



FA13 International Triton Transition Program



Name of Assessment Project:	FA13 International Triton Transition Program
Name(s) of Person(s) Responsible for Assessment Project:	SEVIS and Analytical Studies Coordinator (Barry Fass-Holmes)
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Providing Department:	International Center
Other Units/Departments Involved in Assessment Project:	
Program, Service, or Event Related to Assessment Project:	This project is related to the International Triton Transition Program (ITTP) for newly admitted international freshmen who voluntarily participate. ITTP is a 4-week summer pilot program that includes a non-credit university-level English writing course, instruction about American culture and history, meetings with UC San Diego faculty and staff, plus guest lectures, student panels, and fun-filled activities in a welcoming environment.
	<ul style="list-style-type: none"> • FA13 ITTP <ul style="list-style-type: none"> ○ related journal articles <ul style="list-style-type: none"> ▪ Blanche and Merino (1989) ▪ Hendrickson et al (2011) ▪ MacIntyre et al (1997) ○ FA13 ITTP report ○ survey data—tables and graphs
Assessment Project Description:	The primary goal of this project is to measure international undergraduates' self-confidence in various English communication skills (including writing, speaking, and comprehension). Confidence levels are measured by comparing each participant's pre- program survey responses to the same participant's post- program responses. The post-program survey also includes questions that gauge student satisfaction and gives respondents an opportunity to provide feedback about the program. The results of this project will be used to improve the pilot program, prepare participants for success on the Analytical Writing Placement Exam and in their program of study at UC San Diego, and help participants acclimate to their new environment at UC San Diego.
Unit/Program Specific Goals and Learning Outcomes:	Incoming international freshmen who participate in ITTP will be able to <ul style="list-style-type: none"> • demonstrate greater self-confidence in communicating in English—speaking, writing, listening to, and understanding; • show evidence of improved preparedness for and familiarity with the campus; • become familiar with areas of San Diego; • connect with other UC San Diego international freshman; • connect with other UC San Diego students; and • become acclimated to American and San Diego's culture.
Relationship to Student Affairs Learning Outcomes:	Communicate Effectively
Assessment Project	7/1/2013

Start: 6/30/2014

Assessment Project End: 6/30/2014

Population/Sample: Out of 784 incoming international freshmen, 78 participated in ITTP and 71 of the 78 (60 of whom were from China) completed the pre- and post-program surveys.

Type of Assessment: Student learning outcomes and/or behavioral outcomes

Other Assessment Type(s): Surveys

Assessment Methods: Surveys

Other Assessment Method(s):

Data Collection Tools: Campus Labs distributed both surveys.

Data Analysis Methods: Differences between pre- and post-program responses were computed and descriptive statistical analyses were performed for each individual ITTP participant (within students) in spreadsheet software.

Presentation of Findings: This project's findings will be shared with ITTP staff, College Writing Programs, and UC San Diego's Writing Center to improve the program. The findings also will be shared with the Non-Resident Student Satisfaction and Engagement Workgroup.

Progress: 100%

Link Assessment Project in Campus Labs Baseline :

Name	Source
ITTP FA13 pre	Baseline (All project data)
ITTP FA13 post	Baseline (All project data)

Summary of Findings: Up to 25% of the ITTP participants showed improvements in their self-reported confidence in their English skills, and up to 75% showed improvements in their self-reported knowledge about resources at UC San Diego. Please see the summary documents available in this report's accompanying folder.

Impact of Assessment: This project's findings will be used to further refine and improve ITTP's design, implementation, and scheduling to maximize participants' learning outcomes, satisfaction, and engagement.

Lessons Learned: Both surveys were very long, could contribute to participants' fatigue, and needed more items that were included in both surveys (for within-students pre-post comparisons). Thus, we have carefully reconsidered the items to determine which ones could be deleted or restructured. We also found that some items which had been designed with check boxes for responses would be more effective if redesigned as radio buttons. We currently are revising the surveys accordingly for use in this summer's ITTP.

Supplemental Information: This report focuses on the items which are common to both the pre- and post-program surveys; the analyses of these items are very powerful because they indicate how each ITTP participant's response changed over time while controlling for the participants' individual characteristics (e.g., home country). Additional data analyses have been performed on items which are unique to the pre-program survey and on ones which are unique to the post-program survey. Although they are less powerful, they nevertheless provide useful information about program efficacy plus students' English skills, satisfaction, and engagement.