

EMORY UNIVERSITY
2011-2012 Assessment Report for Administrative and Educational Support Units
Assessment Period Covered: September 1, 2011-August 31, 2012

Unit: Center for International Programs Abroad	Date Submitted: October 1, 2012
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I. MISSION STATEMENT

The Center for International Programs Abroad is dedicated to fulfilling Emory College's commitment to internationalization through study abroad. In collaboration with Emory faculty, ***CIPA develops, promotes, and administers programming for undergraduate students*** that encourages both intellectual and personal growth through challenging scholarship and cultural immersion. Its services support students and faculty before, during, and after the study abroad experience in order to ensure that study abroad is an essential part of an Emory College education.

II. OUTCOMES

CIPA GOALS (for description, see attached details):

- Enhance technology environment and program assessment for students and faculty
- Increase enrollments, per strategic plan
- Promote diversity in programming
- Maintain high level of financial accounting functioning
- Promote global citizenship

CIPA OUTCOMES

- 1. CIPA will promote diversity of study abroad and maintain high quality advising in the following areas (a) discipline (academic majors studying abroad); (b) destination (locations of countries abroad); and (c) demographics (under-represented student populations)
- 2. CIPA will enhance communication with Emory faculty directors regarding administrative processes and accounting procedures
- 3. Study abroad programs will enhance students' engagement with their academic major

III. ASSESSMENT SUMMARY

OUTCOME #1: CIPA will promote diversity of study abroad and maintain high quality advising in the following areas (a) discipline (academic majors studying abroad); (b) destination (locations of countries abroad); and (c) demographics (under-represented student populations).

Supports School/Division Strategic Goals:

CIPA GOALS

- Increase enrollments, per strategic plan
- Promote diversity in programming
- Promote global citizenship

EMORY COLLEGE GOALS

Aspiration #2 Invest in targeted areas of academic strength where Emory can achieve genuine distinction.

Supports University Strategic Goals:

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

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

FIRST METHOD OF ASSESSMENT FOR OUTCOME #1:

Method of Assessment:

Direct: Measure enrollments from 2009-2010 to 2011-2012; Track outreach activity (Minority Student Outreach fairs and info sessions, etc.); Track activity of new programs developed during 2011-2012 to attract diversity (for example- performing arts in Argentina; medical sciences in Spain); Track scholarship activity including (a) number of students applying for CIPA travel grants vs. number grants awarded, (b) deposit deferments requested and any cancellations due to financial reasons, (c) external grants provided to students); Track outreach activity with academic departments (departmental meetings attended, new faculty outreach or under-represented department outreach). Obtain comparison data for Emory College population in the same year.

Achievement Target:

Diversity of the study abroad population will closely mirror the on-campus Emory College population (demographics and discipline areas). Increase programming that promotes diversity.

Summary of Assessment Results:

- Increase in male representation in 2009-2010, but declines in the next two years.
- Increase in Asian representation mirror increase among College general population, but Asians remain underrepresented in CIPA.
- Increase in Black representation such that equal to College general population in 2011-2012.
- Hispanic and Unknown race-ethnicity overrepresented in CIPA.
- International students underrepresented.
- Approximately 40% of ECAS completers participated in CIPA during their undergraduate studies
- Women (~45%) more likely than men (~30%)
- Last two years, Hispanic completers most likely to participate- over 50% big increase from 2009-2010.
- ~50% of white completers participate
- ~25-30% of African American and Asian completers participate
- Jump in rates among Hispanic, Black and International 2010-2011 completers- possible explanations to be determined.
- CIPA continued routine outreach to academic departments, including specific outreach for Asia study abroad program locations- see rise of enrollments in relevant programs.

Use of Assessment Results to Improve Unit Services:

- Continue to track enrollment for another year to assess the trends. Continue to work with Melissa Bolyard to compare CIPA data to overall Emory College data. Analyze more closely data related academic majors abroad (compared to on-campus).
- Consider outreach initiatives with faculty in which CIPA feels we have some influence- area of focus on regional Africa programs for 2012-13.
- Continue active contact with academic departments to further partnerships and advising students.
- Continue Minority Student Outreach Initiative to diversify population.
- Establish contact with new Dean of Student Affairs, Dr. Nair, regarding minority outreach initiative and understanding Asian-American student population.
- Support program proposals for faculty-led programs in underrepresented areas.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #1:

Method of Assessment:

Indirect: Student evaluation data gathered on the following questions: Did you consult with your academic advisor before applying to your study abroad program? I felt the faculty in my major encouraged me to study abroad. I felt that faculty in my major were knowledgeable about the study abroad program.

Achievement Target:

Continue to obtain high percentage of students consulting academic advisor and having faculty encouraging them to study abroad (70%).

