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

<table>
<thead>
<tr>
<th>UC 4-year graduation rates</th>
<th>34% national average</th>
<th>57% UC average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>UCLA</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Irvine</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>San Diego</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Davis</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Riverside</td>
<td>42%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Collegeboard

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

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](http://grapevine.illinoisstate.edu/tables/FY13/Table2_FY13.pdf)

<table>
<thead>
<tr>
<th>STATES</th>
<th>1-Year % Change, FY12-FY13</th>
<th>2-Year % Change, FY11-FY13</th>
<th>5-Year % Change, FY08-FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State $ Only</td>
<td>State &amp; Plus ARRA</td>
<td>State $ Only</td>
</tr>
<tr>
<td>Alabama</td>
<td>-6.0%</td>
<td>-5.7%</td>
<td>-6.0%</td>
</tr>
<tr>
<td>Alaska</td>
<td>2.3%</td>
<td>2.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Arizona</td>
<td>2.0%</td>
<td>2.0%</td>
<td>-22.8%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1.3%</td>
<td>1.3%</td>
<td>0.5%</td>
</tr>
<tr>
<td>California</td>
<td>-5.7%</td>
<td>-5.7%</td>
<td>-19.6%</td>
</tr>
<tr>
<td>Colorado</td>
<td>-1.1%</td>
<td>-1.1%</td>
<td>-5.3%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>0.8%</td>
<td>0.8%</td>
<td>-11.0%</td>
</tr>
<tr>
<td>Delaware</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Florida</td>
<td>-8.0%</td>
<td>-8.0%</td>
<td>-11.3%</td>
</tr>
<tr>
<td>Georgia</td>
<td>4.6%</td>
<td>1.8%</td>
<td>-4.9%</td>
</tr>
</tbody>
</table>
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

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

- UC San Diego enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>International Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA09</td>
<td>505</td>
</tr>
<tr>
<td>FA10</td>
<td>612</td>
</tr>
<tr>
<td>FA11</td>
<td>899</td>
</tr>
<tr>
<td>FA12</td>
<td>1178</td>
</tr>
<tr>
<td>FA13</td>
<td>1419</td>
</tr>
</tbody>
</table>

- 21.2% increase from FA09 to FA10
- 46.9% increase from FA10 to FA11
- 31.0% increase from FA11 to FA12
- 20.5% increase from FA12 to FA13
International undergraduates

- citizenship country

[Charts showing percentage distribution of citizenship countries among international undergraduates, with categories including China, Hong Kong, South Korea, Taiwan, and others.]
International undergraduates

- demographics—major discipline
International undergraduates

• graduation—first-time freshmen

Data source: Data Warehouse 11-4-15
International undergraduates

• graduation—transfers
International undergraduates

- attrition/retention — first-time freshmen

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**INTERNATIONAL (F-1, J-1) NFRS ATTRITION*/RETENTION—FA09–FA14 COHORTS**

* attrition = neither retained nor graduated

- **Counts**
  - FA09: 82
  - FA10: 119
  - FA11: 31
  - FA12: 165
  - FA13: 148
  - FA14: 63

- **Percentages**
  - % retained in FA10: 90.4
  - % retained in FA11: 75.8
  - % retained in FA12: 73.2
  - % retained in FA13: 35.2
  - % retained in FA14: 20.0
  - % retained in FA15: 94.2

Data source: Data Warehouse 11-4-15
International undergraduates

• attrition/retention—transfers

**INTERNATIONAL (F-1, J-1) TRAN ATTRITION*/RETENTION—FA09–FA14 COHORTS**

* attrition= neither retained nor graduated

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**Data source:** Data Warehouse 11-4-15

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International undergraduates

• why not retained—first-time freshmen

Data source: Data Warehouse 11-4-15
International undergraduates

- why not retained—transfers

Data source: Data Warehouse 11-4-15
International undergraduates

• time-to-completion—degree awardees

Data source: Data Warehouse July-August 2015
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://calpensions.com/2015/05/18/brown-pension-cap-may-dull-uc-competitive-edge/