

<b>Unit/Department or Functional Area 2005</b>	<b>Name and Title of Person Completing Form</b>
Enrollment Management – Advising and Retention	Russell D. Necessary, Vice Chancellor for Enrollment Management

<b>Mission of Department or Functional Area</b>			
The mission of the Office of Advising and Retention is to foster retention – especially in the first year – by facilitating student success. This office seeks to fulfill its mission by providing academic advising, counseling, interventions, programs, and services such as to contribute to that success.			
<b>Expected Outcomes</b>	<b>How Outcomes Will Be Achieved</b>	<b>Method(s) of Assessment and/or Achievement</b>	<b>Results, Evaluation, Use</b>
1. 2% increase over 2005 in first year seminar student engagement	Implementation of first year seminar engagement activities associated with SACS QEP	first year seminar evaluation data on engagement topics UVA-Wise Fall 2006 First Year Seminar Evaluation Results compared to UVA-Wise Fall 2005 LART Evaluation Results	Overall rates of engagement in various areas of freshman seminar show strong gains overall. As may be seen from the attachment, gains routinely exceeded the proposed 2%. The impressive nature of the gains may be due in part to the move to a single common reading in support of the overall theme; student comments reflect a high level of student satisfaction with the attention received from the instructor and from the mentor. This may suggest that strong training with an equally strong unified approach from faculty and mentors should be pursued in the future.
2. 1/2 % increase in freshman to sophomore retention	Changes in first year seminar associated with QEP	percentage of students retained- Registrar Retention/Graduation rate	Information not yet available
3. 5% increase participation of faculty in first year seminar	Education and recruitment of faculty re: new first year seminar, content of QEP	%increase of full time faculty on roster of first year seminar faculty	Full-time faculty participation in teaching the first year seminar grew from 2004 to 2005. In 2004, only 15 of the 25 instructors (60 %) were teaching faculty; by 2005, 18 of 27 were (67%). On a flat basis, this represents a gain in excess of 5%; proportionally, the gain is much greater—from 3/5 to 2/3. In 2006, 21 of 29 instructors were teachers (72%). This gain may help to explain some of the growth in area 1 (increase in engagement).

**Outcome Goal #1: 2% increase in first seminar student engagement**

1. If outcome goal was b) partially met or c) not met, what further actions will you take to address this shortcoming? The goal was more than met. Typical gains from first year seminar in 2004 to 2005 more than exceed the 2% sought, as the attachment notes.
2. What improvements have been made as a result of your efforts on this goal? Given the strength of the response, and buoyed as well by student evaluation comments, the Office of Advising and Retention is encouraged to believe that concentration on a single, well-articulated theme is key, as well as solid training of first year faculty and mentors that focuses on and reinforces a message. This office will continue to work on the training aspect in particular with May workshops for first year advising participants, expanding training from a full day to three full days.
3. Did your assessment suggest other areas for further improvement? Given the focus on theme, the office is encouraged to believe that it should augment available information, providing more resources for advisors and mentors alike. The Office will also take particular care in the choice of the first year reading, given that this was the one area in which student approval actually declined.
4. Provide a one paragraph executive summary for the annual institutional effectiveness report: The Office of Advising, Retention, and Assessment set a 2% increase in student engagement as experienced in several activities/foci of the first year seminar. This goal was set in accordance with goals reported to SACS for the Quality Enhancement Plan, which focuses on first year engagement. With only one exception, growth was strong across the board in the areas evaluated by the students. Decline was experienced in only one area—"read an enjoyable/useful book." Therefore, the group that chooses the next book will use especial care in its choice, understanding that there is no way to choose a book that will bring 100% approval. Additionally, we believe that some of the response to the book emerged from student weariness—the book was a text for both English and first year seminar.

**Goal#2. 1/2% increase in freshman to sophomore retention.**

1. If outcome goal was b) partially met or c) not met, what further actions will you take to address this shortcoming . As of this date, retention information from fall to fall is not available. Fall to spring rates

stood at 82%, a rate which is lower than that in the past. The Advising Office will respond to this question when the retention reports are available.

2. What improvements have been made as a result of your efforts on this goal?
3. Did your assessment suggest other areas for further improvement?
4. Provide a one paragraph executive summary for the annual institutional effectiveness report. The Office of Advising, Retention, and Assessment currently does not have the information to report on fall-to-fall retention for 2005. This report shall be made once information is received.

**Goal#3. 5% increase in participation of teaching faculty in first year seminar**

1. If outcome goal was b) partially met or c) not met, what further actions will you take to address this shortcoming . The goal was successfully fulfilled. In 2004, 15 of 25 first year seminar faculty (3/5; 60%) were primarily teachers. By 2005, this number stood at 18 of 27 (67%;2/3). For Fall 2006, 21 of 29 instructors were primarily teachers as well (72%). Clear growth is evident.
2. What improvements have been made as a result of your efforts on this goal? Student evaluations suggest a real appreciation of their instructors and mentors. This in turn suggests a relationship with engagement, which is the focus of the college's QEP and which is critical to student persistence.
3. Did your assessment suggest other areas for further improvement? Student comments as well as the simple growth in numbers suggests that if anything the Advising Office should seek to maintain a high level of teaching faculty involvement with the first year seminar. Given the strains upon faculty at this institution, and given that first year seminar involves an overload for most of those who teach it, this bespeaks strong faculty commitment to the student body, and a strong student appreciation of the faculty. It is difficult to see how the office can expect as of current situation to greatly increase the role of teaching faculty in the seminar, but every effort should be made to maintain/augment growth, at least until participation does not involve faculty overload.

4. Provide a one paragraph executive summary for the annual institutional effectiveness report: The Office of Advising, Retention, and Assessment has sought and achieved a growth in teaching faculty involvement in the first year seminar. From 2004 to 2006, this participation has grown from 60 to 72%. Thus, nearly three-quarters of all those who work closely with first year students in seminar are teachers rather than administrators. Student comment and numerical data would suggest a relationship between the growth of faculty involvement and student engagement in the first year. As noted in its report on engagement factors, the Office also believes that other factors, including a clearer theme for the seminar and stronger training for the faculty and mentors, may also contribute to the gains reported in student evaluations. The College is making progress toward the goals it set for itself in the QEP—goals for which faculty involvement and training are critical.