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Summer Bridge Program at the University of San Francisco for Conditionally Admitted Chinese Students

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SIT Graduate Institute

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**Summer Bridge Program at the
University of San Francisco
for
Conditionally Admitted Chinese Students**

Adrienne M. Bergenfeld

PIM69

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of International Education at the SIT Graduate Institute in Brattleboro, Vermont, USA.

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Advisor: Kevin Brennan

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ABSTRACT

While serving as a graduate intern at the University of San Francisco, I concluded that the conditional admit Chinese students were missing an essential element for academic success. To insure a higher success rate for these students, I am proposing the creation of a Summer Bridge Program to bridge the gap between pedagogical learning and experiential learning. The program will focus on the acquisition of English as well as successful acculturation into the university. This “Bridge Program for International Students” will help students understand United States’ academic culture and the expectations of the university, introduce students to USF resources and the support services for international students, and help students develop a connection to the USF community and to the city of San Francisco so that they are mentally, socially and academically prepared for their first semester of study at USF.

The program will involve five key elements: Orientation, Academic courses, Cultural workshops, Evening Activities, and Host-families and will be administered through the IEP department at USF. The instructors for this program will be those instructors that USF has already employed through the ESL Department. During the pilot year, USF/IEP will conduct continuing assessments at four points throughout the program: pre-program, post-program, and two times during the program. A follow-up assessment will be conducted four months later. The evaluations, conducted twice during the program by ESL instructors, will measure the degree of increased English language proficiency as well as the successful integration into the host family, into the community and into the school. Additionally, the satisfaction of both the student and the host family will be assessed and reviewed by the Program Assistant so that adjustments/changes can be made if needed.

Numerous studies that examine retention and grade point average indicate that students in support programs tend to perform better than students who did not receive the same type of support. Therefore, the support provided by a Summer Bridge program is crucial to student success.

Introduction

The University of San Francisco (USF) is one of only 28 Jesuit Catholic colleges in the country and is the oldest university in San Francisco. The University's mission states that it "distinguishes itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice" (Vision, n.d.). This distinction was acknowledged when USF became the recipient of the prestigious U.S. Senator Paul Simon Award, which recognizes universities and institutions for overall excellence in internationalization efforts as evidenced in practices, structures, philosophies, and policies (NAFSA, n.d.). The mission statement goes on to say that "The University...draws from the cultural, intellectual and economic resources of the San Francisco Bay Area and from its location on the Pacific Rim to enrich and strengthen its educational programs" (Vision, n.d.). The strength of these programs was verified in *U.S. News and World Report*, which reported that USF is ranked in the top 30 national universities for student ethnic diversity and international student enrollment (At a Glance, n.d.).

Background

Schools throughout the United States are continuously opening their doors to more and more international students. The 2010 *Open Doors*' publication, which is published by the Institute of International Education (IIE), reported that a nationwide increase of three percent in international student attendance has occurred in universities during the 2009/2010 academic year. Universities in California currently host the largest amount of international students in the United States. As a result, USF has an international student population of more than 1,200 students; this number represents about 12% of the overall student body. The 1,200 international students come from seventy-five different countries. The *Open Doors*' publication goes on to say

that students from China, the leading sending country, constitute the majority of the growth amongst all of the colleges; 30% or a total of nearly 128,000 students brings the total percentage of Chinese students to 18% of the total international student population. This increase can be seen at USF as well where 35% of the international population comes from China, primarily mainland China.

This boom coincides with China's emergence as the world's second largest economy, behind that of the United States. The *New York Times* article, "The China Boom," reports that China's population, which has an increased number of middle-class parents, has been saving for years to send their only child to a top school in the United States in the hopes that this international education will give their child an advantage in the very competitive job market (Levin, 2010). This increased population does not appear to be diminishing, nor are United State's universities discouraging Chinese students from attending.

However a growing concern is emerging. Although international students are financially lucrative for the various universities and could provide vital diversity and globalization on campus, some veteran educators are concerned that large numbers of students from the same area will not truly diversify the campus and may cause a decrease in prospective national students (Fischer, 2010). A fear exists that the failure at keeping international student numbers low enough may affect American applicants' feelings of comfort. Some schools in the Midwest fear that prospective students might visit the various heavily internationally-populated departments or talk with current students, then decide that the international population is too high, and choose to decline admission (Trice, 2003).

Additional concerns revolve around the needs of the international students themselves. This need for specialized resources has become noticeable at Michigan State University. The Director of Admissions, James W. Cotter, says, "having so many Chinese students has led to

unexpected challenges, such as outsized demand for popular majors like engineering and complaints about the quality of the dining hall rice....The need to hold seminars on teaching international students, in addition to hiring Chinese-born therapist for the counseling center [has become a necessity]" (Fischer, 2010). USF has had to deal with similar difficulties to include the hiring of a Chinese-born therapist for the counseling center and the changing of meal options to include the availability of rice at every meal including breakfast. Furthermore, USF is currently in the process of creating an additional orientation for the almost exclusively Chinese international students, who are enrolled in the business department, which would be run by the business department not by International Student and Scholar Services (ISSS).

Additional difficulties arise when certain degree areas are filled with a larger number of international students than with domestic students. This unevenness allows for students to self-segregate. International students don't have the need to communicate with other nationalities and can easily speak their mother tongue when the majority of the class speaks this second language. Another aspect of the larger number of international students in specific degrees is reflected in a study done by Goodwin and Nacht in 1983, as cited by Trice (2003) involving faculty perceptions of this issue. "Many faculty members recognized their department's dependence on international students as teaching and research assistants, as well as consumers of educational services; there was no joy in this circumstance, and the faculty often yearned for the 're-Americanization' of their programs. Some seem to feel shame at their dependence on foreign students" (Trice, 2003, p. 280).

Another inherent challenge to enrolling international students is the struggle many international students have to communicate effectively in English. All international students who wish to attend the University of San Francisco are required to take an English proficiency exam

before admittance into the university. Regardless if a student is fully admitted into a degree program or not, he/she is required to submit official results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). “The TOEFL test is the most widely respected English-language test in the world, recognized by more than 7,500 colleges, universities and agencies in more than 130 countries” (ETS, 2011). TOEFL measures the test-taker’s ability to use and understand English at the university level by evaluating a student’s listening, reading, speaking and writing skills in relationship to performing academic tasks. [Within TOEFL, two formats exist that students can take at a test center: Internet-based Test (iBT) and Paper-based Test (PBT). iBT are the most commonly taken forms of TOEFL. For testing centers that do not have internet access, the PBT is available and accepted by USF]. Unfortunately, this requirement has not negated the need for extra time and energy on the part of the faculty members and has not negated the dilemma of how to more effectively evaluate language skills.

The TOEFL [Test of English as a Foreign Language] scores do not seem to be indicative of whether the students can speak English or not... demanding more [English language] expertise, is bogus...The TOEFL scores on our incoming students are very high. For example, one student I worked with has a very high TOEFL score, but I did not perceive that he understood me. . . . Are they being prepped for these tests, helped to do very well on these tests, when the actual speaking ability just isn’t there (Trice, 2003, 394-395).

Creating additional difficulties for instructors at USF is the exception to the TOEFL requirement. International students who have not passed the TOEFL test but are seeking admittance to the University of San Francisco can request English Conditional Admission. Students are required to take ESL classes; however, lacking in English proficiency, they can still begin their regular course work upon arrival, and they have three semesters to fulfill the TOEFL /IELTS requirements for full admission.

Students who wish to pursue an undergraduate degree at USF (but do not have the required TOEFL score for full admission) may apply for English Conditional Admission through the USF Admissions Office. Students admitted English Conditional are required to take ESL courses concurrently with USF academic courses. Conditional students have three semesters to achieve the required TOEFL score for full admission to USF. Applicants who present TOEFL scores of 48 - 78 (iBT), 460 - 547 (PBT); or IELTS overall band scores between 5.0 and 5.5 may be admitted to USF on an English Conditional basis (ESL: FAQ, n.d.). (Appendix A: ESL Guidelines for Advising New Matriculated Students)

There is no doubt that students in the Bridge Program are enrolled to improve all aspect of their spoken, written and oral English, but it cannot be forgotten that the student also is in the US to adapt and learn about the host country culture. The undergraduate Chinese population in the US is not, “the children of the Cultural Revolution but the doted-upon, solidly middle-class offspring of the country’s one-child policy...They’ve never had to share a set of grandparent’s let alone a dorm room” (Fischer, 2011, p. A-A14). These issues must be kept in mind throughout the entire program, for it to be successful not just to the student’s language skills but to the student as a whole person.

Theoretical Foundations

Rationale

Globalization has become a notable factor in our twenty-first century world. According to Jane Knight, a flow of technology, knowledge, people, values, ideas, capital, goods and services has crossed international borders (2008). This flow not only has affected each country in different ways due to the country’s history, traditions, culture and priorities, but also has made individuals of various countries more internationally mobile (Knight, 2004). As a result, the concept of global citizenship has become the “buzz idea” for proliferation of international learning. Because “education has traditionally been seen as a vehicle of acculturation,” students are descending on universities in the United States in continuously larger numbers (Knight,

2008, p.13). Christine Bennett, in the book *Comprehensive Multicultural Education* (1995) discusses the idea that decreased cultural dissonance and increased global awareness has allowed for more global learning to take place, which also explains the influx of more international students. Many of these international students have come to the United States from Asian cultures. According to Feng (1991), since the early 1980s, thousands of students in particular from China have come to study in universities in the United States.

However, Bennett's inverse message that continued cultural dissonance impairs learning, has created a concern for many universities with noticeable populations of international students, especially students from Asian cultures. Even though education can help with acculturation and even though the world is becoming more global, many Asian students are not experiencing cultural harmony when placed outside of their own culture. Instead, many are experiencing tremendous cultural shock that can potentially impede learning. According to Wei, Mullen, Heppner, Ku, Liao and Wu, "research has consistently indicated that Asian (including Chinese) international students experience more acculturative stress than European international students" (2007, p. 385).

Social identity theory suggests that those students who hold a greater sense of ethnic identity such as those from Asian cultures will have more problems acculturating and more problems with learning (Bennett, 1995). According to the research of Li and Gasser (2005), most international students encounter difficulties during their adjustment process. These problems, as observed during a one-year period at USF, appear to be most acute among students from Asian countries, more specifically China, due typically to significant disparities in language, culture and communication styles. Numerous surveys from Asian international students indicate that the Asian students experience considerable difficulties in adjusting to the new language, to the

required academic performance, and to the necessary social interactions when studying in another country. These tasks include finding a place to live, buying groceries, talking to people on the street and learning to use the transportation system.

Social identity theory goes on to suggest that students who hold a greater sense of ethnic identity will be less likely to interact with individuals of the host country. This lack of integration and socialization for the Asian students, specifically for the Chinese students, has been the cause of menu changes and counselor changes at the Michigan State University as well as at the University of San Francisco (Fischer, 2010). The result has been a decreased need for Chinese students to acculturate, but at what cost? Both universities have created an environment which potentially hampers Chinese students' socio-cultural adjustment to the United States.

Additionally, these changes have created a unique twist on the social identity theory as students are in little or no need of interacting with host country nationals to enjoy a sense of belonging. This lack of interacting can be detrimental, such as in the case where some Chinese students at the University of San Francisco have seen their TOEFL score decline during their time at the university.

Decreased understanding of the language is only one of the problems that Chinese students have encountered through lack of need to acculturate. With prevalent pockets of Chinese students readily available, many Chinese students are missing first-hand experiences with non-Chinese students. These intercultural interactions, which afford the opportunities for students to re-evaluate their view of others from a different cultural background and to identify the similarities and differences of beliefs and values, are not being explored. In addition, the gaining of cultural knowledge, establishing of local support networks, and increasing of language proficiency is not being obtained due to the lack of social interactions with the foreign hosts.

Literature Review

In recent years, globalization has necessitated an awareness of several concerns of the international students who seek success in United States' schools. Much research has been done to try to understand the educational needs of these students. One of the concerns is the learning styles of students. When examining the learning style of Asian students, Grimshaw concluded that Chinese students learn differently than students from other cultural backgrounds (Grimshaw, 2007). From his research came a fairly consistent set of characteristics that are believed to be the stereotypical style of learning for Chinese learners. "These characteristics include a relative lack of learner autonomy, a lack of critical thinking, a reticence to respond in class, a preference for a reproductive approach to learning, and a reliance on a limited range of learning strategies especially on rote memorization" (Grimshaw, 2007). These learning styles are commonly accepted behaviors in "Eastern World" education, in which a traditional Confucian pedagogy is readily practiced, but these styles become problematic when Chinese students try to apply the same method of learning in "Western World" education, in which the Socratic pedagogy is the norm. This difference in the cultural framework of the educational systems of the "Western World" and of the "Eastern World" is quite significant. As stated by Tweed and Lehman (2002)

The Confucian versus Socratic framework provides a conceptual home for consideration of Chinese-influenced and Western-influenced approaches to learning. In the modern context, Confucian-oriented learning...involves effort-focused conceptions of learning, pragmatic orientations to learning, and acceptance of behavioral reform as an academic goal. Socratic-oriented learning...involves overt and private questioning, expression of personal hypotheses, and a desire for self-directed tasks (p. 93).

Another concern of international students is the difficulty in understanding spoken English. As early as 1977, 70% of international student respondents listed understanding spoken English as their biggest problem upon arrival at a university outside of their home country (Zhang & Mi, 2010). These same students were also uncomfortable with their reading speed and

with their reading comprehension. Even after six months of studying in the university, respondents still felt disappointed with their progress. These findings remain supported today some 40 years after the initial research was conducted (Zhang & Mi, 2010).

Additional concerns for international students include the ability to adjust to social and friendship networks, to acquire social skills, to form accurate inter-group perceptions and to create relationships (Zhou, et al., 2008, p. 63). Research on international student adjustment has indicated that students experience psychological and social problems associated with their sojourn (Zhou, et al., 2008, p. 64). Some common difficulties include dealing with the cultural differences in food and social norms, dealing with language barriers, dealing with differences in the education systems while at the same time dealing with homesickness and loneliness, with a loss of established social networks, with immigration anxieties and with family pressures to succeed (Toyokawa & Toyokawa, 2002, p. 364).

Hechanova-Alampay, Beehr, Christiansen, & Van Horn, (2002), indicate that compared to their domestic counterparts, international students tend to experience greater adjustment difficulties and more distress during their initial transition into the university as they have greater academic and career needs. During this transition, language barriers can negatively impact students' well-being and their ability to adjust to college life and learning in a country other than in their own. English level competency or discomfort about speaking English is a significant concern for adjustment. The level of written and oral English proficiency either advances or impedes interactions with the new community. Searle and Ward (1990) suggest that the process of adjusting to a new culture socially and culturally entails learning and applying new cultural knowledge.

The early literature concerning international students' sojourns includes two theoretical frameworks aimed at understanding the experiences and challenges of international students: the Recuperation Models and the Culture Learning Models (Coates, 2004, p.2). The Recuperation Models are commonly represented by a U-curve pattern that includes four stages of adjustment: initial euphoria, culture shock, gradual adjustment and adaptation or biculturalism (Lysgaard, 1955; Oberg, 1960). More recent studies have challenged this U-curve theory and have challenged Oberg's use of the word 'shock.' This second challenge stems from the thought that the word "shock" places "too much emphasis on the threatening circumstances of contact with novel situations, without acknowledging that such experiences may have been beneficial for the participants" (Bochner, 2003).

The Cultural Learning Models, on the other hand, view cross-cultural adjustment as a learning process, proposing that learning the rules and norms of a socio-cultural system are necessary for adaptation to a host culture (Coates, 2004, p.2). In particular, Culture Learning Models are based on the assumption that when international students interact with host nationals, these international students obtain social support, language proficiency and familiarity with the host society's customs and values, thus facilitating cultural adjustment (Coates, 2004, p.2). Studies revealing the link between interaction with host nationals and international student cultural adjustment further support the culture learning framework. As Li and Gasser (2005) note

One of the most robust findings in the cross-cultural adjustment literature is that positive contact between international students and host nationals is critical to their effective adjustment in the new culture...as they enable international students to gain cultural knowledge, establish a local support network, and increase their language proficiency (Li & Gasser, 2005, p. 563-4).

