

**Graduation, retention,
and attrition of UC
San Diego's international
undergraduates**



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Today's goals

- **present findings of two analytical studies on UC San Diego's international students**
 - **graduation and retention**
 - **time to completion**
- **discuss implications**

Summary of findings

UC San Diego's degree-seeking international undergraduates

- retained at higher rates than might be expected
- graduating to a lesser degree than might be preferred
- time-to-completion faster than might be expected
- face obstacles beyond our University's control

Graduation and retention

graduation—completion of students' program of study

retention—annual progression through their program of study

- key indicators of student success (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Therriault & Krivoshey, 2014)
- accountability indicators for public universities (Cook & Pullaro, 2010; Gold & Albert, 2006)

Graduation and retention

“Graduation rates on college campuses have become an important national issue. In 2010 President Obama called for raising the college graduation rate ... to 60% by 2020, a 20% increase in just ten years.”

UCR Graduation Rate Task Force Report
(January 2014)

Graduation and retention

“Jerry Brown urges UC to stress graduating students in 4 years

*The California governor ... recently proposed giving UC and Cal State more money if they boost graduation rates 10% by 2017.
May 15, 2013 | By Larry Gordon, Los Angeles Times*

SACRAMENTO — The graduation rates of UC students came under more scrutiny Wednesday as Gov. Jerry Brown urged administrators and faculty to prod more undergraduates to earn a degree in four years, not six.”

<http://articles.latimes.com/2013/may/15/local/la-me-uc-regents-20130516>

Graduation and retention

Figure 1: Percentage of Four-Year College Students Who Earn a Degree Within Five Years of Entry

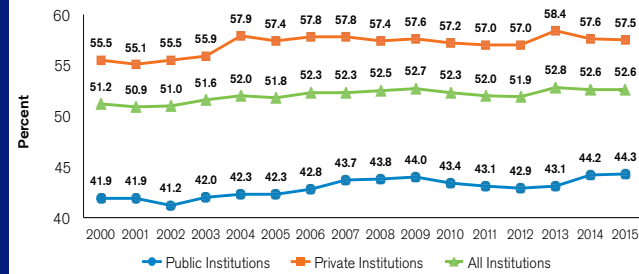
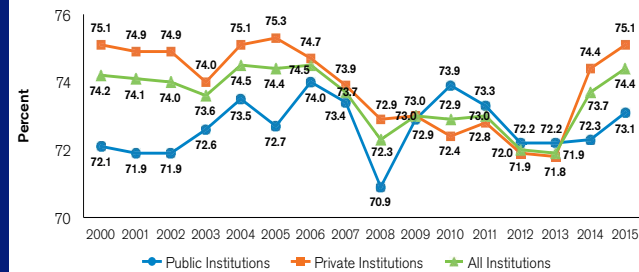


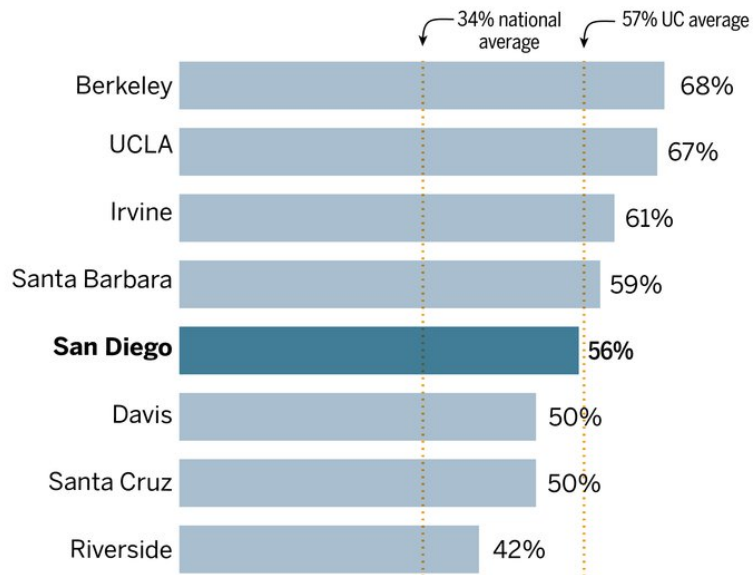
Figure 2: Percentage of First-Year Students at Four-Year Colleges Who Return for Second Year



