

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

Unit/Department or Functional Area	Name and Title of Person Completing Form
TRiO Student Support Services	Marcia Mitchell, Director

Mission of Department or Functional Area
To provide academic support services that increase the retention and graduation rates of college students who are first generation, low-income or who have disabilities.

2005-2006						
Outcomes Goal in Measurable Terms	Desired Accomplishments/ Goals	Critical Priorities	How Outcomes Will Be Achieved (Action Plan)	Method(s) of Assessment (Be Specific)	Results	
1. At least 80% of participants were retained from fall 2005 to fall 2006.	1.1 1.5	H	Through academic support services such as intrusive advising, mentoring, tutoring, counseling, grant aid, workshops and crisis intervention.	Review and evaluate registration lists, academic status lists and grade reports.	Results will not be available until the fall 2006 census is conducted. To date, 94% were retained from fall 2005 to spring 2006. The project fully expects to meet or exceed this objective.	
2. A minimum of 80% of participants completed the academic year with at least a 2.0 GPA (on a 4.0 scale).	1.1 1.5	H	Through individual, group or professional tutoring, intrusive advising, priority registration and progress reports from tutors and faculty.	Review and evaluate progress and grade reports.	Eighty-one percent completed the academic year with at least a 2.0 GPA (on a 4.0 scale).	
3. A minimum of 90% of participants identified as potential candidates graduated by August. 31.	1.1 1.2 1.4 2.1	H	Through the Senior Send-Off Reception, tutoring and counseling.	Review and evaluate registration lists, degree audits, grade reports and the list of candidates for graduation (from the Registrar's Office).	One hundred percent of participants identified as candidates completed degree requirements.	

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

Analysis and Documented Improvements Narrative

Outcome Goal #1: *At least 80% of participants were retained from fall 2005 to fall 2006.*

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 was partially met. Census data for fall 2006 is required to fully assess outcome objective.*

2. **What improvements have been made as a result of your efforts on this goal?** *None.*

3. **Did your assessment suggest other areas for further improvement?** *No.*

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

The foundational principle by which the project operates is building relationships. With that as the premise, the SSS staff works continually to provide resources and a "safe place" for students who are at the greatest risk for not being retained in college. As students come to know this and utilize the resources available, the results are higher retention rates.

Outcome Goal #2: *A minimum of 80% of participants completed the academic year with at least a 2.0 GPA (on a 4.0 scale).*

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 was met.*

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

An orientation for potential first-year participants was implemented in the summer of 2005 and plans are underway for a sophomore retreat in fall 2006.

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

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

Nearly 60% of the participants who ended the year with less than a 2.0 GPA are freshmen and 21% are sophomores. The project's response to the needs of freshmen is closer monitoring of course selection, evaluation of performance at midterm, more frequent communication with faculty, and interventions such as intrusive advising, tutoring and counseling. The College's adoption of a year-long freshman seminar will aid in this process as the project will have more structured contacts with participants. In addition, a SSS orientation is now being conducted during

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

the College's summer orientation to begin the identification and selection process sooner. As a result, students have a better understanding of the project and the commitment necessary to be successful in college. For second-year students, a sophomore retreat will address relevant issues and help them remain focused on academic success while working toward the selection of a major and career exploration.

Outcome Goal #3: A minimum of 90% of participants identified as potential candidates graduated by August. 31.

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 was met.*

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

A mid-year assessment of academic performance (evaluation of grades, hours earned, degree requirements met) of potential candidates is conducted to assure that evaluations made at the beginning of the year are accurate and candidates are still on course to complete degree requirements by the end of the year.

3. Did your assessment suggest other areas for further improvement? *No.*

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

The project works cooperatively with the Registrar to identify candidates for graduation and provide them with the information they need to complete degree requirements. Our Senior-Send Off Reception, held at the beginning of each year, gives seniors a portrait of what they need to accomplish during the upcoming year to graduate and prepare for a career or graduate school. A mid-year assessment of seniors' performance allows project staff to monitor progress and assure that candidates are on track to graduate. Interventions, such as tutoring and counseling (personal, career, graduate school), are provided as necessary.