of education for all is therefore an obligation for States." In 1990 Education for All (EFA) was launched in Jomtien, Thailand. EFA is committed to bringing the benefits of education to "every citizen in every society."

To paraphrase Pollonius, who so accurately understood the globalization more two centuries ago, "...up to this point history has local as the point of its origination, from this moment (rise of the Roman Empire) hence, history has become an organic whole, what affects Africa impacts Europe and what impacts Asia will affect America...."

Partners comprised a broad coalition of national governments, civil society groups and development agencies such as UNESCO and the World Bank. The commitment was reaffirmed in Dakar, Senegal, in April 2000 and then again in September 2000, when 189 countries and their partners adopted two of the EFA goals among the eight Millennium Development Goals (MDGs) to be achieved by 2015. Currently, the countries exporting the most students are China, South Korea and India, and this is bound to change as Malaysia, Indonesia, South Africa, Nigeria, Kenya, and South and Central America begin to produce - and need room for - their students.

As a premier university in the Caribbean region, it is imperative for UVI to embrace, support and promote this world view of access to education for all.

As a premier university in the Caribbean region, it is imperative for UVI to embrace, support and promote this world view of access to education for all. Our (U.S.) education format is rapidly becoming the gold standard for global education. From conversion to semesters to accreditation of programs, from outcomes assessment to issues of accountability, most nations are now trying to modify the U.S. educational model for their own countries. Education is a Fortune 500 business and it important to understand the context if we are to successfully grow enrollment.

Opportunities for UVI:

The strategic plan Vision 2012 performance objective enrollment target for 2012 is 3,500. We are taking proactive steps including:

- Analyzing and studying emerging trends in local, regional, national and international arenas to determine, and, in a predictable manner, design, an enrollment strategy that ensures we achieve our enrollment goals.
- Identifying factors which can expand our applicant pool, improve our selectivity and increase our yield.
- Changing the composition of our student body to increase revenue generation from enrollment growth and diversification.

Strategy:

A two-pronged approach has been developed, including short- and long-range strategies to address inhibitors and seize opportunities that will facilitate attainment of our goal.



UVI VISION 2012 TRANSFORMING OUR FUTURE

ACCESS AND ENROLLMENT SERVICES PLAN

PROCESS FOR DEVELOPING ACES PLAN: SHORT-RANGE STRATEGIES

The short-range strategies span FY2005/2006 and FY2006/2007 and focus on addressing the issues and concerns raised during the Enrollment Summit and through the analysis of enrollment data, reports from previous consultants and inputs from other segments of the university. Our short-range strategies are designed to improve:

- Freshman admission
- Transfer to upper division classes (diversity and quality of programs and reputation)
- Student retention
- Graduation.

The short-range strategies are to:

I. Realign Enrollment Management to enhance accountability and improve efficiencies.

This includes a reevaluation of current positions and streamlining the organization. A reevaluation of current positions and streamlining the organization is completed. (See attached copy of new organizational chart for the unit now called Access and Enrollment Services. (completed 12/06).

II. Develop University-wide involvement in recruitment and retention initiatives.

Enrollment efforts are everybody's business. Simply stated, every employee at UVI has an impact and can contribute to enrollment and retention effort. To achieve this universal involvement in enrollment management the following initiatives will be implemented:

- a. Institute participation of division chairs in recruitment and retention that is tied to performance evaluation. Division Chairs participated in recruitment activity in Antigua and have participated in open house and high school visits. (Ongoing)
- b. Engage other university components - in particular the UVI Alumni Association, UVI Foundation, UVI cabinet and UVI Board of Trustees - in enrollment management initiatives to enhance students' experience and success. (Refer to Academic Master Plan.)
- c. Develop a standard for faculty advisement and a tool to assess the quality of strategies advising. Institute CAPP/Banner (Fall2007).
- d. Refocus Freshmen Development Seminars

III. Monitor and track retention of returning students by division and program.

We will identify those students by major who were enrolled in the current semester and who have not pre-registered for the next semester. These students will be identified on a weekly basis and characterized by division and program. Contact information and

Enrollment efforts are everybody's business. Simply stated, every employee at UVI has an impact and can contribute to enrollment and retention effort.

relevant academic information will be used to contact students.

