

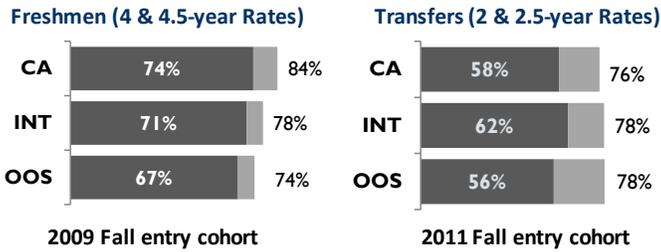
# International Student Success 2014-15 Annual Report

## STUDENT OUTCOMES & EXPERIENCE

### GRADUATION RATES

In last year's annual report normative graduation rates were highlighted for the Fall 2008 freshmen entry cohort and the Fall 2010 transfer entry cohort. Below, we share updated data for the Fall entry cohorts of 2009 (freshmen) and 2011 (transfers).

#### Normative Graduation Rates by Residency & Entry Status

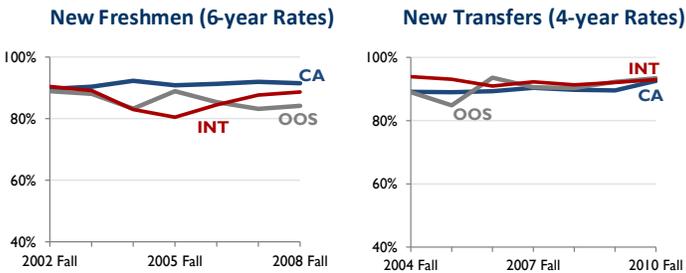


Normative graduation rates for international (INT) and out-of-state domestic (OOS) freshmen continue to be lower than the rate for CA resident freshmen. As shown above, 74% of CA resident freshmen who entered in Fall 2009 graduated within 4 years and 84% graduated within 4.5 years. However, for international freshmen, the 4-year rate was 71% and the 4.5-year rate was 78%. Normative rates were also lower for out-of-state domestic freshmen entrants.

For transfers, the latest normative graduation rates, particularly the 2.5-year rates that range from 76% to 78%, do not show as much discrepancy across residency status. However, there has been a significant decrease in the 2-year graduation rate of international transfer students when comparing Fall 2011 entrants with Fall 2010 entrants (see [prior report](#) for 2010 figures). International transfer students now no longer have significantly higher normative graduation rates than their CA and out-of-state domestic transfer peers.

In addition to normative graduation rates, federal reporting guidelines identify a longer timeframe for undergraduate degree completion. This longer timeframe allows two additional years, corresponding to a 6-year (freshmen) and 4-year (transfer) graduation rate.

#### Federal Guideline Graduation Rates by Residency & Entry



Overall, 6-year freshmen and 4-year transfer graduation rates are high (exceeding 90% in aggregate). However, as shown above, the 6-year freshmen graduation rate continues to be lower for international and

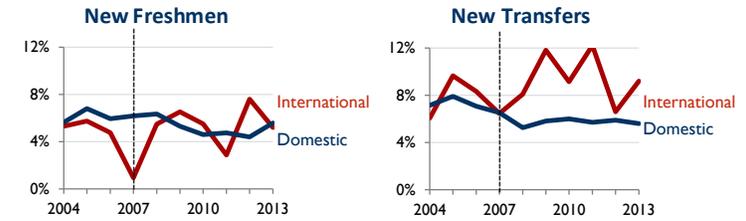
out-of-state freshmen entrants than their CA resident counterparts. Indeed, for the freshmen cohort entering in Fall 2008, the 6-year graduation rates were 91% (CA), 89% (INT), and 84% (OOS), respectively. For transfers entering in Fall 2010, all residency groups have 4-year rates of 93%.

### PROBATION RATES

International transfer students continue to have higher 1st-year probation rates than international freshmen and domestic transfers.

For the Fall 2013 entering cohort, 9% of international transfer students were placed on probation as a result of their academic performance in the 1st year. This compares to a 5% 1st-year probation rate for international freshmen entering in that same year, and a 6% rate for both domestic freshmen and transfers. Probation rates for international students should continue to be monitored given that students placed on 1st-year probation have [lower graduation rates](#).

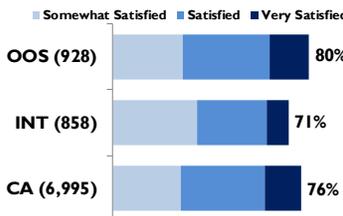
#### First-Year Probation Rates by Residency & Entry Status



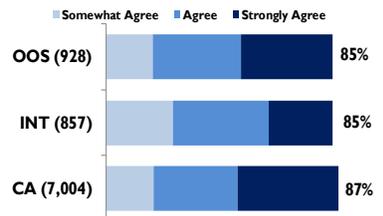
### THE STUDENT EXPERIENCE

Using six-point Likert scales, the UC Undergraduate Experience Survey (UCUES) asks students to indicate their satisfaction and agreement with various aspects of their Berkeley experience. The 2014 UCUES results show no significant changes in international students' satisfaction with academics or social life compared to the 2012 responses. (reported in the 2014 ISSWG brief). There is only a 6% gap in the proportion of CA residents and international respondents who reported being "satisfied" or "very satisfied" with the overall academic experience and no significant gaps in the reported satisfaction with advising by college or department. Over half (60%) of international students responded they would enroll again given what they know now. However, international students remain less satisfied with the social aspects of UC Berkeley. International students reported a lower sense of belonging, with 51% agreeing or strongly agreeing that they belong on campus compared to 59% of CA residents.

