I. MISSION STATEMENT

The Office of Summer Programs is dedicated to fulfilling Emory College’s commitment to academic excellence through summer courses and programs for undergraduate and high school students. In collaboration with Emory faculty and other department/administrative units, the Office of Summer Programs develops, promotes, and administers curriculum that addresses the academic needs of students beyond the traditional fall/spring academic terms; encourages the academic growth of high school and visiting undergraduate students; creates unique pedagogical opportunities for faculty; and promotes the full use of campus resources year-round, thus strengthening Emory academic reputation nationally and internationally.

II. OUTCOMES

Outcome #1: Maintain or increase the average course enrollment in Summer School courses in 2012.

Outcome #2: Successfully launch two new summer programs:
  • Launch three-week Maymester term, offering at least four courses and enrolling at least 35 students.
  • Launch four-week ACE (Academics and Culture at Emory for Non-Native English Speakers) program prior to the 2012 fall semester, offering one four-credit course and enrolling at least 20 students.

Outcome #3: Demonstrate that attendance in the Emory Pre-College Program increases the likelihood that an accepted student will matriculate as a freshman at Emory College. I.e. demonstrate that the yield among alumni of the Emory Pre-College Program is greater than the yield among the general Emory freshman applicant pool.
### Outcome #4: PCP communications - Increase the effectiveness of communications with incoming Pre-College Program students and their parents:
- Maintain the percentage of Pre-College students that find the pre-arrival communications at around 78% in 2012
- Begin measuring the effectiveness of pre-arrival communications by tracking the number of students who successfully follow pre-arrival instructions for the submission of their Emory Card photo.

### Outcome #5: PCP orientation - Increase student satisfaction with the Pre-College Program Orientation: Increase the percentage of Pre-College students that rate Orientation as helpful from 83% in 2011 to 85% in 2012

### Outcome #6: PCP programming - Increase student satisfaction with the College 101 Programs offered during the Pre-College Program
- Increase the average satisfaction with College 101 from 3.38 in 2011 to 3.5 in 2012
- Increase the average satisfaction with individual College 101 programs from 3.827 in 2011 to 4.0 in 2012

## III. ASSESSMENT SUMMARY

### Outcome #1: Maintain or increase the average course enrollment in Summer School courses in 2012.

**Supports School/Division Strategic Goals:**
- G #1 Summer School: To offer summer or non-traditional term courses that allow students increased flexibility and intellectual growth in working towards their academic goals.
- G #3 Financial/Resources: To promote full utilization of campus resources in the summer and to offer programs that contribute to the financial goals of Emory University
- G #4 Innovation: To develop, advocate for, and promote innovative courses and programs that reinforce and enhance Emory’s educational goals as well as its local, national, and international reputation

**Supports University Strategic Goals:**
- SP #1 Emory has a world-class, diverse faculty that establishes and sustains preeminent learning, research, scholarship, health care and service programs
- SP #2 Emory enrolls the best and brightest undergraduate, graduate, and professional students and provides exemplary support for them to achieve success.
SP #5 Emory stewards its financial and other resources to drive activities that are essential and through those which Emory can demonstrate excellence and provide leadership

**FIRST METHOD OF ASSESSMENT FOR OUTCOME #1:**

**Method of Assessment:** Enrollment is measured directly through OPUS queries of the number of students enrolled in each summer school course. OPUS numbers for the past five years are included in the Summer School Enrollment Snapshot spreadsheet.

**Source of evidence:** existing data

**Achievement Target:** Maintain average Summer School course enrollment of 19.72 students/course.

**Summary of Assessment Results:** The Summer School did not meet its goal of maintaining or increasing summer school enrollment in 2012:
- The average course enrollment decreased from 19.72 students/course in 2011 to 17.6 students/course in 2012.
- Fewer course were proposed in 2012 (117 courses versus 122 in 2011) and more were cancelled (9 in 2102 versus 3 in 2011); 108 courses were offered both years.
- Total enrollment fell from 2130 students in 2011 to 1843 students in 2012.

