

**2007 COMPREHENSIVE PROGRAM REVIEW
FOLLOW-UP REPORT FOR THE
JOINT ENROLLMENT HONORS PROGRAM**

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1. Evidence of quality enhancement since 2003

The UPRC's original 2001-02 assessment of the quality of the Joint Enrollment Honors Program (JEHP) was "very strong." JEHP continues to meet or exceed quality guidelines established by the Board of Regents and HOPE/Accel program pertaining to high school student eligibility and course selection. KSU's program continues to be the only non-residential program in the state offering honors course sections to Joint Enrollment students. In 2005, there was a change in leadership of JEHP to the current director. A number of quality enhancements have been made:

A) Changes to strengthen the honors dimension of the program and enhance the transferability of courses taken at KSU in JEHP:

- Mixing undergraduate honors students and JEHP students in honors sections
- Requiring that instructors of honors sections be members of the Honors Faculty
- Seeking cooperation from the disciplines in requiring additional assignments or added rigor to make honors sections distinctive.
- Securing cooperation from the departments offering honors sections to limit the class size of honors sections to 15-25 students, depending on discipline.
- New policy instituted in Fall 2007 mandates that any student finishing Fall semester with less than a 2.0 GPA be dismissed from the program.

B) Changes to enhance advising and student outcomes:

- Requiring students to begin the program in Fall semester to ensure appropriate advising of all students and ability of all students to register during Priority Registration.
- Requiring all JEHP students desiring Math and non-introductory Foreign Language courses to take KSU's online placement tests in these subjects to ensure proper course selection.
- Creating JEHP student handbooks providing detailed advising information and campus resource information
- Expanding the JEHP summer orientation to include a session focusing on differences between high school and college academics.

C) Evidence of student satisfaction with JEHP experience:

Data from student exit surveys and "repeat customers" from siblings in the same families indicate that satisfaction with JEHP is very strong. Data from surveys administered to students finishing the program in Spring 2006 and Spring 2007 (n=73) indicate:

- 89% agree that JEHP has eased their transition to college life.
- 88% believe that JEHP has given them an edge over other high school students.

- 88% say they would recommend JEHP to younger high school students.

2. Evidence of productivity enhancement since 2003

A) Enrollment. KSU's JEHP current enrollment (104) is the second largest among BOR state universities, just behind University of West Georgia with 113. Although enrollment has declined since its peak in 2003, many of the reasons for this are beyond the program's control. These include HOPE/Accel-imposed restrictions on the courses students may select, and escalating costs to students as KSU's tuition and fees have exceeded the state cap that HOPE/Accel will pay. Until 2005, tuition and fees were free for JEHP students. Currently, students must pay \$110 per semester, plus lab fees and books exceeding the HOPE allowance, typically an out-of-pocket cost of \$200-\$300 per semester. An additional reason for the enrollment decline is high schools that refuse to publicize joint enrollment because it competes with the schools' vested interest in filling Advanced Placement courses. The high schools receive funding for specially certified teachers for AP courses based on enrollment, and are rated in national rankings by The College Board by the percentage of students taking AP exams. High schools are also recognized as of higher quality if they offer a large number of AP courses. That KSU's JEHP enrollment has stabilized at approximately 100 students per year despite these obstacles and KSU's limited marketing budget for the program is a testimony to the demand for this program among parents and students.

B) Retention at KSU. The percentage of students choosing to apply for readmission as freshmen to KSU has grown from 24% in 1998-99 to 40% in 2006-07. Exit surveys administered to students completing the program in Spring 2006 and Spring 2007 indicated that participation in JEHP is influential in students' decisions to continue their educations at KSU. Of respondents who indicated that they planned to attend KSU,

- 63% said they decided to attend KSU beyond Joint Enrollment *after* their participation in the JEHP program
- 37% said participation in JEHP led them to consider attending KSU when it had not been among their colleges choices before
- 30% said JEHP confirmed KSU as their preferred school of choice

C) Revenue Generation. Fall 2006 JEHP students enrolled in an average of 9.63 credit hours, or more than three classes each. This figure has risen somewhat in recent years where data has been available (see below). In addition, each JEHP student pays all student fees, the same as other KSU students.

TABLE 4: Average Credit Hours Per Student

Year	JEHP avg. credit hours
Fall 1999	8.75
Fall 2000	9.11
Fall 2006	9.63

3. Action plans and priorities from 2003 Follow-Up Report that have been accomplished

Of the action plans listed in the 2003 report, the following have been accomplished:

A) Increase recruitment efforts/outreach to counselors. Outreach to guidance counselors has been one of Dr. Kinnick's priorities since assuming responsibility for JEHP. Recent and ongoing activities in this area include:

- Speaking at a meeting of all Cobb County high school guidance chairs
- Visiting high schools to introduce myself and conduct workshops for guidance staffs on paperwork, policies & procedures, and meet with students
- Speaking at the annual staff development workshop for metro-area counselors
- Speaking at regional College Board conferences for counselors and administrators
- Ongoing communication through email and mailings to counselors, including handouts for duplication and distribution to students, updates on policies & deadlines, etc.
- Offering consistent, accessible and friendly communication with counselors
- Streamlining required forms that counselors must complete.

Feedback from counselors through email and phone indicates that these actions to clarify JEHP procedures and provide increased responsiveness have been much appreciated by counselors and should assist in cultivating cooperative long-term relationships. Other new recruitment activities, in addition to the above, include: Admissions has paid for a new brochure for the program, a t-shirt was created for newly accepted students, and Dr. Kinnick has collaborated with the College of Math and Science in promoting JEHP to high school students involved with programs sponsored by the College.

