📏 International Triton Transition Program FA12 (pilot)

👥 Public

Name of Assessment Project:	International Triton Transition Program FA12 (pilot)

Name(s) of Person(s) Responsible for Assessment Project:

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Program, Service, or Event Related to Assessment Project

International Triton Transition Program

This project is an evaluation of the International Triton Transition Program (ITTP). ITTP was administered in August and September 2012 on a pilot basis by the International Students & Programs Office (ISPO) in collaboration with Admissions, UC San Diego Extension's English Language Institute (ELI; http://extension.ucsd.edu/department/elp/coursesprograms/index.cfm?vAction=englishlanguageinstitute), Housing, and other offices in Student Affairs. These campus partners arranged for 80 international freshmen admitted for fall 2012 (FA12) to participate in English language classes using a curriculum developed by ELI staff and taught by ESL professionals, American culture classes taught by UC San Diego faculty and staff, a diversity of activities throughout the program's duration, and residence in campus dormitories.

ITTP is conceptually similar to Summer Bridge programs (http://students.ucsd.edu/academics/_organizations/oasis/transition-programs/index.html). It is designed to prepare incoming international freshman for taking and passing UC San Diego's Analytical Writing Placement Exam (AWPE; http://basicwriting.ucsd.edu/Questions.html), and for integrating with the campus population by giving program participants opportunities to interact with other students while studying, living in, and exploring San Diego together during the month before their degree program begins.

The four-week program offered last summer included a weekday morning class divided into two modules—academic skills and American culture. The academic skills module was taught on Mondays, Wednesdays, and Fridays (three lessons per day, 50 minutes each) by instructors hired by the ELI. The American culture component was taught on Tuesdays and Thursdays (two lessons per day, 50 minutes each) by UC San Diego faculty and staff. These classes were designed to increase participating international undergraduates' understanding of American culture, develop their critical thinking skills, and encourage them to make friends with one another while studying together.

The classes' content focused on the following topics.
• English grammar and writing skills
• U.S. classroom culture (recording lectures, asking questions when appropriate, student involvement and participation, etc.)
• how to approach a professor
• appropriate behavior during office hours
• plagiarism and academic integrity
• cultural norms in the U.S.
• cross-cultural communication
• UC San Diego institutional resources

In addition to these classes, ITTP participants had six activities per week—five afternoon weekday activities plus one full-day weekend activity. The activities included ones conducted on campus and ones conducted off campus in the greater San Diego community.

The activities on campus included the following.
• tour of campus
• tour of Student Health Services Center
• tour of Geisel Library
• sessions with the colleges' academic advisors
• sessions with Career Services Center advisors
• obtain campus ID card
• tour of RIMAC
• sessions with bank and credit union account representatives
• sessions with cell phone providers
These campus activities gave program participants an opportunity to complete tasks that they would normally perform during the first week of fall quarter—taking the AWPE, getting an ID card, setting up a campus email account, touring campus facilities, and opening a bank account. The intent behind completing these activities during the program was for participants to get a head start on their academics when the fall quarter began rather than having to deal with administrative tasks.
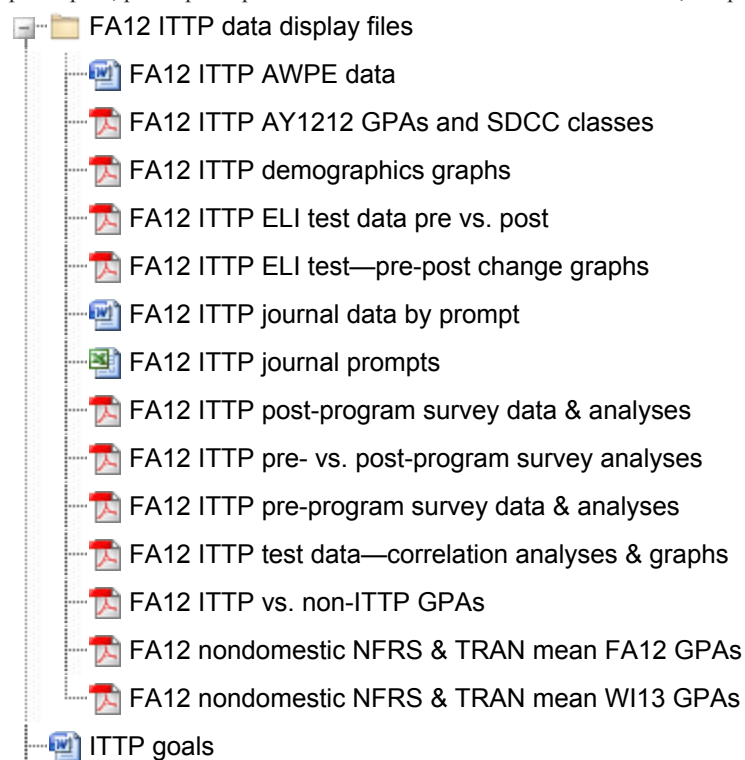The activities off campus included the following.
• tour of San Diego
• attendance at a Padres' game
• visit to Balboa Park
• surfing lesson
• visit to Old Town
• visit to the Midway aircraft carrier
• tour of Horton Plaza and downtown
• visit to Cabrillo Monument
• visit to Scripps Aquarium
• visit to the San Diego Zoo
• ride on Coronado Ferry
• visit to Pacific Beach
• visit to Coronado Beach
• visit to La Jolla Beach
• visit to Birch Aquarium
These off-campus activities gave program participants an opportunity to become familiar with their environment and learning opportunities outside of UC San Diego's boundaries.