**Use of Assessment Results to Improve Unit Services:**

Overall summer school enrollment fell in 2012, as did average course enrollment. The dip in enrollment was most noticeable in lab science courses (Biology, Physics, and Chemistry). The Office of Summer and Pre-College Programs has approached this decline in enrollment in three ways.

First, there is some evidence that students are reluctant to enroll in Summer School classes for financial reasons. There is now less Pell Grant eligibility during the summer, which may erect significant financial barriers for students who receive need-based aid. We have also begun gathering data on the cost of summer school courses at our peer institutions. Our initial findings indicate that Emory College summer courses are relatively more expensive than those of our peers.

Second, we will begin collecting additional data from summer school students in 2013. We are exploring options to add a few additional questions to the course evaluations that every student completes at the end of the course. These questions are designed to determine the relative importance of various factors (GER requirements, major requirements, financial considerations, etc.) to students when deciding to take summer school. We are also exploring ways to gather relevant data from students who opt *not* to enroll in Emory summer school.
courses in order to more accurately identify barriers to entry and to determine whether we are meeting the needs of students.

Third, we are undertaking an ambitious campaign to increase awareness of on-campus summer offerings among Emory students. This marketing effort will include a new summer slogan, increased advertising and information sessions, and the addition of other outreach efforts (streetlight banners, e-marketing, etc.). Our goal is that all Emory students would be aware of the array of summer offerings.

This three-pronged approach should allow us to better understand the needs of students and any issues that might prevent them from enrolling in summer school courses while at the same time ensuring that Emory students have all of the information that they need to take advantage of the summer programs that we currently offer. Over the next several years, we will use the information that we gather to further enhance and tailor our offerings to meet the needs of our students.

All of these efforts will occur in conjunction with the change in credit hours, which will be implemented for summer school courses in 2014. The effect of this change is unknown, but it is possible that lower credit hour courses, and thus lower tuition, will attract more students to summer school. The increase in the number of courses required for graduation may also increase student demand for summer school. We will monitor this change and its effects closely. We will have data about student needs at our disposal by 2014 and will be ready to respond appropriately.

**OUTCOME #2:** Successfully launch two new summer programs:
- Launch three-week Maymester term, offering at least four courses and enrolling at least 35 students.
- Launch four-week ACE (Academics and Culture at Emory for Non-Native English Speakers) program prior to the 2012 fall semester, offering one four-credit course and enrolling at least 20 students.

**Supports School/Division Strategic Goals:**
G #1 Summer School: To offer summer or non-traditional term courses that allow students increased flexibility and intellectual growth in working towards their academic goals.

G #3 Financial/Resources: To promote full utilization of campus resources in the summer and to offer programs that contribute to the financial goals of Emory University

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SP #2 Emory enrolls the best and brightest undergraduate, graduate, and professional students and provides exemplary support for them to achieve success.

SP #5 Emory stewards its financial and other resources to drive activities that are essential and through those which Emory can demonstrate excellence and provide leadership.

FIRST METHOD OF ASSESSMENT FOR OUTCOME #2:

Method of Assessment: Use OPUS data to track the number of courses offered during Maymester and the number of students enrolled in the courses offered during this term. In addition to the standard course evaluation, we also had students complete a short Maymester evaluation at the conclusion of their course.

Source of evidence: existing data; client satisfaction survey (student)

Achievement Target: For Maymester 2012:
- Offer at least four courses
- Enroll at least 35 students

Summary of Assessment Results:

The Office of Summer and Pre-College Programs met this achievement target, successfully launching the first Maymester term in May 2012. Seven courses were offered, and three were cancelled due to low enrollment. Four courses were offered for three weeks during May 2012, and 44 students enrolled. According to the 2012 Maymester evaluation results, the Maymester course met expectations for 91% of students.

Use of Assessment Results to Improve Unit Services:

This was a strong inaugural year for Maymester, and we hope to continue expanding and improving the term in future years. We met our initial achievement targets, and we are aiming to increase offerings by at least one course and to increase enrollments to 60 students in 2013.

The data collected on the Maymester evaluation helps us to understand what attracted students to the term and will help us to meet student needs in the future. We learned that:
- The primary reason for taking the particular course was because it fulfilled a graduation requirement.
Most students recommend against taking an additional course concurrent to a Maymester course.