B) Revisit number and scheduling of existing Honors courses. The quality changes noted in 1A above to strengthen the honors dimension and transferability of JEHP courses reflect the accomplishment of this action step.

C) Revise the current assessment instrument. The instrument used as an exit survey for JEHP students was updated in Spring 2006.

D) Provide opportunities to increase sense of community among JEHP students. Programs with faculty speakers organized by the Honors Director and social events organized by the current director were poorly attended by JEHP students. Student surveys indicate that there is not a strong demand for this kind of programming.

E) Seek publicity for JEHP students. Since 2005 a number of profiles of JEHP students, including three Cherokee County valedictorians, and the annual Outstanding JEHP student, have been published in area newspapers.

F) Ensure recognition of students at high school honors nights. Certificates for each student are mailed to counselors for distribution. In addition, we have made available a custom medallion on a black and gold ribbon for students to purchase and wear with their caps and gowns.

4. Action plans and priorities from the 2003 Follow-Up Report that still need to be addressed. A number of the action plans and priorities noted in the 2003 report have changed under the program's new leadership. The current priorities are focused on 1) Program quality, particularly related to instruction of honors sections; 2) Student recruitment and marketing; and 3) Outreach to guidance counselors. A key to recruitment of minority students, as noted in the 2003 report, is individualized targeting. The current director has requested funding to purchase a mailing list of students with qualifying scores on the PSAT so that individualized letters can go out to these students personally inviting them to an Honorview information session. If funding is made available for this mailing, it could take place in the recruiting cycle for 2009-10 students, which begins this August, 2008.

Seeking an endowment for the program, as noted on the 2003 report, is no longer viewed as an immediate priority.

5. Program viability

A) *Indicate how the program advances specific goals and action steps of KSU's*

Strategic Plan. JEHP relates directly to KSU Strategic Plan Goal 2: "To improve retention, progression, and graduation rates while maintaining high quality." Throughout the years, KSU presidents and other administrators have discussed the desire to recruit more academically elite students to KSU, and to make KSU a "school of choice" for these students. JEHP is a means to introduce academically talented students to KSU whom otherwise may not consider KSU among their college choices.

On measures of performance, JEHP students outperform other KSU students by substantial margins.

- **SAT scores.** JEHP students consistently have SAT scores that average 150 points higher than KSU freshman (KSU 2006-07 Fact Book). The mean SAT of 2006-07 students was 1214. It is not unusual for JEHP students score high enough on KSU's Math Placement exam to begin college math in Calculus III, and high enough on the Foreign Language Placement exam to enroll in 3000-level foreign language courses.
- **Grades.** JEHP students consistently earn GPAs higher than the general student population (see Table 2), with an average GPA in 2006-07 of 3.28, compared to the general student population average GPA of 2.95. It should be noted that these grades are earned in rigorous classes, with 61% of JEHP students in 2006-07 taking honors classes.
 - Thirty percent of Fall 2006 JEHP students (n=31) earned perfect 4.0s. Ten JEHP students earning 4.0s in 12 credits or more were invited to the Freshman 4.0 Luncheon. Fourteen students enrolled in 9 or more credits students were named to the President's List.
 - 57 of 103 students (55%) earned a 3.5 or higher GPA in their KSU courses. Nineteen students enrolled in 9 credits or more made the Dean's List with GPAs of 3.5 or higher.
 - Of Cherokee County's four high schools, three of their valedictorians and one salutatorian participated in KSU's 2006-07 JEHP program.
- **Retention.** As noted previously in 2B, The percentage of students choosing to apply for readmission as freshmen to KSU has grown from 24% in 1998-99 to 40% in 2006-07. Exit surveys indicate that the JEHP experience is highly influential in students' decisions to continue their educations at KSU. JEHP students who remain at KSU provide a recruitment base for KSU's Undergraduate Honors Program.
- **Speed of Graduation.** Because of their academic strengths and the fact the JEHP students have completed as much as their entire freshman year of college before graduating from high school, JEHP students are more likely to persist in college and more likely to graduate on time or early from college than other students. Institutional Research's analysis of readmitted JEHP students from 1998 – Spring 2005 cohorts shows that once readmitted, JEHP students take less than four years to graduate (3.79 years), compared to all KSU freshmen, who take on average five and a half years to graduate.

B. Identify resources needed to strengthen the program's ability to meet the goals of KSU's QEP. No need for additional resources is foreseen at this time. Global learning outcomes are met through the general education courses which JEHP students choose.

C. Off campus cost analysis. N/A. The JEHP program is delivered on the campus.

D. Indicate the resources needed to sustain, reconfigure or enhance the program's quality and productivity. While quality indicators for this program are very strong, additional resources are needed to enhance productivity, particularly, marketing the program to parents and students through direct mail and personalized letters to high achieving students. The program has no annual budget which makes planning for special events, purchase of t-shirts and marketing activities highly tentative from year to year, as JEHP must compete with other programs in the College for budget requests.

- Approximately \$2600 is needed annually to cover the costs of purchasing a mailing list from the College Board of students with qualifying PSAT scores, so that individualized recruitment letters can be sent to these students.
- Approximately \$750 is needed annually to cover the costs of purchasing t-shirts for participating students
- Approximately \$300 is needed annually to pay for a recorded "phone blast" to high school juniors to promote attendance at the Honorview information sessions.

Summary

In summary, KSU has an opportunity to attract a higher caliber student, generate additional credit hours and student fees, enhance its SAT and RPG statistics, and enrich the academic environment with the motivation and talents that JEHP students bring to campus. JEHP is a viable program. It is in KSU's best interest to expand its enrollment, but that will require an additional investment of resources directed toward program marketing.