Accommodations for ITTP participants included double dorm rooms on campus and three meals per day (traditional dining hall meals or boxed lunches and dinners).
In an effort to keep program participants connected throughout their freshman year, ISPO, International House, and the Center for Student Involvement collaborated on hosting a mixer at International House during winter quarter and an excursion to a local beach during spring quarter.
Initial funding for this program was shared between the campus and the participants. Campus support amounted to $1,500 per participant; participants paid the remainder of the cost estimated at $1,009 per student.

📁 FA12 ITTP data display files
  📄 FA12 ITTP AWPE data
  📄 FA12 ITTP AY1212 GPAs and SDCC classes
  📄 FA12 ITTP demographics graphs
  📄 FA12 ITTP ELI test data pre vs. post
  📄 FA12 ITTP ELI test—pre-post change graphs
  📄 FA12 ITTP journal data by prompt
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📄 ITTP goals

│ W Program description

Assessment Project Description

ITTP is one of ISPO's most important programs (http://icenter.ucsd.edu/ispo/programs/index.html). It relates to and addresses each of Student Affairs' strategic goals (http://students.ucsd.edu/student-life/_organizations/student-affairs/strat-plan.html) directly or indirectly with the potential to enhance international undergraduates' academic success, retention, engagement, and satisfaction. This potential has been recognized by Student Affairs and the university's Budget Office as evidenced by the investment of considerable financial resources in ITTP plus a mandate to double the number of participants served in the program's second year (2013).

Because of ITTP's potential importance for international undergraduates who need additional support and its sizable funding from non-resident supplemental tuition (http://students.ucsd.edu/finances/financial-aid/budgeting/), this project is an educational program evaluation rather than an assessment (Schuh and Upcraft, 1998). Its results will be used to improve ITTP's future effectiveness through design and implementation modifications.

This project was intended to address the following specific questions.
1. Do ITTP participants show evidence that program participation results in improved confidence in English writing, reading, speaking, and/or listening?
 2. Do ITTP participants show evidence that program participation results in improved academic skills such as interacting with professors and/or teaching assistants?
 3. Do ITTP participants show evidence that program participation results in improved preparedness for and familiarity with the campus?
4. How does programmatic exposure to American and San Diego's culture affect ITTP participants?
5. How does programmatic connection with other participants and other students affect ITTP participants?
6. How does programmatic exposure to San Diego affect ITTP participants?

Unit/Program Specific Goals and Learning Outcomes

The pilot program's specific goals for its participants were as follows.

• Show evidence of improved understanding of and skill in the following aspects of English writing: creating strong unity/support of controlling ideas in writing; knowledge/control of methods of subordination, connectors, derived adjectives and nouns, and idiomatic usage of "it" and noun/object complements; knowledge/control of prescribed punctuation conventions related to each topic of study.
• Demonstrate improved confidence in speaking, writing, listening to, and understanding English.
• 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.
• Become acclimated to American and San Diego's culture.

Improvement in English writing was the pilot's number one goal because of anecdotal and empirical evidence that UC San Diego's international undergraduates, in general, have experienced difficulties in English writing and in passing the university's AWPE (http://basicwriting.ucsd.edu/Questions.html). The anecdotal evidence consisted of a generalization repeated by campus faculty, administrators, and staff that "our international undergraduates are struggling academically," and these students struggle because "international undergraduates can't write in English." The empirical evidence consisted of data which showed that up to two-thirds of UC San Diego's international freshmen have been required to attend the Basic Writing Program's English Composition and/or ESL classes (http://icenter.ucsd.edu/_files/ispo/COA_presentation_1_9_13.pdf) due to difficulties passing the university's Entry Level Writing Requirement (ELWR; http://students.ucsd.edu/academics/enroll/writing-requirement/writing-requirement.html).

The student learning outcomes addressed in the program were as follows.