- a. Call Center - have advisors/staff/UVI Student Ambassadors call students.
(utilized during Christmas Break) Ongoing
- b. Role of division - chairs/advisors will contact students during the semester and during semester breaks. Ongoing
- c. Increase retention rate by 4% (Ongoing)
- d. Early warning/Intervention (Fall 2007)

IV. Set and monitor enrollment targets by division and program.

The enrollment figures for Fall 2005 will be set as the baseline.

- a. Targets will be set in each of the following categories to meet the overall goals set forth in the strategic plan VISION 2012:
 - Size of entering freshman class
 - Number of transfers
 - Divisional enrollment targets
 - Program enrollment targets
 - Honors
 - SROTC
 - Val/Sal for V.I. students
 - International Students
 - NSE Students
 - Early Admissions
- b. Monitor and track enrollment targets on a weekly basis during the recruitment and admission progress to ensure progress towards meeting targets.
- c. During the course of the year monthly records of inquiries, applications, admissions, and number enrolled will be reviewed and strategies adjusted to reflect progress towards meeting targets.
- d. Call Center - have advisors/staff/UVI Student Ambassadors call students.
- e. Have division chairs/advisors contact students during the semester and during semester breaks.

V. Increase and monitor acceptance rate (yield) of students given admission to UVI.

The following strategies will be used:

- a. Monthly on-campus visits for admitted students and families, targeting students who applied to and have been accepted to UVI but who have not yet committed to UVI.
- b. Make alumni, student, faculty and chair connections with accepted students.
- c. Director of Honors Program will contact top students to enroll them in UVI/UVI Honors Program.
- d. Graduate and global director will contact international students.
- e. Provost and Vice Provost will contact top students.
- f. President will email or send letter to Val/Sal and other outstanding students.
- g. Call Center will monitor accepted students

VI. Market Segmentation, Marketing and Aggressive Recruitment

- a. Segment our recruitment areas into zones consistent with achieving the VISION 2012 objective of directing the composition of enrollments to achieve revenue generation targets and to change the composition of the student body using directed marketing programs
- b. Launch an aggressive marketing campaign based on market segmentation, (Fall 2007) new tag line for enrollment services "Creating Futures", Online Brochures including:
 - Adopting UVI's NSE recruitment strategy for specific market segments.
 - Modifying and applying the marketing strategies of UVI's SBDC to enrollment management.

Marketing our uniqueness

"ACE"

A= Academics of Land-grant, HBCU, Sea-grant affiliations.

C= Caribbean environment.

Welcome to paradise!

Where else on earth should one go to school?

E= Economics of affordability and accessible quality education.

PROCESS FOR DEVELOPING ACES PLAN: SHORT-RANGE STRATEGIES, continued

- Adopting the communication strategies of CES and AES to enrollment management.
 - Marketing our uniqueness.
 - Marketing UVI educational opportunities to the global market
 - Creating incentives to enroll in UVI.
- c. UVI Student Ambassador Program (Recruit and train a cadre of students to assist with campus tours/outreach activities stateside/enrollment. They will be recognizably and professionally attired).
- d. Mobile UVI Access Forum. Team visits to Eastern Caribbean islands. Invite schools to an educational forum.

VII. Put UVI Educational Opportunities on "Sale"

- a. Use existing tuition discounts and other out-of-territory discounts to create a competitive Global Citizens or UVI Global Fellowship Award Program. Fellowship will be applied exclusively towards the out-of-territory tuition;
- 10 Eastern Caribbean students (1.75x territorial tuition award)
 - 5 UCSIS students (1.50x territorial tuition award)
 - 15 U.S. mainland students (1.50x territorial tuition award)
 - 5 Non-Eastern Caribbean international students (1.25x territorial tuition award)
- b. UVI Leadership Residence Award (fellowship). Use excess capacity in residence halls to create a competitive UVI Leadership Residence Fellowship award. Awards will be equivalent to the existing rate for double occupancy.
- 5 Eastern Caribbean students (1.75x territorial tuition award)
 - 5 UCSIS members (1.50x territorial tuition award)
 - 5 U.S. mainland students (1.50x territorial tuition award)
 - 5 other international students (1.25x territorial tuition award).
- c. Waive admission fees for College Board applicants.

