

Student Mobility

Student mobility encompasses outbound UC Santa Cruz students in study abroad and exchange programs as well as inbound degree-seeking and exchange students at the graduate and undergraduate levels.

Inbound Student Mobility

Undergraduate Growth. UC Santa Cruz has experienced tenfold growth in undergraduate students from 131 in 2013 to 1393 at the beginning of the fall quarter of 2018. Approximately 83% of these students are from Asia with the vast majority thereof from China. Host divisions are as follows: 37% BSOE, 36% SocSci, 15% PSci., 11% Arts, and 2% Humanities. The large fraction of international students entering Engineering and Social Sciences may contribute to impaction within those divisions.

During this same interval, matriculation of Hispanic and Latinx students has leveled off following impressive growth that earned UCSC Hispanic Serving Institution (HSI) status. As of fall 2018, Hispanic/Latinx students constituted ~27% of UCSC's undergraduates, only marginally higher than the HSI threshold enrollment of 25%. An institutional shift that prioritizes transfer student enrollments will likely sustain our Hispanic/Latinx who comprised ~34% of transfer enrollments in 2018.

Graduate Growth The international graduate student population grew from 225 in 2013 to 519 in Fall 2018, representing 28% of the current graduate student population. Applications from international students have increased dramatically (PhD +27%; MS +323%) while domestic applications are flat. The most substantial recent growth has occurred at the MSc-level in professional programs offered in BSOE.

Goal #1: Maintain an international student growth strategy that balances the University's service to California residents and stewards laudable achievements in enrollments of under-represented groups.

Goal #2: Broaden representation of international students outside of China through enrollment management and increased recruitment of sponsored students.

International Student Welfare and Success

Helping students achieve success is an imperative of any university. However, rapid growth challenges structures and programs aimed at creating an environment for international student success. Faculty and staff meetings conveyed a general sense that the campus is operating in a reactive mode vis-a-vis international student needs.

Recently, the Divisions of Student Success and Global Engagement, along with the Graduate Division, have undertaken detailed satisfaction surveys and sponsored graduate research aimed at producing a strategy for improved (international) graduate student support. The

willingness of several divisions to share responsibility exhibits the type of synergies and efficiencies that can be created when campus administrative units with common interests are united. Efforts to probe the welfare of international undergraduate students are less well developed. The graduate student study has produced a solid methodology that can and should be mapped into a program to conduct ongoing monitoring undergraduate student welfare.

Goal # 3: Monitor, on a continuing basis, the welfare of our rapidly growing international graduate and undergraduate student populations.

Orientation Programs

UC Santa Cruz has two distinct summer programs to assist our incoming international students with their transition to campus life - the *Grad Prep Program* and at the undergraduate level Summer Session offers the *International Summer Academy*. The Global Start program promotes networking among international students and aims to ease the cultural transition to life at UC Santa Cruz.

The Grad Prep Program¹ was initially designed to provide international students with sub-standard TOEFL scores the practical language training required to function as effective teaching assistants. As a new program, the structure and content undergo annual refinements to improve its efficacy.

At the undergraduate level, the International Summer Academy operates from late July through August and provides students with several course options such as *Navigating the Research University* and *Advanced Academic English*. Enrollments in this program hover around 25 students - a very small fraction (~5%) of the new international student population. These low yields suggest that the structure of the program needs to be evaluated and refined to increase incoming student participation.

Goal # 4: Track learning outcomes, refine content and improve participation in international student orientation programs.

Writing Program

A student's ability to communicate effectively in English is the foundation upon which academic success is built. Student learning outcomes from coursework within the Writing Program should, therefore, be a major campus priority, but special attention needs to be paid to those students for whom English is a second language. Writing Program faculty have been proactive in curricular development and assessment of learning outcomes for international students - ongoing efforts should be supported. A common refrain from the departmental meetings was the need for more support for writing at the undergraduate level and the need for an international graduate student writing curriculum.

