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Analysis Plan

Partnership Program Students Orientation Fall 2018

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Partnership Programs Students Orientation Fall 2018

Partnership Programs Students (PPS) refer to the cohort international students who have already articulated by the universities in their home country, and participate a cooperated programs with CSUSB. The Partnership Program Students will normally have 2 years study in CSUSB. There are two kinds of programs, one is named 1+2+1 (1 year in their own university followed by 2 years in CSUSB and the last year backing their own university) and another is called 2+2 (2 years in their own university and 2 years in CSUSB). In the coming Fall quarter, the Center for International Studies and Programs (CISP) will minimum have 50 new students from China and I have been authorized to design an orientation specially for the incoming Partnership Programs Students.

Literature Review

Students from Asia constitute the largest subgroup of the growing, yet historically understudied, international college student population in the United States (Institute of international Education, 2012; Mori, 2000). While students bring with them a number of attributes that influence engagement, such as finances and personal commitment (Kift, Nelson, & Clarke, 2010) universities have a responsibility to provide students with a learning environment that is conducive to engagement (Penn-Edwards & Donnison, 2011) and ongoing success.

Working at CISP, on average, each day I would meet 3 students and help them to deal with varied difficulties, for example enroll classes, courses transfer consultant, housing conflicts, car accidental solutions, personal private issues and so forth. Perhaps due to the considerable cultural distance between their home and host cultures, Asian international students are more vulnerable to experiencing acculturative stress and associated psychological distress compared

with students from other home regions (Smith & Khawaja, 2011). How to better prepare their 2 years learning in the very first meeting is crucial and critical. There are too many important information and resources should be clearly and precisely delivered within 2 hours.

Even the PPS achieved plausible GPA, they still feel unconfident with their communication and life surviving skills. Through the personal interview, 3 high scored graduated PPS complained the 2 years learning is too limited for them to improve their English skills especially the communication and presentation English. Transition pedagogy represents a holistic approach that not only provides orientation to key services and course content in the first weeks of semester, but continues to support students' learning and social well-being throughout the whole first year at university (Hughes, Hall, Pozzi, Howard and Jaquet, 2016). Aligning with the first-year curriculum, transition pedagogy 'scaffolds, mediates and supports first year learning for contemporary heterogeneous cohorts' (Kift, Nelson & Clarke, 2010) and enables the development of academic and information literacy. To better engage the PPS to precisely acquire the police and better utilize CUSB resources, the instructor needs to involve more functional departments such as Immigration officer, academic advisor, writing center specialists, senior PPS as student ambassador and so forth.

For the last 7 months, I've managed 4 dropped out cases. There was a similar expression about "Psychological gap" they mentioned why they lose their motivation to study in CSUSB. They mentioned many times about how they disappointed with San Bernardino and the suburban life. How to help student to manage and balance their psychological gap need to be considered in the orientation part. On one hand we not only need to introduce more helpful campus activities and clubs, but also should bring them to enjoy the diversity campus clubs and organize various

topic field trips , on the other hand we may need to help student to better understand the benefits our quiet location.

The last but the not least issue for the orientation is the attitude learning. I've heard not one or two times regarding on "plagiarism" misuse or misunderstanding. Sometimes there were no need to lie about their personal issues or status, sometimes they have no sense about the serious consequence of cheating, pay people to work on their own paper, or even buy some one to continue their studies and so on. However, how to make them clearly and seriously pay attention on such issue and guide them to avoid from plagiarism should be carefully designed.

Goal Statement

There are a big gap for the international students to make fully utilize the university's resources, such as search and download academic articles via online library, search faculties by using "Direction", or even check graduation requirements on their own college and so forth. Especially for PPS, they never use online academic system and probably own comparably limited English capacities.

Based on advices and recommendations from my supervisor and Associate Dean of CISP, the goal of PPS Orientation Fall 2018 will included:

- The PPS will meet CISP's core staffers and be informed their duties;
- The PPS will log on their Coyote and acquire what PAWS reports is;
- The PPS will able to use CSUSB main website to download Zoom and write an email to make an online appointment with the instructor;
- The PPS will use CSUSB bulletin to locate their college information;
- The PPS will be able to identify the important policy of "Plagiarism".

