

# 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**

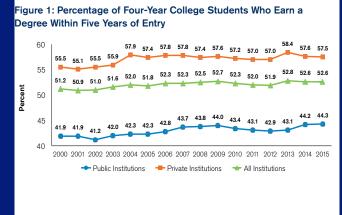


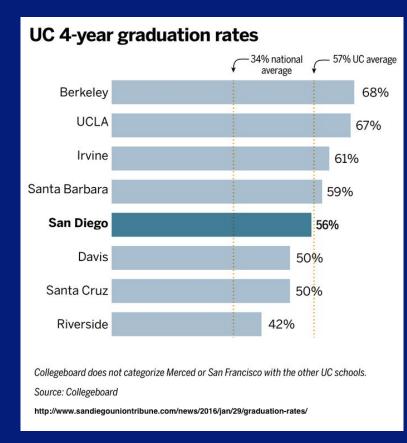
Figure 2: Percentage of First-Year Students at Four-Year Colleges Who Return for Second Year

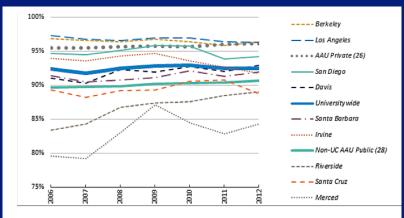


Source: Compiled from ACT Institutional Data Files



#### **Graduation and retention**





Source: IPEDS<sup>1</sup>

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

	1-Year % Change, FY12-FY13		2-Year % Change, FY11-FY13		5-Year % Change, FY08- FY13
	S	tate & Plus ARRA	St	ate & Plus ARRA	
STATES	State \$ Only	Funds <sup>a</sup>	State \$ Only	Funds <sup>a</sup>	State \$ Only
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 undergradutes

#### ISPO's definition

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

#### Campus' definition

exclude domestics



#### International undergraduates

Academic Achievement and Demographics of International Undergraduates

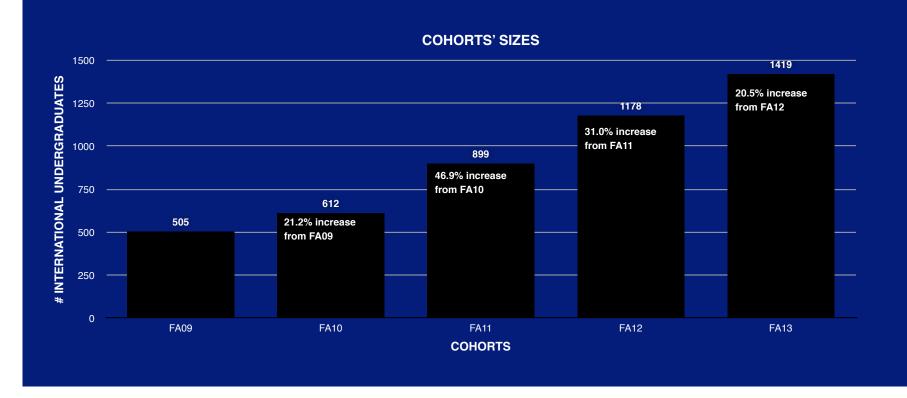
Table 1. Variables previously shown to affect international undergraduates' academic achievement in America

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 academic integrity standards		
	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