VIII. Develop/complete articulation agreements with Eastern Caribbean tertiary institutions for transfer students.

IX. Develop articulations with stateside 2-year and 4-year colleges (especially those in state college systems).

X. Enhance Financial Services and access to educational credit and credit counseling.

- a. Streamline financial aid processing, reporting and compliance.
- b. Increase access - Rational Deferred Payment Plan.
- c. Provide for loan services outside of Title IV.

XI. Develop a Service-Centered Approach.

We will develop a learner/applicant-driven and service-oriented process that puts convenience, access and effectiveness of service first. These include:

- a. Academic planning which allows for long-range academic planning by students and more effective academic advising.
- Instituting a rolling two-year academic calendar beginning 2006/2007-2007/2008.
 - Instituting a rolling three-semester course scheduling plan.

We will develop a learner/applicant-driven and service-oriented process that puts convenience, access and effectiveness of service first.

- Enhancing advising to provide long-range academic planning.
- Centralizing electronic room scheduling.
- b. Establishing a Center for Student Success on each Campus (combines CATS, Counseling, etc., under one unit)
- c. Reflective service - Caribbean hospitality.
- d. One stop-shopping for enrollment services.
- e. Student Advising Center (Faculty-Student Advising).
- f. Creating online advising resources.
- g. "Tutors in Paradise" - For-fee online tutors students can contract.

We will establish continuous contact with admitted students and schedule monthly campus visits for admitted students and parents to increase yield.

XII. Streamline the Admissions process

- a. Admission of freshmen to the University/Pre-professional program, pre-professional advising center and an admission to the major requirement. University college concept.
- b. Schedule monthly campus visits for admitted students and parents to increase yield.
- c. Establish continuous contact with admitted students to increase yield:
 - Use of alumni (call students, invite them to alumni events etc.).
 - Use of student ambassadors.
 - Use of technology and mail (postcard, emails, dvd's, etc.).
- d. Schedule multiple orientations on both campuses.
- e. Implement an Early Registration Incentive System (funded through late registration fees).
- d. Waive early registration fees.
- e. Base graduate registration fees upon time of registration.
- f. Reduce or abolish registration fees for online registration.
- g. Create a web-based application, admission, registration and payment system.
- h. Improve the student enrollment experience by streamlining enrollment processes through service enhancements and use of technology.
- i. Institute an Early Acceptance Program (admitted by December) for top students, students in SROTC and the Honors Program.
- j. Admit students with potential who need additional preparation to a "Futures Academy."

We will realign academic divisions with an emphasis on visibility, a focus on quality, and a commitment to access.

XIII. Realign academic divisions with an emphasis on visibility, a focus on quality, and a commitment to access.

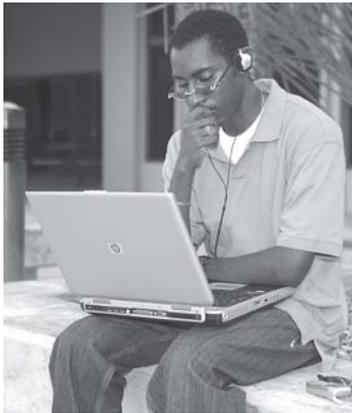
The five academic divisions will be reconfigured as:

- a. School of Business
- b. School of Education
- c. School of Nursing and Allied Health
- d. School of Humanities and Social Sciences
- e. School of Science and Mathematics

XIV. Create an Academic Master Plan, including:

- a. Program Rationalization
- b. Future program differentiation of campuses (i.e. Process Technology on St. Croix campus only).
- c. Future roles for and expectations of the professorate.

XV. Establish a clear communications plan, from entry to exit, for all students.



**UVI VISION 2012
TRANSFORMING OUR FUTURE**

ACCESS AND ENROLLMENT SERVICES PLAN

**PROCESS FOR DEVELOPING ACES PLAN:
LONG-RANGE STRATEGIES**

To achieve long-term sustained enrollment growth, we need strategies for building an image consistent with VISION 2012, programming which will bring visibility, programs which address the current and future needs of students and community, and improvements to meet recognized and accepted standards.