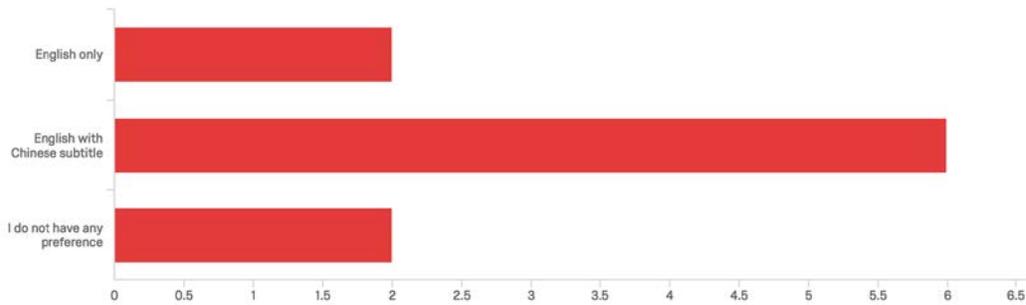
Needs Analysis

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There were 14 present Partnership Program students took the survey. 60% of them preferred a English Orientation with Chinese subtitles, 20% students chose English and the 20% have no preference.

Q1 - 1. What languages do you prefer in the Orientation PPT? (Check one)

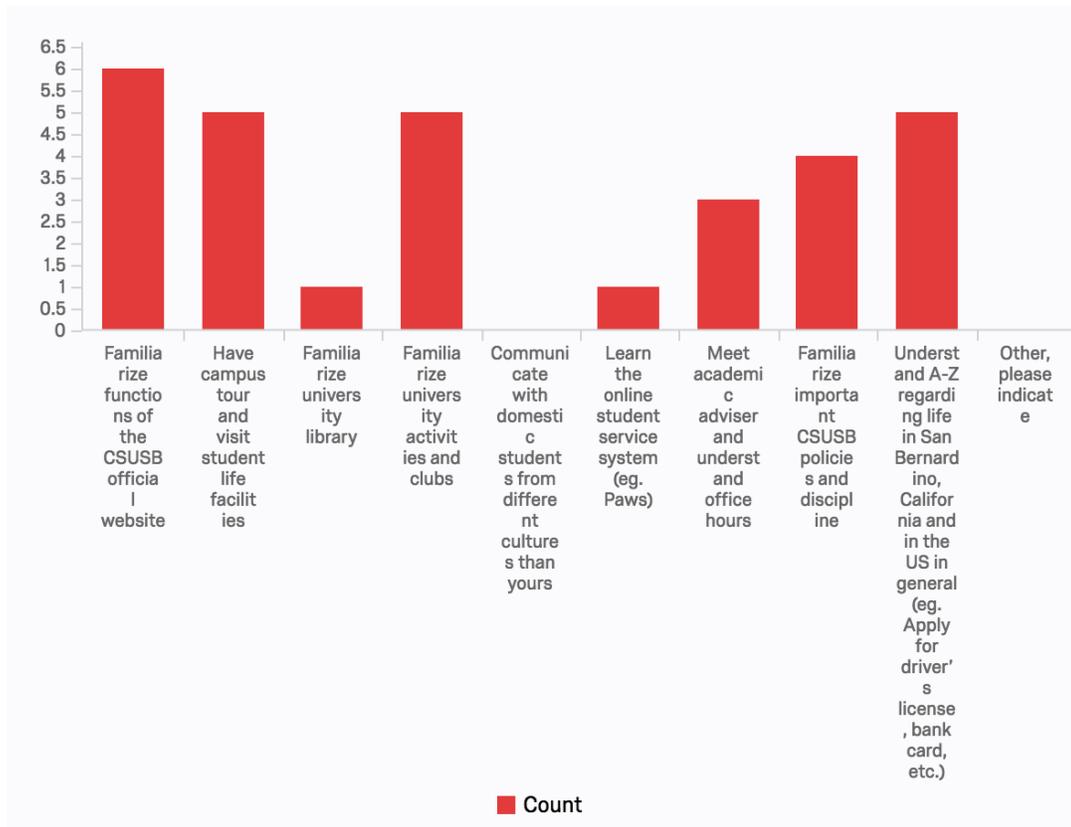
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Based on the data, there are 4 topics which were the present Partnership Program students interested with:

- Familiarize the function of CSUSB main website
- Campus tour and visit life facilities
- Familiarize university activities and clubs
- Understand A-A regarding life in San Bernardino, California and in the US in general (eg. apply for driver's license, bank card, etc)