Additional studies support the Cultural Learning Models as well. These studies indicate that student engagement in co-curricular programs and activities reveals that "a positive link

[exists] between international students' engagement in out-of-class experiences and their adjustment to the host country" (Toyokawa & Toyokawa, 2002, p. 366). These activities and experiences provide opportunities for the use of transformative learning as well as the use of social constructivism and collaborative learning techniques.

Transformative learning is the process of affecting change in one's frame of reference—the associations, concepts, values, feelings, and conditioned responses that help one understand experiences and ultimately define one's worldview (Mezirow, 1997, p.5). Oftentimes, individuals have a strong tendency to reject ideas that fail to fit their frame of reference. They label these ideas as irrelevant, weird or mistaken. Transformative learning aims at helping students to move toward a frame of reference that is more inclusive, discriminating, self-reflected and integrative of experiences (Mezirow, 1997, p.5). Effective engagement with a new environment requires a change in learners' relationships with their group's identity (Kasl & Elias, Mezirow, ed. 2000, p.233). This new relationship provides for "revision of previously unquestioned perspectives and assumptions...and leads to more open, permeable, and better justified perspectives" (Cranton & Carusetta, 2004, p.2).

Social constructivism and collaborative learning focus on the connection between individuals and the socio-cultural context in which they interact. Bruffee (1995 in Downing et.al., 2009) suggests that, "knowledge is constructed and maintained not by examining the world but by negotiating with one another in communities of knowledgeable peers" (Downing et al., 2009, p.9). Bruffee suggests that in social constructivism, a community exists so that knowledge may be built by the learners through a collaborative, interactive process (Downing et al., 2009, p.4). This collaborative learning involves, "students working in groups of two or more, mutually

searching for understanding, solutions, or meanings, or creating a product” (Smith & MacGregor, 1992, p.1).

In collaborative learning situations, students generally experience a shift in their intellectual development as they learn to articulate their own point of view and listen to the view of others...They begin to see themselves as responsible creators of their own knowledge and meanings-a change that is essential to life-long learning and true intellectual development (Goodsell, 1992, p.13).

This methodology could provide students with not only the support of the instructors and their peers but most importantly could allow them to personally become accountable and responsible for their academic growth.

Goals and Objectives

At the USF campus, many Chinese students are creating fewer opportunities for themselves to acculturate because of the large numbers of Chinese students on the USF campus and because of the accommodations currently in place or in progress for the Chinese students. As a result, these students are missing out on vital pieces of the acculturation process. Therefore, I am proposing a program that will help bridge the gap between pedagogical learning and experiential learning to make the process of acculturation more successful. This “Bridge Program for International Students” will focus on the Chinese student population who are conditionally accepted into an undergraduate degree program.

Program Goal

To establish a summer program for ESL students that will help the students in the development of their English language skills and assist them with acclimating to college life before they begin their degree coursework.

Program Objectives

- To provide students with the tools necessary to increase their confidence while using English in academic and social contexts
- To help students understand United States' academic culture and the expectations of the university
- To introduce students to USF resources and the support services for international students
- To help students develop a connection to the USF community and to the city of San Francisco as a whole

Participant Goal

At the completion of the Bridge Program, participants will have over 200 instructional hours to include a combination of academic English classes, in-depth orientation to USF, culturally focused workshops, seminars and social activities. Participants, on completion of the program, will have learned about another culture and will be able to articulate their own cultural values as well as assist other students to be mentally, socially and academically prepared for their first semester of study at USF.

Participant Objectives

Students will

- Gain knowledge of the United States academic culture
- Increase TOEFL scores from initial intake score
- Increase listening comprehension and speaking ability
- Become more aware of their own cultural values and those of their host country
- Articulate their personal and academic needs effectively

Needs Assessment

Many faculty and staff members in the Intensive English Program (IEP), an intensive language course for non degree seeking students, and International Student and Scholar Services (ISSS) departments have spoken passionately for the need of a bridge program that would assist students in making the cultural and academic jump. This transition piece is currently missing at USF and is now being seen as something that is necessary to aid in the students' success both academically and socially.

One reason for a bridge program is the current lack of need for Chinese students to acculturate while living in the San Francisco area. According to the 2000 United States Census of the 776,000 people living San Francisco, the Chinese population makes up 20% of the total San Francisco population. San Francisco has the largest Chinatown outside of Asia and is ranked #3 for the largest Asian population in the United States. As a result, the Chinese students are able to purchase similar items as those in their homeland including food and cooking items, magazines, books, cell phones and clothing within a five to ten minute walk from the campus.

A second reason for a bridge program is need for the acquisition of English. Hechanova-Alampay, Beehr, Christiansen, & Van Horn, (2002), indicate that language barriers can negatively impact students' well-being and their ability to adjust to college life and learning outside of their own country. At USF, these needs are not being addressed before the students enter the classroom and are still not being addressed within the classroom. Specifically, one of the graduate computer science classes consists entirely of Chinese students. Although the instructor uses English in the classroom when addressing the students, the students themselves almost exclusively interact with one another in Mandarin as that is easier and faster. Asked during an interview with a fully admitted Chinese Computer Science major if he ever tried to

speak in English with his classmates so that they could include the teacher, he replied, “In China, a student would never think of asking a teacher a question or conversing with a professor. Since the professor has not commented on our using Mandarin, we assume it to be OK” (January 21, 2011).

For the fully admitted Chinese student, who is proficient in English, this could be acceptable. However, for the Chinese student who is conditionally admitted and not proficient in English, this behavior becomes problematic as the students are not able to expand their English skills that are necessary for success in other classes. Additional conversation with the aforementioned interviewee clearly showed how accommodations are being made that undermine acculturation. He was hired as a teaching assistant by a professor in the Computer Science Department. The reason the professor hired him was primarily for the assistant’s ability to speak both English and Mandarin, which made possible the continued dichotomy between the language used amongst students and the language used between teacher and students.

A third reason for a bridge program is that English usage is not only missing in the classroom but also is missing in the daily activities for many of the Chinese students. Mandarin is spoken by many Chinese students as they are walking through the university quad, eating a meal in the cafeteria, walking through the resident halls and more specifically living within the individual dorm rooms. All students at USF are allowed access to information that helps them choose roommates. USF uses roommate selection software called USF Rooms, which provides profiles of potential roommates. Naturally, the majority of international students choose other international students and tend to choose roommates from their own country. This again reduces the need to learn English or to practice it and keeps the cultural differences from being explored. D. Levin, states that “the cultural exchange perhaps manifests itself most in the intimacy of the

shared dorm room” (2010, p.3). In other words, without the need to exchange cultural information or values with a roommate because her/she is of the same culture, another opportunity for acculturation is lost.

A fourth reason for a bridge program is the lack of success of Chinese students who are conditionally admitted to USF. Currently all of the twenty-five ESL students on academic probation are Chinese (McDermott, 2011). An overwhelming consensus of staff and faculty agree that USF is lacking in instruction and assistance to students who are within the conditional admit group. Chinese ESL Students are expected not only to reach the required TOEFL/IELTS score within three semesters but also to adjust to the host country academically, socially and psychologically, while receiving little, if any, assistance outside of ESL classes. Currently, this group is at the highest risk for not fully matriculating into a degree program. These students are not only struggling with the pressures of attending a university outside of their home country, but also they have to master the English language while simultaneously taking degree classes. For a majority of these students this is the first time they have lived outside of their parent’s home and the first time they have been fully responsible for themselves. Many of these students do not know how to cook, do laundry, make friends in the United States or even communicate with others who do not speak their mother tongue of Cantonese or Mandarin. Consequently, the majority form into groups with other Chinese students to help deal with the cultural dissonance. Because these students remain in their comfort zones, they face tremendous difficulty while trying to understand the English-speaking professors and English-speaking students within the academic environment and are not meeting with successful academic experiences.

The most compelling reason for a bridge program is the need for Chinese students to be successful within the Socratic pedagogical style of instruction at USF. USF is known for its

classes which “are driven by a dual emphasis on academic rigor and social justice. Education does not happen in a vacuum [at USF]. The city and the world [are treated] as research laboratories, and [students are forced to] constantly be attentive to the societal impact of their academic work” (Academics, n.d.). In the paper “Challenges of Academic Listening in English: Reports by Chinese Students” written by Huang (2005), Huang investigated six instructional factors which seventy-eight Chinese students at an American University identified as affecting their academic listening and learning in universities.

- American professors do not logically organize their lectures
 - Chinese students expect their teachers to make everything clear for them, including the difficult points and the important points
- American professors often use informal and less textbook-focused teaching methodology in the classroom...and do not closely follow the textbook when lecturing
 - In Chinese culture, textbooks have authority over teachers; teachers always closely follow the text book while lecturing (Fu, 1991)
- American professors do not write much on the board while lecturing
 - In Chinese universities, teachers write large amounts of information on the blackboard while lecturing...and use point-by-point lectures with outlines as well as place key points on the blackboard
- American professors do not typically summarize a lecture at the end
 - Chinese teachers usually summarize the main idea in addition to the main points of a lecture at the end
- In American classrooms, student readily participate

- Chinese students tend to work individually because of large class numbers, fear of making a mistake or losing face. As a result, Chinese students are taught to be listeners and note takers.

The University of San Francisco has gone to great lengths to recruit a large, Chinese international student population but has not taken the steps necessary to insure the success of those students who are not fluent in English. In “A Comparison of International Student and American Student Engagement in Effective Educational Practices,” by Zhao et al. (2005), he clearly summarizes the necessity for some type of a bridge program. He states,

Simply increasing the number of international students will not necessarily enhance the quality of many aspects of the undergraduate experience, as it must also be accompanied by programs and services that induce these students and their American counterparts to engage with one another as well as in other educationally purposeful activities (Zhao et al., 2005, p. 18).

A bridge program will help increase the language skills which will promote academic, language and cultural achievement.

Program Description

Scope

The Summer Bridge Program at USF will begin its pilot year specifically focusing on newly, conditionally-admitted students from China as this group seems to have the most difficulties. During the summer of 2012, the first session of this program will focus on the successful matriculation of those students who are conditionally admitted. Students who arrive in the United States in mid June will immediately meet the families with whom they will be staying for the summer. They will then begin an eight-week program that will include ESL courses (speaking, listening, and writing), cultural workshops (US academic success, academic ethics, grocery shopping, and basic home hygiene), excursions to local tourist sites as well as

recreational time for students to spend with their host families. Specific activities will be required of all students outside of classroom hours. The overall program will be highly structured to fully utilize the limited time available prior to the start of the academic school year. In preparation for the student entering a host home, the host family will be required to attend an orientation at the beginning of June at USF.

Timeline

July, 2011

- Program proposal draft to be submitted to USF Vice Provost

September, 2011

- Program proposal revised with changes requested by Vice Provost and other administrative staff

November, 2011

- Approval of Program Proposal from Provost/Academic Vice President, Vice President of International Relations and the Vice Provost

December, 2011

- Requirement to attend the Summer Bridge Program will be added to all ESL documentation handed out in China by USF International Relations staff during recruitment trips
- Initial marketing plan will be drafted and submitted to the Vice Provost
- Approval of Marketing Plan from Vice Provost

January, 2012

- Development and production of marketing materials
- Hiring of additional staff for Summer Bridge Program

- USF International Undergraduate Student Application Deadline

February, 2012

- Third Party home-stay provider will begin application process for host families

April, 2012

- Initial notification to accepted students in China

May, 2012

- Deposits due

June, 2012

- Pilot year of Summer Bridge Program Begins

August, 2012

- Completion of Summer Bridge Program
- 2012-2013 Academic Year Begins

Potential Participants

The 2012 USF Summer Bridge Program will include only Chinese students who are newly accepted and conditionally admitted to the University of San Francisco. These students will have a “minimum TOEFL score of at least 460 (pBT), 48 (iBT), or an IELTS score of at least 5.0 (with no individual band score below 4.5). Regardless of standardized scores, all Summer Bridge Program Participants will be given an oral interview and a writing assessment at the beginning of the program” (McDermott, 2011).

Curriculum

This program will be designed to provide students with more than a home stay and United States college experience. Students will receive the tools necessary to successfully matriculate into a degree course at USF. Keeping the goals of the program and the participants

in mind, the design of this program will be built around the concepts of transformative and social constructivism in addition to collaborative learning methods. By designing the program around these concepts, students will learn to be critically focused on the connection between themselves and the surrounding environment and will cultivate the skills necessary to become conscious of the direct correlation between their involvement in the host community and their academic success. The International Summer Bridge Program will also recognize that the students are more likely to have “positive academic and nonacademic experiences if they can adapt to and enjoy contact with the host community; their successful achievement of academic goals is more likely if the emotional and social atmosphere is pleasant and the environment congenial” (Wan, 1999, p. 2). The curriculum of this program is broken down into five specific parts strategically pieced together.

1. Orientation
2. Academic courses
3. Cultural workshops
4. Evening activities
5. Host-families

Orientation

A program orientation is one of the key components in ensuring a successful learning experience for students. That is why federal regulations require that all international students attend an orientation upon arrival. Currently, during orientation, the ISSS staff and University Life provide information about immigration and insurance regulations, as well as provide a brief overview on life in the Bay Area (Appendix B: Orientation Schedule). Students receive an orientation handbook with emergency phone numbers, insurance information and important program guidelines. Within 15 days of arrival students are also required to bring their passport, visa, I-94, ALL I-20s and any other documents given by Port of Entry Official for review and copying by ISSS.

Unfortunately this brief orientation, especially for the Chinese students, is not enough to ensure academic success. According to Grove, an in-depth orientation post-arrival is necessary to advise students of the availability of contextually relevant resources such as places, people, things, language and behavior (2008). Grove suggests that almost any cultural exchange program “can lead to personal and educational benefits for participants by bringing them into direct contact with things, people, and ideas that were unknown previously” (1989, p. 2). The additional component of an in-depth orientation, that of a home stay, can take the learning to a deeper level, if conducted responsibly and thoughtfully. Grove concludes that “because an intercultural home stay involves the participant’s complete immersion in an unfamiliar family and culture over a sustained period of time, it is potentially one of the most challenging, and therefore enlightening and competence-building, experiences that is widely available to young people” (1998, p. 2). The Summer Bridge Program can provide that in-depth orientation that is so desperately needed for both the Chinese students and for the host families.

In preparation for the arrival of the conditionally accepted Chinese students, US American host families will receive a thorough program orientation, put on by SF Homestay. These families will receive extensive information during the host family recruitment and selection process and will go through additional training designed to help them better understand the needs of the Chinese students immediately upon their student’s arrival. The host families will learn about the signs and symptoms of extreme mental and emotional distress, about the normal cultural shock, and about the feelings of isolation and homesickness. USF will work with SF Homestay to put on an additional half-day orientation provided for first time host families. This orientation will consist of an intercultural communication simulation/activity called Barnga. In this activity (card game):

Participants experience cultural shock when they move from their group to another group who appears to be playing the same game but has different rules that they do not understand. The differences among groups are subtle, but they hinder a person's ability to function in the new group. Participants are led to the realization that, in spite of surface similarities, people from other cultures have differences in the way they do things. They learn that a person has to reconcile these differences to function effectively in a cross-cultural group (Pittenger & Heimann, 1998, p.1).

Academic Courses

The academic portion of the International Summer Bridge Program will incorporate existing courses which have been designed and approved per USF's requirements as well as those of the ESL Program and the Department of Rhetoric and Language (Appendix C: ESL Course Descriptions). The instructors for this portion of the program will be instructors who are currently a part of the ESL faculty and embrace the ideals of Bennett (1999) that, "students from different cultures learn in different ways, and may differ in their learning styles, self-expressions and communication styles" (as cited by Huang & Brown, 2009, p. 644). Students will spend an average of five hours a day in ESL courses that will touch on specific topics such as oral communication, reading and writing. The classes will also include more detailed items such as MLA writing style and citations, English idioms, working in teams and presenting presentations to the class (Appendix D: Bridge Program Calendar). Although these eight weeks will be academically rigorous, the program's intent is to truly prepare these students for the upcoming academic year and to do all that is possible to ensure their success.