• increase international undergraduates' understanding of and skill in creating strong unity/support of controlling ideas in writing
• increase international undergraduates' knowledge/control of methods of subordination, connectors, derived adjectives and nouns, and idiomatic usage of "it" and noun/object complements, including the prescribed punctuation conventions related to each topic of study
• understand the norms of public transportation, specifically the bus and taxis, as well as become familiar with the campus shuttle system
• become familiar with the university's campus and resources
• awareness of the surroundings and basic safety tips
• become familiar with La Jolla, San Diego, and the surrounding communities
• understand American culture and norms

These learning outcomes were evaluated by administering the following instruments.

• pre- and post-program surveys developed by ITTP's coordinator
• pre- and post-program writing test developed by the ELI
• post-program AWPE
• journal prompts

interviews with residential assistants, ELI instructors, and ITTP staff members

- 📁 Learning outcomes documents
  - 📄 SLO document
  - 📄 SLO document
  - 📄 SLO documents

Relationship to Student Affairs Learning Outcomes:	Think Critically and Solve Problems, Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society, Engage in a Healthy Lifestyle
Assessment Project Start:	7/1/2012
Assessment Project End:	6/30/2013

Population/Sample

This project is related to the following learning outcomes.

- Think critically and solve problems
- Communicate effectively
- Advance a plan for personal, academic, and professional success
- Lead in a diverse global society
- Engage in a healthy lifestyle

These learning outcomes were evaluated by administering the following instruments.

- pre- and post-program surveys developed by ITTP's coordinator
- pre- and post-program writing test developed by the ELI
- post-program AWPE
- journal prompts
- interviews with residential assistants, ELI instructors, and ITTP staff members

Additional metrics included in this project were ITTP participants' overall term GPAs for each quarter in the 2012–13 academic year, and the participants' academic performance in the Basic Writing Program's English Composition and/or ESL classes (http://basicwriting.ucsd.edu/Questions.html).
Last summer's ITTP participants were 80 self-selected international (F-1 I-94 status) freshmen admitted for fall 2012 (FA12). Although the program's intent is to serve incoming international undergraduates who have the greatest need for support in English-language skills and cultural adaptation, last year's pilot served the first 80 who applied to the program.

The largest number and percentage of last summer's participants were from China (65; 81.3%); the next largest were from India (5; 6.3%). Male participants (47; 58.8%) outnumbered females (33; 41.3%). These and other demographic data are shown in the file "FA12 ITTP demographics graphs.pdf."

All program participants were required to complete the aforementioned learning outcomes instruments. However, only 60 participants completed the AWPE and only 39 completed the post-program writing test developed by ELI.

Type of Assessment:	Student learning outcomes and/or behavioral outcomes, Satisfaction study, Program/department review
Other Assessment Type(s):	
Assessment Methods:	Interviews, Surveys, Participant Narratives/Journaling, Student Research and Information Data, Other: Please indicate below
Other Assessment	custom ESL exam

Data Collection Tools

• student research and information data (extracted via SQL queries)
• online pre- and post-program surveys
• exams (scantrons; blue books)
• journaling (ring bound notebooks) in response to standardized prompts
• interviews (some were conducted in person, others via email; they were informal and unstructured)

Data Analysis Methods

The surveys and custom ESL exam will be administered to ITTP participants before the program commences (pre) and after the program's final session (post).

Survey
• counts and percentages will be computed for each of the optional answers for each of the survey's non-open ended items
• the counts and percentages for each of the optional answers for each of the survey's non-open ended items will be compared between the pre and post administrations (e.g., change scores; percentage change)
• increases and decreases from pre to post will be evaluated in the context of the program's learning outcomes and goal statements
• open-ended survey items will be analyzed qualitatively

ESL exam
• counts and percentages of correct items will be computed for each of the optional answers for the pre and post administrations
• statistical comparisons will be performed between the pre and post counts and percentages

Journals
• students' and program staff members' journals will be analyzed quantitatively (extracting key points regarding opinions about the program, instruction, activities, etc.)

Presentation of Findings

This project's preliminary findings have been presented to ITTP's coordinator (Kelly Schober) and to ISPO's director and staff members. They were presented in slideshows during staff meetings.

Progress: ✔ 100%

Link Assessment Project in Campus Labs Baseline

Source Name	Project Name
No items to display.	

Summary of Findings

Context for a summary of this project's findings includes the following key considerations and caveats.

• Last summer's ITTP was a pilot.
Because ISPO lacked prior experience developing and implementing a transition program for incoming international undergraduates, the program's coordinator and ISPO's director decided in advance to conduct ITTP as a pilot. This pilot was intended to provide the necessary experience for identifying potential modifications and best practices to adopt in future years.

As such, this project's findings are intended for guiding decisions about improving the program's design and implementation rather than for evaluating the program's efficacy in improving international undergraduates' learning outcomes.

