

International Student Success

2013-14 Annual Report

In recognition of the increase in international students in the undergraduate population, the Chancellor and Provost allocated \$900K over two years, beginning in July 2013, to enhance support for international student success. The Vice Provost for Teaching, Learning, Academic Planning, & Facilities (VP-TLAPF) convened the International Student Success Working Group (ISSWG) to identify the needs of this student population and to develop meaningful programs to meet those needs.

This report

- provides baseline student success and experience data to better understand how well international students are faring;
- reviews how the 2-year funding is being spent to support international students' success including activities and programs initiated by the College of Letters & Sciences and the Student Learning Center;
- highlights examples of how existing services and activities, outside of the funded initiative, have been enhanced to better support international students' success—those offered by the Berkeley International Office, the Career Center, and the College Writing Programs, as well as a new initiative, sponsored by Summer Sessions, to support faculty teaching in a globalized classroom.

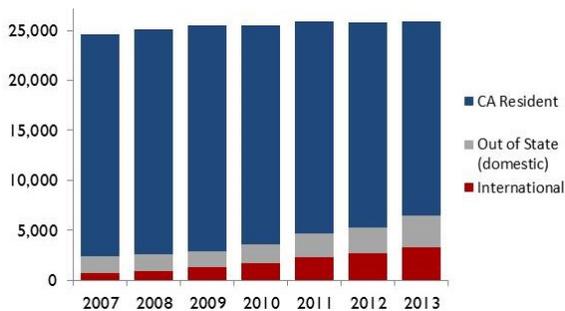
SUMMARY OF DATA

From the data, we find that international students are concentrated in STEM fields, perform just as well as domestic students academically, and have similar 4-year freshman graduation rates as domestic students (for transfers, 2-year graduation rates are higher for international students). However, both international and out-of-state domestic students have lower 1-year retention rates and lower 6-year freshman graduation rates. Student experience data also suggests disparities in satisfaction and campus climate.

WHO ARE OUR INTERNATIONAL STUDENTS?

In Fall 2013, just over 3,300 (13%) of the 25,951 registered undergraduates were international students.

UC Berkeley Undergraduate Residency, Fall 2007-13



About half of these students were from China or South Korea—with a 2:1 ratio of representation favoring China. The remaining population represents various countries that, at most, individually captures 5-10% of our international students (e.g., India, Canada).

TOP AREAS OF STUDY

Across residency, Electrical Engineering & Computer Science (EECS) was a top major among declared undergraduates. For international students, Economics was the number one major, and EECS and Statistics rounded out the top three. Finally, nearly half of all declared international undergraduates are concentrated in five majors.

Top 5 UG Majors by Residency, Fall 2013

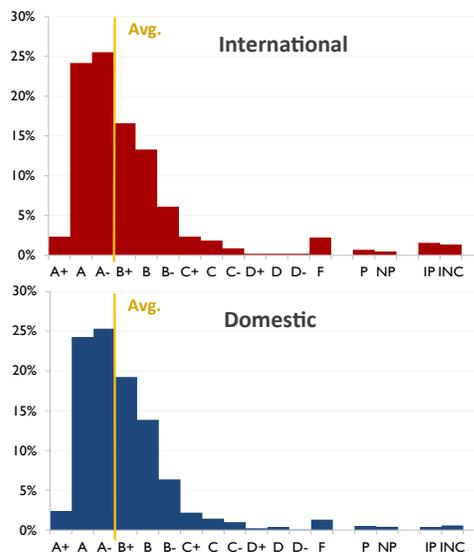
| | INT | OOS | CA |
|----------------|------------|------------|-----------|
| Economics | 17% | 5% | 4% |
| EECS | 9% | 14% | 7% |
| Statistics | 8% | 1% | 1% |
| Business Admin | 6% | 3% | 4% |
| Applied Math | 5% | 2% | 1% |
| Chem Eng | 5% | 4% | 2% |
| Mechanical Eng | 4% | 6% | 3% |
| Political Sci | 3% | 4% | 6% |
| Psychology | 3% | 3% | 4% |
| Integ Biology | 1% | 3% | 4% |

Bold text indicates top 5 majors for a given group

ACADEMIC PERFORMANCE

International students take a statistically significant higher average course load than domestic* students per semester (16 versus 15 units; Standard Deviations = 2.7 and 2.3). However, the GPAs of international students in their first term (3.3) and at time of degree (3.3) are no different than the GPAs of domestic students. Further, their Common Good Curriculum Math & Science GPA (3.1; SD = 0.98) is higher than domestic students (2.9; SD = 0.96). Also, despite anecdotes concerning a lack of English language proficiency, we do not find a statistically significant group difference between the GPAs (3.4) or grade distributions in Reading & Composition courses:

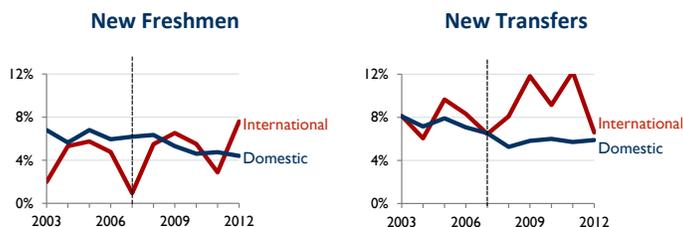
R&C Grade Distribution 2012-13



* "Domestic" = all U.S. Citizens, CA Residents (regardless of U.S. citizenship status), and students with U.S. Immigrant Status (e.g., permanent residents).
 "International" = Non-U.S. Citizens without U.S. Immigrant Status.

Academic probation is another important metric, particularly in the first year at Berkeley. The chart below shows probation rates trending downward for both domestic freshmen and transfers while fluctuating for international students.

First-Year Probation Rates by Residency & Entry Status, 2003-2012 Fall Entering Cohorts



The dotted line marks Fall 2007, which is the year prior to the substantial increase in new international freshmen and transfers. INT freshmen cohort sizes are <100 students prior to 2007.

International transfer students stand out particularly with regard to their first-year probation, as they have historically had a much higher rate than their freshmen counterparts. However, from the most recent data available we see similar rates at 7% for international transfers (down 5% from the prior cohort) and 8% for international freshmen (up 5% from the prior cohort).

RETENTION & GRADUATION RATES

The one-year retention of Berkeley undergraduates is high but varies by entry status and residency; CA resident freshmen have a high and consistent rate of 97%, whereas out-of-state and international freshmen have lower rates of 94% and 95%, respectively.

One-year Retention Rates by Residency & Entry Status, 2007-2012 Fall Entering Cohorts

| | New Freshmen | | New Transfers | |
|-----|--------------|-----|---------------|-----|
| CA | 97% | 97% | 95% | 94% |
| INT | 94% | 95% | 92% | 89% |
| OOS | 93% | 94% | 91% | 93% |

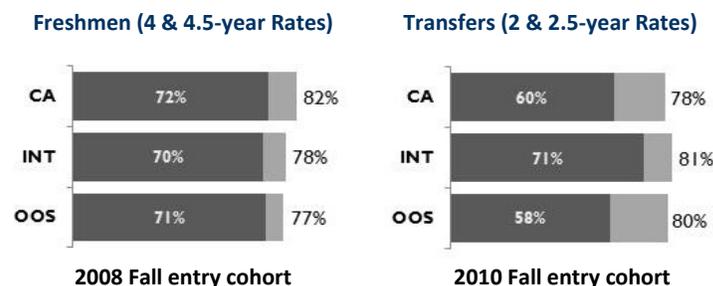
In more recent years, international and out-of-state freshmen entrants have had lower 6-year graduation rates than CA resident freshmen. For the freshmen cohort entering in Fall 2007, rates were 92% (CA), 88% (INT), and 83% (OOS). For transfers, all residency groups have 4-year rates above 90%.

Graduation Rates by Residency & Entry Status



When looking at normative graduation rates (e.g., 4-year freshman and 2-year transfer), as shown below, international transfer students stand out as graduating at a much higher rate than domestic transfers; 71% of international transfers who entered in Fall 2010 graduated within 2 years of entering, compared to 60% of CA resident transfers.

Normative Graduation Rates by Residency & Entry Status



THE STUDENT EXPERIENCE

Using six-point Likert scales, the UC Undergraduate Experience Survey (UCUES) allows respondents to indicate their satisfaction and agreement levels with various aspects of their Berkeley experience. Analysis of UCUES metrics that tap into both the academic and social experience shows that international students report a lower sense of belonging and are less satisfied with their social experience relative to their domestic peers. Both international and out-of-state domestic students also report significantly lower satisfaction than CA residents with the value of their Berkeley education for the price they are paying. However, when asked if they would re-enroll at Berkeley knowing what they know now, the gap between international, out-of-state domestic, and CA residents is narrower. Finally, international students have similar levels of satisfaction with their academic advising (major and college) as CA residents. By contrast, out-of-state domestic students report lower advising satisfaction.

PROGRAMMATIC ENHANCEMENTS

As part of the International Student Success Initiative, a working group (ISSWG) of 36 campus partners representing 20 distinct units began to meet quarterly to define objectives, expand or initiate services in partnerships across campus, and develop a sense of community around these services. In June 2013, representatives from the Office of Planning & Analysis and the Operational Excellence Metrics Project joined the ISSWG to gather and present student success and experience data and to lead the group in developing metrics for tracking progress toward initiative goals. The ISSWG operational goals are to provide:

- Enhanced student satisfaction;
- Excellent and equal academic achievement;
- High quality services, support and student systems.