Cultural Workshops

The intent of the summer bridge program is not to have students dismiss their cultures, but rather to become effective communicators by becoming familiar with the cultural context of the host country (Tian, 2010). As Tian states, "culture is communication and communication is culture...they are so closely intertwined that one always embodies his or her cultural characteristics in communication" (2010, p. 254). However, the cultural contexts between China

and the United States are vastly different; they are different in terms of their basic values, language systems and nonverbal communication systems. Additionally, Chinese culture and American culture are opposites with China being a high-context culture and the United States being a low-context culture. Therefore, non-fluent Chinese students at the university cannot be expected to succeed if they do not have a basic understanding of the differences between the two cultures. This is why two separate days will be devoted to exploring the differences between Socratic and Confucian pedagogy. If a student observes the cultural differences, he/she will then be able to conceptually identify them and adjust his/her approach in the process of adjusting to a new culture. This will make the overall process less difficult.

One of the educational workshops will focus on the identification of learning styles. This will allow the individual student to become more aware of his/her needs as a learner (Appendix E: Learning Styles). This workshop will assist students in identifying their strengths and preferences with approaches to learning and will also aid them in discovering what they are comfortable with in the classroom. The idea behind this workshop is to give students ownership of their learning and thus enabling them to be able to let the instructor or whomever else know what they need as students to progress in their learning. All efforts will be made to make students not only excellent listeners, but active learners who are responsible for their success. Additional cultural workshops will incorporate the diversity of San Francisco's music, film and food to help acculturate the students. Through the utilization of all these media, students will truly be able to experience their host country as a diverse and eclectic location.

Evening Activities

Although evening activities will not be a requirement for the students, costs for these activities will be included in the students' tuition. Host families will also be invited to attend

these events as the events will create an environment where students can meet other student's host families and begin to build an extended community network. Evening activities will purposefully be integrated into the curriculum as "out-of-class experiences can bring learners into direct contact with the host culture... broaden and deepen the participants' awareness and understanding of the [host] culture and [broaden] the notion of community-based language learning" (Lee, 2009, p.1097). As with the academic classes, the students who attend the evening activities will be expected to speak English.

Host Families

Staying with host families is an integral part of the program. The interaction with the host families assists the students in enhancing their English proficiency, in developing life skills and in having a deeper insight into the everyday culture of the host country. According to Bodycott and Crew (2001) as cited by Lee (2009) "the homestay experience maximizes cultural exposure and plays a significant role in enhancing opportunities for developing student understanding of both the target language and the culture of the host country" (p. 1097). To maximize the students' learning opportunities and to totally immerse them in the English language, all families will be English-speaking and will be required to speak English only with the students.

Staffing Plan

The Summer International Bridge Program will be administered through the IEP department at USF. The instructors for this program will be those instructors that USF has already employed through the ESL Department. Currently the IEP office has a staff of one, the director. USF will need to hire a program assistant, who will be responsible for "overseeing the testing and placement of students, program curriculum, all academic and non-academic issues pertaining to participants, attending all weekly workshops and seminars and the evaluation of

students at the conclusion of the program”(McDermott, 2011). The Program Assistant will correspond frequently with the Vice Provost, IEP Director and ESL Faculty to ensure fluidity of program. The IEP Director will be responsible for hiring and training the Program Assistant upon his/her hiring. The Program Assistant will be responsible for hiring and training the Event Coordinator who will be responsible for the organization of all program events off-campus and who will be required to attend those activities with the students (Appendix F: Job Descriptions).

Program Marketing, Student Recruitment and Admissions

Program Marketing

As this program will be required of all first-year, conditional-entry Chinese students, the marketing for this program will be minimal. Marketing of this program will be the responsibility of the University Admissions and International Relations Department. The recruitment and marketing materials handed out by the admissions office will include the information in both Mandarin and English and will detail the Summer International Bridge Program. The reason for Mandarin versus Cantonese is that Standard Mandarin Chinese is the lingua franca of China and its instruction is mandatory in all schools, thus the majority of all students understand Mandarin, but not necessarily Cantonese. All marketing materials, either handed out in China by International Relations or sent to prospective students in China, will include an additional flier highlighting the program (Appendix G: Flier). Contact information for the Program Assistant of IEP will be listed in the flier in addition to contact information for the International Relations office and the Chinese Student Hotline, which is answered by a Mandarin speaking staff member.

Student Admissions

All prospective international students must submit eight items to the admission office in order to be considered for admission (Appendix G: Required Documentation):

1. Application Form
2. Personal Essay
3. Official Academic Records
4. Mid-Year Academic Report
5. Testing Records
6. Certification of Finances and Passport Data Page
7. Letter of Recommendation
8. Application Fee

The application forms are individually reviewed (Appendix H: Admission Application).

For enrollment, “applicants are expected to present a record of academic achievement that is above average. Evidence of academic preparation and achievement, national test scores, letters of recommendation and personal statements ... [are] consideration in the determination of eligibility” (Admissions: International, n.d.). In addition, the United States Citizenship and Immigration Services (USCIS) require additional information on all international students. Students must show Certificate of Finances and a copy of their Passport Date Page (Appendix I: Certificate of Finance). The Certificate of Finance must indicate that:

International students have sufficient financial support to pay for their expenses while studying in the United States. Financial verification of sufficient funds must be made prior to institutional issuance of a Certificate of Visa Eligibility (or Form I-20), which will be used to apply for an F-1 (Student) Visa. Admission to USF is ultimately dependent upon [the] ability to demonstrate sufficient financial support to cover the total projected costs of [an] undergraduate education (USF: Certificate of Finance, 2010).

In addition to the \$56,898 for international tuition, conditional-entry students will have to prove the availability of an additional \$6,540 for participation in the eight-week Summer Bridge Program.

Logistics

Housing

A homestay is a unique opportunity for international students to reside with a local American host family. In addition to providing an affordable private room with an option of two meals per day or access to the kitchen, the program gives students a chance to experience American culture from a first-hand perspective and build cross-cultural friendships.

USF works very closely with SF Homestay, a local homestay company that has placed international students in local host families since 1988. This organization “has successfully placed thousands of students from Asia, Europe, South America and Africa, more than any other homestay agency in the area” (SF Homestay Hosts, n.d.). SF Homestay is a Safelodging Certified™ homestay member that has extensive experience working with local universities including USF. All current and prospective host families must follow SF Homestays rules and regulations. All host family homes are regularly visited, carefully screened, and continually evaluated by the organization and those who are being hosted. This is to ensure that the organization’s high standards are met. SF Homestay is a wonderful partner known for its professionalism, for its caring and committed staff, and for its superior service to students and schools.

SF Homestay works hard to provide a well-matched homestay in which the student will feel comfortable and secure. Host families are selected based on the student's application form. Students are asked to be as specific as possible about particular requests for a comfortable living environment (allergies to pets, host's religion, etc.). The more accurate and in-depth information the student provides, the more likely a successful match will be found. SF Homestay works very hard to honor their student requests.

Host families come from many walks of life and represent different generations. They are united by a desire to know and support a young person from abroad. Host families with a high-school aged student in the home are preferred, but that is not required. “A host family's commitment is altruistic in nature” (About AYA Host Families, n.d.). Host families are responsible for providing the student with his/her own bed, a place to study, and breakfast and dinner. However, the commitment from host families often goes beyond that. Host families' mandatory responsibilities include:

- Providing the student with a home for the duration of the 8-week International Summer Bridge Program
- Welcoming the student as a member of the family and encouraging the student to participate in all aspects of family life
- Providing the student with his/her own bed and place to study, either in a room shared with a family member of the same sex and age range or his/her own room
- Providing the student with meals
- Encouraging the exchange of ideas
- Providing the student with exposure to the cultural and social environment of the home and neighborhood
- Providing the love and understanding a young person needs to enjoy a successful stay in America (About AYA host families, n.d.).

Participant Rules and Expectations

Students are expected to abide by all rules and expectations put forth by both their Host Family and by the USF International Bridge Program. USF expects respect to be given to all fellow participants, to host families, to the Program Assistant, to the Event Coordinator and to the faculty. Participants are expected to abide by all United States laws, as well as by each individual host families' rules and expectations. Consumption of alcohol or possession or use of illegal drugs is forbidden. Violation of alcohol and drug rules will result in dismissal from the

program. In addition, participants must maintain an overall GPA of 2.8 to remain in good standing on the program.

International Travel

Students are responsible for arranging and scheduling their own air transportation to the United States as students will be coming from all over China. Upon the student's arrival on Friday, June 15, 2012 at San Francisco International Airport, he/she will be met by the Event Coordinator and taken to a local hotel where they will be able to rest and begin their adjustment to the United States.

In-Country Travel

All students are provided with a monthly Muni (bus) pass. The Muni pass will allow the student unlimited rides on the bus system within San Francisco. If a student chooses to use an alternative method of transportation or travel to the East Bay, South Bay or an area outside of the bus route, he/she will be individually responsible for that fee.

Meals

During the eight-week summer training, breakfast and dinner will be provided by host families. In addition, all students will have a meal card (Flexi) to use for lunch in the USF cafeteria. On weekends and holidays, the host family is responsible for providing meals for the student. Meals during off campus activities will be the student's responsibility.

Health and Safety Plan

Appropriate on and off campus behavior

Each Summer Bridge Program student will be expected to align with USF's code of conduct (Appendix J: Student Conduct). For the individual safety and welfare, students must comply with USF's behavioral rules or face dismissal from the school and from the program.

During orientation, students will take part in discussions and become familiar with the topics of harassment, drug and alcohol policies of the United States, program regulations, and expected behavior. USF has a zero tolerance policy for inappropriate sexual or physical activities, for verbal harassment and for bullying. The students will receive literature in both English and Mandarin about prevention tools and training to create a harassment-free and respectful school environment. This workshop will provide the students with a safe environment for questions and concerns.

Home stay conduct

USF and SF Homestay are responsible for providing a safe and secure home stay experience for all participants. All precautionary measures are taken when placing a student with an appropriate host family. If a problem ever arises within the home, the student can contact both the homestay coordinator as well as the Program Assistant in the hopes of working on a positive resolution. A change of host family will only be considered after a reasonable effort has been made by the student and by the host family to resolve issues. SF Homestay, after consultation with the Program Assistant, will be responsible for facilitating the change of host family. Students and host families will receive support throughout this process to help all members realize that irreconcilable differences do not indicate a failure on the part of either student or family. SF Homestay and USF recognize that occasionally a host family and student may not be a good match.

Mental Health

Consideration for mental health is an important and crucial component of this program. USF's staff includes six staff psychologists who have doctorates and are licensed therapists in the state of California. All staff members are fully qualified clinicians who are ready to help

students with any issues including inner conflict, trouble with a classmate, or an adjustment related issue. USF's counselors are available daily to discuss and appropriately diagnose the issues at hand. In addition to USF's mental health services, the Program Assistant will be available to advise and discuss any issue an international student might have. If a mental health concern persists after counseling, the student will visit a mental health professional outside of USF.

Emergency services and Insurance

All undergraduate students taking more than eight credit hours of class are required to have health insurance and will be automatically enrolled in and charged for the USF-sponsored health insurance plan through Aetna (Appendix K: Insurance Information). All USF

International students are required to show proof of immunizations against:

- MMR (Measles, Mumps, Rubella): *Must have two doses, at least one month apart*
- Tuberculosis PPD (Mantoux) *test administered in the last 12 months*

Students with a positive PPD are required to submit a chest x-ray administered within the last 12 months (Immunizations, n.d.).

Crisis Management Plan

Health, safety, well being, and ability to learn in a safe and comfortable environment are core values of USF. A thorough crisis prevention and management plan is in place to ensure that emergency situations are handled efficiently and correctly. In the case of a natural disaster, USF Public Safety in cooperation with the city of San Francisco, are the immediate responders and the responsible parties. USF has gone to great lengths to outline the appropriate protocol for such an event in the USF Emergency Operations Plan book. This 169-page document, found online, outlines the chain of command, first response action, etc.

For other types of crises, the host family is responsible for contacting the Program Assistant or the Director of IEP. These crises could include such things as car accidents, serious illness, victimization such as theft, rape, physical or emotional assault or difficulties with law enforcement to include arrest or accusation of committing a crime. Finally, severe emotional or psychological stress requiring professional or medical attention may also constitute a crisis. Such cases must always be reported by host families and faculty to the Program Assistant, who is responsible for assessing the situation and deciding the necessary procedural steps.

Sequence of a response following a crisis event

A. Role of the Program Assistant

The Program Assistant should be the first staff person contacted in the case of an injury, illness, death or other emergency on the program. Host families will be provided with the Program Assistant's information and will be required to contact the program assistant if a student is in a state of crises while at home. In all situations the Program Assistant will take immediate action, seeks emergency treatment for the participant if necessary, gathers preliminary information about the student's condition and contacts the Director of IEP to report the following information:

- The full name and date of birth of the participant
- Nature of the crisis and the circumstances leading to the crisis
- Names, phone numbers and badge numbers (if applicable) of officials involved (law enforcement, hospital, physicians, etc)
- Current location of participant

The Program Assistant will remain in constant contact with the Director and with the faculty to provide on the ground support to the injured/ill participant as well as to the participant's peers and host family.

B. Notification of Natural Parents

The natural parents will be notified by the Program Assistant in the case of a life-threatening illness or injury. Every effort will be taken to emotionally and logistically support the family of the participant if they need to or want to travel to the United States to be with their child. The Program Assistant will make arrangements for a qualified interpreter if necessary (such services may be provided by the program insurance).

C. Documentation, reporting and follow-up

The Program Assistant is responsible for keeping a crisis log and for recording all information related to an incident. This includes all phone calls received or placed, emails sent, persons contacted and information that has been shared. Each person who plays a role in supporting the participant or in handling the crisis must keep a detailed log of steps taken. The USF Principal Designated School Official (PDSO) is responsible for notifying USCIS of student status termination, if necessary. Reporting to the PDSO will continue until the Program Assistant and IEP Director have determined that the crisis has come to a close.

E. Mental and Emotional Support during Crises

A designated crisis counselor affiliated with USF will be notified immediately when an emergency has occurred. This individual provides immediate support to the host family as well as to friends, classmates, teachers and others involved with the participant. The crisis counselor also remains in close contact with the Program Assistant, IEP Director and PDSO to determine if support to the natural family is necessary and if so, makes arrangements for support and interpretation.