• **Caveats regarding ITTP's efficacy as a treatment for English weaknesses and/or cultural challenges**
Student Affairs and the university's Budget Office have committed considerable financial resources to ITTP, and ISPO has allocated considerable staff resources to this program. Consequently, stakeholders understandably will request information and data about the program's efficacy as a treatment for international undergraduates' English weaknesses and/or cultural challenges to determine whether a continuing commitment is justified.

Stakeholders who use information and/or data from last summer's pilot ITTP for determining whether a continuing commitment of resources is justified should keep the following caveats in mind.

1. dose-response curve—we do not know how much of ITTP's treatment is required to produce an effect on English weaknesses and/or cultural challenge. If the key factor in ITTP's treatment efficacy is the number of hours and/or days of instruction, last summer's pilot could have provided too few, the appropriate number, or too many. The actual number of instructional hours provided last summer was chosen on the basis of practical considerations in the absence of *a priori* knowledge about how many instructional hours would be necessary to optimally benefit the participants.

2. signal-to-noise ratio—even if we did know in advance how much of ITTP's treatment is required to produce an effect on English weaknesses and/or cultural challenge, we do not know in advance whether the size of its effect would be measurable using the aforementioned evaluation instruments. The possibility exists that participation in ITTP and/or transitioning to the U.S., California, San Diego, and/or UC San Diego produces other effects (e.g., behavioral and/or emotional changes) which reduce our ability to detect the program's effect on English weaknesses and/or cultural challenge.

3. incubation time—we do not know how much time must elapse before ITTP's treatment effect becomes detectable. The possibility exists that participation in ITTP has an immediate effect on English weaknesses and/or cultural challenges, or it could have a delayed effect.

4. duration of effect—we do not know how long ITTP's treatment effect lasts. One possibility is that participation in ITTP has a durable effect on English weaknesses and/or cultural challenges; alternatively, ITTP's effect might last only for the duration of the program.

5. limited measurements—last summer's pilot ITTP collected English-related measurements twice—once at the program's start and once at its end. We do not know whether two measurements spaced about four weeks apart are sufficient for evaluating the program's efficacy.

• **The number of incoming international freshmen reached an all-time high.**
In response to declining state government funding during the past five years, UC San Diego adopted a policy of admitting an increasing number of non-resident undergraduates (including internationals). The reason for this policy is that non-resident undergraduates pay higher tuition fees than the fees that in-state counterparts pay.

The policy to admit more non-resident undergraduates resulted in the enrollment of 651 new first-time international undergraduates (excluding transfers) at UC San Diego in FA12. This number represents a 91.5% increase from the corresponding value for fall 2011 (FA11)—340. Even if the percentage of first-time international undergraduates requiring additional support upon arrival remained constant across years, the actual number needing ITTP's support could nearly double simply due to the near doubling of the number admitted in FA12 relative to FA11.

• **ITTP participants were self-selected.**
ITTP is intended to serve international undergraduates who need additional support due to English weaknesses and/or cultural issues which could impact their future engagement, satisfaction, and/or academic progress. However, identifying such students prior to entering the university is challenging because they all meet or exceed the university's minimum requirements for admission; consequently their profiles are essentially identical.

In the absence of reliable criteria for identifying newly admitted international undergraduates who need additional support, last summer's pilot ITTP accepted applicants on a first come, first served basis until the program's capacity (80 participants) was reached.

Findings
The following summary of findings is divided into two sections. The first section describes quantitative analyses of student research and information data, ELI's writing exam, the pre- and post-program surveys, GPAs, AWPE outcomes, ELWR outcomes, participants' journals, and program staff members' interviews. The second discusses these findings' implications.

• **demographics**
The largest number and percentage of last summer's participants were from China (65; 81.3%); the next largest were from India (5; 6.3%). Male participants (47; 58.8%) outnumbered females (33; 41.3%). These and other demographic data are shown in the file "FA12 ITTP demographics graphs.pdf."

• **ELI writing exam**
Quantitative (descriptive) analyses of the program participants' ELI writing exam scores are shown in the files "FA12 ITTP ELI test

data pre vs. post participants & mean scores.pdf" and "FA12 ITTP ELI test—pre-post change graphs.pdf."

All 80 ITTP participants took the pre-program ELI writing exam, but less than half (39; 48.8%) took the post-program ELI writing exam. Only 37.5% of the female ITTP participants and 56.3% of the male ITTP participants took the post-program ELI writing exam. ELI instructor Rebekah Palmer had the lowest percentage of ITTP participants who took the post-program ELI writing exam—35.5%. ELI instructor David Motlagh had the highest percentage—60.0%.

The 80 ITTP participants earned an average of 6.4 correct items out of 12 on the pre-program ELI writing exam. The 39 participants who took the post-program ELI writing exam earned an average of 7.3 correct items out of 12. Of the 80 participants, 29.0% got more correct items on the post-program ELI writing exam than on the pre-program ELI writing exam.