#### Satisfied with Overall Social Experience



#### Agree/Strongly Agree Would Renroll



## College of Letters & Science (L&S), Advising

In the 2014-15 cycle, [L&S Advising](#) focused on the implementation of a high-touch advising model for incoming freshmen by increasing available advising appointments. Resources were allocated to increasing staff, developing web-based informational services, and the creation of a new public course articulation database serving non-resident students.

- Three advisors were hired and all incoming freshmen were successfully assigned a college advisor.
- 656 international students attended schedule planning workshops; 520 attended a specialized orientation.
- International, out-of-state, and resident students reported equally high satisfaction rates with their college advising appointments.
- Since launch, the [course articulation database](#) received over 3,500 website hits with 10,626 courses articulated from 726 out-of-state institutions, saving 50 hours usually spent evaluating R&C courses.
- International students were prioritized during dismissal review to allow time for visa arrangements.

### Looking ahead:

L&S will continue to develop the Virtual Advising program so that international students unable to attend CalSO will be able to submit their schedules for advisor review and receive a caseload advisor assignment at the beginning of summer for seamless advising service. Technological developments will include the addition of out-of-state institutions in the course articulation database and YouTube videos to focus on majors that are attractive to international students.

## Student Learning Center (SLC)

In its second year of funding, the SLC's [International Student Program](#) (ISP) continued to expand successful services and explored new formats for program delivery, to great results.

- International students in the [Adjunct Stat 134](#) course continue to out-perform other groups, including non-adjunct internationals.
- Over three semesters, [services for students in Economics courses](#) (the most-popular major for international students) quintupled usage—international students comprised about 30% of all users.
- The Language Exchange Program (LEP) served 410 students during the 2014-15 AY (1580 contact hours recorded). International students made up 40% of the program, led 18 language groups, and practiced a total of 21 languages.
- Over 90% of LEP weekly assessment survey respondents agreed that they enjoyed meeting with their partners and that being in the program expanded and enhanced their sense of community.

### Looking ahead:

In the coming year, ISP will partner with the SLC's Writing Program to enhance writing support services for international students.

## College Writing Program (CWP)

[CWP](#) focused efforts on building community and confidence for both instructors and students through the expansion of courses, services, and events.

- A new section of [CW R4B](#) (taught by an applied linguistics specialist) was developed and had a sizeable waitlist.

- A hybrid Grammar & Vocabulary course ([CW W1](#)) was piloted, providing academic language instruction both online and face-to-face.
- The consultancy program for R&C instructors was expanded to include Skype consultations.
- A [campus-wide resource fair](#) attracted 50+ faculty & advisors.

### Looking ahead:

Plans include expanding current courses to meet the needs of the multilingual student population, adding a pronunciation course and/or a section of [CW 10A](#) (Public Speaking) for multilingual students, improving outreach to international students about Summer English Language Studies and academic-year courses, and continuing professional development support for R&C instructors.

## Berkeley International Office (BIO)

[BIO](#) refined its organizational structure to include a Lead Advisor for Undergraduate Student Services and a Lead Advisor for Graduate Student Services. The group continued to advance efforts by increasing the use of technology and expanding leadership programs.

- Applications for the [Peer Mentor](#) and [Orientation Leader](#) programs increased 62% (to 250) in 2014.
- Messaging systems were revised in response to the 2014 BIO Pre-Arrival Communication Survey to make information accessible to students online 24/7.
- Tools and resources previously available only as one-time hosted webinars/workshops were made accessible through video and through the newly-developed app, [iSTART: Cal Edition](#).

*Looking ahead:* BIO will focus on enhancing student leadership opportunities in its programs and services and also work to address incoming undergraduates' top three concerns: understanding and meeting professor expectations, handling the amount of academic work, and succeeding academically.

## Career Center

The [Career Center](#) connected international students with peers and international alumni to increase internship and job search success. The Center showcased inspiring success stories across a range of outlets.

- [UC Berkeley International Student & Alumni Network LinkedIn Group](#) (est. Jan 2015) – 900+ members' profiles answer the question, "Which employers hire UCB international students?"
- 5 Panel and networking events featuring international students & alumni with internship/job search success attracted 239 students.
- Online collection of [13 international students and alumni success stories](#) has received 3,629+ visits since going live in April 2014.

The Career Center hired its first International Student Peer Advisor who met with 92 students through in-person drop-in advising and online chats, supplementing the 357 students the Career Counselor for International Students supported in 1:1 counseling. Despite the added support, demand for international student advising remains high, with a multi-week waiting list.

*Looking ahead:* The Career Center will continue to develop initiatives showcasing international student career success stories, enhance 24/7 online resources, and expand overseas employment search resources.