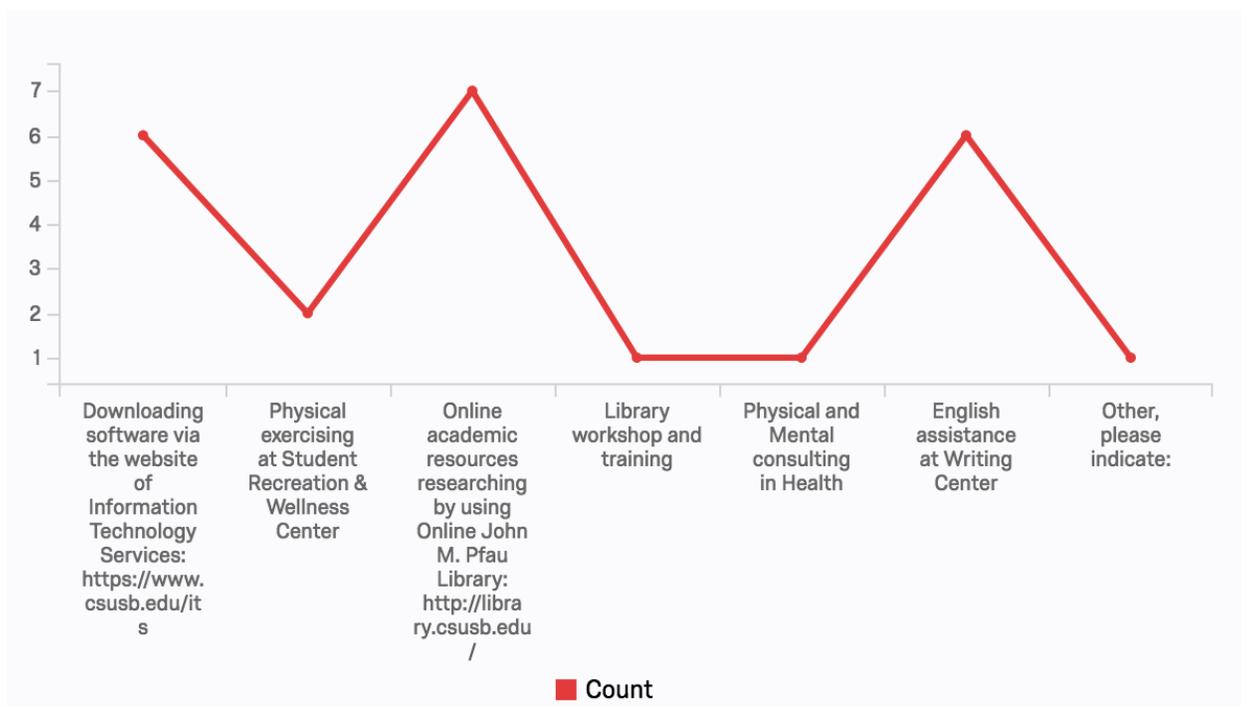
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Interviewed with SME of Center for International Studies & Programs, Genoveva

Thomas maintained that most of our international students seldom use or barely know CSUSB resources. Based on her recommendations, the survey mainly focused on what resources the present Partner Programs students used most and need to better acquire in the Orientation.

- Free software download;
- Online academic resources researching by using Online John M. Pfau Library:
<http://library.csusb.edu/>
- English assistance at Writing Center



Learner Analysis

According to the recent 5 years PPS documents, the target population's age ranging from 19-22 and mainly were sophomore and third year Chinese and Vietnam university students. Due to the different academic system and lack of pre-introduction, most of the students had no sense what they might learn or acquire in the orientation. Partly because their limited English communication skills, they never asked questions or seldom gave feedbacks during the orientation which really hard to make sure whether they understood the instructions or not. From the senior students' interview, there was no doubt that they fully agreed the importance of the orientation. However, the interviewer also maintained that they almost had no preparation which might limited their acquisition for the instructions.

The biggest challenges for the incoming students orientation is still the language barrier. According to the contract, we will accept 48 students from Soochow University, however 46 of them will enroll Yasuda language program and their average English Level are medium low.

Based on that, the orientation may need seriously consider the language use and probably involved more cooperation with Writing Center and Library. Especially the orientation will produce more bilingual handouts and online guides to continuously get the students actively involved to insure their future academic success.

Based on the daily consulting memos, there mainly some severe attitude issue such as ignorance of plagiarism, high expectation for United State campus life, and lack of mental independent and so force. The orientation will carefully design activities, kahoot quiz or case studies regarding on their attitude problems.

Limitation and restriction

Since the survey had been approved in Monday afternoon, there only 14 senior students submitted. For better service consideration, there still need time to send the link to the incoming students. According to the SME of CISP, Dr. Chen said “the senior and on campus students have already familiar with the campus and have more reliable opinions.” In order to provide the incoming students more information and help them to do preview, the survey may need be conducted in bilingual version.