Correlation analyses were performed between TOEFL, SAT reading, and SAT writing scores (as the independent variable) and pre-program or post-program ELI writing scores (as the dependent variable) to determine whether the tests used by Admissions to screen international applicants predicted ITTP participants' performance on ELI's writing exam. The results are shown in the file "FA12 ITTP test data correlation & regression graphs.pdf." All of the correlation coefficients were not statistically significant.

• **pre-program survey**
Quantitative (descriptive) analyses of the program participants' pre-program survey responses are shown in the file "FA12 ITTP pre survey data & analyses.pdf."

All 80 ITTP participants completed the pre-program survey.

The participants' self-reported confidence in their English skills was optimistic. Between 7.5% and 22.5% of the participants indicated that they had the highest level of confidence in their English skills—reading, writing, speaking, or listening. Conversely, 5.0% or less indicated that they had the lowest level of confidence in their English skills. The participants expressed the most confidence overall in their English reading and lowest in English writing.

The participants' self-reported knowledge about campus resources was somewhat less optimistic. Fewer than 50.0% of the participants knew the location, hours, services, and/or cost of services
for the following campus resources—CAPS, SHS, academic advising, RIMAC, Outback Adventures, CSC, the Writing Center, and/or the English Tutor Program. In some cases, fewer than five participants knew the aforementioned features of these campus resources.

Fewer than 50.0% of the participants knew the location of the following San Diego attractions—Pacific Beach, Balboa Park, downtown, Old Town, Coronado, La Jolla Shores, and Point Loma. Pacific Beach was the attraction for which the highest percentage (47.5%) knew its location; Point Loma was the one for which the lowest percentage (2.5%) knew its location.

ITTP participants expressed greater confidence in speaking to other participants than they did in speaking to other UC San Diego students besides program participants. Only 12 of the participants (15.0%) expressed confidence in speaking to fewer than five other participants; the remainder indicated confidence in speaking to five or more. By contrast, 13 of the participants (16.2%) expressed confidence in speaking to no other UC San Diego students besides program participants; 29 others (36.2%) indicated confidence in speaking to no more than five.

With regard to adaptation to their new environment, 17.5% of the ITTP participants indicated that they felt very adapted to UC San Diego and 23.8% felt very adapted to San Diego. Only 2.5% expressed that they did not feel adapted at all to UC San Diego and 7.5% did not feel adapted at all to San Diego.

A large majority of the program participants, 69 of the 80, stated that they would pay up to $1,499 for ITTP. Only three indicated that they would pay up to $3,000.

Majorities of the ITTP participants expressed interest in a class on English writing or pronunciation offered by the International Center during the academic year. More than three-quarters (61) of the participants were moderately or extremely interested in an English writing class, almost two-thirds (46) in an English pronunciation class. However, they were not interested in paying for such classes; only 26.3% and 15.0% said they would pay for such classes, respectively. "My English <writing> <pronunciation> skills are OK, but they need improvement" was the most frequent reason given for interest in these two classes.

• **post-program survey**
Quantitative (descriptive) analyses of the program participants' post-program survey responses are shown in the file "FA12 ITTP post survey data & analyses.pdf."

Only 73 of the 80 ITTP participants completed the post-program survey.

The participants' self-reported confidence in their English skills was optimistic. Between 4.1% and 20.5% of the participants indicated that they had the highest level of confidence in their English skills—reading, writing, speaking, or listening. Conversely, none of the participants indicated that they had the lowest level of confidence in their English skills. The participants expressed the most confidence overall in their English reading and lowest in English writing.

The participants' self-reported knowledge about campus resources was mixed. Sizable majorities of the participants knew the location,

hours, services, and/or cost of services for SHS, RIMAC, and CSC. Conversely, sizable majorities of the participants did not know the location, hours, services, and/or cost of services for Outback Adventures and the English Tutor Program. Majorities knew the services and cost of services for CAPS, Academic Advising, and the Writing Center but did not know their location or hours.

At least 90.0% of the participants knew the location of the following San Diego attractions—Pacific Beach, Balboa Park, downtown, Old Town, Coronado, and La Jolla Shores. Only 54.8% knew Point Loma's location.

ITTP participants expressed greater confidence in speaking to other participants than they did in speaking to other UC San Diego students besides program participants. Only one of the participants (1.4%) expressed confidence in speaking to fewer than five other participants; the remainder indicated confidence in speaking to five or more. By contrast, 19 of the participants (26.0%) expressed confidence in speaking to fewer than five UC San Diego students besides program participants.

