

**KELLY WAHL**

**UCLA**

**ANALYSIS & INFO MGMT**



# Students vs. Respondents

How do course-taking patterns influence survey response rates for key campus subpopulations?



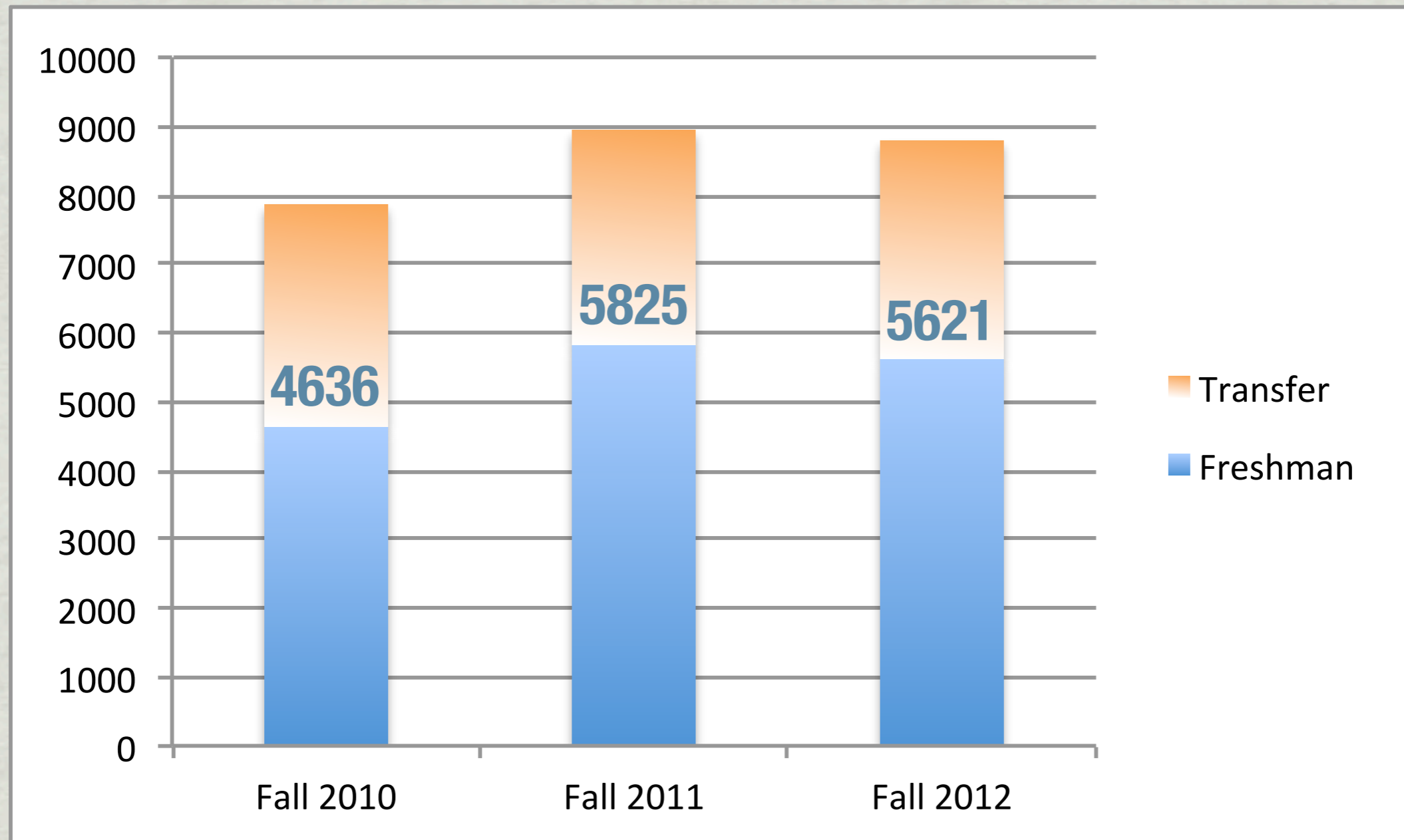