Budget

Assumptions	
Participants	25
Staff	2
Weeks	8

Expenses	Fixed Costs	Variable Costs	Quantity	Units	Total	Cost Share (In Kind Donations)	Total
Activities Coordinator	\$3,000		1	/person/year	\$3,000	\$0	\$3,000
ESL Faculty		\$5,250	4	/person	\$21,000	\$0	\$21,000
Faculty Lectures (honorarium)	\$300				\$300	\$0	\$300
Staff Costs Total							\$24,300
Program Expenses							
USF Tuition	\$2,500		25	/participants			\$62,500
Health Insurance		\$364	25	/participants	\$9,100		\$9,100
Arrival night in Hotel		\$100	14	/room	\$1,400		\$1,400
Dinner at hotel		\$20	27	/person	\$540		\$540
Breakfast at hotel		\$10	27	/person	\$270		\$270
MUNI pass		\$65	25	/participants	\$1,625		\$1,625
Textbooks		\$100	25	/participants	\$2,500		\$2,500
Homestay Stipened		\$2,400	25	/participants	\$60,000		\$60,000
Program Expenses Total							\$137,935
Off-Campus Activities/Cultural Experiences	Cost to Student	Cost to non-student	Quantity	Units	Total Cost	Cost Share (In Kind Donations)	Total charge to BP
Baker Beach Picnic	\$5	\$10	80	/person	\$670	\$540	\$130
Giants vs Mets Baseball Game	\$17	\$30	40	/person	\$862	\$420	\$442
Alcatraz Night Tour	\$25	\$35	35	/person	\$965	\$315	\$650
Cosmic Bowling	\$5	\$10	26	/person	\$130	\$0	\$130
Muir Woods, Sausalito, Golden Gate Bridge tour	\$35	\$45	60	/person	\$2,440	\$1,530	\$910
Karaoke	\$10	\$20	40	/person	\$540	\$280	\$260
Off-Campus Activities/Cultural Experiences Total							\$2,522
Total Expenses							\$164,757
Cost Per Student							Total

Tuition		\$2,500					\$2,500
Fees		\$1,640					\$1,640
Room & Board		\$2,400					\$2,400
Total Cost to Student							\$6,540
Revenues		Charge /Student	Quantity	Units			Total
Tuition		\$2,500	25	participants			\$62,500
Fees		\$1,640	25	participants			\$41,000
Room & Board		\$2,400	25	participants			\$60,000
Revenues Total							\$163,500
Profit/Loss							-\$1,257

Budget Notes

Tuition

Tuition is determined by the ESL Department, IEP and USF. This number relates directly to the amount of hours/units faculty teaches.

Program Fees

Fees include airport pickup, textbooks, health insurance, orientation (hotel, transportation from airport to hotel, dinner and breakfast), off-campus activities, cultural experiences and MUNI Pass (Clipper Card)

ESL Faculty Pay

Total of 240 hours @ \$87.50 per hour

4 faculty members @ 60 hr each = \$5,250 per faculty

*** TOTAL Faculty Pay for ESL Courses = \$21,000**

Activity Coordinator

160 hours @ \$16 per hr = \$2,560

Orientation (Meals and Room) = \$80

Meals = \$100

Bus fare = \$60

Entrance fees = Giants Game, Alcatraz Tour, Cosmic Bowling and Muir Woods etc. tour = \$200

Total = **\$3,000**

Transportation

Every student will be given a Muni Pass (Clipper Card) which is good for the eight weeks that students are part of the program. All students will have homestays within the Muni route and thus if the student goes outside that route they will be required to pay the additional fee themselves

All off-campus activities and cultural experiences will utilize Muni **EXCEPT** the Muir Woods, Sausalito and Golden Gate Bridge tour which will use Coach USA. This fee for Coach USA has already been worked into the price per participant.

Room and Board

Homestay with private room and breakfast and dinner

8 weeks @ \$295 per week = \$2,360

\$40 Placement Fee

Total = **\$2,400**

(Types and Prices, n.d.)

Evaluation Plan

In order to maintain the quality of the programming during the pilot year, USF/IEP will conduct continuing assessments at four points throughout the program: pre-program, post-program, and two times during the program. A follow-up assessment will be conducted four months later. The evaluations, conducted twice during the program by ESL instructors, will measure the degree of increased English language proficiency as well as the successful

integration into the host family, into the community and into the school. Additionally, the satisfaction of both the student and the host family will be assessed and reviewed by the Program Assistant so that adjustments/changes can be made if needed.

At the end of the session, participants, host families, faculty, staff and administrators will be asked to assess all aspects of the program design to determine the strengths and weaknesses. Evaluations will primarily be based on the program's relation to the organizational mission, to the program and participant objectives, to the impact on the participants and to the impact on the USF community.

Orientation Evaluations

The orientation plays an integral role in the program's overall effectiveness. At the end of this event, students will fill out an evaluation form, which allows them to provide feedback about the orientation. The remarks and information gathered from the evaluations will aid in the modification of this event for future years. Staff will take into consideration the student responses and will use those responses to determine how the basic structure of these events are either aiding, hindering, or providing no value in the adjustment process.

Student Feedback

Prior to a student's arrival in the U.S., the student will create a learning plan that outlines his/her personal and academic goals. At the end of the program, students will reflect on the learning plan to determine if the goals that were set at the beginning have been met. The most significant evaluation is the successful integration of the student into the U.S. American culture, including academics, family and social life. To assess this, students will be asked to keep a reflective journal throughout the year and refer to their entries at the end of the program when they write their final essay. In this three-to-four page paper, students will reflect on their cultural

immersion experience and discuss what new skills, awarenesses and attitudes they have gained. They will also discuss how they plan to integrate this knowledge into daily life when they return home and will include three high points and three low points about the program. This essay will not only be used to gather information on how the students felt about their experience but also will be used to assess their written English competency skills. The Program Assistant will conduct exit interviews with each participant during the last week of the program. Four months after completion of the program, participants will be sent short surveys (including qualitative and quantitative questioning) to ascertain what they learned from and contributed to the school, to the host family and to the community while involved in the program. When possible, participants may be contacted for personal interviews to obtain further information and assessment. If USF is to continue to use the program for an additional year, students' remarks to the exit interview, essay and short survey will be used to adjust or maintain the overall structure of the program (Appendix L: Student Survey).

Host Family Feedback

At the end of the program, host families will be called or visited by the SF Homestay Coordinator to discuss their experience. If the host family feels the experience was favorable and that they had minimal problems, the family will be considered as a host family for upcoming years if they so request. If the host family reports problems or finds issues with the current format of the program, they will be asked to document those problems and issues and will be asked to send the document to the Coordinator. The Coordinator will provide the Program Assistant with copies of all information. All families who had negative experiences will also be asked to complete an online survey regarding support from the SF Homestay Coordinator and

Program Assistant. Data from interviews and surveys will be reviewed and used to make adjustments and improvements in future years of the program.

Academic Evaluation

Though the cultural component of the Summer Bridge Program is a significant part, the academic piece is the primary reason why the students are in the US at USF. As mentioned above in the Student Feedback section students will be required to write a final essay, which will be reviewed to determine the student's anticipated improvement in academic written English. Students will be required to use two outside sources to support their accomplishment and grasp on American culture. The use of the two sources will allow reviewers to see if a student understands the MLA style and academic integrity of citation in the US.

Students will also be required to take the TOEFL exam at the end of the program, which will determine if the students overall level either improved, remained the same or, worst case scenario, declined. If a student's score actually declined over the period of the program, students will be strongly encouraged to enroll in IEP courses for an additional term opposed to entering an actual degree program.

All students will participate in an end of the year open feedback session directed towards the program, the instructors and themselves. This feedback session has a dual intent of a. continuing to encourage students to speak out about how they feel about their learning progress and the style of the instructors teaching the program and b. reinforce the importance of feedback and speaking out in the US classroom as this is not something students are typically comfortable giving.

Instructor Reports

At the end of the program, each instructor directly involved with the participants will write up a report on the perceived overall achievement and effectiveness of the Bridge program.

This report will include comments on

- General perceptions of students' comprehension and ability to complete assigned readings, homework and assignments
- Students' general attitude and feelings in class and while participating in school events
- Students' improvement with written and spoken English

Instructors will also be expected to provide personal feedback for each student during the feedback session and also written feedback to be given to both the students and to be placed in their school records. The purpose of the direct feedback is to give the student something very concrete to work on and improve or to know what they are currently excelling at.

A copy of all the instructor reports will be submitted to the Vice Provost, Director of IEP and to the Program Assistant. Together the Director and Vice Provost will review the reports to determine if adjustments or restructuring of the program need to be conducted.

Conclusion

The International Student Summer Bridge Program is designed to be the piece that is currently missing in the current structure at USF for conditionally admitted Chinese students. USF cannot continue to admit such large numbers of students from this one population without taking the additional steps necessary to support this population. If USF continues to follow their current procedures and the conditionally admitted Chinese students are not provided with a stronger support system, the number of Chinese students on academic probation will continue to increase.

The Summer Bridge program will provide the additional support necessary for success. Without this support for success, Chinese students may not continue to come to USF. Numerous studies that examine retention and grade point average indicate that students in support programs such as a Bridge Program and other similar programs tend to perform better (GPA) than students who did not receive the same type of support (Santa Rita & Bacote, 1996), Therefore, the support provided by a Summer Bridge program is crucial to student success. Once students better understand the language and culture of the educational university and city, they will have the tools needed for higher achievement. They will benefit from engaging native speakers of the English language in an academic, social and popular culture atmosphere.

The initial framework is already in place for this program and the need for this program has been recognized by the Administration. Now is the time to put this plan into action. I am confident that once this program is in place, the students, faculty and administrators will see the vast improvement and changes that this program will make in the participant's personal, social and, most importantly, academic life.

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Appendix A: ESL Guidelines for Advising New Matriculated Students

ESL Program

Guidelines for Advising New Matriculated Students

Consideration is given to date of test, subscores, and
English educational experience

TEST SCORE	ESL COURSES REQUIRED
pbt TOEFL 547*** iBT TOEFL 77-78***	RHET 106 + 4 units of ESL (Level 3 or multi-level class) <p align="center">Total = 8</p>
pbt TOEFL 533-543 iBT TOEFL 72-76 IELTS 6.0 with subscore under 5.5	Academic R/W III (8 units) <p align="center">Total = 8</p>
pbt TOEFL 513-530 iBT TOEFL 65-71	Academic R/W II (8 units) + 2-4 units of ESL (Level 2 or multi-level class) <p align="center">Total = 10-12</p>
	Academic R/W II (8 units)

<p>pbt TOEFL 500-510</p> <p>iBT TOEFL 61-64</p> <p>IELTS 5.5**</p>	<p>+</p> <p>4 units of ESL</p> <p>(Level 2 or multi-level class)</p> <p>Total = 12</p>
<p>pbt TOEFL 460-497</p> <p>iBT TOEFL 48-60</p> <p>IELTS 5.0*-5.5</p> <p>Lower section – 48-54 iBT</p> <p>Higher section – 55-60 iBT</p>	<p>Academic R/W I (8 units)</p> <p>+</p> <p>4 units of ESL</p> <p>(Level 1 or multi-level class)</p> <p>Total = 12 *</p>

For Full Admission: IELTS \Rightarrow 6.0 and no subscore below 5.5

* IELTS writing subscore 5.0 or lower with 5.5 overall

**IELTS writing subscore 5.5 or higher and 5.5 overall

*** Paper Based TOEFL (pbt), Internet Based TOEFL (iBT): formats of TOEFL Exam

(McDermott, 2011)

Appendix B: Orientation Schedule

Summer International Bridge Program Orientation (BPO) Monday, June 18,

In McLaren Complex unless otherwise noted ▶▶▶▶▶▶▶▶

REGISTRATION/CHECK-IN & BREAKFAST

8:30am Arrive at 8:00am for official registration/check-in process and light breakfast.

WELCOME

8:45am-9:00am You will meet the Vice Provost of Student Life and the ISSS Staff. You will also interact with other new students to start the day.

LIFE AT USF (IMPORTANT CAMPUS RESOURCES)

9:00am-10:00am During this segment of orientation, you will learn about several important student services offices at USF. Sample topics include: health insurance & immunization, housing matters, communication options, billing and payments, etc.

BREAK

10:00am-10:15am

IMMIGRATION SESSION

10:15am-11:30am We will review extremely important information regarding your stay in the United States as an F-1/J-1 student such as the Status Verification process, registration & holds, travel & re-entry, maintaining status, working in the United States, etc. The session ends with a trivia quiz, so stay alert!

LUNCH PROVIDED

11:30am- 12:30pm

PLACEMENT TEST

12:45pm-2:00pm

CAMPUS TOUR

Meeting Point: McLaren Lobby

2:30pm-3:30pm Attend this session to see and learn more about the USF campus. Tours are lead by USF student ambassadors.

CHECK IN/STATUS VERIFICATION

University Center 5th Floor

3:30pm-5:00pm Come to the ISSS office to submit your passport, visa, I-94, all I-20s/DS-2019s and your local address for verification. This is required to maintain F-1/J-1 Status.

Appendix C: ESL Course Descriptions

English as a Second Language / Intensive English Program Course Descriptions

ESL - 110. Academic Reading/Writing I (8)

Prerequisite: paper and pencil TOEFL 460-497/ibtTOEFL 48-60. Focus is on improving students' abilities in reading comprehension and vocabulary skills and on the organization and writing of paragraphs and short essays.

Cross Listed With: IEP - 002

ESL - 111. Academic Oral Communication I (4)

Prerequisite: paper and pencil TOEFL 460-497/ibtTOEFL 48-60. Focus on active listening and speaking skills that are necessary to function successfully in daily life and in a university class.

Cross Listed With: IEP - 001

ESL - 113. Grammar I (4)

Prerequisite: paper and pencil TOEFL 460-497/ibtTOEFL 48-60. Focus on intermediate English grammar structures and functions.

Cross Listed With: IEP - 003

ESL - 115. Seminar Series (2)

Prerequisite: paper and pencil TOEFL 460-547/ibtTOEFL 48-80. Focus on specific aspects of English such as idioms or vocabulary and overall improvement in English language skills.

Cross Listed With: IEP - 015

ESL - 116. TOEFL (3-4)

Prerequisite: paper and pencil TOEFL 460-547/ibtTOEFL 48-78. Focus on test taking and skill areas covered on the TOEFL test: listening, speaking, writing, and reading/vocabulary. Some focus on written structure also. Emphasis on building test taking and language skills needed to do well on the TOEFL.

Cross Listed With: IEP - 016

ESL - 120. Academic Reading/Writing II (8)

Prerequisite: paper and pencil TOEFL 500-547/ibtTOEFL 62-78. Focus on the skills needed for writing academic reports and essays, on reading university-level material more rapidly and more efficiently, and on demonstrating comprehension through an articulate oral or written response.

Cross Listed With: IEP - 012

ESL - 121. Academic Oral Communication II (4)

Prerequisite: paper and pencil TOEFL 500-547/ibtTOEFL 62-78. Focus on active listening and speaking skills that are needed to function successfully in a university class. Development of listening strategies, note taking techniques, oral production skills and formal presentation skills.

Cross Listed With: IEP - 011

ESL - 123. Grammar II (4)

Prerequisite: paper and pencil TOEFL 500-547/ibtTOEFL 62-78. Focus on advanced English grammar structures and functions.

Cross Listed With: IEP - 013

ESL - 132. Pronouncing American English (2)

Designed for non-native speakers who wish to have more American pronunciation and speech patterns and who wish to gain confidence in using English in academic, professional and social situations.


Cross Listed With: IEP - 017

ESL - 135. ESL Writing (4)

Prerequisite: paper and pencil TOEFL (pbt) 550-579 TOEFL (iBT)79-91. Focus on preparing non-native speakers of English for college level writing by developing accuracy and fluency in written communication.