Source: Compiled from ACT Institutional Data Files

Graduation and retention

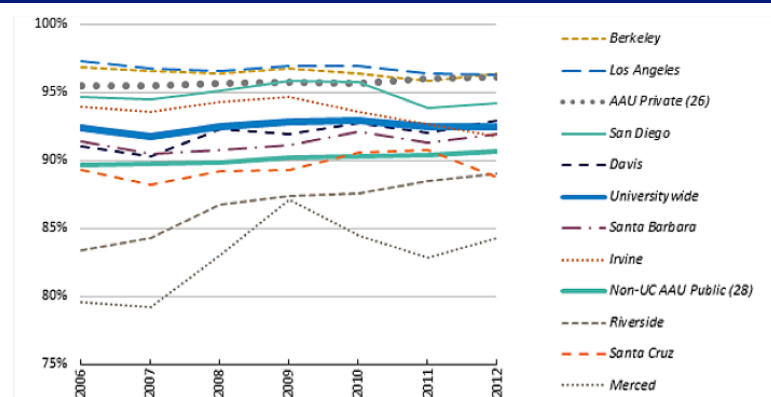
UC 4-year graduation rates



Collegeboard does not categorize Merced or San Francisco with the other UC schools.

Source: Collegeboard

<http://www.sandiegouniontribune.com/news/2016/jan/29/graduation-rates/>



Source: IPEDS¹

Improving first-year retention is the first step to raising graduation rates. For some campuses, there is greater room for improvement; for others it is understanding subpopulations where there is room for improvement.

<http://accountability.universityofcalifornia.edu/2015/chapters/chapter-3.html>

Graduation and retention

The committee of two



Graduation and retention

Press Release, May 14, 2015 (<http://www.universityofcalifornia.edu/press-room/uc-press-release-governors-revised-budget>)

UC reaches long-term agreement with governor for more funding, tuition predictability

University of California President Janet Napolitano on May 14 announced that she and Gov. Jerry Brown have reached a historic agreement that provides UC with significant new revenue while capping resident tuition at its current level for the next two years.

Specifically, the agreement provides for:

- A 4 percent base budget increase for each of the next four years.
- A one-time infusion of \$436 million over three years for UC's pension obligation from funds set aside under Proposition 2.
- Allocations in 2015–16 of \$25 million for deferred maintenance and \$25 million in funds from the state's cap-and-trade program to support energy efficiency.
- Regents to authorize the university to increase nonresident supplemental tuition up to 8 percent annually.

In addition, UC will either continue or expand efforts to:

- Ensure that at least a third of its new students enter as transfers.
- Make clear pathways to a three-year undergraduate degree.
- Eliminate course bottlenecks.
- Improve academic advising.
- Explore other efficiencies.

The agreement is contained in the governor's revised state budget proposal, which now moves to the Legislature for deliberations. A final state budget must be approved by next month. The framework will be presented to the UC regents next week.

Graduation and retention

Grapevine Table 2

One-Year (FY12-FY13), Two-Year (FY11-FY13), and Five-Year (FY08-FY13) Percent Changes in State Fiscal Support for Higher Education

http://grapevine.illinoisstate.edu/tables/FY13/Table2_FY13.pdf

STATES	1-Year % Change, FY12-FY13		2-Year % Change, FY11-FY13		5-Year % Change, FY08-FY13
	State & Plus ARRA		State & Plus ARRA		State \$ Only
	State \$ Only	Funds ^a	State \$ Only	Funds ^a	
Alabama	-6.0%	-6.0%	-1.4%	-9.0%	-28.4%
Alaska	2.3%	2.3%	6.7%	6.7%	22.3%
Arizona	2.0%	2.0%	-22.8%	-22.8%	-36.6%
Arkansas	1.3%	1.3%	0.5%	-1.0%	3.0%
California	-5.7%	-5.7%	-19.6%	-21.2%	-23.9%
Colorado	-1.1%	-1.1%	-5.3%	-16.3%	-14.3%
Connecticut	0.8%	0.8%	-11.0%	-11.0%	-7.5%
Delaware	1.5%	1.5%	1.9%	1.9%	-11.0%
Florida	-8.0%	-8.0%	-11.3%	-18.8%	-24.9%
Georgia	4.6%	1.8%	-4.9%	-6.8%	-6.8%

International undergraduates

ISPO's definition

- **all I-94 statuses (F-1, J-1, etc)**
- **exclude domestics**
- **exclude AM, AP, AS, OT, PR, RF**