International Student Success at UC Berkeley

The College of Letters & Science applied the additional 2-year funds to increase advising support while the Student Learning Center (SLC) expanded services to support student learning. Other units redirected existing resources to meet shared objectives. The resulting accomplishments are outlined here, along with future plans.

ADVISING

The College of Letters & Science (L&S) serves 74% of the undergraduate population, as well as 74% of international undergraduates. L&S works to ensure excellent advising support for all of its students, beginning with the Summer CalSO program which provides important advising support prior to the start of the semester. In Summer 2013, although 81% of CA resident and 54% of OOS domestic entering freshmen attended CalSO, only 17% of international students did. L&S expanded advising services and implemented a number of strategies that focus on reaching non-resident students early on and provide advising prior to course enrollment in the first semester. In the first year, L&S has successfully:

- Hired 3 new advisors—Brenaia Blue, Amber Dillon, and Laura Imai;
- Assigned all incoming freshman students a college advisor that will work with them throughout their academic career;
- Created a system for electronic schedule proposal, review, and feedback prior to enrollment dates for international students (currently in pilot phase);
- Set an earlier course enrollment date for all incoming international students;
- Offered targeted workshops in conjunction with the Berkeley International Office (BIO) for international students prior to Welcome Week;
- Provided online videos—19 YouTube videos were created and captioned and received over 15,638 views (650+ hours watched), with many views originating from South Korea, Hong Kong, China, and India.

In addition, L&S is developing resources that will support advisors and staff as well as students. Kate Fitzpatrick has been hired to lead the charge in creating an articulation database for out-of-state and international institutions. This should allow staff and current and prospective students to see which requirements will be fulfilled prior to campus arrival. This system supports accurate and timely evaluation of transcripts and, by extension, appropriate course selection for students coming from outside the state of California.

The College plans to continue program development in partnership with the BIO, New Student Services, and other ISSWG members and will use metrics to monitor operations and measure impact in the second year.

ACADEMIC SUPPORT

In late 2013, The Student Learning Center (SLC) created an International Student Program (ISP) and successfully recruited Khuyen Nguyen, Ph.D., to lead the program. Khuyen co-facilitates

efforts to provide high-touch academic support services in areas serving the highest concentrations of international students.

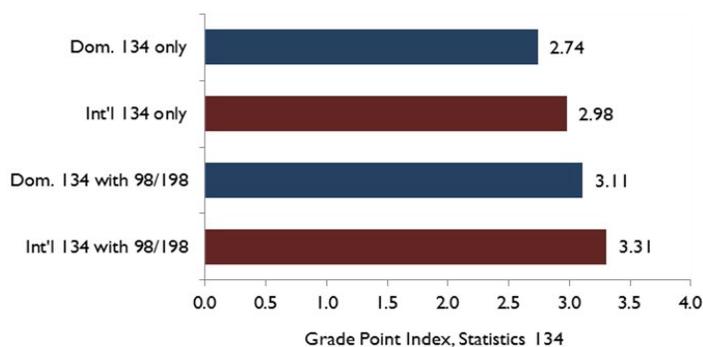
Building on the success of the SLC's adjunct model and in collaboration with the Math/Statistics program, the ISP offered an adjunct course (Statistics 98/198) for Statistics 134 in Spring 2014 and hired Nitin Kohli, an SLC senior tutor, to teach it. Students taking adjunct courses develop not only study strategies that improve their performance in quantitative courses but also study practices that enhance their overall academic success.

Statistics 134 became a focus for the SLC for the following reasons:

- Completion of Statistics 134 with at least a “B–” is required to declare a major in Statistics;
- Statistics is the third most popular major for international students (see table on pg. 1);
- Statistics is the fastest growing undergraduate major, and international students make up 45% of all Statistics majors;
- In Spring 2014, international students accounted for 34% of enrollments in Statistics 134;
- Statistics 134 is among the top courses contributing to probation rates for international students.

Looking at the data for Spring 2014, we see that the SLC adjunct course (Statistics 98/198) for Statistics 134 was successful in supporting student learning. Enrolled international students outperformed all other groups of students:

SLC Adjunct Program: Impact on Performance of International and Domestic Students in Statistics 134



In addition, the SLC looked at other performance outcomes to assess the effectiveness of the implementation:

- International enrollment for Statistics 98/198 reached 38%;
- International students logged 2,230 hours of optional group review and office hour time;
- Over 94% of students rated the course as helpful to their success in Statistics 134.

