

The University of Virginia's College at Wise
Planning and Institutional Effectiveness

Unit/Department or Functional Area	Name and Title of Person Completing Form
External Programs	Scott Bevins, Director of External Programs & Institutional Research

Mission of Department or Functional Area
<p>The college offers courses at the advanced undergraduate level to achieve a bachelor's degree at The Southwest Virginia Higher Education Center in Abingdon, Virginia. These programs are intended primarily for the adult professional student, courses are generally taught late afternoons, evenings and weekends. Students transfer into the Abingdon program after having completed their lower-level courses at the community college or another four-year college or university.</p>

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2005-2006						
Outcome Goals in Measurable Terms	Desired Accomplishments/ Goals	Critical Priorities	How Outcomes Will Be Achieved (Action Plan)	Method(s) of Assessment (Be Specific)	Results	
1. Eighty-five percent of Abingdon students report satisfaction with services.	1.1 2.1	Q	<ul style="list-style-type: none"> • Introduce online registration for Fall 2005 • Enhance and expand Abingdon's website 	<ul style="list-style-type: none"> • Spring 2006: Survey Abingdon students who were enrolled during Fall 2005 and Spring 2006 	Student Survey 87% of the 86 respondents indicated a favorable experience.	
2. Student FTEs for Abingdon programs increased by approximately 35%.	1.1 2.1	Q	<ul style="list-style-type: none"> • Develop new marketing/advertising campaign – intensify recruiting • Offer new undergraduate degree program in Management Information Systems • Improve flexibility/accessibility of course offerings for all degree programs • Work more closely with academic departments at UVAW • Build stronger relationships/networks with people in local industry, government, community colleges, and public schools • Implement an orientation/training session for adjuncts beginning Spring 2006 	<ul style="list-style-type: none"> • Spring 2006: Survey Abingdon students who were enrolled during Fall 2005 and Spring 2006 • COCO – total student headcount & FTE, number of students per degree program, number of students by “sending” school (e.g.: community college or other four-year institution), and number of students by county of residence. 	Fall 2005 123 students were from Virginia counties 26 students were from Virginia cities 7 out of state students 4 unknown 160 Total Students Spring 2005 – Spring 2006 10% FTE increase 10% increase in Student Credit Hours 25% increase in full-time faculty instruction Degrees Conferred ACCT 5 AJUS 1 BUAD 13 NURS 4 PSYC 1 15 visits were made to local community colleges and high schools	
3. Student retention of first-time transfer students increased by 0.3%	1.1 1.5 2.1	Q	<ul style="list-style-type: none"> • Greater correspondence with students • Improve flexibility/accessibility of course offerings for all degree programs 	<ul style="list-style-type: none"> • Spring 2006: Survey Abingdon students who were first-time transfers enrolled during Fall 2005 Spring 2006 • Percentage of Fall 2005 transfer students returning in Spring 2006, in Fall 2006 	Fall 2005 160 students Spring 2006 84 students or 53% returned, 7 or 4% graduated December 2005	

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4 Seventy-five percent of Abingdon students report satisfaction with the quality of academic programs.	1.1 2.1	Q	<ul style="list-style-type: none"> • Implement an orientation/training session for adjuncts beginning Spring 2006 • Work more closely with academic departments at UVAW • Compare academic programs to those of peer institutions • Build avenues for internships with local industry and government 	<ul style="list-style-type: none"> • Spring 2006: Survey Abingdon students who were first-time transfers enrolled during Fall 2005 Spring 2006 • Online student course evaluations • COCO – total student headcount & FTE and number of students per degree program • Supervisor(s) evaluations of intern(s) 	<p>Fall 2005 – Online Evaluations Conducted</p> <p>Spring 2006 – Scantron Evaluation Conducted</p> <p>Student Survey 87% of the respondents indicated a favorable experience.</p>
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Analysis and Documented Improvements Narrative

Outcome Goal #1: *Eighty-five percent of Abingdon Students report satisfaction with services.*

Based on your results, analyze and document the reasons the expected outcome was a) met, b) partially met, or c) not met.

1. If outcome goal was b) partially met or c) not met, what further actions will you take to address this shortcoming?

Goal #1 was met.

2. What improvements have been made as a result of your efforts on this goal?

Administration available one evening per week

3. Did your assessment suggest other areas for further improvement?

Administration available during evenings

Improve Blackboard service

Greater selection of classes offered

4. Provide a one paragraph executive summary for the annual institutional effectiveness report:

Eighty-seven percent of the *Fall 2005 Student Survey* respondents indicated a favorable experience.

The University of Virginia's College at Wise
Planning and Institutional Effectiveness

Outcome Goal #2: *Student FTEs for Abingdon programs increased by approximately 35%.*

Based on your results, analyze and document the reasons the expected outcome was a) met, b) partially met, or c) not met.

1. If outcome goal was b) partially met or c) not met, what further actions will you take to address this shortcoming?

Goal #2 was partially met (Spring FTEs increased 10% as opposed to 35%).

2. What improvements have been made as a result of your efforts on this goal?

Increased marketing and community college visits

3. Did your assessment suggest other areas for further improvement?

4. Provide a one paragraph executive summary for the annual institutional effectiveness report:

Results from the aforementioned outcome goals revealed an increase of 10 percent in Abingdon student FTEs from Spring 2005 to Spring 2006. Consequently, student credit hours rose by 10 percent while course offerings remained constant. Full-time faculty instruction increased by 25 percent. Fifteen visits were made to local community colleges and high schools.

Outcome Goal #3: *Student retention of first-time transfer students increased by 0.3%*

Based on your results, analyze and document the reasons the expected outcome was a) met, b) partially met, or c) not met.

1. If outcome goal was b) partially met or c) not met, what further actions will you take to address this shortcoming?

Not met – determined returning students for spring, not returning first-time transfer students. (1) Will begin to track Abingdon first-time transfer students. (2) Will exclude non-degree students, thus counting on degree-seeking first-time transfer students.

2. What improvements have been made as a result of your efforts on this goal?

Track Abingdon students separately from Wise, that is, track retention and graduation rates.

3. Did your assessment suggest other areas for further improvement?

Yes – class scheduling

The University of Virginia's College at Wise
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4. Provide a one paragraph executive summary for the annual institutional effectiveness report:
With only 53 percent of Fall 2005 returning Spring 2006, alternative scheduling of classes should be investigated. According to the eighty-six students responding to the *Fall 2005 Student Survey*, 31 percent would prefer classes be offered one day a week, 67 seven percent prefer evenings, 47 percent prefer the Internet, 14 percent prefer weekends, and 93 percent would prefer to take one class at a time.

In addition, to improve planning of academic programs and the delivery thereof, better tracking of Abingdon students is underway. First-time transfer cohorts will be tracked in order to determine six-year retention and graduation rates.

Outcome Goal #4: *Seventy-five percent of Abingdon students report satisfaction with the quality of academic programs.*

Based on your results, analyze and document the reasons the expected outcome was a) met, b) partially met, or c) not met.

1. If outcome goal was b) partially met or c) not met, what further actions will you take to address this shortcoming?
Goal #4 was met.
2. What improvements have been made as a result of your efforts on this goal?
Administration available one evening per week
3. Did your assessment suggest other areas for further improvement?
Administration available during evenings
Improve Blackboard service
Greater selection of classes offered
4. Provide a one paragraph executive summary for the annual institutional effectiveness report:
Eighty-seven percent of the *Fall 2005 Student Survey* respondents indicated a favorable experience.