Campus' definition

- **exclude domestics**

International undergraduates

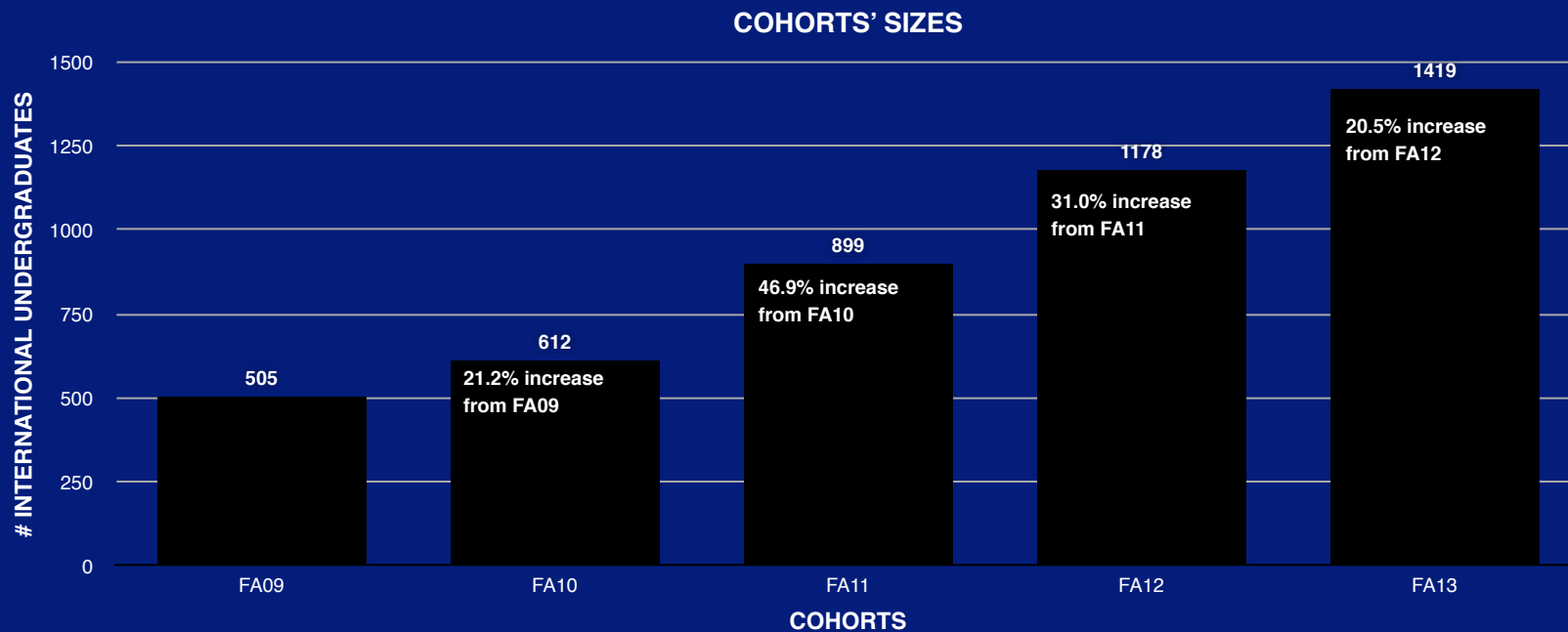
Academic Achievement and Demographics of International Undergraduates

Table 1. Variables previously shown to affect international undergraduates' academic achievement in America

Category	Variable
Within international undergraduates	Acculturation—collectivism, culture shock, etc.
	Diet
	Educational—engagement, transfer shock, etc.
	English fluency—comprehension, reading, writing, etc.
	Familial—expectations, homesickness, parents' education, etc.
	Finances
	Friendships/relationships
	Health
	Housing conditions
	Psychological—motivation, self-confidence, stress, etc.
	Satisfaction
	Study practices
	Within classrooms
American teaching methods	
Instructor authority	
Teaching assistants	
Within campus	Access to impacted classes
	Campus climate
	Discrimination, neo-racism, stereotyping
	Support programs and services
Within community	Culture
	Discrimination (neo-racism)
	Home stay