With regard to adaptation to their new environment, 45.2% of the ITTP participants indicated that they felt very adapted to UC San Diego and 35.6% felt very adapted to San Diego. None of the 73 respondents expressed that they did not feel adapted at all to UC San Diego and or to San Diego.

A large majority of the program participants, 62 of the 73, stated that they would pay up to $1,499 for ITTP. Only three indicated that they would pay up to $3,000.

Just over 50% of the ITTP participants expressed interest in a class on English writing or pronunciation offered by the International Center during the academic year. Thirty-seven of the 73 respondents were moderately or extremely interested in an English writing class, 32 in an English pronunciation class. However, they were not interested in paying for such classes; only 26.0% and 23.3% said they would pay for such classes, respectively. "My English <writing> <pronunciation> skills are OK, but they need improvement" was the most frequent reason given for interest in these two classes.

The post-program survey included items designed to investigate students' reasons for missing the mandatory classes and/or post-program ELI exam administration. All 80 ITTP participants took the pre-program ELI writing exam, but less than half (39; 48.8%) took the post-program ELI writing exam. Analyses of respondents' answers to the post-program survey's items about the ELI writing exam are shown in the file "FA12 ITTP post survey data & analyses.pdf" and the findings are summarized below.

Forty-seven of the 73 post-program survey respondents (64.4%) stated that they did not attend at least one of the Monday, Wednesday, Friday (academic skills) classes (the majority said they missed 1-3 of these classes; one respondent missed 16–18); 25 (34%) indicated that they did not attend at least one of the Tuesday, Thursday (American culture) classes (the majority said they missed 1-3 of these classes; one respondent missed 7–9). The most frequent reasons that the respondents gave for not attending the mandatory classes were illness, tired, the content was too easy, and the content was perceived as not applicable to the respondents' studies.

• pre-post change
Quantitative (descriptive) analyses of the program participants' changes in responses to post-program survey compared with their responses to the pre-program survey are shown in the file "FA12 ITTP pre vs. post survey analyses.pdf."

The participants' mean self-reported confidence in their English skills remained essentially the same from the pre-program survey to the post-program survey. Their mean confidence in English reading was identical on the two surveys. Their mean confidence in English writing, speaking, and listening showed fractional increases from the pre-program survey to the post-program survey. However, the distribution of self-reported confidence responses showed some notable differences between the two surveys. For example, on the survey item about English reading, the percentage of post-program respondents whose answers were at or below the middle of the response range was lower than the corresponding percentage of pre-program respondents—suggesting that the post-program respondents expressed more confidence than the pre-program respondents. A similar pattern of percentages occurred for each of the other English skills survey items—writing, speaking, and listening.

The participants' self-reported knowledge about campus resources improved on the post-program survey items compared to the corresponding pre-program survey items. For each of the campus resources—CAPS, SHS, Academic Advising, RIMAC, Outback Adventures, CSC, the Writing Center, and the English Tutor Program—the numbers and percentages of respondents who indicated that they knew the location, hours, services, and cost of services was greater on the post-program survey than on the pre-program survey. In many cases, the pre-program survey "yes" response percentage was a single digit and the corresponding post-program survey "yes" response was double digit.

A more striking improvement occurred on the post-program survey items about San Diego attractions compared to the corresponding pre-program survey items. For five of the San Diego attractions on the surveys—Balboa Park, downtown, Old Town, Coronado, and La Jolla Shores—the numbers and percentages of respondents who indicated that they knew the location was at least four times higher on the post-program survey than on the pre-program survey. For Pacific Beach and Point Loma the numbers and percentages of respondents who indicated that they knew the location was about two times higher on the post-program survey than on the pre-program survey.

ITTP participants expressed greater confidence in speaking to other participants on the post-program survey than they did on the pre-program survey. The percentage of respondents who indicated on the post-program survey that they would speak with fewer than five other participants was about one-tenth of the corresponding percentage on the pre-program survey; in contrast, the percentage of respondents who indicated on the post-program survey that they would speak with more than 10 other participants was nearly double the

corresponding percentage on the pre-program survey.

A different shift occurred in confidence speaking to other UC San Diego students besides other ITTP participants. The percentages of respondents who indicated on the post-program survey that they would speak with 5–10 or with more than 10 other UC San Diego students were at least 9 percentage points higher than the corresponding values on the pre-program survey. Conversely, the percentages of respondents who indicated on the post-program survey that they would speak with 0 or with less than 5 other UC San Diego students were at least 11 percentage points lower than the corresponding values on the pre-program survey.

With regard to adaptation to their new environment, the percentage of ITTP participants who indicated that they felt very adapted to UC San Diego was about 28 percentage points higher on the post-program survey than on the pre-program survey. The percentage who responded that they did not feel adapted to UC San Diego at all decreased from 2.5 on the pre-program survey to 0 on the post-program survey. A similar, but somewhat smaller, pattern of changes occurred on the survey items about adaptation to San Diego. The percentage of ITTP participants who indicated that they felt very adapted to San Diego was about 11 percentage points higher on the post-program survey than on the pre-program survey. The percentage who responded that they did not feel adapted to UC San Diego at all decreased from 7.5 on the pre-program survey to 0 on the post-program survey.