Summary of Assessment Results:

- During 2011-2012, for semester programs, 75% of students consulted their academic advisor prior to studying abroad, and 39% of summer students reported consulting with their academic advisor prior to studying abroad. In 2010-2011, the semester percentage was 68%, and in 2009-2010 the semester percentage was 60%. Continued increase in faculty advising role for semester programs (met achievement target for semester students). For summer, faculty advising role is significantly less.
- Continued strong representation of faculty encouraging study abroad: 62% in 2011-12, 61% in 2010-11, and 62% in 2009-2010. Maintained same percentage- fall slightly short of achievement target of 70%.
- For semester programs, reports that faculty were knowledgeable about the study abroad program remained in average range in 2011-2012: 41%; 2010-11: 38%. For summer programs, percentages more positive (59% strongly agree/agree for 2011-2012 and 2010-11). Emory faculty led most of summer programs, so it is to be expected that there would be a significantly higher percentage in this category. In both categories, CIPA fell short of achievement target of 70%.

Use of Assessment Results to Improve Unit Services:

- Continue outreach with faculty and academic departments to improve knowledge and support of study abroad; share data with faculty directors in support of their initiatives.

OUTCOME #2:

CIPA will enhance communication with Emory faculty directors regarding administrative processes and accounting procedures.

Supports School/Division Strategic Goals:**CIPA GOALS**

- Maintain high level of financial accounting functioning

EMORY COLLEGE GOALS

- Aspiration #2 Invest in targeted areas of academic strength where Emory can achieve genuine distinction.

Supports University Strategic Goals:

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

FIRST METHOD OF ASSESSMENT FOR OUTCOME #2:**Method of Assessment:**

Direct: Track accounting timeframe for program expense reports (keep spreadsheet of dates for each item: expense report due date, received, reviewed, refund checks issued).

Achievement Target:

Increase compliance of timely submission of expense reports to 75%.

Summary of Assessment Results:

- Timeliness of Expense Report submission by faculty (date received - date due)
- For 2011-2012: 20 submitted on time of 24 total programs= 83% compliant
- For 2010-2011:13 submitted on time of 21 total programs= 62% compliant
- Exceeded achievement target for this outcome.

Use of Assessment Results to Improve Unit Services:

- Continue best practices in accounting area for working with faculty members.
- Continue to clarify policies and procedures regarding accounting/administrative practices.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #2:**Method of Assessment:**

Indirect: Faculty questionnaire debrief questions regarding studio abroad and accounting.

Achievement Target:

Increase survey response rate to 50% (offer to meet in person with faculty to complete the debrief process). Continue to have positive rates of timely, accurate information dissemination (80-90% range).

Summary of Assessment Results:

- Low response rate for survey results (only 3 respondents)
- Accounting questions answered in timely and accurate manner (3 yes out of 3)
- Given the necessary information to complete expense report in accurate and timely manner (3 yes out of 3)
- Met achievement target of timely, accurate dissemination of information regarding accounting.
- Did not meet response rate for debrief questionnaire. Individual meetings (one-on-one) with faculty director and CIPA director proves a more effective means of gathering data.

Use of Assessment Results to Improve Unit Services:

- Plan to meet one-on-one with faculty directors to debrief about programs (in lieu of an online survey) for 2013.
- Continue to improve efficiencies in administration/accounting of programs, where applicable.

OUTCOME #3:

Study abroad programs will enhance students' engagement with their academic major.

Supports School/Division Strategic Goals:**CIPA GOALS**

- Promote diversity in programming
- Promote global citizenship

EMORY COLLEGE GOALS

- Aspiration #2 Invest in targeted areas of academic strength where Emory can achieve genuine distinction.

Supports University Strategic Goals:

Goal 2: Emory enrolls the best and brightest undergraduate, graduate and professional

students and provides exemplary support for them to achieve success.

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

FIRST METHOD OF ASSESSMENT FOR OUTCOME #3:

Method of Assessment:

Direct: Analyze data on majors studying abroad (change of majors at time of application to upon return; any change in undecided majors); track number of students studying abroad. Obtain Emory College data on academic majors as point of comparison.

Achievement Target:

Data on students studying abroad by academic discipline will mirror on-campus population.

Summary of Assessment Results:

- View of preliminary data shows that approximately 50% of humanities ECAS graduates study abroad; slightly less than 40% social science ECAS graduates study abroad and 30% natural science ECAS graduates study abroad.
- Need to review in more detail study abroad by individual academic major- focus for 2012-13.