Appendix D: Bridge Program Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					June 15 Bridge Students arrive in US / stay one night in hotel	June 16 Host Families meet students at hotel and take them home
June 17 Family day/get acclimated	June 18 Placement testing, Orientation, Campus Tour (8:30am – 5:00pm)	<p style="text-align: center;">June 19 ESL 111 – Oral Comm. (9:00am – 12:30pm)</p> <p>ESL 115 – Seminar Series (The American Classroom) (1:45 – 3:00pm)</p> <p>Culture Workshop: Socratic vs. Confucian Pedagogy (4:00 – 5:30pm)</p>	<p style="text-align: center;">June 20 ESL 110 – Academic R/W (8:30am – 12:45pm)</p> <p>ESL 132 – Pronouncing American English (1:30 – 3:00pm)</p> <p>Library Tour: (3:30 – 4:30pm)</p>	<p style="text-align: center;">June 21 ESL 111 – Oral Comm. (9:00am – 12:30pm)</p> <p>ESL 115 – Seminar Series (The American Classroom) (1:45 – 3:00pm)</p> <p>Culture Workshop: Socratic vs. Confucian Pedagogy (4:00 – 5:30pm)</p>	<p style="text-align: center;">June 22 ESL 110 – Academic R/W (8:30am – 12:45pm)</p> <p>ESL 132 – Pronouncing American English (1:30 – 3:00pm)</p>	June 23 Baker Beach Picnic (students and families) 11:00am – 2:00pm
June 24	<p style="text-align: center;">June 25 ESL 110 – Academic R/W (8:30am – 12:45pm)</p> <p>ESL 132 – Pronouncing American English (1:30 – 3:00pm)</p>	<p style="text-align: center;">June 26 ESL 111 – Oral Comm. (9:00am – 12:30pm)</p> <p>ESL 115 – Seminar Series (idioms) (1:45 – 3:00pm)</p>	<p style="text-align: center;">June 27 ESL 110 – Academic R/W (8:30am – 12:45pm)</p> <p>ESL 132 – Pronouncing American English (1:30 – 3:00pm)</p>	<p style="text-align: center;">June 28 ESL 111 – Oral Comm. (9:00am – 12:30pm)</p> <p>ESL 115 – Seminar Series (idioms) (1:45 – 3:00pm)</p> <p>Culture Workshop: Off-campus excursion</p>	<p style="text-align: center;">June 29 ESL 110 – Academic R/W (8:30am – 12:45pm)</p> <p>ESL 132 – Pronouncing American English (1:30 – 3:00pm)</p> <p>Friday Night Fun:</p>	June 30

		Culture Workshop: Learning Styles (4:00 – 5:30pm)		Ghirardelli Square (4:00 – 5:30pm)	Alcatraz Night tour	
July 1	July 2 ESL 110 – Academic R/W (8:30am – 12:45pm) ESL 132 – Pronouncing American English (1:30 – 3:00pm)	July 3 ESL 111 – Oral Comm. (9:00am – 12:30pm) ESL 115 – Seminar Series (APA writing and citations) (1:45 – 3:00pm) Culture Workshop: Life in SF (4:00 – 5:30pm)	July 4 NO CLASS HAPPY 4 TH OF JULY! 	July 5 ESL 111 – Oral Comm. (9:00am – 12:30pm) ESL 115 – Seminar Series (APA writing and citations) (1:45 – 3:00pm) Culture Workshop: Off-campus excursion The Castro (4:00 – 5:30pm)	July 6 ESL 110 – Academic R/W (8:30am – 12:45pm) ESL 132 – Pronouncing American English (1:30 – 3:00pm)	July 7 Giants vs Mets Baseball Game 1:10pm
July 8	July 9 ESL 110 – Academic R/W (8:30am – 12:45pm) ESL 132 – Pronouncing American English (1:30 – 3:00pm)	July 10 ESL 111 – Oral Comm. (9:00am – 12:30pm) ESL 115 – Seminar Series (MLA writing and citations) (1:45 – 3:00pm) Culture Workshop: Through Film (Breakfast Club) (4:00 – 6:00pm)	July 11 ESL 110 – Academic R/W (8:30am – 12:45pm) ESL 132 – Pronouncing American English (1:30 – 3:00pm)	July 12 ESL 111 – Oral Comm. (9:00am – 12:30pm) ESL 115 – Seminar Series (MLA writing and citations) (1:45 – 3:00pm) Culture Workshop: Life in SF (4:00 – 5:30pm)	July 13 ESL 110 – Academic R/W (8:30am – 12:45pm) ESL 132 – Pronouncing American English (1:30 – 3:00pm) Friday Night Fun: Cosmic Bowling	July 14
July 15	July 16 ESL 110 – Academic R/W (8:30am –	July 17 ESL 111 – Oral Comm. (9:00am –	July 18 ESL 110 – Academic R/W (8:30am – 12:45pm)	July 19 ESL 111 – Oral Comm. (9:00am – 12:30pm)	July 20 ESL 110 – Academic R/W (8:30am – 12:45pm)	July 21

	12:45pm) ESL 132 – Pronouncing American English (1:30 – 3:00pm)	12:30pm) ESL 115 – Seminar Series (working in teams) (1:45 – 3:00pm) Culture Workshop: Off-campus excursion Japan Town (4:00 – 5:30pm)	ESL 132 – Pronouncing American English (1:30 – 3:00pm)	ESL 115 – Seminar Series (working in teams) (1:45 – 3:00pm) Culture Workshop: Off-campus excursion US Grocery Store (4:00 – 5:30pm)	ESL 132 – Pronouncing American English (1:30 – 3:00pm) Friday Night Fun: Group Dinner off- campus	
July 24	July 22 ESL 110 – Academic R/W (8:30am – 12:45pm) ESL 132 – Pronouncing American English (1:30 – 3:00pm)	July 23 ESL 111 – Oral Comm. (9:00am – 12:30pm) ESL 115 – Seminar Series (presenting in class) (1:45 – 3:00pm) Culture Workshop: Through Film (Forrest Gump) (4:00 – 6:00pm)	July 24 ESL 110 – Academic R/W (8:30am – 12:45pm) ESL 132 – Pronouncing American English (1:30 – 3:00pm)	July 25 ESL 111 – Oral Comm. (9:00am – 12:30pm) ESL 115 – Seminar Series (presenting in class) (1:45 – 3:00pm) Culture Workshop: Off-campus excursion Clement St. (4:00 – 5:30pm)	July 26 ESL 110 – Academic R/W (8:30am – 12:45pm) ESL 132 – Pronouncing American English (1:30 – 3:00pm)	July 27 Muir Woods, Sausalito, Golden Gate Bridge Tour 9:00am – 5:00pm

July 28	<p>July 29 ESL 110 – Academic R/W (8:30am – 12:45pm)</p> <p>ESL 132 – Pronouncing American English (1:30 – 3:00pm)</p>	<p>July 30 ESL 111 – Oral Comm. (9:00am – 12:30pm)</p> <p>ESL 115 – Seminar Series (presenting in class) (1:45 – 3:00pm)</p> <p>Culture Workshop: Through Music (Square Dance Lessons) (4:00 – 5:30pm)</p>	<p>July 31 ESL 110 – Academic R/W (8:30am – 12:45pm)</p> <p>ESL 132 – Pronouncing American English (1:30 – 3:00pm)</p>	<p>August 1 ESL 111 – Oral Comm. (9:00am – 12:30pm)</p> <p>ESL 115 – Seminar Series (presenting in class) (1:45 – 3:00pm)</p> <p>Culture Workshop: Through Music (Karaoke) (4:00 – 6:00pm)</p>	<p>August 2 ESL 110 – Academic R/W (8:30am – 12:45pm)</p> <p>ESL 132 – Pronouncing American English (1:30 – 3:00pm)</p>	August 3
August 4	<p>August 5 ESL 110 – Academic R/W (8:30am – 12:45pm)</p> <p>ESL 132 – Pronouncing American English (1:30 – 3:00pm)</p>	<p>August 6 ESL 111 – Oral Comm. (9:00am – 12:30pm)</p> <p>-</p> <p>ESL 115 – Seminar Series (note-taking) (1:45 – 3:00pm)</p> <p>Culture Workshop: Through Film (Ferris Bueller’s Day Off) (4:00 – 6:00pm)</p>	<p>August 7 ESL 110 – Academic R/W (8:30am – 12:45pm)</p> <p>ESL 132 – Pronouncing American English (1:30 – 3:00pm)</p>	<p>August 8 ESL 111 – Oral Comm. (9:00am – 12:30pm)</p> <p>ESL 115 – Seminar Series (note-taking) (1:45 – 3:00pm)</p> <p>Culture Workshop: Off-campus excursion The Mission (4:00 – 5:30pm)</p>	<p>August 9 ESL 110 – Academic R/W (8:30am – 12:45pm)</p> <p>ESL 132 – Pronouncing American English (1:30 – 3:00pm)</p> <p>Closing Ceremony Potluck Dinner Presentations</p>	August 10

Appendix E: Learning Styles
Learning Style Inventory

1. When I learn...	__I like to deal with my feelings	__I like to watch and listen	__I like to think about ideas	__I like to be doing things
2. I learn best when...	__I trust my hunches/feelings	__I listen and watch carefully	__I rely on logical thinking	__I work hard to get things done
3. When I am learning ...	__I have strong feelings/reactions	__I am quiet and reserved	__I tend to reason things out	__I am responsible about things
4. I learn by...	__feeling	__watching	__thinking	__doing
5. When I learn...	__I am open to new experiences	__I look at all sides of issues	__I like to analyze/break things into parts	__I like to try things out
6. When I am learning ...	__I am an intuitive person	__I am an observing person	__I am a logical person	__I am an active person
7. I learn best from...	__personal relationships	__observation	__rational theories	__chance to try out and practice
8. When I learn...	__I feel personally involved	__I take my time before acting	__I like ideas and theories	__I like to see my results from work
9. I learn best when...	__I rely on my feelings	__I rely on my observations	__I rely on my ideas	__I can try things out for myself
10. When I am learning	__I am an accepting person	__I am a reserved person	__I am a rational person	__I am a responsible person

11. When I learn...	__I get involved	__I like to observe	__I evaluate things?	__I like to be active
12. I learn best when...	__I am receptive and open-minded	__I am careful	__I analyze ideas	__I am practical
TOTALS				
	_____	_____	_____	_____
	Column 1	Column 2	Column 3	Column 4

Learning Style Inventory Scoring

Each of the 4 vertical columns of words corresponds to different learning styles. The first column is CE, the second column RO, the third AC, and the fourth AE.

CE “*Concrete Experience*”

RO “*Reflective Observation*”

AC “*Abstract Conceptualization*”

AE “*Active Experimentation*”

To compute your scores write your rank numbers in the corresponding boxes below. Please only copy the numbers for the appropriate column as well as the designated row.

Please wait for the instructor to explain before proceeding

Column 1

Column 2

Column 3

Column 4

CE=_____

RO=_____

AC=_____

AE=_____

Complete the combination scores by subtracting CE from AC and RO from AE

AC – CE ____ - ____ = ____

AE-RO ____ - ____ = ____

Learning Styles: Summary Sheet

Diverger: likes to “diverge” < (go in different directions)

Learning comfort zones

Concrete experience/reflective observation

- Strength: imagination; loves situations that require brainstorming
 - Prefers: learning situations involving people and idea generation; enjoys building “people” skills
 - Comfortable with “emotional situations” (often perceived as emotional people)
 - Frustrated by: non emotional people and people who stay on task “no matter what”
-

Converger: likes to “converge” > (bring things together)

Learning comfort zones

Abstract Conceptualization/Active Experimentation

- Strength: practical application of ideas and bringing things into focus
 - Prefers: learning situations involving focused problem solving, rational, analytical conceptual thinking
 - Comfortable with “things” (often perceived as not being comfortable with emotional situations)
 - Frustrated by: lots of emotion, unfocused group work and “process oriented” people
-

Accommodator: likes to adapt to relevant situation

Learning comfort zones

Concrete experience /Active Experimentation

- Strength: is in doing things and adapting to immediate circumstances
 - Prefers: learning situations where they can act on their intuition rather than their analytical skills
 - Comfortable with “being involved”; carrying out plans and experiments and in involving oneself in new experiences
 - Frustrated by: people who stick with a plan or theory if it doesn’t seem to be working
-

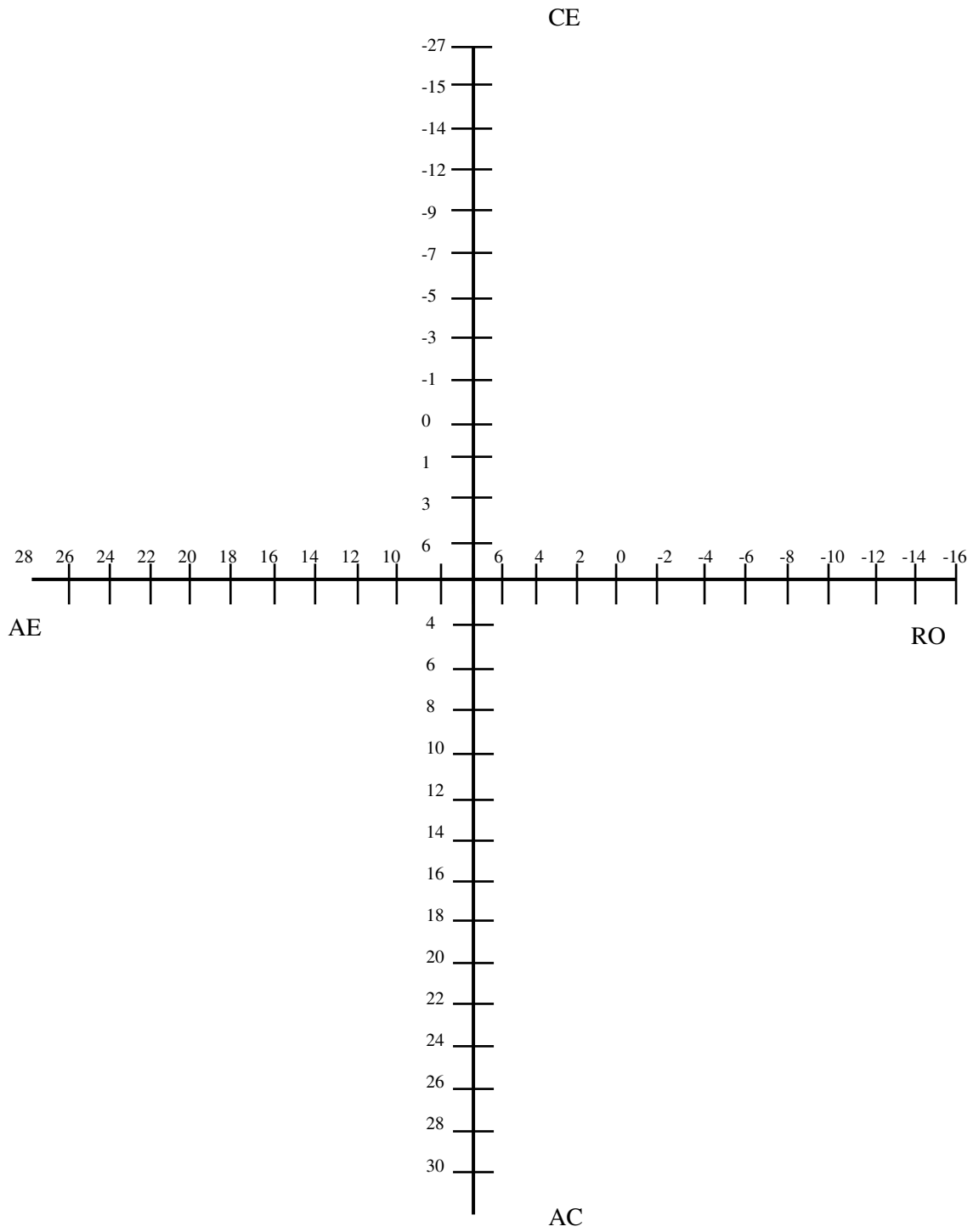
Assimilator: like to *fully* understand & comprehend