The level of ITTP participants' interest in a class on English writing or pronunciation offered by the International Center during the academic year was comparable between the two surveys.

• journals
ITTP's coordinator and a student assistant read each participant's journal and compiled summaries of responses to each prompt. The prompts are contained in the file "FA12 ITTP journal prompts.xlsx," and the summaries of responses are contained in the file "FA12 ITTP journal data by prompt.docx."

The following items are common themes identified in the journals that were considered relevant for guiding decisions about improving the program's design and implementation.

Most participants seem to have gone to boarding school in China (i.e., arrived for ITTP from their home country rather than from a U.S. high school).
• Most did not choose UCSD as their first choice, but were happy they ended up coming here.
• They don't like cold foods for meals—sandwiches, salads, wraps, etc.
• They were tired due to jet lag.

• GPAs
Quantitative (descriptive) analyses of the ITTP participants' post-program term GPAs during academic year (AY) 2012–13 are shown in the files "FA12 ITTP vs. non-ITTP GPAs.pdf" and "FA12 ITTP AY1213 GPAs and SDCC classes.pdf."

In the fall, winter, and spring quarters of AY2012–13, ITTP participants earned term GPAs between 3.15 and 3.20. These average term GPAs are between B and B+, and they are comparable (if not identical) to the corresponding term GPAs earned by international and nondomestic students during AY2012–13 (shown in the files "FA12 nondomestic NFRS & TRAN mean FA12 GPA.pdf"; FA12 nondomestic NFRS & TRAN mean WI13 GPA.pdf").

These findings, taken together with the key considerations and caveats listed above plus the fact that almost half of the program participants missed many of ITTP's classes and the post-program ELI writing exam, strongly suggest that *it is premature to draw inferences about whether the pilot program had an effect on participants' academic progress during AY2012–13*. Instead, these findings do suggest that the pilot program's participants as a group did not struggle academically (i.e., did not collectively earn GPAs below 2.0) during AY2012–13.

• AWPE
Of the 80 ITTP participants, 60 took the AWPE after the program. Three of the 60 (5.0%) participants passed into the college writing program, eight (13.3%) qualified for the Basic Writing Program's Basic Writing class (SDCC 1), and 49 (81.7%) qualified for the Basic Writing Program's ESL class (SDCC 4).

• ELWR
UC San Diego's undergraduates—internationals and domestics—are required to fulfill the ELWR. One of a number of ways to do this is to pass the AWPE. Undergraduates who do not pass the AWPE are required to enroll in a Basic Writing class and take an exit exam (http://students.ucsd.edu/academics/enroll/writing-requirement/writing-requirement.html).

As shown in the file "FA12 ITTP AY1213 GPAs and SDCC classes.pdf," only 17.3% of ITTP's participants were not required to take one or more of the Basic Writing Program's classes. Of the 82.7% who were required to take Basic Writing Program classes, more than a third were required to take these classes during every quarter in AY2012–13 and almost a quarter were required to take these classes in FA12 and WI13. Large percentages of ITTP's participants struggled in the Basic Writing Program's classes as indicated by their academic marks below 2.0 (Ds or Fs).

• program staff members' interviews
RA feedback—they wanted to be more involved with program participants on an individual basis and given more responsibilities to interact with them; for example, each RA could have been assigned a group of participants to work with throughout the program's

duration instead of all RAs being responsible for all participants.

College outreach staff feedback—off-campus activities should be more structured; for example, participants should be given information about the activity's destination before departure time, therefore they would know what to expect upon arrival at the destination and would be more interested/educated about the destination.

Findings' implications for the project's specific questions
This project was intended to address the following specific questions.

Do ITTP participants show evidence that program participation results in improved confidence in English writing, reading, speaking, and/or listening?
The findings summarized above are consistent with the view that ITTP participants showed some degree of improved confidence in their English writing, reading, speaking, and/or listening.

Do ITTP participants show evidence that program participation results in improved academic skills such as interacting with professors and/or teaching assistants?
The findings summarized above suggest that ITTP participants showed some degree of improved knowledge about how to interact with professors and/or teaching assistants, plus some degree of improved confidence in having such interactions.

Do ITTP participants show evidence that program participation results in improved preparedness for and familiarity with the campus?
The findings summarized above show that ITTP participants experienced some degree of improved preparedness for and familiarity with the campus.

How does programmatic exposure to American and San Diego's culture affect ITTP participants?
This question is not properly addressed by the findings summarized above because almost half of the participants missed at least one of the program's classes on culture.