¹ <https://global.ucsc.edu/opportunities/gradprep/index.html>

Goal #5: Provide additional support to the Writing Program to improve mentorship of undergraduate academic communication and launch a graduate student writing curriculum.

Goal #6: Achieve parity among domestic and international students in common metrics of student success such as retention and graduation rates, and measures of student satisfaction.

Opportunities

The foregoing discussion is not meant to imply that international students are a group solely with specific, unmet needs. Indeed, these students are also an enormous asset. First, successful graduates of UC Santa Cruz are our campus' best recruitment ambassadors and can elevate the profile of UC Santa Cruz internationally. Second, our more senior graduate and undergraduate students possess the experience necessary to thrive at UCSC, making them the best candidates to serve as peer mentors.

Goal #7: Increase the participation of international students in peer mentorship programs.

Outbound Student Mobility

UCSC provides access to both system-wide and campus-based study abroad opportunities. At the system-level UC Education Abroad Program (UCEAP) has a diverse global portfolio of opportunities, including several new programs that deal with impactation in high-demand classes. According to internal accounting, 505 and 453 UCSC students participated in UCEAP in the academic year (AY) 17-18 and AY 19-20, respectively. The rolling enrollments for AY 19-20 render current UCEAP participation data incomplete. Three-quarters of students enroll in quarter- or semester-long programs, whereas subequal numbers enroll in year-long or summer programs. Over the past two reporting periods, 28% of UCSC UCEAP students are Hispanic, closely mirroring our campus demographics. UCSC is one of very few campuses in the system that meet or exceed UCEAP demographic benchmarks for ethnicity. Seven of every ten study abroad students are female.

Over the past two academic years, UCSC Global Exchange and Faculty-Led Summer Study Abroad programs have realized a greater than three-fold increase in student participation - 25 students in AY 18-19 compared with 79 students for AY 19-20. This exceptional growth is attributable to leadership of the Division of Global Engagement in establishing bi-lateral exchange programs and the maturation of Faculty-Led Summer Study Abroad program approval process for which the Committee on International Education plays a supporting role. In contrast to many UCEAP programs, courses offered through these campus-based programs are pre-approved for credit. UCEAP, however, offers Academic Integration grants to assist faculty with course pre-approval. Academic Integration grant proposals to UCSC are typically successful.

Study abroad is costly. Students are not able to work during their time abroad and often incur significant additional debt. A general, and perhaps unfounded, perception is that study abroad lengthens time-to-degree further increasing the cost of education. These issues are particularly

acute for students who are financially disadvantaged, which often correlates with membership in an under-represented group. UCEAP offers need-based scholarships to students in their programs. The Financial Aid Office can often creatively re-package aid to fund study abroad experiences. However, if UCSC is to promote study abroad opportunities for all, fundraising for student scholarships is paramount. Access to experiential education undergirds the Strategic Academic Plan - the campus internationalization plan should leverage this priority.

Goal # 8: Increase access to study abroad coursework and other experiential education opportunities through fundraising efforts.

Faculty-led Summer Study Abroad courses embody the Design Principles of UCSC's Strategic Academic Plan. In particular, these offerings leverage the creativity of our faculty to produce impactful experiential education opportunities abroad with the assistance and expertise of the Study Abroad Office. However, the instructor workload is massive. Development of these courses at home is a year-long effort. In country, faculty members act as instructors and bear 24/7 oversight responsibilities for students in often-challenging international settings. There is a well-founded perception that the workload-to-reward ratio is untenable for faculty at the assistant and associate levels whose primary mode of career advancement is their research portfolio. A common refrain among faculty is that these types of experiential education opportunities are a luxury afforded only to full professors and lecturers. In order to harness the pedagogical creativity of our faculty in service of the education of our students, an incentive structure should be put in place.

Goal # 9: Grow the number of faculty-led and exchange programs through incentives for faculty at all career levels.

Summary

UC Santa Cruz has made remarkable gains in student mobility over the past five years. If the campus prioritizes support for our international students, harnesses the creativity and energy of our faculty and provides increased access for students to a wider range of study abroad opportunities, the gains are sure to continue.