These findings have driven our efforts to offer more Maymester courses that fulfill graduation requirements and to continue our policy of allowing students to enroll in only one Maymester course at a time.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #2:

Method of Assessment: Use OPUS data to track the number of students enrolled in the ACE program. We also had students complete a short program evaluation at the conclusion of the ACE program.

Source of evidence: existing data; client satisfaction survey (student)

Achievement Target: For ACE 2012:
- Offer one four-credit course
- Enroll at least 20 students

Summary of Assessment Results:

We partially met this achievement target. One four-credit course, AMST 212, was developed and offered as part of the four-week ACE program in 2012. Fifteen students enrolled in the course/program. According the ACE program evaluation, the rate of positive student feedback for all aspects of the program (course, programming, residential experience, dining, etc.) was 86.225%, a very strong initial showing.

Use of Assessment Results to Improve Unit Services:

Though we enrolled fewer students than our initial goals projected, we are pleased with the strength of the inaugural ACE program. The course and program structure worked very well in 2012 and the feedback that we received will allow us to improve all aspects of the program in future years (see ACE 2012 Reflections for details).

One particular area for improvement is in outreach to potential ACE students. The pool of students is limited to incoming international Emory freshmen, and there are significant language and cultural barriers to contend with when marketing the program. Over the next year, we will continue to work with Admissions to coordinate messaging to incoming international students and to ensure that all students are fully aware of the ACE opportunity. We will also continue to work with current international students to improve and customize our messaging to particular groups of incoming international students. Finally, we will utilize the enthusiasm of the 2012 ACE alumni to spread the word about the program to potential 2013 Emory international students. We have already organized focus groups with the 2012 ACE
alumni with the goal of honing our 2013 ACE marketing plan and increasing enrollment by 20%-50% in 2013.

**It should be noted that in addition to successfully launching Maymester and ACE in Summer 2012, the Office of Summer and Pre-College Programs also launched MD-SEE, a clinical neuroscience program offered as a collaboration between NBB and the Medical School. The program attracted 34 applications in its first year, which was more than double the number of available spots. Fourteen students ultimately enrolled in the four-credit hour program, including five visiting students. The feedback on the program (see MD-SEE 2012 evaluations) was overwhelmingly positive. There are some areas for improvement (see 2013 outcomes), but overall, we would count this new program launch as a success as well.

**OUTCOME #3:** Demonstrate that attendance in the Emory Pre-College Program increases the likelihood that an accepted student will matriculate as a freshman at Emory College. I.e. demonstrate that the yield among alumni of the Emory Pre-College Program is greater than the yield among the general Emory freshman applicant pool.

**Supports School/Division Strategic Goals:**
G #2 Pre-College: To help prepare high school students for college life through both our academic curriculum and our programming

G #3 Financial/Resources: To promote full utilization of campus resources in the summer and to offer programs that contribute to the financial goals of Emory University

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**Supports University Strategic Goals:**
SP #2 Emory enrolls the best and brightest undergraduate, graduate, and professional students and provides exemplary support for them to achieve success.

SP #3 Emory's culture and physical environment enrich the lives and intellectual work of faculty, students, and staff.

SP #5 Emory stewards its financial and other resources to drive activities that are essential and through those which Emory can demonstrate excellence and provide leadership.
FIRST METHOD OF ASSESSMENT FOR OUTCOME #3:

**Method of Assessment:** Using data provided by the Admissions Office, begin measuring the yield among alumni of the Emory Pre-College Program and compare that number to the overall yield in 2012 Emory College freshman applicant pool.

An OPUS query tracks the first year applications of Pre-College alumni to Emory College and Oxford College. That data is contained in the spreadsheet Fall 2012 PC to FYR. The PC alumni yield is calculated using this data and is compared against the overall incoming class yield, as calculated from this data:

[http://www.emory.edu/admission/counselors/student_profile/freshman_class.html](http://www.emory.edu/admission/counselors/student_profile/freshman_class.html).