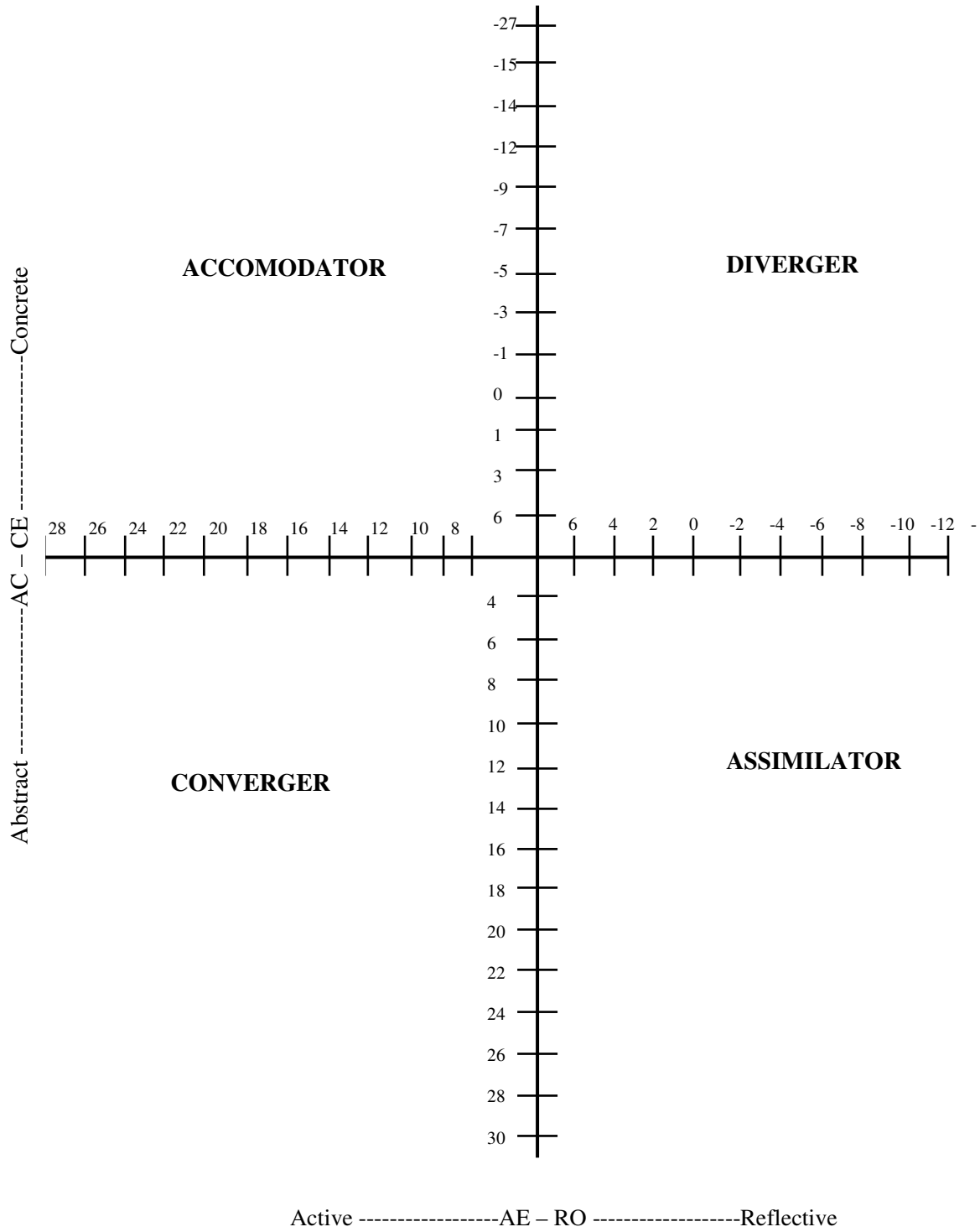
Learning comfort zones

Reflective observation / Abstract Conceptualization

- Strength: is in creating theoretical models
- Prefers: abstract concepts to working directly with people; loves theory
- Comfortable with situations that require inductive reasoning; assimilating disparate observations into an integrated whole
- Frustrated by: practical approach without theoretical base

4 Learning Styles





(White, 2010)

Appendix F: Job Descriptions

Title: **Program Coordinator V: Intensive English Program (IEP)**

Location: Main SF Campus

Salary Type: Non Exempt

Job Type: Full-Time

Job Summary:

Under the supervision of the Director of IEP, the Program Coordinator is responsible for providing general programming support and administrative assistance related to the activities of the Center for Global Education primarily but not exclusively in the area of international student and scholar services. The Program Coordinator oversees the general office operations, including, but not limited to, hiring and supervising an IEP student worker, in addition to the Event Coordinator for the International Summer Bridge Program. The Program Coordinator shall also assist when needed, the areas of study abroad and short-term international programs that are part of the Center for Global Education.

Job Responsibilities

As part of the larger staff in the Center for Global Education, the Program Coordinator collaborates and cooperates with Center staff, and when appropriate across divisions and departments, to create a supportive University community that encourages and supports student learning and development in the Jesuit, Catholic tradition and commits to:

ACCOUNTABILITY

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally, and morally in order to prepare them to contribute to the University community and to the world
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

DUTIES AND RESPONSIBILITIES

- Provide excellent customer service to a diverse constituency.
- Hire, train, and supervise student assistant assigned to the department.
- Hire, train, and supervise Event Coordinator for Summer Bridge Program
- Organize and maintain office files, records, and supplies.
- Coordinate Center projects and activities as directed.
- Provide general information about immigration regulations and benefits to international students and scholars and/or their representatives and provide appropriate referral to ISSS International Student Advisors.
- Provide detailed information about the Intensive English Program (IEP) to prospective students, families, and outside institutions.
- Collect and evaluate IEP application documents.
- Assist enrolled IEP students with on and off-campus related issues and questions via phone, e-mail, and drop-in.
- Prepare confidential as well as routine correspondence and reports for the professional staff.
- Assist the IEP Director in maintaining departmental finances.
- Process personnel and payroll forms for Center staff members, when needed
- Maintain liaison with University departments and off-campus vendors as directed.
- Provide program support services to the staff such as meetings coordination, room reservations and setup, catering requests, etc.
- Other duties as assigned.

Minimum Requirements

The Program Coordinator must have a thorough understanding of and commitment to support the Vision, Mission, and Values of the University. The Program Assistant must also demonstrate an open and friendly attitude toward others and an ability to handle multiple projects simultaneously with accuracy and thoroughness. In addition, the candidate must demonstrate sensitivity to the needs of students from a variety of cultures and traditions; experience in working with students (and preferably international students) in a higher education environment is highly desirable. The candidate must demonstrate a willingness to learn about and contribute to all of the present and future activities of the Center for Global Education. A Bachelor's degree from an accredited institution is required. Previous supervisory experience and training or experience equivalent to two to five years of increasingly responsible work experience in a support role is highly preferred. Also required is an ability to work with a minimum of supervision and to independently analyze, recommend, and implement new/changes to procedures. The candidate must have advanced experience working with computer database systems, word processing and spreadsheet software and must be customer service- and team-oriented.

Additional Knowledge, Skills, and Abilities

Proficiency in Mandarin or Spanish is highly desirable. Some evening and weekend work may be required.

The University of San Francisco is a Jesuit Catholic University founded in 1855 to educate leaders who will fashion a more humane and just world. Candidates should demonstrate a commitment to work in a culturally diverse environment and to contribute to the mission of the University.

USF is an Equal Opportunity Employer dedicated to affirmative action and to excellence through diversity. The University provides reasonable accommodations to qualified applicants with disabilities upon request.

(Human Resources, n.d.)

Title: Event Coordinator: Intensive English Program (IEP)

Location: Main SF Campus

Salary Type: Non Exempt

Job Type: Part-time temporary

Job Summary:

Under the supervision of the Program Coordinator of IEP, the Event Coordinator is responsible for providing general programming support and administrative assistance related to the activities of the International Student Summer Bridge Program. The Event Coordinator oversees the activities which take place off campus during the program, including, but not limited to, coordinating logistics of transportation, reservations, speakers, etc.

ACCOUNTABILITY

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally, and morally in order to prepare them to contribute to the University community and to the world
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

DUTIES AND REPSONSIBILITIES

- Provide excellent customer service to a diverse constituency.
- Plan all off-campus activities
- Attend all off-campus activities
- Organize and maintain office files, records, and supplies.
- Coordinate Bridge Program projects and activities as directed.
- Assist enrolled student students with on and off-campus related issues and questions via phone, e-mail, and drop-in.
- Prepare confidential as well as routine correspondence and reports for the professional staff.
- Provide program support services to the staff such as meetings coordination, room reservations and setup, catering requests, etc.

- Other duties as assigned.

Minimum Requirements

The Event Coordinator must have a thorough understanding of and commitment to support the Vision, Mission, and Values of the University. The Event Coordinator must also demonstrate an open and friendly attitude toward others and an ability to handle multiple projects simultaneously with accuracy and thoroughness. In addition, the candidate must demonstrate sensitivity to the needs of students from a variety of cultures and traditions; experience in working with students (and preferably international students) in a higher education environment is highly desirable. The candidate must demonstrate a willingness to learn about and contribute to all of the present and future activities of the Center for Global Education. A Bachelor's degree from an accredited institution is required. Previous supervisory experience and training or experience equivalent to two to five years of increasingly responsible work experience in a support role is highly preferred. Also required is an ability to work with a minimum of supervision and to independently analyze, recommend, and implement new/changes to procedures. The candidate must have advanced experience working with computer database systems, word processing and spreadsheet software and must be customer service- and team-oriented.

Additional Knowledge, Skills, and Abilities

Proficiency in Mandarin is highly desirable.

The University of San Francisco is a Jesuit Catholic University founded in 1855 to educate leaders who will fashion a more humane and just world. Candidates should demonstrate a commitment to work in a culturally diverse environment and to contribute to the mission of the University.

USF is an Equal Opportunity Employer dedicated to affirmative action and to excellence through diversity. The University provides reasonable accommodations to qualified applicants with disabilities upon request.

Appendix G: Flier

Summer Bridge Program

June 15 - August 19, 2012

The University of San Francisco Summer Bridge Program is a great opportunity for conditionally admitted Chinese Student to start their studies at USF in the summer and transition directly into the fall quarter. The Bridge Program provides quality instruction by faculty members with expertise in teaching English as a second language. Emphasis is placed on critical thinking, oral presentations, writing skills, problem solving, and contextual scientific reasoning.

Students will spend the 8-weeks living with a host family in the SF Bay area.

Attending the USF Summer Bridge Program will:

- Prepare you for your first year at USF
- Increase your TOEFL score
- Help you to build presentations skills
- Strengthen your academic English skills
- Introduce you to American culture in a stimulating, educational setting
- Increase your lecture comprehension
- Teach you skills for living with others
- Introduce you to SF



The Bridge Program provides quality instruction by faculty members with expertise in teaching English as a second language. Emphasis is placed on critical thinking, oral presentations, writing skills, problem solving, and contextual scientific reasoning.

Intensive English Program
Center for Global Education
University of San Francisco
2130 Fulton St, UC 5th Floor
San Francisco, CA 94117-1080
PHONE: (415) 422-2601
FAX: (415) 422-2589
EMAIL: iep@usfca.edu





Your Bridge



to the Future

University of San Francisco
Application for University of San Francisco

Application for International Student Undergraduate Admission

PLEASE TYPE OR WRITE CLEARLY.

APPLICATION FOR SEMESTER BEGINNING:FALL: AUGUST 2012 WITH 8 week Summer Bridge Program

I AM APPLYING FOR: EARLY ACTION APPLIES ONLY TO FRESHMAN APPLICANTS REGULAR ACTION

STATUS: FRESHMAN TRANSFER REAPPLICANT IF REAPPLICANT, USF ID # _____

PREVIOUSLY ATTENDED USF IF SO, WHEN? _____

APPLICANT'S SOCIAL SECURITY # (IF APPLICABLE) _____ - _____ - _____

Name

PLEASE ENTER YOUR LEGAL NAME AS IT APPEARS ON YOUR PASSPORT:

LEGAL NAME _____
(LAST OR FAMILY NICKNAME) (FIRST OR GIVEN) (MIDDLE NAME) (PREFERRED OR)

OTHER NAME(S) ON SUPPORTING DOCUMENTS _____

International Mailing Address

ADDRESS OUTSIDE OF THE UNITED STATES: *(THIS ADDRESS IS REQUIRED TO PRODUCE IMMIGRATION DOCUMENTS.)*

ADDRESS _____

CITY _____ PROVINCE OR STATE _____ POSTAL CODE _____ COUNTRY _____
PHONE NUMBER _____ MOBILE NUMBER _____
COUNTRY CODE / CITY CODE / NUMBER COUNTRY CODE / CITY CODE / NUMBER

E-MAIL ADDRESS _____

ALTERNATE E-MAIL ADDRESS (PLEASE WRITE E-MAIL ADDRESSES CLEARLY) _____

Alternate Mailing Address

(IF DIFFERENT FROM ABOVE ADDRESS, WHERE MAIL WILL REACH YOU) VALID FROM / _____ MM / DD / Y Y MM / DD / Y Y

ADDRESS _____

CITY _____ PROVINCE OR STATE _____ POSTAL CODE _____ COUNTRY _____
PHONE NUMBER _____ MOBILE NUMBER _____
COUNTRY CODE / CITY CODE / NUMBER COUNTRY CODE / CITY CODE / NUMBER

Citizenship and Other Personal Data

DATE OF BIRTH: MONTH _____ DAY _____ YEAR _____ GENDER: MALE FEMALE COUNTRY OF BIRTH _____

U.S. CITIZEN DUAL U.S. CITIZEN OTHER COUNTRY OF CITIZENSHIP _____

U.S. PERMANENT RESIDENT OTHER COUNTRY OF CITIZENSHIP _____ ALIEN REGISTRATION NUMBER _____

NON-U.S. CITIZEN/ NON-U.S. PERMANENT RESIDENT COUNTRY OF CITIZENSHIP _____ IF YOU ARE A NON-U.S. CITIZEN/NON-U.S. PERMANENT RESIDENT AND LIVE IN THE UNITED STATES, HOW LONG HAVE YOU BEEN IN THE COUNTRY? _____

IF YOU ARE A NON-IMMIGRANT OR REFUGEE, ON WHAT TYPE OF VISA DO YOU PLAN TO STUDY? F-1 (STUDENT VISA) J-1 (EXCHANGE VISITOR)

OTHER, PLEASE SPECIFY _____ CURRENT SEVIS NUMBER (IF ANY) _____

WHERE OR HOW DID YOU FIRST HEAR ABOUT USF?: _____

HAVE YOU EVER BEEN CONVICTED OF A CRIMINAL OFFENSE? YES NO IF YES, PLEASE EXPLAIN ON A SEPARATE PAGE THE NATURE OF THE OFFENSE.

Academic Interest

PLEASE REFER TO THE TABLE BELOW AND ENTER THE CORRESPONDING CODES AS INDICATED:

APPLICANT'S DATE OF BIRTH: MONTH__DAY_____YEAR_____

MAJOR _____ COLLEGE _____ DEGREE _____
(LA, SC, NS, BN) (BA, BS, BSN, BBA)

IF YOU ARE INTERESTED IN A MINOR OR SPECIAL PROGRAM AT USF, PLEASE ENTER THE APPROPRIATE CODE FROM THE TABLE.