# UCLA Enrollment Stats

## Fall 2012

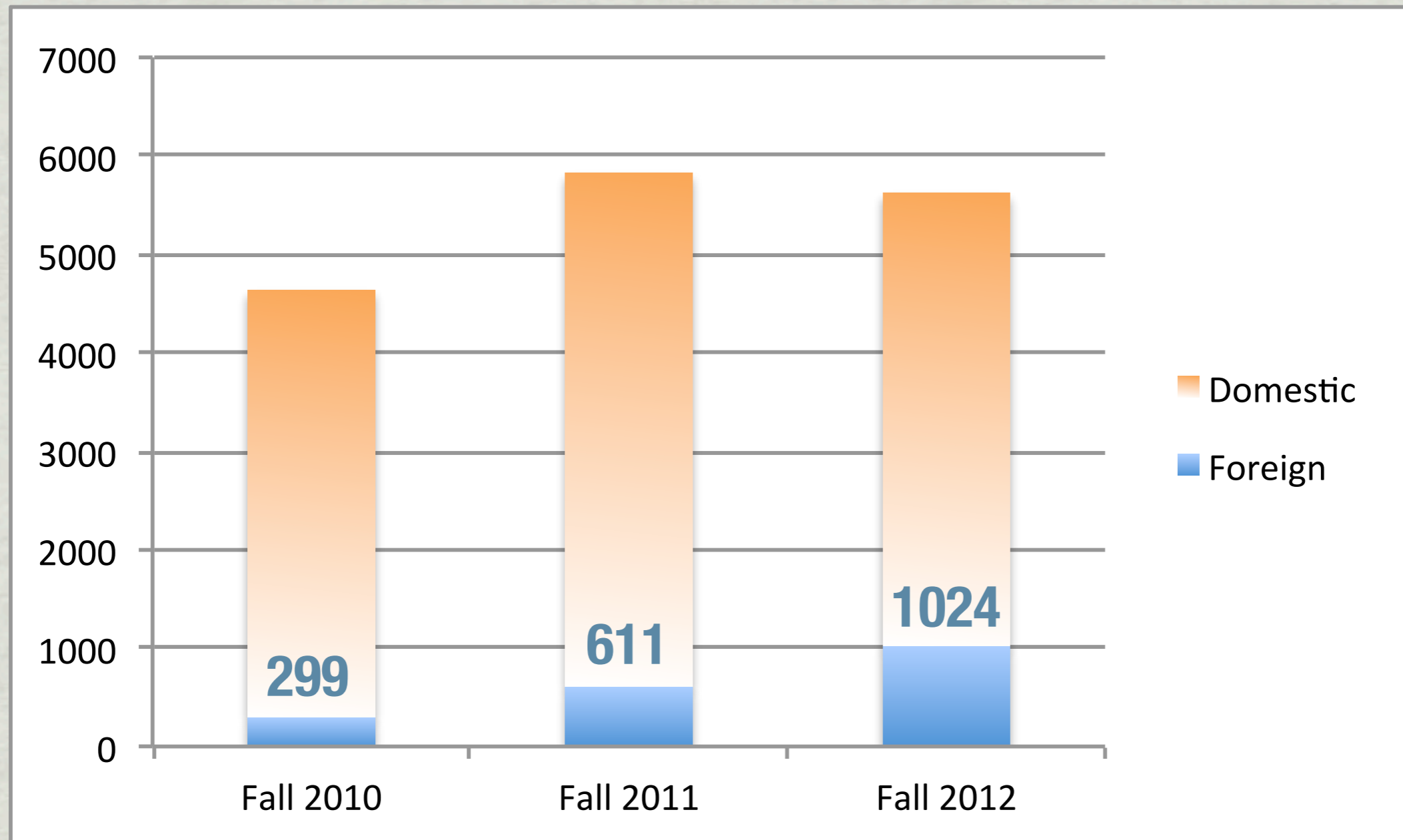
- ✱ 27,941 Undergraduate Students
- ✱ 12,004 Graduate Students
- ✱ 5,621 Incoming Freshman Students
- ✱ 3,172 Incoming Transfer Students