**Source of evidence:** existing data

**Achievement Target:** For the 2012 applicant pool, the yield among Emory Pre-College Program alumni will exceed the yield among those Emory College applicants who did not attend the Emory Pre-College Program.

**Summary of Assessment Results:**

The data indicate that we have met our achievement target.

According to data released by the Emory College Admissions Office, 4550 students were admitted for the incoming Fall 2012 freshman class and 1402 enrolled. Thus, the overall yield for 2012 is 30.8%.

This past year, 129 Emory Pre-College Program alumni applied for fall 2012 admissions to Emory College. Sixty-nine of those students were admitted (another 14 withdrew their applications). Of those 69 students, 25 enrolled at Emory College this fall. Thus, the yield for Pre-College alumni is 36.2%, 5.4 percentage points higher than the overall yield.

**Use of Assessment Results to Improve Unit Services:**

This finding confirms that applicants admitted to Emory College are more likely to matriculate if they have previously attended the Emory Pre-College Program. This is a significant finding because it reinforces the impact that the Pre-College Program may have on college choice and demonstrates that the Pre-College Program plays an important supporting role in Emory College’s efforts to attract the best students to its entering classes. These results will inform our future initiatives in two ways.

First, the Emory Pre-College Program has begun to collaborate more closely with the Emory Office of Admissions over the past year. Both offices have committed to study the relationship between the Pre-College Program and the admissions process more closely in order to better understand the effects of the program. We have also developed and implemented feedback
mechanisms that will allow the Admissions Office greater insight into the Pre-College experiences of PCP alumni applicants. Our goal is that these efforts will result in a further increase of the yield among admitted PCP alumni.

Second, the Pre-College Program has a unique opportunity to showcase the strengths of Emory College through its co-curricular and extra-curricular programming. While we have certainly done this in the past, feedback this year indicates that students are interested in hearing even more about the unique offerings of Emory. Our office is partnering with various offices around Emory, in particular the Admissions Office, to improve and add more programming highlighting Emory to the Pre-College Program. These efforts should also contribute to future increases of the yield among admitted PCP alumni.

**OUTCOME #4: PCP communications - Increase the effectiveness of communications with incoming Pre-College Program students and their parents:**

- Maintain the percentage of Pre-College students that find the pre-arrival communications helpful at around 78% in 2012
- Begin measuring the effectiveness of pre-arrival communications by tracking the number of students who successfully follow pre-arrival instructions for the submission of their Emory Card photo.

**Supports School/Division Strategic Goals:**

G #2 Pre-College: To help prepare high school students for college life through both our academic curriculum and our programming

G #4 Innovation: To develop, advocate for, and promote innovative courses and programs that reinforce and enhance Emory’s educational goals as well as its local, national, and international reputation

G#5 Customer Service: To serve students, parents, and faculty through effective communication of available opportunities and through timely, personal responses to constituent needs.

**Supports University Strategic Goals:**

SP #2 Emory enrolls the best and brightest undergraduate, graduate, and professional students and provides exemplary support for them to achieve success.

SP #3 Emory's culture and physical environment enrich the lives and intellectual work of faculty, students, and staff.

SP #5 Emory stewards its financial and other resources to drive activities that are essential and through those which Emory can demonstrate excellence and provide leadership.
FIRST METHOD OF ASSESSMENT FOR OUTCOME #4:

**Method of Assessment:** This data is collected through the PCP program evaluation that is completed by all students at the conclusion of the program. Students rate pre-arrival communications on a scale of 1-5, with 1 being Not Helpful and 5 being Very Helpful: (1) Application Instructions and Process, (2) Pre-Arrival Emails, and (3) Pre-College Website. This measure calculates the number of students who rate pre-arrival communications a 4 or 5.

Source of evidence: client satisfaction survey (student)

**Achievement Target:** The percentage of students who find the pre-arrival communications helpful in 2012 should be 78%.

**Summary of Assessment Results:**

We met this achievement target with 79.8% of Pre-College students rating the pre-arrival communications as a 4 or 5 on the 5 point scale. This represents an increase of 2-9 percentage points over last year’s ratings.