Outside of the efforts focused on Statistics 134, the SLC piloted peer-led support services (study group and drop-in tutoring) to support students majoring in Economics. In the next academic year, the program will fine-tune these services and will also implement a workshop series on writing across the curriculum.

CULTIVATING COMMUNITY

The [Berkeley International Office](#) mission is to enhance international students' educational and personal experiences at UC Berkeley. Parallel to the growth of the international undergraduate population, BIO has realigned its services and outreach efforts to boost success and build community by focusing on social and cultural transition programming to support retention. Recent developments include the creation of a credit-bearing transition course (Sociology 98/198 *The International Student Experience at Berkeley: Pathways to Personal & Academic Success*), development of a [Peer Mentorship program](#), implementation of an [Orientation Leader](#) model, and an increase in [training](#) for campus staff, faculty, and peer mentors. BIO looks at the following performance metrics to track effectiveness:

- More than 85% of students responded in exit surveys that involvement in the Peer Mentorship program allowed them to participate more actively in campus life;
- From 2013 to 2014, there was a 187% increase in new students seeking mentors and an 85% increase in current students volunteering to mentor, 50% of whom had been mentees;
- Surveys and feedback indicate overwhelming support of the program from mentors in terms of personal and professional growth;
- Programs and workshops for students increased by 70% in 2013-14;
- Trainings for campus staff and faculty tripled in 2013-14;
- Student enrollment in social events has doubled—attendance at the Fall iMix increased from 65 in 2013 to 122 in 2014.

BIO staff will continue to partner with key campus units and student leaders to develop meaningful programs and resources that support student success through student, staff, and faculty engagement.

TRANSITIONING TO LIFE AFTER BERKELEY

The Career Center introduced its first Career Counselor for International Students, Sarah Bang, in early 2013 to support international students through individual career counseling, specialized programming, and resource and employer relations development. UC Berkeley is one of the few universities in the U.S. to have a full-time counselor dedicated to this unique population. Over the course of the 2013-14 academic year:

- There were 219 45-minute career counseling appointments on topics ranging from career exploration and internship/job search strategies to graduate school preparation. In post-appointment surveys, 95.5% of students served expressed they would recommend the Career Counselor to friends;
- To meet the high demand on the 45-minute appointments, weekly 15-minute drop-in sessions were added and served an additional 137 students;
- In collaboration with BIO, a total of 15 specialized career programs were offered with approximately 556 attendees;

- Over 300 students attended the Introduction to Career Services presentation at the Fall 2013 New International Student Orientation;
- An international student section was created on the [Career Center](#) website and since its launch in August 2013 has averaged 579 visits per month;
- The CareerMail for International Students e-newsletter was initiated in April 2013, and as of May 2014, is being sent to 2,234 subscribers on a weekly basis.

Areas of focus for the 2014-15 academic year include continuing to expand resources for international students and U.S. employers who recruit international students, developing a strategy for employer outreach in Asia, and expanding knowledge of international students' career expectations and needs through a variety of assessment tools.

TEACHING IN A GLOBALIZED CLASSROOM

In Spring 2014, a cross-unit partnership of ISSWG affiliates with expertise in serving the pedagogical needs of international students formed to develop learning activities for faculty and staff serving the international population, with sponsorship from Summer Sessions.

The group developed a single-reference [webpage](#) for faculty with information about:

- The international student population at Berkeley;
- Cultural awareness resources;
- Pedagogical toolbox for teaching international students.

The page went live in March 2014 and received over 170 hits in its first quarter with visitors to the page spending a duration of time that was twice as long as the site ([teaching.berkeley.edu](#)) average.

The group also launched a faculty workshop series, "Creating Conditions for (International) Student Success." Two workshops were offered since April 2014: Facilitating Class Discussion & Group Projects, and Crafting, Teaching, and Grading Final Writing Assignments.

In the coming year, online resources and programming will be expanded to increase outreach and flexibility. In production are:

- Faculty & student videos on pedagogical best practices;
- Real-time virtual consulting services to address specific faculty questions;
- Continued development of webpage resources;
- Customized faculty workshops offered on-site in selected departments with high international student enrollment.

Separately in Fall 2013, the College Writing Programs (CWP) launched an online and in-person drop-in consultation program for faculty and GSIs teaching Reading & Composition (R&C) classes to support the management, development, and grading of assignments for multilingual writers. Several online resources were also created to aid faculty work with International students in R&C courses and are accessible through the [CWP website](#).

The ongoing success of the initiative relies on the partnership of the SLC, BIO, CWP, Summer Sessions, UC Berkeley Public Service Center, and the Center for Teaching and Learning.