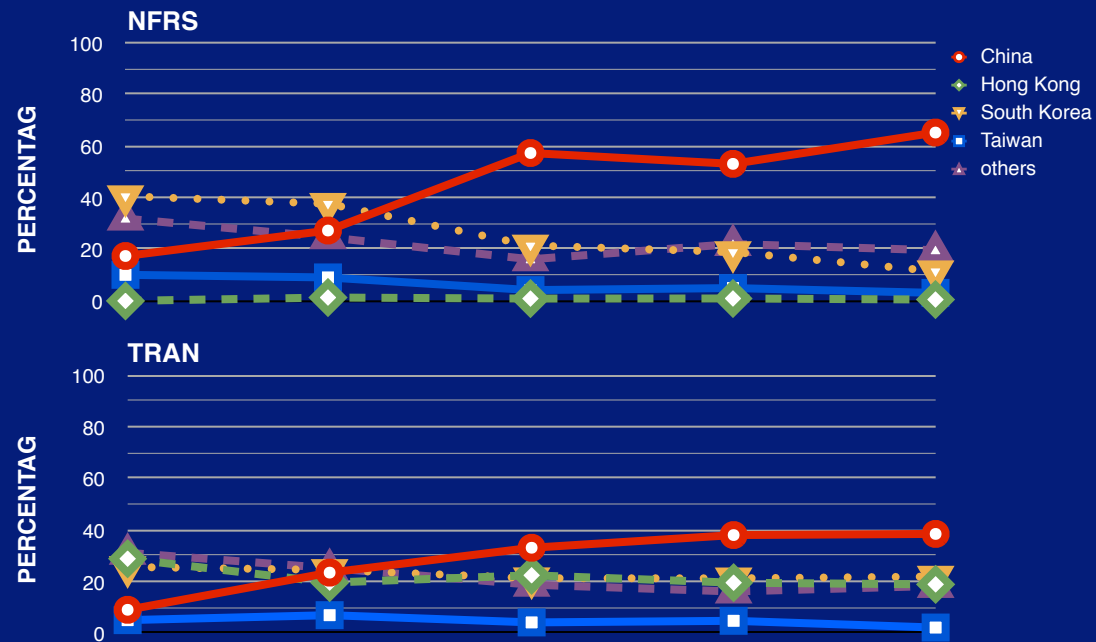
International undergraduates

- UC San Diego enrollment



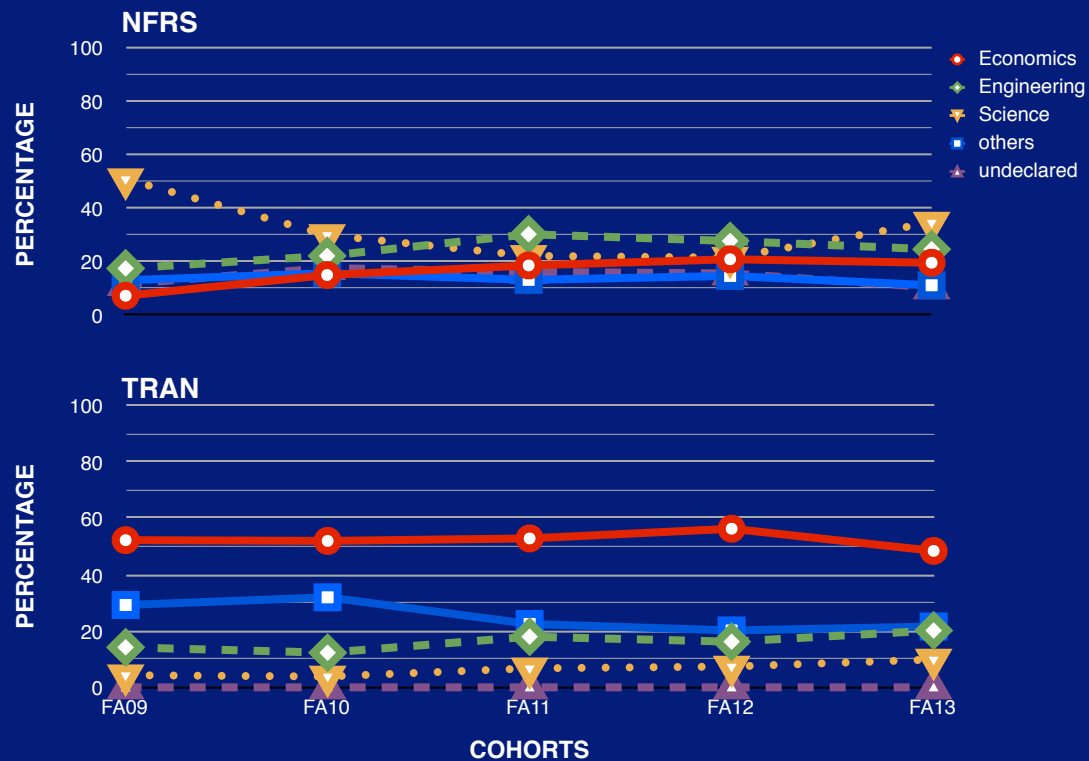
International undergraduates

- citizenship country



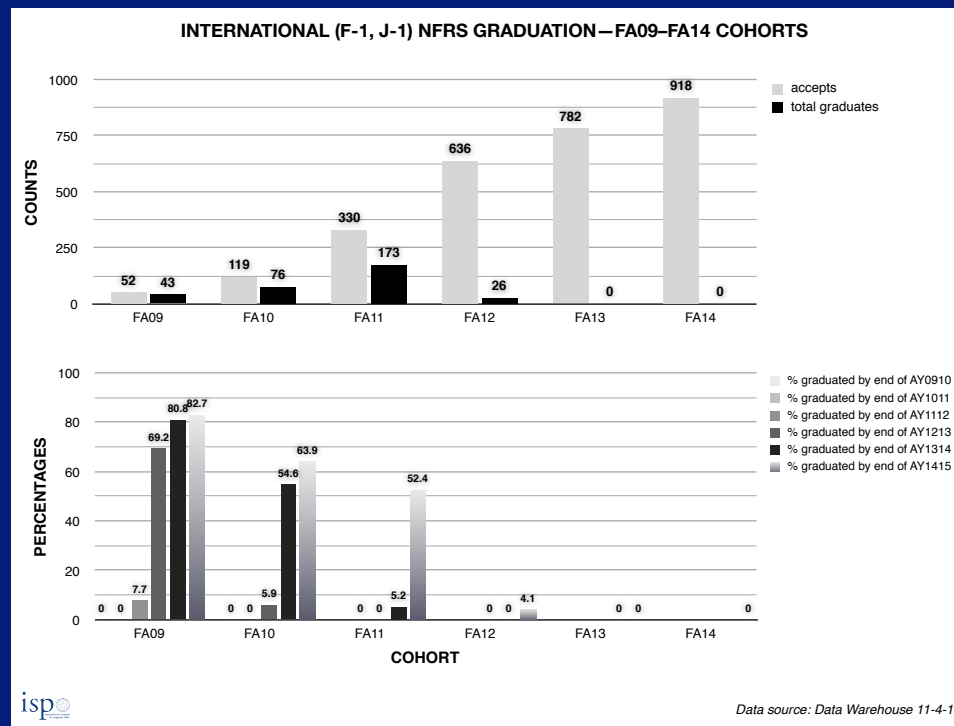
International undergraduates

- demographics—major discipline



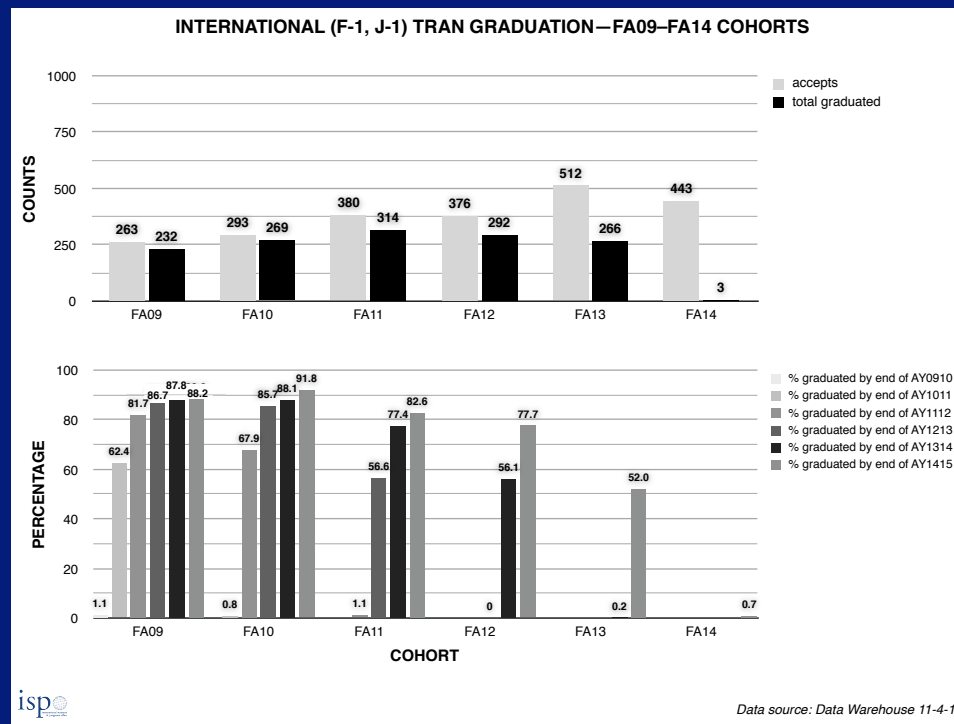
International undergraduates