The following percentage of Pre-College students rated each of the individual aspects below as a 4 or 5 on the 5-point scale:

- Application instructions and process: 73.9%
- Pre-College website: 87.3%
- Pre-arrival emails: 78.2%

**Use of Assessment Results to Improve Unit Services:**

As a result of feedback in 2011, we made efforts to improve pre-arrival communications, particularly the website and the pre-arrival emails that parents and students receive. We are glad to see that there was some improvement in student satisfaction in these areas. We will continue to improve both the website and pre-arrival emails by clarifying common areas of confusion and increasing the frequency of email communications.

The weakest link in our communications seems to be the application process. Unfortunately, this process is hosted externally, and we have limited options for customization. We are, however, working with our host, Mango Bay, to address several problem areas. We are also continuing to refine the automatic messages that are generated by the system and sent to applicants.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #4:

**Method of Assessment:**

2011 Assessment Report: In order to measure effectiveness, rather than satisfaction, we will
begin tracking the number of students who successfully follow instructions for the submission of their Emory Card photo. We will collect this data directly from the Emory Card office. In 2012 we aim to have 50% of Pre-College students successfully submit their Emory Card photos prior to arrival on campus.

*During 2012, we received reports of a large number of problems with the Emory Card online photo submission process, including many students who said they submitted photos but did not receive them upon arrival at Emory. Thus, we no longer believe that this is a valid measure. We would like to revise this measure as follows.

UPDATED Method of Assessment: In order to measure effectiveness, rather than satisfaction, we will begin tracking the number of students who successfully follow instructions to bring their Emory login and password to the University Technology Services check-in on arrival day. This data will be collected by UTS, who will then email numbers to the Summer Programs Office.

Source of evidence: compliance measures

**Achievement Target:** In 2012 we aim to have at least 50% of Pre-College students successfully follow instructions from pre-arrival communications go bring their Emory login and password to the UTS check-in on arrival day.

**Summary of Assessment Results:**

We met this achievement target. For each session UTS saw the following number of students (percentage of students in compliance with netid and password retrieval listed in parentheses):

- Session A: 84 (90.5%)
- Session B: 69 (85.5%)
- Session C: 79 (88.6%)

The average compliance was 88.2%.

**Use of Assessment Results to Improve Unit Services:**

This measure indicates that almost 90% of our incoming Pre-College students read, comprehended, and complied with a specific directive in our pre-arrival communications. Assuming that some percentage of our teenage audience actually read and comprehended our communications but failed to comply, our pre-arrival communications have a very high level of effectiveness. We will continue to rely on the same means of communication that have served us well, while tweaking the details in order to further serve students.
THIRD METHOD OF ASSESSMENT FOR OUTCOME #4:

**Method of Assessment:**

This measure is drawn from the post-program PCP survey that parents are invited to complete online. The survey asks if parents found the Admitted Students information on the website helpful and if they found the pre-arrival emails helpful.

**Source of evidence:** Client satisfaction survey (parent)

**Achievement Target:** In 2012 we aim to demonstrate that 75% of parents find the pre-arrival communications helpful. In 2011 the only information collected from parents on this measure was an open-ended question, so these responses will help establish a baseline.

**Summary of Assessment Results:**

We met this achievement target:
- 93.3% of parents found the Admitted Students information on the website helpful
- 100% of parents relied on the information in the pre-arrival emails
- 83.7% of parents found the pre-arrival information to be clear

**Use of Assessment Results to Improve Unit Services:**

These findings indicate that parents are mostly satisfied with our pre-arrival communications. It also indicates that pre-college student parents are highly involved and may in fact be the primary audience for pre-arrival information. This would indicate that we should continue to copy parents on all pre-arrival correspondence with students and should continue to send parent-specific emails as well. We plan to make an internal adjustment next year to allow communications to go to more than one parental email address. We will also specifically update our pre-arrival emails and website in response to the open-ended responses on this survey.

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**OUTCOME #5: PCP orientation - Increase student satisfaction with the Pre-College Program**

**Orientation:** Increase the percentage of Pre-College students that rate Orientation as helpful from 83% in 2011 to 85% in 2012

**Supports School/Division Strategic Goals:**

- **G #2 Pre-College:** To help prepare high school students for college life through both our academic curriculum and our programming
- **G #4 Innovation:** To develop, advocate for, and promote innovative courses and programs that reinforce and enhance Emory’s educational goals as well as its local, national, and international
reputation.