MINOR (OPTIONAL) _____

COLLEGE OF ARTS AND SCIENCES

Arts	Major	College	Degree
Advertising	ADVT	LA	BA
Architecture and Community Design	ARCD	LA	BA
Art History/Arts Management	ARTM	LA	BA
Asian Studies Communication	ANST	LA	BA
Studies Comparative Literature and	COMS	LA	BA
Culture Design	CMPL	LA	BA
Economics	DSGN	LA	BA
Economics BA-MA Five-Year Program	ECON	LA	BA
English	ECNF	LA	BA/MA
Environmental Studies	ENGL	LA	BA
Exercise and Sport Science	ENVA	LA	BA
Fine Arts	ESS	LA	BA
French Studies	FNAR	LA	BA
History	FNST	LA	BA
	HIST	LA	BA
International and Development Economic s			
BA-MA Five-Year Program	IDEF	LA	BA/MA
International Studies	BAIS	LA	BA
Japanese Studies	JNST	LA	BA
Latin American Studies	LAS	LA	BA
Media Studies	MS	LA	BA
Performing Arts and Social Justice	PASJ	LA	BA
Philosophy	PHIL	LA	BA
Politics	POLS	LA	BA
Psychology	PSYC	LA	BA
Sociology	SOC	LA	BA
Spanish	SPAN	LA	BA
Theology and Religious Studies	THES	LA	BA
Undeclared Arts	UNLA	LA	BA

Sciences	Major	College	Degree
Biology	BIOL	SC	BS
Chemistry	CHEM	SC	BS
Computer Science	CS	SC	BS
Engineering-Physics (3+2)	PEN	SC	BS
Environmental Science	ENVS	SC	BS
Exercise and Sport Science	ESS	SC	BS
Mathematics	MATH	SC	BS
Physics	PHYS	SC	BS
Undeclared Science	UNSC	SC	BS
Web Science BS-MS			
Five-Year Program	CSF	SC	BS/MS

SCHOOL OF NURSING

	Major	College	Degree
Nursing	NURS	NS	BSN

MCLAREN COLLEGE OF BUSINESS

	Major	College	Degree				
Business Administration	BADM	BN	BBA Accounting	BACT	BN	BBA	
Finance	BFIN	BN	BBA Entrepreneurship	BENT	BN	BBA	
	BN	BBA International Business	BNTL	BN	BHIP		
		BBA Hospitality Industry Management			BBA Marketing		

BMKT

BN

BBA Undeclared Business UNBN

BN

BBA

SPECIAL PROGRAM (OPTIONAL) _____

MINORS

Code

ADVT Advertising
Community Design
Studies
Biochemistry
Chemistry

CHYS Chinese Studies
Communication Studies

CS Criminal Justice Studies
ECON English in Literature
Studies
Arts

BAGN German Studies

HS History
Social Justice
LAS Latino/a and Chicano/a Studies

MS Middle Eastern Studies
Studies

PHYS Politics
Service Honors
Religious Studies

AAS African Studies AFRS Architectural Engineering ARCE Architecture and
ARCD Art History/Arts Management ARTM Asia Pacific Studies APS Asian-American
ASAM Asian Studies ANST Astronomy ASTR Astrophysics ASTO
BIOC Biology BIOL Catholic Studies and Social Thought CATH
CHEM Child and Youth Studies

CHST Classical Studies CLAS Comparative Literature and Culture CMPL
COMS Computer Science

CRIM Cultural Anthropology ANTH Dance DANC Design DSGN Economics
ELIT English in Writing WRIT Environmental Science ENVIS Environmental
ENVA Ethnic Studies ETHS European Studies EURO Film Studies FILM Fine
FNAR French Studies FNST Gender and Sexualities Studies GNST General Business

GMST Gerontology GERO Health Studies

HIST Hospitality Industry Management BHIP Japanese Studies JNST Jewish Studies and
JSSJ Journalism JOUR Judaic Studies JUSD Latin American Studies
LACH Legal Studies LEGL Mathematics MATH Media Studies

MES Music MUS Natural Sciences NASC Neuroscience NEUR Peace and Justice
PJUS Performing Arts PFAR Philippine Studies FILS Philosophy PHIL Physics
POLS Psychology PSYC Public Relations PUBR Public Service PSRV Public
PSVH Sociology SOC Spanish SPAN Theater THEA Theology and
THES

SPECIAL PROGRAMS

4+3 Law Program

4/3

Business Honors Cohort Program HCP Domestic Exchange Programs

DE Dual Degree Undergraduate Teacher Preparation

UTP Honors Program in the Humanities HON Military Science

MIL Pre-Professional Health Studies PPS Saint Ignatius Institute

|

APPL-2

Summary of Educational Experience

PLEASE HAVE AN OFFICIAL TRANSCRIPT SENT FROM EACH INSTITUTION LISTED AS SOON AS POSSIBLE.

SECONDARY SCHOOL YOU NOW ATTEND (OR FROM WHICH YOU GRADUATED) _____

DATE OF ENTRY ____/____/____
MM / DD / YYYY

DATE OF SECONDARY GRADUATION ____/____/____ TYPE OF SCHOOL: PUBLIC PRIVATE RELIGIOUS
MM / DD / YY

SCHOOL ADDRESS

CITY _____ PROVINCE OR STATE _____ POSTAL CODE _____ COUNTRY _____

COUNSELOR'S NAME (MR./MS./DR., ETC.) _____ COUNSELOR'S E-MAIL _____
PHONE NUMBER _____ FAX NUMBER _____
COUNTRY CODE / CITY CODE / NUMBER COUNTRY CODE / CITY CODE / NUMBER

LIST ALL OTHER SECONDARY SCHOOLS YOU HAVE ATTENDED, BEGINNING WITH YEAR 9 (LAST YEAR OF MIDDLE SCHOOL/FIRST YEAR OF HIGH SCHOOL).

NAME OF SCHOOL	LOCATION: CITY AND COUNTRY OF SCHOOL	DATES ATTENDED: FROM/TO (MM/YY TO MM/YY)
_____	_____	_____
_____	_____	_____
_____	_____	_____

LIST ALL COLLEGES/UNIVERSITIES AT WHICH YOU HAVE TAKEN A COURSE(S) FOR CREDIT. NAME OF COLLEGE/UNIVERSITY LOCATION: CITY AND COUNTRY OF SCHOOL

SCHOOL	DEGREE	DATES ATTENDED: FROM/TO	DEGREE(S) CANDIDATE	(MM/YY TO MM/YY)	EARNED
_____	_____	_____	_____	_____	YES NO _____
_____	_____	_____	_____	_____	YES NO _____
_____	_____	_____	_____	_____	YES NO _____

IF ANY OF THE FOLLOWING APPLY TO YOUR SECONDARY SCHOOL EDUCATION, PLEASE CHECK THE APPROPRIATE BOX AND PROVIDE DETAILS ON THE LINES BELOW OR ON A SEPARATE

SHEET: GRADUATED EARLY GRADUATED LATE WILL NOT GRADUATE, WILL RECEIVE GED WILL NOT GRADUATE, WILL NOT RECEIVE GED

IF YOU RECEIVED A GED, LIST DATE (OFFICIAL SCORES MUST BE SENT FROM THE TESTING AGENCY): _____ / _____ / _____ MM / DD / YY

Test Information

PLEASE INDICATE BELOW WHEN YOU HAVE TAKEN OR WILL TAKE THE REQUIRED TEST. PLEASE SELF-REPORT YOUR SCORE(S), IF ANY, IN THE SPACE PROVIDED BELOW. IF YOU HAVE REQUESTED THAT YOUR SCORES BE SENT TO USF, PLEASE STATE THE DATE. IF YOU HAVE NOT REQUESTED THAT YOUR SCORES BE SENT TO USF, PLEASE DO SO IMMEDIATELY (USF COLLEGE BOARD/ETS CODE 4850. USF ACT COLLEGE CODE 0466).

TOEFL						TOEFL							
TEST DATE	READING	LISTENING	SPEAKING	WRITING	TOTAL SCORE	TEST DATE	READING	LISTENING	SPEAKING	WRITING	TOTAL SCORE		
IELTS						IELTS							
TEST DATE SCORE	LISTENING	READING	WRITING	SPEAKING	OVERALL BAND SCORE	TEST DATE	LISTENING	READING	WRITING	SPEAKING	OVERALL BAND SCORE		
PTEA													
TEST DATE	LISTENING	READING	SPEAKING	WRITING	GRAMMAR	ORAL FLUENCY	PRONUNCIATION	SPELLING	VOCABULARY	WRITTEN DISCOURSE	OVERALL SCORE		
TEST DATE	LISTENING	READING	SPEAKING	WRITING	GRAMMAR	ORAL FLUENCY	PRONUNCIATION	SPELLING	VOCABULARY	WRITTEN DISCOURSE	OVERALL SCORE		
SAT													
TEST DATE READ+MATH	CRIT READING	MATH	WRITING	MULTI CHOICE	ESSAY	CRIT READ+MATH	TEST DATE	CRIT READING	MATH	WRITING	MULTI CHOICE	ESSAY	CRIT
ACT													
TEST DATE	ENGLISH COMPOSITE	MATH	READING	SCIENCE	ENG+WRITING	COMPOSITE	TEST DATE	ENGLISH	MATH	READING	SCIENCE	ENG+WRITING	

Extracurricular Record

PLEASE LIST IN ORDER OF PRIORITY THE EXTRACURRICULAR ACTIVITIES (SCHOOL, CHURCH, OR COMMUNITY) IN WHICH YOU HAVE BEEN INVOLVED. INCLUDE PART-TIME WORK AND VOLUNTEER SERVICES.

NAME OF ACTIVITY	GRADE LEVEL OR POST-SECONDARY (PS)				APPROXIMATE TIME SPENT		
	9	10	11	12	PS	HRS/WEEK	WEEKS/YR
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

Experience Since Graduation

APPLICANT'S DATE OF BIRTH: MONTH _____ DAY _____ YEAR _____

IF YOU ARE NOT CURRENTLY ATTENDING SCHOOL, PLEASE DESCRIBE YOUR ACTIVITIES SINCE YOUR LAST DATE OF ATTENDANCE:

Other Colleges and Universities

PLEASE LIST THE OTHER COLLEGES AND UNIVERSITIES TO WHICH YOU ARE APPLYING:

Family Information

FATHER SPOUSE LIVING? YES NO FULL NAME

ADDRESS _____

CITY _____ PROVINCE OR STATE _____ POSTAL CODE _____ COUNTRY _____

PHONE NUMBER _____ / _____ / _____ MOBILE NUMBER _____ / _____ / _____
COUNTRY CODE / CITY CODE / NUMBER COUNTRY CODE / CITY CODE / NUMBER

E-MAIL ADDRESS _____ ALTERNATE E-MAIL ADDRESS _____ NAME OF EMPLOYER _____ POSITION _____
(PLEASE WRITE E-MAIL ADDRESSES CLEARLY UNIVERSITY ATTENDED/DEGREES)

MOTHER SPOUSE LIVING? YES NO FULL NAME
ADDRESS _____

CITY _____ PROVINCE OR STATE _____ POSTAL CODE _____ COUNTRY _____

PHONE NUMBER _____ / _____ / _____ MOBILE NUMBER _____ / _____ / _____
COUNTRY CODE / CITY CODE / NUMBER COUNTRY CODE / CITY CODE / NUMBER

E-MAIL ADDRESS _____ NAME OF EMPLOYER _____
(PLEASE WRITE E-MAIL ADDRESSES CLEARLY)

ALTERNATE E-MAIL ADDRESS _____ POSITION _____
UNIVERSITY ATTENDED/DEGREES _____

APPLICANT'S SIBLINGS/CHILDREN

NAME	AGE	RELATION
------	-----	----------

ARE YOU THE FIRST PERSON IN YOUR FAMILY TO ATTEND UNIVERSITY? YES NO

Alumni Information

DO YOU HAVE RELATIVES THAT HAVE ATTENDED OR ARE ATTENDING USF: YES NO
IF SO, PLEASE LIST THEIR NAMES, RELATIONSHIP TO YOU, AND YEAR OF GRADUATION.

NAME	RELATION TO APPLICANT	YEAR OF GRADUATION
------	-----------------------	--------------------

Essay

APPLICANT'S DATE OF BIRTH: MONTH _____ DAY _____ YEAR _____

THE CORE MISSION OF THE UNIVERSITY OF SAN FRANCISCO IS TO PROMOTE LEARNING IN THE JESUIT CATHOLIC TRADITION SO THAT STUDENTS ACQUIRE THE KNOWLEDGE, SKILLS, VALUES AND SENSITIVITIES THEY NEED TO SUCCEED AS PERSONS, PROFESSIONALS AND ARCHITECTS OF A MORE HUMANE AND JUST WORLD (FOR MORE INFORMATION, PLEASE SEE: WWW.USFCA.EDU/MISSION).

PLEASE COMPOSE A ONE- TO TWO-PAGE ESSAY ABOUT YOURSELF THAT TELLS US HOW YOU WILL HELP THE UNIVERSITY TO CARRY OUT ITS MISSION.

TO THE BEST OF MY KNOWLEDGE, THE INFORMATION IN THIS APPLICATION IS ACCURATE AND TRUE.

SIGNATURE OF APPLICANT

DATE

LEGAL NAME (LAST OR FAMILY) (FIRST OR GIVEN) (MIDDLE NAME) (PREFERRED OR NICKNAME)

APPLICANT'S DATE OF BIRTH: MONTH _____ DAY _____ YEAR _____

University of San Francisco Letter of Recommendation

To the Applicant

Please fill out the following section and give this form to the counselor or instructor most able to evaluate your academic ability.

LEGAL NAME _____
(LAST OR FAMILY) (FIRST OR GIVEN) (MIDDLE NAME) (PREFERRED OR NICKNAME)

ADDRESS _____

CITY _____ PROVINCE OR STATE _____ POSTAL CODE _____ COUNTRY _____

RIGHT OF ACCESS

This form will be used in the admission process by officials of the University of San Francisco. The Family Education Rights and Privacy Act of 1974 allows the option to choose whether you will, or will not, have the right of access to read this letter of recommendation. Accordingly, you may choose one of the following options by checking the appropriate box:

I waive access to this letter of recommendation. I understand it shall remain confidential and that I will not have access to read it.

I do not waive access to this letter of recommendation. I retain my right to have access to read it during the admission process at the University of San Francisco.

APPLICANT'S SIGNATURE

DATE

To the School Official

The student whose name appears above is a candidate for admission to the University of San Francisco. We would value your candid appraisal of this applicant. Should you wish, a separate letter of recommendation may accompany this form. Please complete both pages of this form as soon as possible and return it to the following address:

University of San Francisco
Office of International Admission Records
2130 Fulton Street
San Francisco, California 94117-1088
USA

The University will use this letter only in the evaluation of the student's application for admission. Please refer to the applicant's selection above to determine whether or not the applicant will, or will not, have access to read this letter of recommendation.

1. COMPARATIVE EVALUATION

Please rate this student, by comparison to other students, in terms of the following skills:

NO BASIS POOR BELOW AVERAGE AVERAGE ABOVE AVERAGE TOP 10% TOP 2% FOR COMPARISON

Written Expression Oral Expression Creativity Leadership

2. OVERALL RECOMMENDATION

RECOMMENDED ENTHUSIASM NOT STRONGLY WITHOUT STRONGLY FAIRLY ENTHUSIASTICALLY

For Academic Promise

For Personal Character

How long have you known this candidate?

Please be certain to complete the second page of this form and to endorse it with your signature.

OFFICE OF INTERNATIONAL ADMISSION, 2130 FULTON STREET, SAN FRANCISCO, CALIFORNIA 94117-1088, USA - TEL +1.415.422.6563 - FAX +1.415.422.6888

3. Written Evaluation Form

The Admission Committee is interested in your comments concerning the applicant's intellectual ability and personal character. In particular, we would appreciate your appraisal of the candidate's potential for intellectual growth, honesty, integrity, and emotional stability. Should you wish, a separate letter of recommendation may accompany this form.

4. Endorsement

SIGNATURE OF RECOMMENDER _____ DATE _____

PRINT NAME _____ TITLE _____

INSTITUTION _____ PHONE NUMBER _____ / _____ / _____
COUNTRY CODE / CITY CODE / NUMBER

ADDRESS _____

CITY _____ PROVINCE OR STATE _____ POSTAL CODE _____ COUNTRY _____

University of San Francisco Undergraduate Certification of Finances

PAGE 1 OF 2

The U.S. Citizenship and Immigration Services (USCIS) agency requires the University of San Francisco to verify that international students have sufficient financial support to pay for their expenses while studying in the United States. The USF Certification of Finances is used to obtain complete and accurate information about the financial resources available to international applicants. Financial verification of sufficient funds must be made prior to institutional issuance of a Certificate of Visa Eligibility (or Form I-20), which will be used to apply for an F-1 (Student) Visa. Admission to USF is ultimately dependent upon your ability to demonstrate sufficient financial support to cover the total projected costs of your undergraduate education.

Applicant's Personal Information (PLEASE ENTER YOUR LEGAL NAME AS IT APPEARS ON YOUR PASSPORT):

LEGAL NAME _____
(LAST OR FAMILY) (FIRST OR GIVEN) (MIDDLE NAME)

COUNTRY OF BIRTH _____

DATE OF BIRTH: MONTH _____ DAY _____ YEAR _____

COUNTRY OF CITIZENSHIP _____

Address Where You Prefer Your I-20 To Be Sent (I-20 WILL BE SENT VIA EXPRESS COURIER; PLEASE DO NOT LIST A POST OFFICE BOX.)