- graduation—first-time freshmen



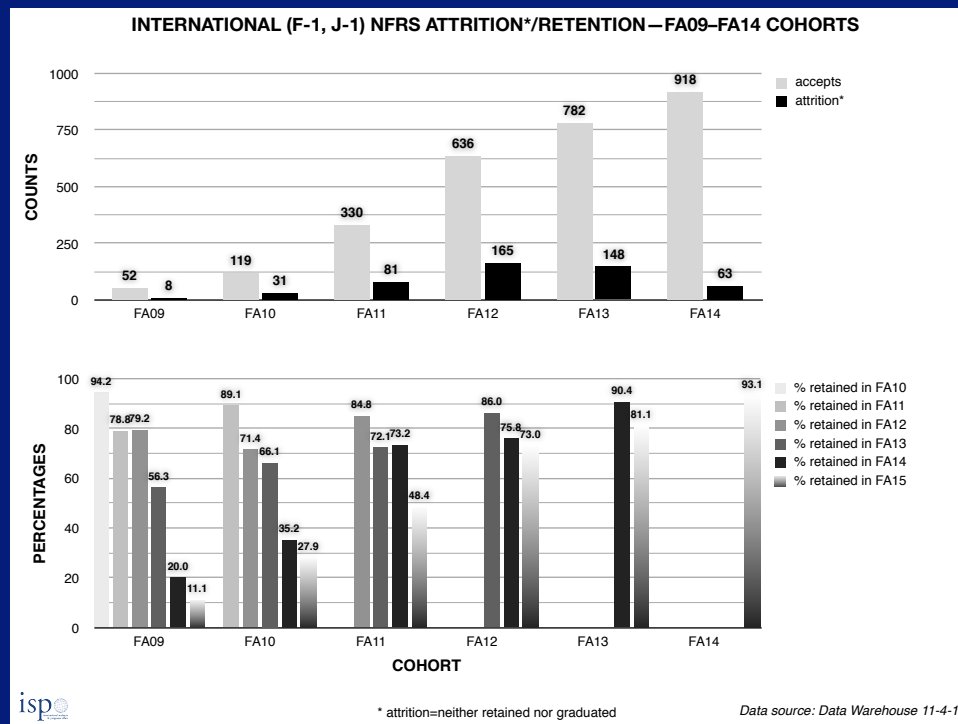
International undergraduates

- graduation—transfers



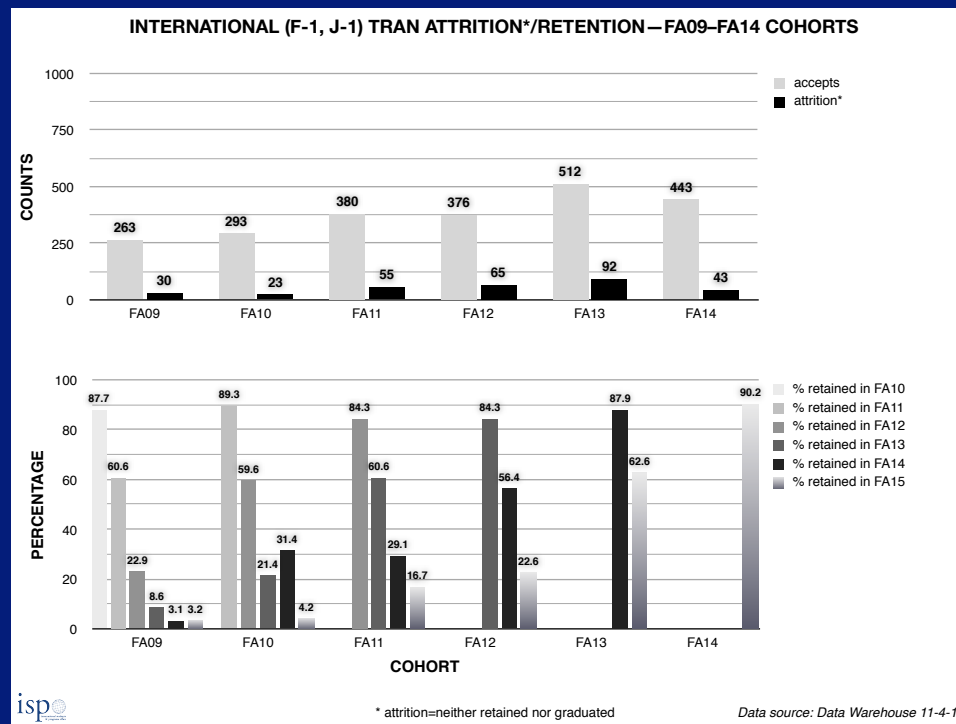
International undergraduates

- attrition/retention— first-time freshmen



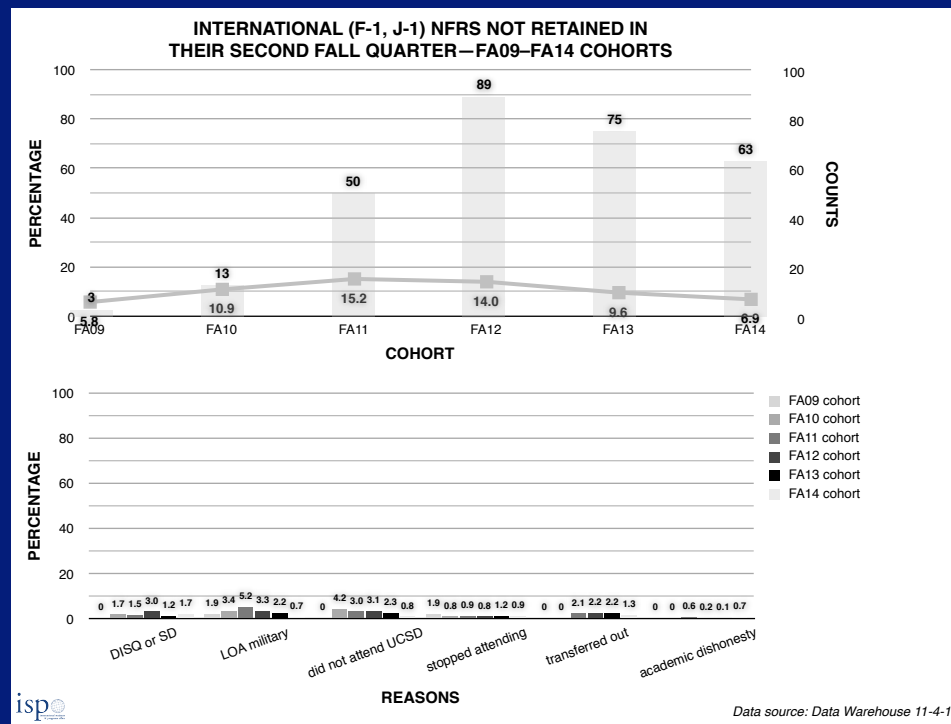
International undergraduates

- attrition/retention—transfers