G#5 Customer Service: To serve students, parents, and faculty through effective communication of available opportunities and through timely, personal responses to constituent needs.

**Supports University Strategic Goals:**

SP #2 Emory enrolls the best and brightest undergraduate, graduate, and professional students and provides exemplary support for them to achieve success.

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**FIRST METHOD OF ASSESSMENT FOR OUTCOME #5:**

**Method of Assessment:** This data is collected through the PCP program evaluation that is completed by all students at the conclusion of the program. Students rate "Orientation" on a scale of 1-5, with 1 being Not Helpful and 5 being Very Helpful. This measure calculates the number of students who rate check-in and orientation a 4 or 5.

Source of evidence: client satisfaction survey (students)

**Achievement Target:** The Pre-College Program aims to produce an orientation that 85% of students find helpful in 2012.

**Summary of Assessment Results:**

The Pre-College Program did not meet this achievement target. The percentage of students who rated orientation as a 4 or 5 on the 5-point scale in 2012 was 78.12%. When ratings of 3 are included in the measure, the percentage of students who rated orientation as helpful increases to 93.8%.

**Use of Assessment Results to Improve Unit Services:**

The percentage of students who rated orientation as helpful decreased by 5 percentage points from 2011 to 2012. This finding is surprising since the Pre-College staff took specific measures to improve the orientation program in 2012. Part of this finding may be methodological. In previous years, students were asked to rate “Check-In and Orientation” together, while this year we asked for separate feedback.
It is also likely that part of the decrease in satisfaction is attributable to the growth in the program. It is likely that the larger the group of students in a room receiving information, the more difficult it becomes to make the presentation of that information engaging and memorable.

Nonetheless, there are many other programs that deal with large audiences, and we will seek to learn from them. Pre-College staff will be attending a pre-college programs conference in September, and this will be one of the areas that our staff will discuss with other pre-college directors. We will also seek guidance from the directors of Emory freshman orientation. Finally, we plan to conduct small focus groups with Pre-College students next year, and this will be one of the areas that we explore: What did they like/not like about orientation? What was unclear? What information would have been helpful? How can we improve orientation? Feedback from students, coupled with the advice of peer institutions and other Emory offices should allow us to further improve orientation and increase its usefulness to our pre-college students.

**OUTCOME #6: PCP programming - Increase student satisfaction with the College 101 Programs offered during the Pre-College Program**

- Increase the average satisfaction with College 101 from 3.38 in 2011 to 3.5 in 2012
- Increase the average satisfaction with individual College 101 programs from 3.827 in 2011 to 4.0 in 2012

**Supports School/Division Strategic Goals:**

G #2 Pre-College: To help prepare high school students for college life through both our academic curriculum and our programming

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**FIRST METHOD OF ASSESSMENT FOR OUTCOME #6:**

**Method of Assessment:** This data is collected through the PCP program evaluation that all students complete at the conclusion of the program. Students rate "College 101" on a scale of 1-5 with 1 being Not Beneficial and 5 being Very Beneficial. This measure is an average of the scores.

Source of evidence: client satisfaction survey (student)

**Achievement Target:** The Pre-College Program aims to have an average College 101 satisfaction rating of 3.5 in 2012.

**Summary of Assessment Results:**

The Pre-College Program did not meet this achievement target. The average College 101 satisfaction rating declined to 3.11 in 2012 from 3.38 in 2011.

**Use of Assessment Results to Improve Unit Services:**

See analysis below after second method of assessment.

**SECOND METHOD OF ASSESSMENT FOR OUTCOME #6:**

**Method of Assessment:** This data is collected through the PCP program evaluation that all students complete at the conclusion of the program. Students rate individual College 101 programs on a scale of 1-5 with 1 being Not Beneficial and 5 being Very Beneficial. This measure is an average of the scores that students assigned to each individual program.

Source of evidence: client satisfaction survey (student)

**Achievement Target:** The Pre-College Program aims to have an average satisfaction rating with individual College 101 programs of 4.0 in 2012.