Use of Assessment Results to Improve Unit Services:

- Continue to track data over time and more closely analyze college data on academic majors as point of comparison for study abroad population.
- Reestablish ties with Pre-Health Mentoring Office at Emory; continue outreach with science faculty for science study abroad initiatives. (transition noted in prior CIPA science faculty contact, Preetha Ram, who is no longer at Emory- data reflects need to continue establishing faculty liaisons in this arena).
- Explore programs with global health perspective (specially in Africa region)
- Look at tracking correlation between ethnicity and academic major.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #3:

Method of Assessment:

Indirect: Student evaluations. Ask questions including: The courses I took change my perspective on my studies at Emory. Did you take courses towards major/minor while abroad? Study abroad experience taught me skills highly applicable to my major. Study abroad experience increased my interest in my major.

Achievement Target:

Continue to score in high range in all categories (75-85%).

Summary of Assessment Results:

- Courses I took changed my perspective on my studies at Emory- remains strong for semester programs (75% in 2011-2012; 79% in 2010-11 for semester programs). For summer programs 2011-2012=68%. Total average is 72%.
- Study abroad experience increased my interest in my major (68% strongly agree/agree for semester students, 72% for summer students in 2011-12). Overall average remains steady at 69%.
- Study abroad experience taught me skills highly applicable to my studies (81% strongly agree/agree for semester students, 81% for summer students in 2011-12).
- Collected data in new category- did students take courses towards major/minor while abroad? 87% for semester; 65% for summer; and 71% total for all programs.
- Came close to achievement target of 75% range for first two areas; met target in third category.

Use of Assessment Results to Improve Unit Services:

- Data continues to be strong in these categories.
- Need to more closely analyze data on students taking courses towards their major while studying abroad (what specific programs does this represent?)
- Continue work on blanket approval list for semester students since high percentage use these courses towards their academic majors. Continue to offer range of courses for summer students, since 35% of summer population is not taking courses towards their major (rather- GER or general elective credits or specific areas of interest).
- Share data with faculty as point of advocacy and encouragement of study abroad.

IV. What outcomes will your unit assess next year?

<p>Outcome #1: CIPA will promote diversity of study abroad and maintain high quality advising in the following areas (a) discipline (academic majors studying abroad); (b) destination (locations of countries abroad); and (c) demographics (under-represented student populations). Set specific regional focus on Africa for 2012-2013. Set specific demographic focus on Asian-American population for 2012-2013.</p>	
<p>Method Direct: Measure enrollments ; Track activity of new programs developed to attract diversity; Track outreach activity with academic departments (departmental meetings attended, new faculty outreach or under-represented department outreach). Obtain comparison data for Emory College population in the same year.</p>	<p>Achievement Target: Diversity of study abroad population will closely mirror the on-campus Emory College population (in areas of demographics and discipline).</p>
<p>Method Indirect: Student evaluation data gathered on the following questions: Did you consult with your academic advisor before applying to your study abroad program? I felt the faculty in my major encouraged me to study abroad. I felt that faculty in my major were knowledgeable about the study abroad program.</p>	<p>Achievement Target: Increase programming that promotes diversity. Continue to obtain high percentage of students consulting academic advisor and having faculty encouraging them to study abroad (70%).</p>
<p>Outcome #2: Study abroad programs will enhance students' engagement with their academic major.</p>	
<p>Method Direct: Analyze data on majors studying abroad; Obtain Emory College data on academic majors as point of comparison. Analyze data on students taking courses towards their major while studying abroad (what specific programs does this represent?)</p>	<p>Achievement Target: Mirror or exceed the college population in each category of academic major/divisions.</p>
<p>Method Indirect: Student evaluations. Ask questions including: The courses I took change</p>	<p>Achievement Target: Continue to score in high range in all</p>

<p>my perspective on my studies at Emory. Did you take courses towards major/minor while abroad? Study abroad experience taught me skills highly applicable to my major. Study abroad experience increased my interest in my major. Did you take courses towards your major while studying abroad?</p>	<p>categories (75-85%). Refocus on discipline areas that are under-represented in study abroad (such as the sciences).</p>
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<p>Outcome #3: Increase the number of external students studying abroad on CIPA programs. Develop and execute a coherent strategy for external marketing.</p>	
<p>Method Direct: Analyze enrollment trends of external students by program. Collect data on effectiveness of google ad words and constant contact campaigns.</p>	<p>Achievement Target: Increase external student enrollment by 20% for 2012-13 (across all CIPA programs).</p>
<p>Method Indirect: Review data on “how did you hear about CIPA program?” from visiting students. Compile list of all visiting institutions, and analyze campus policies (Is the CIPA program on the approved list at visiting institution? Are there campus policies limiting expansion in some institutions?) Conduct review of what CIPA programs are most attractive to “external” audience.</p>	<p>Achievement Target: Identify five programs to target for external marketing.</p>

V. SUPPORTING DOCUMENTATION

See attached.

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 electronic 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, Associate Dean for International and Summer Programs 10/1/2012

VII. SUBMISSION OF REPORTS

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