**FA13 International Triton Transition Program**

**Public**

<table>
<thead>
<tr>
<th>Name of Assessment Project:</th>
<th>FA13 International Triton Transition Program</th>
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<tbody>
<tr>
<td>Name(s) of Person(s) Responsible for Assessment Project:</td>
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<td>Units/Departments Involved in Assessment Project:</td>
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<td>Program, Service, or Event Related to Assessment Project:</td>
<td>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.</td>
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- **FA13 ITTP**
  - related journal articles
    - 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:
- 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
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.

Student learning outcomes and/or behavioral outcomes

Survey

Campus Labs distributed both surveys.

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.

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.

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.

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.

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.