**Summary of Assessment Results:**
The Pre-College Program did not meet this achievement target. The average satisfaction with individual College 101 programs in 2012 declined to 3.77 from 3.827 in 2011. The individual ratings for each program are listed below:

- PACE/Learning Programs: 3.3
- Office of Multicultural Programs: 3.69
- Admissions: 4
- Academic Advising: 3.67
- Writing your Resume: 4.16
- Writing your Admissions Essay: 4.03
- Grad School: 3.78
- Maintaining Balance: 3.76
- Pre-Health: 4
- Healthy Lifestyle: 3.24
- CIPA: 3.71
- Getting Involved: 3.82

Use of Assessment Results to Improve Unit Services:

Following our careful evaluation of College 101 programs last year and subsequent changes to the programs, we expected to see improvement in student satisfaction with the programs. However, we actually observed a slight decline in student satisfaction. Based on both the quantitative survey data analyzed here and an informal focus group held at the end of Session C, we have a couple of reasons to believe that might be so.

First, as the size of our Pre-College Program grows, the sizes of our mandatory College 101 programs also grow. The first three programs are required for all residential students, so they had attendance in the 75-125 student range. On other days students chose between two or three different offerings, meaning that most programs ranged from 25-50 students in a session. These numbers are so large that many speakers/offices are unable to present the sorts of interactive programs that they and the students prefer. Next year we hope to offer more options for students in the afternoons in order to bring the attendance at most sessions down to around 25 students. For those programs that necessarily involve all students, we will recommend reliance upon breakout sessions and small group discussion. We are planning to introduce a service project option during the College 101 period, which should relieve pressure on the sessions to accommodate a large number of students.

Second, and closely related, as we bumped up against room capacities this year, many students had to be redirected to their second choice College 101 programs. It stands to reason that students will be less satisfied with a program when it was not the one in which that they would have chosen to participate. Last year we concluded that students dislike the idea of being required to attend College 101 sessions, though they actually tend to enjoy the individual sessions (2012 data supports this as well). Similarly, it seems that students very much dislike being required to attend their second choice session. Next year, we will make an effort to offer
the most popular sessions multiple times in order to accommodate student demand and assuage any feelings amongst students that they are missing out.

These data also offer insight into which College 101 programs are working and which ones are not. In particular, students seem to prefer the programs that have immediate relevance, including the college admissions session and the sessions on preparing the admissions essay and the resume. They are less satisfied with the sessions that focus on college life itself and things that may be relevant in a couple of years. We can directly address this preference by changing the focus of our programming and offering sessions such as “Tackling the Common Application,” “How to Cultivate Good Letters of Recommendation,” and “Understanding FASFA.”

Students seemed particularly dissatisfied with the Learning Programs session and the session focused on healthy living. According to the student responses, both programs seemed to offer remedial information with which they were already familiar. We will either cut or entirely revamp both programs. We will follow up with all other offices/speakers to give specific feedback to improve their College 101 programs.

Over the next year, we will also explore co-curricular programs offered by our peer institutions for more ideas about what works well with this population. We also plan to conduct focus groups with Pre-College students next summer to explore in more depth how we can use the College 101 sessions to meet student needs.

Finally, as in 2011, these results raise the question of whether attendance at College 101 programs should be required. Students do not like the requirement. However, the 2012 Pre-College Parent Survey again confirms that parents like this requirement. 88.4% of parents like that College 101 programs are mandatory and 93% of parents are happy with the amount of programming in which their children participate during the Pre-College Program. For that reason, we will continue to make attendance at College 101 programs mandatory. We may experiment with approaches that give students more flexibility with how they fulfill the College 101 requirement in order to satisfy both the student desire for autonomy and the parent desire for structure.

(We did not analyze the parent survey data directly for this outcome since parental satisfaction was so high last year and there was little room for improvement. The parent survey data is included for your reference, however.)

