



FA12 college writing programs' classes—nondomestic undergraduates' academic marks



Name of Assessment Project:	FA12 college writing programs' classes—nondomestic undergraduates' academic marks
Name(s) of Person(s) Responsible for Assessment Project:	SEVIS and Analytical Studies Coordinator (Barry Fass-Holmes)
Email Address:	
Phone Number:	
Other Contacts:	Associate Director (Dulce Dorado)
Providing Department:	International Center
Other Units/Departments Involved in Assessment Project:	
Program, Service, or Event Related to Assessment Project:	This project is related to English writing proficiency and the Entry Level Writing Requirement (ELWR). The ELWR must be fulfilled by each undergraduate before her/his first quarter at UC San Diego (http://students.ucsd.edu/academics/enroll/writing-requirement/writing-requirement.html). Undergraduates who fail to fulfill the ELWR are denied enrollment in their college's mandatory writing classes (https://students.ucsd.edu/academics/advising/academic-success/writing-programs.html) and instead must enroll in a Basic Writing Program class (i.e., English Composition or English as a Second Language) during their first quarter or in the preceding summer. Participants in Basic Writing Program classes must pass an exit exam to fulfill the ELWR (http://students.ucsd.edu/academics/enroll/writing-requirement/basic-writing-class.html).
Assessment Project Description:	This project's primary goal is to determine the extent to which nondomestic undergraduates (i.e., ones who are not American citizens) struggle with the ELWR and/or English writing. English "struggles" are defined as failing the ELWR and consequently participating in Basic Writing Program classes, and/or earning an academic mark less than C in any writing program's classes. The results of this project will be used to publicize international students' academic success, and to advocate for those who struggle, as part of campus efforts to promote retention, engagement, and satisfaction.
Unit/Program Specific Goals and Learning Outcomes:	Incoming nondomestic freshmen who participate in the Basic Writing Program's and/or colleges' writing program classes will be able to <ul style="list-style-type: none"> • fulfill the ELWR; and • earn C or better in each of their colleges' writing program classes.
Relationship to Student Affairs Learning Outcomes:	Communicate Effectively
Assessment Project Start:	7/1/2013
Assessment Project End:	6/30/2014
Population/Sample:	Out of 1,769 nondomestic undergraduates who entered UC San Diego in fall 2012 (FA12), 553 were required to participate in the Basic Writing Program's classes in FA12; 277 enrolled in Sixth College's writing program (CAT) classes; 305 enrolled in Roosevelt College's writing program (MMW) classes; 115 enrolled in Marshall College's writing program (DOC) classes; 54 enrolled in Muir College Writing Program (MCWP) classes; 38 enrolled in Warren College Writing Program (WCWP) classes; and 42 enrolled in Revelle College's Humanities Program classes. Four hundred and five nondomestic undergraduates who entered UC San Diego in FA12 were required to participate in the Basic Writing Program's classes in winter 2013 (WI13); 197 enrolled in Sixth College's CAT classes;

208 enrolled in Roosevelt College's MMW classes; 115 enrolled in Marshall College's DOC classes; 66 enrolled in MCWP classes; 79 enrolled in WCWP classes; and 183 enrolled in Revelle College's Humanities Program classes.

Type of Assessment:
Other Assessment

Student learning outcomes and/or behavioral outcomes

Type(s):
Assessment Methods:

Other: Please indicate below

Other Assessment Method(s):

descriptive statistical analyses

Data Collection Tools:

Data were extracted from Data Warehouse (SQL Executor; <https://act.ucsd.edu/cgi-bin/datalink.pl/1/>).

Data Analysis Methods:

Counts and percentages were computed and descriptive statistical analyses were performed in spreadsheet software.

Presentation of Findings:

This project's findings have been shared with College Writing Programs and UC San Diego's Writing Center to improve the programs. The findings also have been presented to the Committee on Preparatory Education and the Committee on Admissions.

Progress:

70%

Link Assessment Project in Campus Labs Baseline :

Name	Source
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Summary of Findings:

Nondomestic undergraduates who enrolled in college writing programs' classes in FA12 and/or WI13, in general, succeeded in those classes—the majority earned C or better, their average academic mark was between B- and B+, and the frequency distribution of marks was skewed to the right. Nondomestic undergraduates who enrolled in Basic Writing classes in FA12 and/or WI13, in general, struggled in those classes; the majority earned C or below, their average mark was C, and the frequency distribution of marks approximated a bell curve (http://icenter.ucsd.edu/_files/ispo/COPE_presentation_5_3_13).

Impact of Assessment:

This project's findings could have important implications for decision-making about admissions policies, programs, and/or services for nondomestic undergraduates' retention, engagement, and satisfaction.

Lessons Learned:

Many of UC San Diego's faculty, administrators, and advisors have repeated the generalization that "our international undergraduates are struggling academically." However, a likely explanation for this generalization is that UC San Diego's increased number of international undergraduates has led to a proportional increase in the number of ones struggling academically rather than that academic struggles are a general characteristic of these undergraduates (<http://jistudents.files.wordpress.com/2013/02/5-are-international-students.pdf>). Policies and programs intended to support these undergraduates therefore would be most cost effective if they targeted the specific students with demonstrable academic struggles rather than all incoming undergraduates who are not native English speakers.

Supplemental Information:

Our analytical studies on UC San Diego international undergraduates' academic achievement consistently have shown that, in general, these students are succeeding academically except in the Basic Writing Program's classes (http://icenter.ucsd.edu/_files/ispo/COPE_presentation_5_3_13).