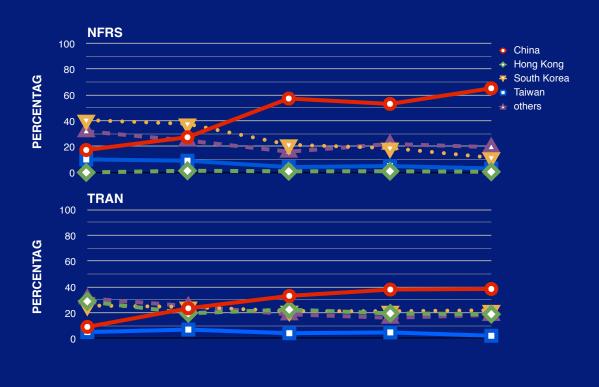
UC San Diego enrollment





#### International undergraduates

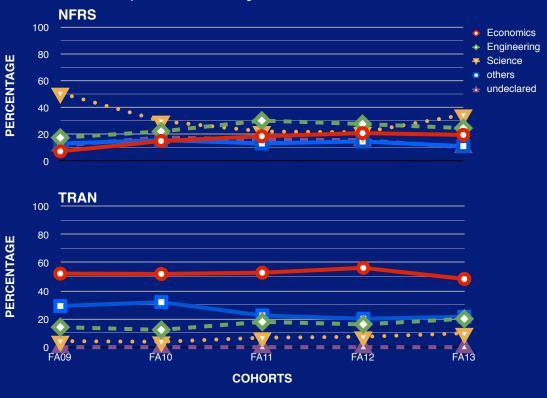
citizenship country





#### International undergraduates

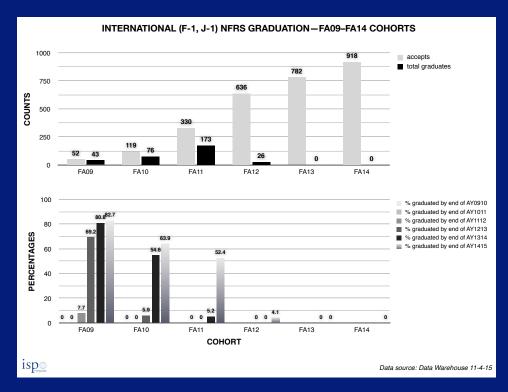
demographics—major discipline





#### International undergraduates

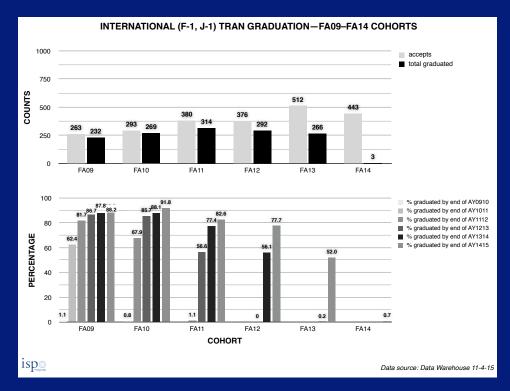
• graduation—first-time freshmen





#### International undergraduates

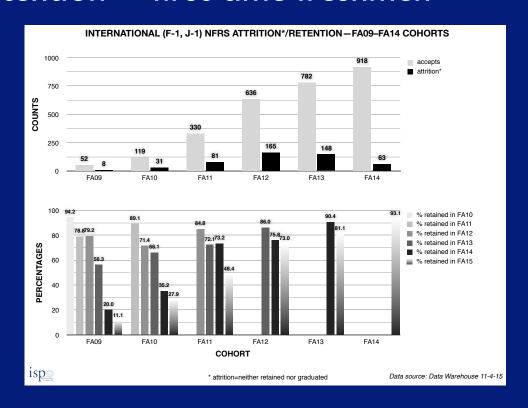
• graduation—transfers





#### International undergraduates

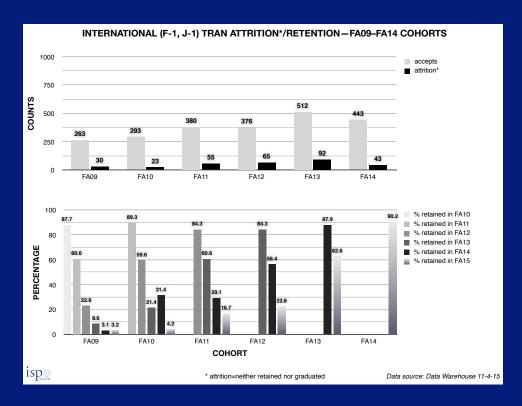
• attrition/retention— first-time freshmen





#### International undergraduates

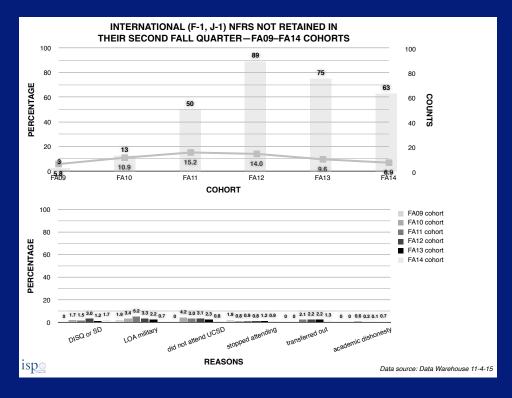
• attrition/retention—transfers





#### International undergraduates

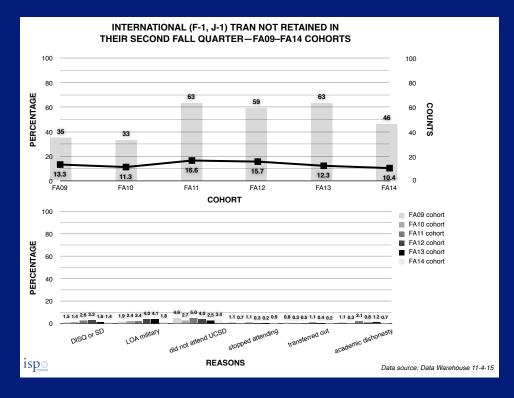
• why not retained—first-time freshmen





#### International undergraduates

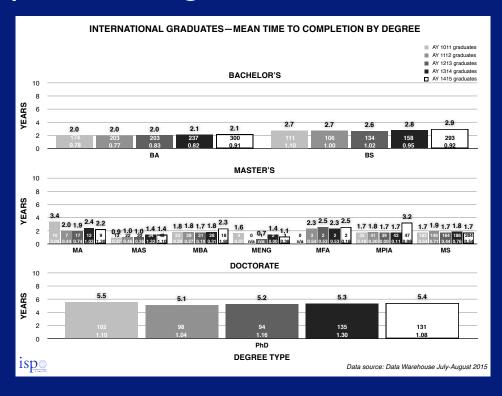
why not retained—transfers





#### 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/