**IV. What outcomes will your unit assess next year?**

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<thead>
<tr>
<th>Outcome #1: Increase or maintain enrollment in four key summer programs: MD-SEE, ACE, Pre-College Program, and Maymester</th>
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<tr>
<td><strong>Method:</strong> Use OPUS data to measure MD-SEE</td>
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<td>Use OPUS data to measure ACE enrollment</td>
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<td>Use OPUS data to calculate average Maymester course enrollment</td>
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**Outcome #2: Increase the rate of Pre-College Program application completion**

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<thead>
<tr>
<th>Method</th>
<th>Achievement Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use OPUS data to determine the overall percentage of applications that reach the complete stage, i.e. applicants submit all necessary components including application, fee, test scores, transcript, and letter of recommendation.</td>
<td>Increase the percentage of applicants who complete their application from 84.9% in 2012 to 86% in 2013.</td>
</tr>
</tbody>
</table>
| Use monthly status report data to determine the percentage of applications that have reached the complete stage for the key months of February-June. | Increase the percentage of applicants who have completed their applications as measured during the first week of each month (February-June):

  - February 2012- 23.6%
  - March 2012- 39.7%
  - April 2012- 56.3%
  - May 2012- 85.3%
  - June 2012- 79% |
### Outcome #3: Increase the effectiveness of MD-SEE pre-arrival information

<table>
<thead>
<tr>
<th>Method</th>
<th>Achievement Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure student satisfaction with MD-SEE website on the program evaluation</td>
<td>Increase the average score (on a 1-5 scale) of the MD-SEE website from 4.07 in 2012 to 4.15 in 2013</td>
</tr>
<tr>
<td>Measure student satisfaction with pre-arrival emails on the program evaluation</td>
<td>Increase the average score (on a 1-5 scale) of pre-arrival emails from 4.14 in 2012 to 4.2 in 2013</td>
</tr>
<tr>
<td>Measure the number of students that mention needing more information about supplies or dress code on the program evaluation</td>
<td>Decrease the percentage of students who mention supplies or dress code from 28.5% in 2012 to less than 20% in 2013</td>
</tr>
</tbody>
</table>

### Outcome #4: Establish baseline measures for ACE and demonstrate that the program is producing positive learning outcomes.

<table>
<thead>
<tr>
<th>Method</th>
<th>Achievement Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer EEA pre-test and post-test at the beginning and end of four-week AMST 212 course. (This will allow for the assessment of learning outcomes within the course and for a more accurate comparison of the starting ESL levels among ACE students and the general Emory College international freshman population.)</td>
<td>Students should demonstrate measurable improvement over the course of the four-week AMST 212 course in the form of increased average aggregate scores on the Emory English Assessment (EEA).</td>
</tr>
<tr>
<td>Collect and analyze the first semester grades of a comparable group of international freshman who participated in the ACE program and those who did not.</td>
<td>ACE students should have higher average grades in the ESL section of English 101 than non-ACE students.</td>
</tr>
<tr>
<td>Conduct focus groups of ACE and non-ACE international freshman. Collect qualitative data on levels of social engagement in the Emory community (measured as involvement in extra-curricular and residential programming), awareness of Emory resources, and levels of satisfaction with their Emory experience so far.</td>
<td>ACE students should demonstrate higher average levels of social engagement in the Emory community, higher average levels of awareness of Emory resources, and higher average levels of satisfaction with the Emory experience.</td>
</tr>
</tbody>
</table>
V. SUPPORTING DOCUMENTATION

Please remember to attach supporting documentation such as surveys, questionnaires, charts, tables, spreadsheets, and detailed descriptions of assessment findings. If you have questions about what should or should not be included with the report, please contact the Office of Institutional Research, Planning, and Effectiveness.

VI. REVIEW PROCESS

Please forward your 2011-2012 assessment report to the dean of your college/school or the vice president/vice provost of your administrative division for review and signature. This review will ensure that the information included in this report is accurate and that your unit is engaged in a systematic process of continuous improvement.

Philip Wainwright                      28 September, 2012

____________________________________                                    _____________________
Associate Dean for International and Summer Programs                  Date

VII. SUBMISSION OF REPORTS

Please email reports to David Jordan, Director of Institutional Effectiveness (David.M.Jordan@emory.edu) by October 1, 2012.