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In addition to the short-range strategies, long-range strategies will be phased in for FY2007/2008 to 2012. To achieve long-term sustained enrollment growth, we need:

- Strategies for building an image consistent with VISION 2012.
- Programming which will bring visibility.
- Programs which address the current and future needs of students and community.
- Improvements to meet recognized and accepted standards.

The long-range strategies will focus on:

I. A "Consortium Model" for Global and Graduate Education to

- Promote collaboration
- Stimulate joint stewardship of programs
- Increase global presence
- Enhance revenue generation

a. UVI Abroad Programs

Through collaborations with other institutions and entities, we will develop UVI abroad programs, which are taught in whole or in part on campuses other than the UVI campuses in the U.S. Virgin Islands. Students who successfully complete such a program will receive a degree from UVI. Examples include:

- UVI Students Abroad Programs
- UVI Consortium 2 plus 2 programs
- UVI Consortium 1-2-1 dual degree programs
- UVI Study Abroad Programs

b. Creation of an Institute for Global and Graduate Education

c. Partnership with the Consortium for Small Island Developing States

d. Establishment of other educational consortia.

Examples include UIV-UGhana-UCopenhagen.

II. Implementation of "Where are the Boys?", a Title IX-Y Plan to increase male population in UVI student bodies.

This initiative will create a pipeline to recruit and support non-traditional and traditional academic programs for male students. We will:

- Work with NCR pipeline.
- Work with VI -Pen Education Project (taking the university to where it is needed).
- Work with the Department of Corrections.
- Establish a UVI "buddy system" for males.
- Develop pre-college programs, such as (1) a high school "Early Start" program which will formalize college opportunity for high school students, and (2) summer bridge programs.

III. Commitment to a service-centered approach. Examples include:

- Support services for child-care service on-campus.
- A wellness and fitness center at St. Croix.
- An intra-campus trolley system for St. Thomas.
- An annual Student Scholarship Forum to enhance Faculty-Student Collaborative Scholarship.
- An emphasis on community research.
- Incentives for male student support groups.

IV. Curricular Design Innovations, including:

- Curriculum that is flexible to allow transfer-in and articulation agreements.
- A general education curriculum that is current and meets the objectives of VISION-2012.
- Promotion and institution of Service Learning.
- Design and promotion of experiential learning that is “commuter’ friendly.
- Curricular modifications which promote the “teacher-scholar” model.
- Curriculum that supports Freshman Learning Communities.
- Design and implementation of Curricular Learning Communities.

V. Increased opportunities for international experience for UVI students.

- Institute Paradise Semester or Semester in Paradise (Intersession abroad and at home).
- Join NAFSA - National Association of Foreign Students - to become involved in foreign student outreach initiatives/overseas networks.

VI. Quality programs that meet national and international standards.

- Reaffirmation of Middle States accreditation.
- Achieve reclassification from Comprehensive Master’s II to Comprehensive Master’s I by Middle States.
- ACBSP/AACSB (Business)
- NCATE (Education)
- Affiliate with Universities accredited by CSWE (BSW)
- Seek CSWE accreditation for UVI BSW
- NASPAA (MPA)
- ABET (Computer Science)
- ACE/Reaffirm IACET (CELL)

VII. Development of new, responsive interdisciplinary programs, minors and concentrations which meet the changing needs of community and students. Examples include:

a. New graduate programs, including:

- M.S.N. (Nursing)
- M.S. (Math-Education)
- Ed.D./Ph.D. (Education) - Consortium Model
- M.S. in Marine/Environmental Studies

b. New undergraduate programs, including:

- B.F.A. Bachelor of Fine Arts
- B.S. (Process Tech/Process Eng.)
- B.I.S. Bachelor of Information Systems
- B.A. (Social Sciences) with concentrations in Criminal Justice/Pre-Law and Economics/Government.
- A.A.S. in Legal Studies certified by ABA
- Interdisciplinary A.A.S. degree in Criminal Justice
- B.A. in “Liberal Studies”

c. A minor in Spanish.