Instructional Analysis

Based on the “Expectation Survey for Partnership Program Students’ Orientation”, the topics for the PPS’ orientation will included:

- Introduction the function of CISP and staffers;
- Academic resources utilizing may include the main website use, coyote account review and PAWS reports reading etc.
- Campus entertainments and clubs tour

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- Housing and traffic reminders
- Plagiarism avoiding

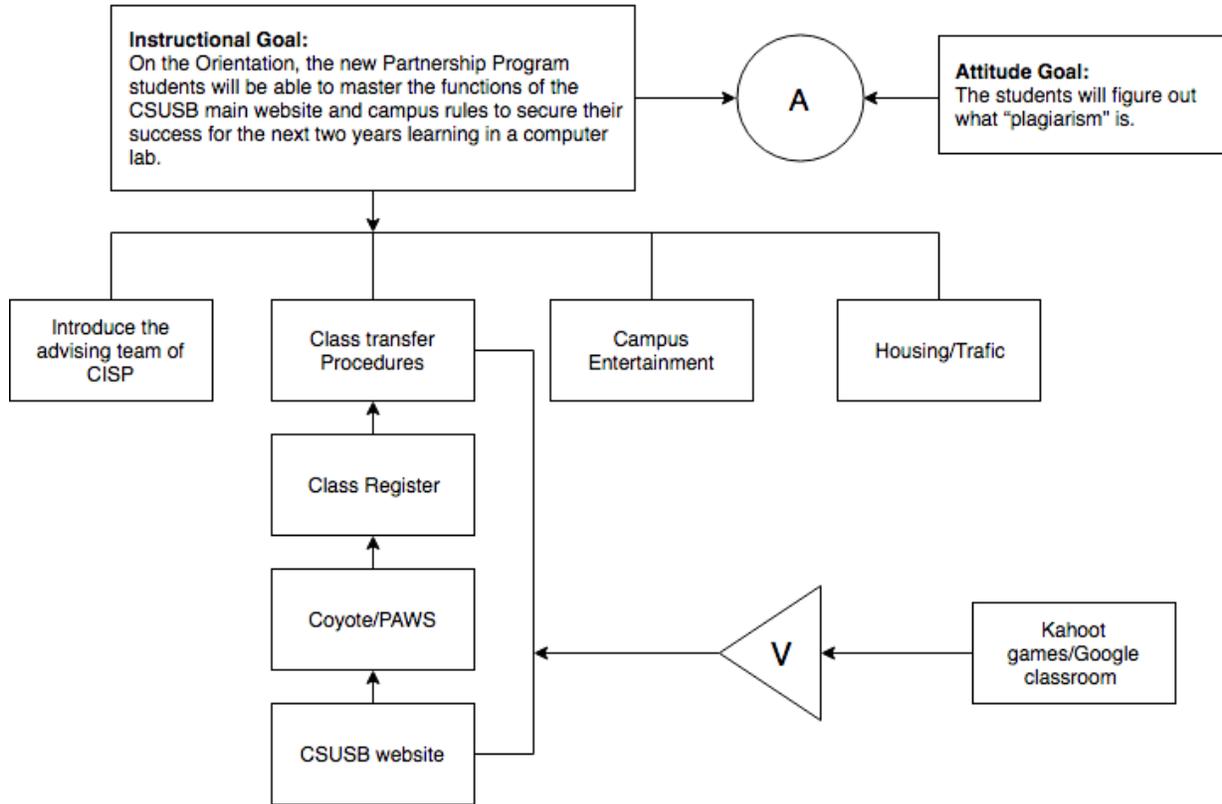
In short, the goal for the Partnership Program Students Orientation in Fall 2018 is to guide the PPS to utilize CSUSB resources and familiarize with the campus policies to secure their success for the upcoming 2 years learning in CSUSB.

Summery

To consider how the PPS will successfully implement the above contents in the orientation, a computer lab should be well prepared and meanwhile there are some bilingual handouts and a self-paced learning google classroom should set up in advance. Since there are too many documents, handout and website based tutorial materials need to develop, I not only need a reasonable timeline but also should consider the priorities for the learning material developments.

For the assessment of the Orientation, there will be two way to evaluate the project, one is a content questionnaire to measure how the students learned and achieved the information, and the other is a satisfaction survey to measure the service quality and delivery.

Flow Chart of Goals and SubGoals



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