How does programmatic connection with other participants and other students affect ITTP participants?
The findings summarized above suggest that ITTP participants experienced some benefit socially and culturally from programmatic connection with other participants and other students.

6. How does programmatic exposure to San Diego affect ITTP participants?
This question is not properly addressed by the findings summarized above because almost half of the participants missed at least one of the program's classes on culture.

Impact of Assessment

This project produced at least three key findings that are critical for guiding decision-making about how to improve ITTP's design and implementation. These key findings are as follows.
1. Approximately half of the pilot program's participants missed at least one of ITTP's mandatory classes and/or the post-program ELI writing exam.
2. More than three quarters of the pilot program's participants were required to take at least one of the Basic Writing Program's classes.
3. Many of the pilot program's participants arrived for ITTP from their home country rather than from a U.S. high school; therefore, the program was their first experience in the U.S.
These key findings played an essential role in decisions made by ISPO's director and ITTP's coordinator to implement the following fundamental changes in ITTP's design for August and September 2013
(http://icenter.ucsd.edu/ispo/new/freshmen/transition/index.html).
1. Program expectations—written and verbal explanations of the program's mandatory requirement and expectation that students will attend all classes and complete all exams have been included in the participants' course packages, orientation presentation, and in-class presentation.
2. Revamped course content—ITTP's classes will be divided into the following two new components
(http://icenter.ucsd.edu/ispo/new/freshmen/transition/index.html#).
Writing and Learning—This course will introduce participants to the teaching conventions and learning expectations of American universities, will use writing as a means of academic inquiry to explore the culture of higher education in the U.S., and will provide opportunities to practice appropriate style, structure, and mechanics. Emphasis will be placed on preparing the participants to pass the AWPE and college writing courses.
Introduction to U.S. College Life—This workshop-style series will feature various lectures and panels by current faculty, staff, and students which will help ITTP's participants learn about U.S. academic culture and classroom expectations, and become familiar with UC San Diego's campus resources.
3. Implementation of the Triton Bus Program (http://parents.ucsd.edu/events/bus/)—program staff members pick up ITTP participants from San Diego (SAN) and Los Angeles (LAX) Airports; a charter bus drives ITTP participants from LAX to campus and a UC San Diego van drives ITTP participants from SAN to campus.
Each RA is assigned to a specific group of program participants.
Each participant is provided with a package of relevant materials and information for each activity.

⊟ 📁 FA12 ITTP data displays

- 2012 ITTP AWPE Results
- FA12 ITTP AY1213 GPAs and SDCC classes
- FA12 ITTP demographics graphs
- FA12 ITTP ELI test data pre vs. post participants & mean scores
- FA12 ITTP ELI test—pre-post change graphs
- FA12 ITTP journal data by prompt
- FA12 ITTP journal prompts
- FA12 ITTP post survey data & analyses
- FA12 ITTP pre survey data & analyses
- FA12 ITTP pre vs. post survey analyses
- FA12 ITTP test data correlation & regression graphs
- FA12 ITTP vs. non-ITTP GPAs
- FA12 nondomestic NFRS & TRAN mean FA12 GPA
- FA12 nondomestic NFRS & TRAN mean WI13 GPA

Lessons Learned

Last summer's ITTP was a tremendous success with regard to the planning and coordination of multiple campus partners' efforts to make the program participants' academic, cultural, and social experiences valuable. As indicated in respondents' open-ended survey items and journals plus the program staff members' interviews, the program was an enriching experience that facilitated participants' adaptation to the campus and its surroundings.

The most serious problem encountered during last summer's ITTP was the participants' missing one or more program classes plus the post-program ELI writing exam. This outcome could dilute the program's efficacy and accomplishment of its goals. Consequently, the modifications described above will be implemented with a subsequent evaluation of their effectiveness in reducing or eliminating participants' missing class sessions.

Supplemental Information

Supporting data and displays are included in the files referenced above and uploaded with this report.

Items This Assessment Template Supports

Type	Number	Name	Start Date	End Date	Provider
Divisional Objective	22	Improved Retention & Graduation	07/01/2011	06/30/2015	Student Affairs
Divisional Objective	23	Enhanced Intellectual Growth	07/01/2011	06/30/2015	Student Affairs
Divisional Objective	33	Enhance student knowledge, attitude, & behavior concerning respect for other cultures, races, ethnicities, national & gender identities	07/01/2011	06/30/2015	Student Affairs

Type	Number	Name	Start Date	End Date	Provider
Divisional Objective	41	Expanded international experiential opportunities	07/01/2011	06/30/2015	Student Affairs
Divisional Objective	51	Enhanced student engagement with UC San Diego	07/01/2011	06/30/2015	Student Affairs

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