



AAQEP Annual Report for 2025

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 took 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 support, 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 professionals 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.

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, 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 07/25)	Number of Completers in most recently completed academic year (12 months ending 07/25)
<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 P-12 leader credentials</i>			
MA Educational Leadership (MAEL)			
Total for programs that lead to P-12 leader credentials		8	4
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			

Total for programs that lead to specialized professional or no specific credentials	8	4	
TOTAL enrollment and productivity for all programs	8	4	
Unduplicated total of all program candidates and completers	8	4	

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 does not formally require them to complete the 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%.
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. Explanation of evidence available from program completers , with a characterization of findings.
<p>Completers in the program met for a recorded student forum. They were generally positive about the faculty and the program of study. One student expressed some difficulties she experienced in negotiating the change of platform from Blackboard to Brightspace, but others countered that that went well for them. Questions were raised on the need to re-think the discussions component in assignments, an area the director believes is worthy of review. The final area of concern had to do with the NELP requirement that internship experiences should be at a multilevel of the K-12 system. Some completers argued that if they aren't interested in one level, say the elementary level, they should not be required to intern at that level. The wording in the Internship Manual may need to be amended to reflect both the concerns of the students and the requirements of NELP standards. Here is a recording of the interview:</p> <p>https://us06web.zoom.us/rec/share/g1xlBxklzDq_et_qr9wT2r4gWLyWa29R9IpflB-oK86W5QC-2uM0iIXYqXefM8Ha.fDx_L1JH5l0LLTOZ Passcode: zr#9PdCZ</p>
G. Explanation of evidence available from employers of program completers , with a characterization of findings.
Employers were not surveyed during the past year. Surveys of employers will occur every other year.
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.
The program is small enough with a local student enrolment that we are aware of the employment and career progression of our graduates. All recent graduates are employed in their school districts. Some have excelled and have been awarded the Teacher

of the Year designation by their Districts, including this year when Jessica Sibilly became the Teacher of the Year for the St. Thomas School District.

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.

The staffing capacity for program delivery and administration and the quality assurance monitoring have not changed during the reporting period. Capacity continues to match the current size of the program.

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
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% graduate in 1.5 program length	90%

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
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 and online.
- Conducted and recorded the annual student forum which provided informative data for future planning.
- I worked with the Virgin Islands Department of Education in sending out a recruitment letter to every employee of the VIDE. This resulted in four new applicants for the program.
- Worked with UVI Online to have all courses in the program fully designed to their standards and streamlined the annual schedule of course offerings.

I reported last year on the challenges of recruiting for the MAEL program. This is a graduate in-service program that demands time and financial resources from the student with limited prospects for professional advancement. This continues to be a challenge, and so the program remains small in terms of enrolment. It is interesting to note, however, that our graduates continue to excel in the VIDE. Two graduates have recently been promoted to Assistant Principal roles, and another two have won the District Teacher of the Year awards within the last three years. We continue to see the MAEL as a small but vital part of the educational landscape of the VIDE.