PROCESS FOR DEVELOPING ACES PLAN: LONG-RANGE STRATEGIES, continued

VIII. Establishment of centers of visibility and prestige.

We will establish two "Centers of Excellence"

- A Center for Excellence in Teaching
- A Center of Excellence in Marine and Environmental Sciences

IX. Responsive Scheduling of UMI Offerings.

We will determine student needs for course times and programs, overcoming physical space/technology barriers. Examples include:

- Distance education
- Online programs and courses
- Increased evening and weekend courses

X. Establish a process for linking technology, resources, and support in recruitment.

XI. Develop and strengthen summer enrichment programs and pre-college programs.



TIMELINES FOR SHORT-TERM AND LONG-RANGE STRATEGIES

Sept. 2005	President's directive for enhancing enrollment.
Nov. 2005	Board of Trustees mandate and request for a comprehensive plan to curtail eroding enrollment at UVI.
Nov. 2005-Sept. 2006	Institutional-wide involvement in planning the ACES Plan.
Dec. 2005-Jul. 2006	Selective Implementation of short-term strategies from the emerging ACES Plan.
Sept. 26, 2006	Final draft of ACES Plan to be submitted to the President.
Sept. 27, 2006	Draft to be submitted to the Cabinet, faculty and staff
Nov. 2006- Sept. 2007	Full implementation of the short-term strategies in the ACES Plan.
Sept. 2007-Nov. 2007	Planning for the long-term strategies of the ACES Plan.
Oct. 2007-Sept. 2009	Implementation of long term-strategies.
Oct. 2009	Evaluation of ACES Plan.

ASSESSMENT AND EVALUATION

An integrated assessment tool will be developed which will measure the following:

- Revenue growth
- Student growth
- Retention
- Persistence
- Graduation

The following will also be evaluated:

- Student satisfaction
- Staff and faculty satisfaction
- Community satisfaction

EVALUATION TIMELINES

Nov. 2007	A plan for an interim evaluation of short-term strategies.
Dec. 2007	Interim evaluation of short-term strategies.
Sept. 2008	Develop an instrument for comprehensive evaluation of short-term strategies.
Nov. 2008	Evaluation of short-term strategies of the ACES Plan.
Sept. 2010	Develop an instrument for evaluating long-term strategies.
Nov. 2010	Evaluation of long-term Strategies of the ACES Plan.
Sept. 2011	Develop an instrument for comprehensive evaluation of the ACES Plan.
March 2012	Comprehensive evaluation of the ACES Plan.

ANTICIPATED COSTS AND REVENUES

Costs

1. 2005 Structural Changes and cost implication for Academic Affairs.
 - i. Vice Provost for Access and Enrollment Services: (\$104,000)
 - ii. Aggressive recruitment and marketing: (\$25,000).
 - iii. Tracking and monitoring returning students: (\$15,000).
 - iv. Tracking and monitoring new and transfer students: (\$15,000).
 - v. Instructional cost: (\$65,604).

Total additional Cost: \$224,605

2. Achieve enrollment growth to 3,000 by 2012 (ACE Plan).
(101 additional students or 89 SFTE each year).

Fall 2004	2,065 (HC)	
Fall 2005	2,392 (HC)	2,034 SFTE
Fall 2006	2,461 (HC)	2,176 SFTE
Fall 2007	2,561 (HC)	2,277 SFTE
Fall 2012	3,000 (HC)	2,667 SFTE

Assumptions for costs

- i. Student HC = 0.889 SFTE
- ii. Student/Faculty Ratio = 20
- iii. Need to maintain a balance of 60% Full-time of IFTE
- iv. Need to maintain IFTE productivity at current FCHP
- v. Part-time rate is \$770 per credit
- vi. Average class size is 20

Revenue:

Fall 2006 revenue increased by 6% over fall 2005. The net increase in SFTE was 142 students.

Revenue: \$529,092

- i. Assumes all students are resident students
- ii. Tuition and fees per year \$3,726

Net Revenue



**UVI VISION 2012
TRANSFORMING OUR FUTURE**

ACCESS AND ENROLLMENT SERVICES PLAN

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