ADDRESS _____

CITY _____ PROVINCE OR STATE _____ POSTAL CODE _____ COUNTRY _____

PHONE NUMBER _____ / _____ / _____ E-MAIL ADDRESS _____
COUNTRY CODE / CITY CODE / NUMBER (PLEASE WRITE E-MAIL ADDRESS CLEARLY)

Application Check-List

We want to make sure that you send in everything you need to complete your application for admission. We hope this checklist helps.

Application Form

Essay

Mid-Year Report

(Regular Action freshman applicants only)

Official Academic Records

(Transcripts and exit examination results)

Official Testing Records

(TOEFL, IELTS, PTEA, SAT, ACT, etc.)

Letter of Recommendation

Certification of Finances Form and Supporting Documents

***Important:* Copy of Passport Data Page (face page)**

Application Fee

Please send application and supporting documents to:

University of San Francisco
Office of International Admission Records
2130 Fulton Street
San Francisco, California 94117-1088
USA

Appendix I: Certificate of Finance

University of San Francisco Undergraduate Certification of Finances

PAGE 1 OF 2

The U.S. Citizenship and Immigration Services (USCIS) agency requires the University of San Francisco to verify that international students have sufficient financial support to pay for their expenses while studying in the United States. The USF Certification of Finances is used to obtain complete and accurate information about the financial resources available to international applicants. Financial verification of sufficient funds must be made prior to institutional issuance of a Certificate of Visa Eligibility (or Form I-20), which will be used to apply for an F-1 (Student) Visa. Admission to USF is ultimately dependent upon your ability to demonstrate sufficient financial support to cover the total projected costs of your undergraduate education.

Application for Semester Beginning SPRING: JANUARY 2011 FALL: AUGUST 2011 SPRING: JANUARY 2012

Applicant's Personal Information (PLEASE ENTER YOUR LEGAL NAME AS IT APPEARS ON YOUR PASSPORT):

LEGAL NAME _____
(LAST OR FAMILY) (FIRST OR GIVEN) (MIDDLE NAME)

COUNTRY OF BIRTH _____

DATE OF BIRTH: MONTH _____ DAY _____ YEAR _____

COUNTRY OF CITIZENSHIP _____

Address Where You Prefer Your I-20 To Be Sent (I-20 WILL BE SENT VIA EXPRESS COURIER; PLEASE DO NOT LIST A POST OFFICE BOX.)

ADDRESS _____

CITY _____ PROVINCE OR STATE _____ POSTAL CODE _____ COUNTRY _____

PHONE NUMBER _____ E-MAIL ADDRESS _____
COUNTRY CODE / CITY CODE / NUMBER (PLEASE WRITE E-MAIL ADDRESS CLEARLY)

Estimated Cost of Attendance at the University of San Francisco for 2011–2012 is **\$56,898**

The estimated cost of attendance at USF for the 2010–2011 academic year is \$54,709. These annual costs are anticipated to increase each year. The estimated cost of attendance for the 2011–2012 Academic Year is \$56,898. Your Certification of Finances therefore must provide evidence of the availability of \$56,898 to support your educational and living expenses for 2011–2012.

FOR 2010–2011

Tuition	\$36,000
Fees	\$380
Room and Board	\$11,990
Health Insurance	\$1,239
Books	\$1,500
Miscellaneous/Travel	\$3,600
Total	\$ 54,709

For 2011–2012
\$56,898

ASSURED FUNDS IN U.S. DOLLARS

Endorsement of the Certification of Finances by you and your parent or sponsor certifies that \$56,898 will be available for 2011–2012, and that at least this amount will be available for each remaining year of your academic program.

REQUIRED VERIFICATIONS

In order for the Certification of Finances to be complete, you, your parent, sponsor or bank official must sign in the appropriate section(s) on the following page (APPL–10), confirming that the Assured U.S. Dollar Amount listed is available. In addition, the relevant bank official must provide either a bank statement OR a signed letter verifying the exact amount of funds available.

Return This Form and Accompanying Documents To:

University of San Francisco
Office of International Admission Records
2130 Fulton Street
San Francisco, CA 94117-1088
USA

Appendix J: Required Documentation

There are eight components to the application. These are the same as for any other freshman applicant, with the addition of TOEFL, IELTS, or PTE Academic test results for non-native English speakers, and a Certificate of Finances.

We've added a few notes below to help guide you.

1. Application Form

2. Personal Essay

3. Official Academic Records

In order for your application to be complete, the Office of Admission must receive an official (or certified) copy of your academic records from each secondary school, college, and university-level institution that you have attended. **All academic records must be submitted in the original language as well as an official English translation.**

If you have taken completion exams such as the GCSE, HKCEE, etc. please submit the official score report. Failure to submit all academic records may result in a change of your admission status. If you are in doubt as to the type of records needed, please contact the USF Office of Admission.

4. Mid-Year Academic Report

5. Testing Records

If English is not your native language, you are required to submit official results of either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Pearson Test of English Academic (PTE Academic).

*When taking the TOEFL test, please indicate the **USF school code 4850** so that the test score will be sent directly to USF. Students with TOEFL scores of at least 79 (internet based) or 550 (paper based), IELTS overall band scores of at least 6.0 with no individual band score below 5.5, or PTE Academic score of at least 53, who otherwise meet the University's admission requirements, are eligible for regular admission.*

Applicants who present TOEFL scores 48 - 78 (internet-based), 460 - 547 (paper-based); IELTS overall band scores between 5.0 and 5.5 (with no individual band score below 4.5), or PTE Academic scores 40 – 52, may be admitted to USF on an English Conditional basis, except for the School of Nursing. *Students applying for English Conditional admission do not need to submit a separate application to the ESL program office.*

If English is your native language or if the majority of your education has been taught in English, please submit an official SAT I score.

For upcoming USF Institutional TOEFL exam dates, please visit the ESL program site. The USF Institutional TOEFL is only available to applicants and enrolled students.

6. Certification of Finances and Passport Data Page

All international students must submit a Certification of Finances showing that sufficient funds are available to support them during their studies at USF before a Certificate of Visa Eligibility (Form I-20) can be issued. You, your parent or sponsor, and relevant bank official(s) must complete and sign (endorse) the Certification of Finances. In addition, a bank letter or bank statement must be submitted to verify that the required amount of funding is available.

Your name must appear on your Form I-20 exactly as it appears on your passport. You must therefore submit a copy of your passport data page (photo page) before your immigration documents can be issued. Please submit a copy of your passport data page, along with the Certification of Finances, to aid in the issuance of immigration documents.

7. Letter of Recommendation

This letter of recommendation along with the recommendation form will give the USF Admission committee more information about your academic ability and English fluency as well as how well you work with others and participate in your community.

8. Application Fee

Please submit the \$55 application fee in U.S. dollars with your application. You may pay by international money order or by a check drawn from a U.S. bank. Do not send cash. Personal checks drawn from a non-U.S. bank are not accepted.

Appendix K: Student Conduct

Student Conduct Code

All members of the USF community have a strong responsibility to protect and maintain an academic climate in which the fundamental freedom to learn can be enjoyed by all and where the rights and well-being of all members of the community are protected. To this end, certain basic regulations and policies have been developed to govern the conduct of all students as members of the University community.

The University reserves the right to review student conduct that occurs on and off campus when such behavior is inconsistent with these expectations and the Student Conduct Code. In addition, students are responsible for the actions of their guests and will be held accountable for any violations of University standards, policies and procedures by a guest. Students should accompany their guests at all times while on campus. If necessary, the University reserves the right to limit the guest privileges of a student.

The following acts will subject students to disciplinary action:

1. Acts of dishonesty, including but not limited to the following:

a. Furnishing false information to the University, any University official, faculty member, or office

b. Forgery, alteration, or misuse of any University records, permits, documents, communication equipment, or identification cards and government issued documents

2. Conduct that endangers the physical or psychological well-being of any person including but not limited to the following:

a. Physical abuse

b. Verbal abuse

c. Threats

d. Intimidation

e. Harassment

f. Coercion

g. Harm to self

h. Hazing (Reference Hazing Policy for more information)

3. Attempted or actual theft of property on or off campus
4. Destruction, damage, or misuse of University property or the property of any other person or group
5. Degrading language or actions, including stalking, or any practice by a group or individual that degrades a student or University community member, endangers health, jeopardizes personal safety, or interferes with an employee's duties or with a student's class attendance or educational pursuits
6. Nonconsensual physical contact of a sexual nature
7. Failure to comply with directions of University officials (including Resident Advisors) or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so; refusal or failure to leave premises because of conduct prescribed by this code
8. Violation of any University standard, policy or procedure, including Residence Life policies listed in the Residence Life section of this handbook
9. Conduct in which a student is detained, arrested, cited, or otherwise charged with violations of local, state, or federal laws
10. Use, possession, manufacturing, or distribution of drugs or equipment, products or material used in manufacturing, growing, using, or distributing of any drug or controlled substance (Please refer to the University's Drug Free Policy for more information)
11. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by University regulations, refer to the University's Drug Free Policy), public intoxication; alcoholic beverages may not, in any circumstance, be used by, possessed by or distributed to any person under twenty-one (21) years of age
12. Possession or use of firearms, explosives, dangerous chemicals, or other dangerous weapons or instruments on University premises or use of any such item (This includes but is not limited to BB guns, Airsoft guns, Mace, switchblades and the like)
13. Unauthorized entry into or use or defacement of University facilities, including residence halls and other buildings and grounds, including roofs, ledges, balconies; unauthorized erection or use on University property of any structures including but not limited to tents, huts, gazebos, shelters, platforms, and public address systems
14. Launching, dropping, throwing or dumping any object or substance from within or on a University structure or property
15. Lewd or indecent conduct

16. Aiding, abetting, or procuring another person to violate any provision of the Student Conduct Code

17. Disorderly Conduct including but not limited to:

a. excessive or prolonged noise

b. behavior that interferes with the orderly functioning of the University

c. behavior that interferes with an individual's pursuit of an education on University premises or during an authorized University class, field trip, seminar, competition or other meeting, or University-related activities

18. Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person

19. Any violation of the University Technology Resources Appropriate Use Policy

20. Abuse of the Student Conduct System, including but not limited to:

a. Failure to obey the notice from a student conduct officer/board or University official to appear for a meeting or hearing as part of the Student Conduct System

b. Falsification, distortion, or misrepresentation of information before a student conduct officer/board

c. Disruption or interference with the orderly conduct of a student conduct proceeding

d. Institution of a student conduct code proceeding in bad faith

e. Attempting to discourage an individual's proper participating in, or use of, the student conduct system

f. Attempting to influence the impartiality of a student conduct officer/board prior to, and/or during the course of, the student conduct proceeding

g. Harassment (verbal or physical) and/or intimidation of a student conduct officer/board prior to, during, and/or after a student conduct proceeding

h. Failure to comply with the sanction(s) imposed under the Student Conduct Code

i. Influencing or attempting to influence another person to commit an abuse of the student conduct code system

Appendix L: Insurance Information

Student Plan

Health insurance is an investment in your well-being and peace of mind.

General Information



The USF-sponsored student health insurance plan is provided by **Aetna**. To learn more about your coverage, find the status of your claims, print member IDs, and more, visit the [Aetna Navigator Member Website](#).

Cost and Dates

Academic Year 2011-2012

Fall 2011: \$651

Spring/summer 2012: \$883

Summer only 2012: \$364

Intensive English Program students: Cost of coverage varies by dates of program.

Dates of Coverage:

Fall: August 13 - January 09

Spring/summer: January 10 - August 12

Summer only: May 19 - August 12

Note: Students who purchase Spring coverage are also covered for the Summer term.

Benefits

For a brief overview of the Aetna Student Plan, download the following documents:

Academic Year 2010-2011

USF Student Health Insurance Plan Benefit Highlights (2010-2011)

On-Call International Pamphlet.

To view the full details of coverage, follow these steps to download the material from Aetna's website:

1. Go to the Aetna Navigator Member Website.
2. On the left navigation menu, click on "Medical Plan: Enroll."
3. Click on "Full Plan Details."

Claims

To file a claim with Aetna, download the Aetna Health Insurance Claim Form, attach appropriate documentation, and mail to:

Aetna Student Health
P.O. Box 981106
El Paso, TX 79998

To find out the status of your claim, create an Aetna member account on the Aetna Navigator Member Website or call (877) 850-6036 .

If you need help filling out the claim form, visit Health Promotion Services in UC 5th Floor.

Finding a Doctor

Follow these instructions to find a doctor within the Aetna network.

1. Go to Aetna's Doc Find website.
2. Click on the "Enter DocFind" button.
3. Click on the "Continue to DocFind" button.
4. Enter the criteria to find a doctor near you.

Remember that you should always go a doctor within the Aetna network in order to keep your costs to a minimum. If you go to a doctor outside of the network, you will be responsible for paying a larger percentage of the cost. For more information on your health insurance plan, read the section on Benefits.

Questions

Visit our Health Insurance FAQ or contact Health Promotion Services:

In-person: UC Fifth Floor

Tel: (415) 422-5797

Fax: (888) 471-2290

Email: hps@usfca.edu

Appendix M: Student Survey

Summer Bridge Program

*

1. Please tell us about your experience on this program?

2. What were the primary strengths of the program?

3. What suggestions do you have for improvement of the program?

4. Please describe the major sources of learning for you during the program (for example: staff, host families, English courses, culture workshops, off-campus activities, etc.).

5. Please describe difficulties you had during the program, if any, and how they were handled (for example: cultural adjustment, home stay issues, group issues, illness, misunderstandings etc.).

6. What would you like us to know about your experience that you have not had the opportunity to tell us?

Part II: Please mark the box that best represents your response to the following statements.

Please rate each of the following on a 1-5 scale, where (1) is "Strongly Agree", (2) is "Agree", (3) is "Neutral", (4) is "Disagree" and (5) is "Strongly Disagree."

Orientation

7. Orientation helped me understand the progressions and content of the program

- Agree
- Neutral
- Disagree
- Strongly Disagree

8. Student and staff roles and expectations were clarified

- Agree
- Neutral
- Disagree
- Strongly Disagree

9. Orientation helped prepare me for the Summer Bridge Program at USF

- Agree
- Neutral
- Disagree
- Strongly Disagree

Homestay

10. The homestay experience enhanced my learning and cultural understanding

- Agree
- Neutral
- Disagree
- Strongly Disagree

11. My homestay family included me in their daily life

- Agree
- Neutral
- Disagree
- Strongly Disagree

12. My homestay family provided a welcoming environment

- Agree
- Neutral
- Disagree
- Strongly Disagree

Overall Program

13. The Summer Bridge Program was well organized

- Agree
- Neutral
- Disagree
- Strongly Disagree

14. The Summer Bridge Program helped me learn about my host community

- Agree
- Neutral
- Disagree
- Strongly Disagree

15. The Summer Bridge Program helped me build relationships with people in San Francisco

- Agree
- Neutral
- Disagree
- Strongly Disagree

16. I felt engaged with my peers, host family and USF community

- Agree
- Neutral
- Disagree
- Strongly Disagree

17. Program staff members were accessible during office hours and class time

- Agree
- Neutral
- Disagree
- Strongly Disagree

18. Communication about program changes, activities, etc. was timely and clear

- Agree
- Neutral
- Disagree
- Strongly Disagree

19. I felt support was available to me when I needed it

- Agree
- Neutral
- Disagree
- Strongly Disagree

20. I did my best to get the most out of my experience

- Agree
- Neutral

Disagree

Strongly Disagree

21. I was able to learn from others in the group whose experience was different than my own

Agree

Neutral

Disagree

Strongly Disagree

22. I felt my level of English comprehension increased

Agree

Neutral

Disagree

Strongly Disagree

23. I felt I improved my English speaking ability-

Agree

Neutral

Disagree

Strongly Disagree

24. I would recommend this program to future students

Agree

Neutral

Disagree

Strongly Disagree

Powered by SurveyMonkey

Create your own free online survey now!