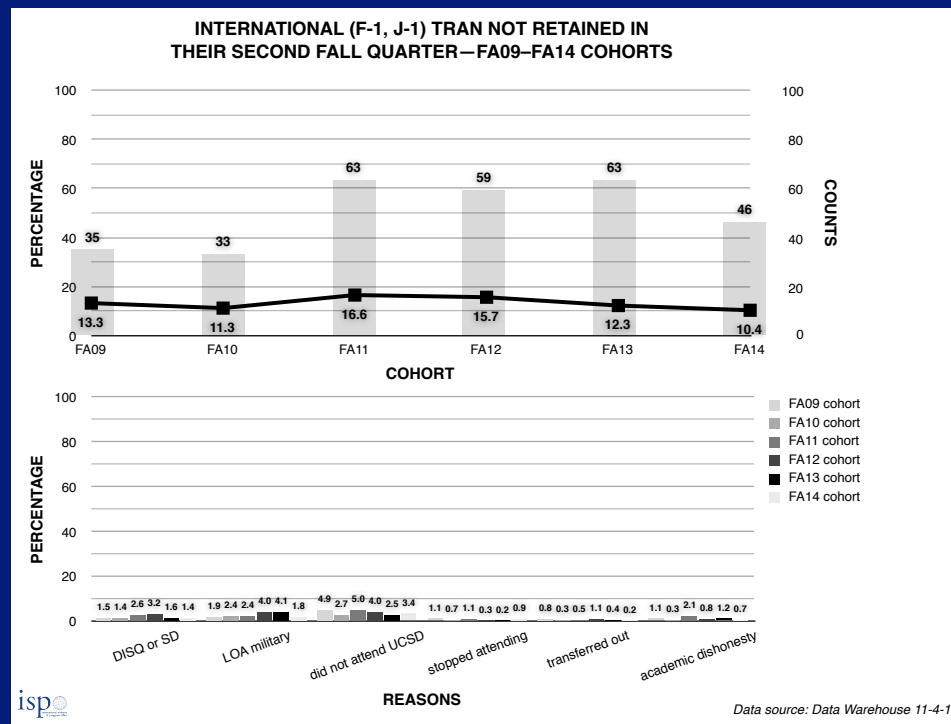
International undergraduates

- why not retained—first-time freshmen



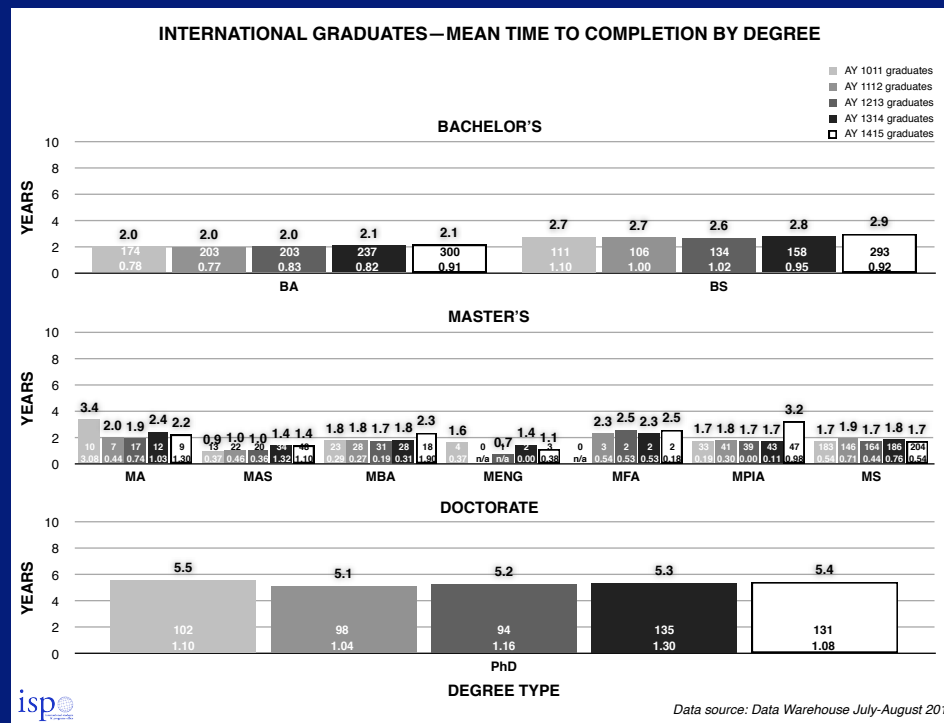
International undergraduates

- why not retained—transfers



International undergraduates

- time-to-completion—degree awardees



Conclusions

- ✓ UC San Diego's international undergraduates have unique obstacles to graduation and retention, including
 - compulsory military service
 - lack of familiarity with American teaching methods and integrity standards
 - cultural and language differences
- ✓ Despite these obstacles, UC San Diego's international undergraduates graduate and are retained to a greater extent than might be expected given campus' perceptions about struggles and cheating

The committee of two

Additional important information:



<http://utotherescue.blogspot.com/2015/08/ucop-begins-process-to-reduce-pension.html>

<http://utotherescue.blogspot.com/2015/11/this-week-at-regents-budget.html>

<http://utotherescue.blogspot.com/2016/01/pensions-politics-and-failures-of.html>

<http://calpensions.com/2015/05/18/brown-pension-cap-may-dull-uc-competitive-edge/>