# Incoming Undergraduates by Application Type

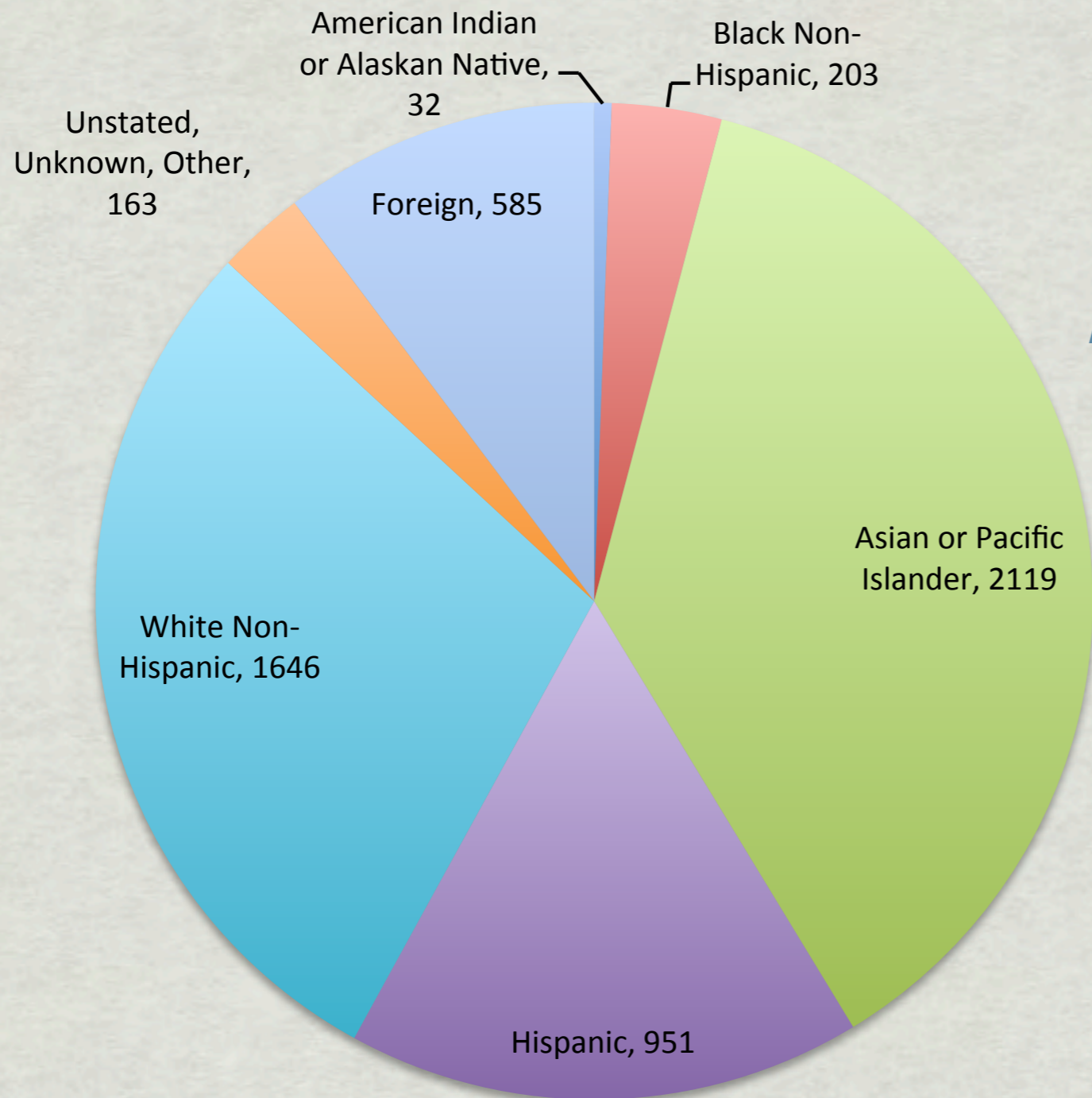


# Proportion of Foreign Freshman Students





# Census Survey Response Rates Fall 2011 Frosh in Spring 2012



**5699 (POPULATION)**

**OVERALL: 25%  
(31% PARTIAL)**

**ASIAN/PAC ISL: 31% (37%)**

**HISPANIC: 23% (30%)**

**WHITE: 24% (30%)**

**AMER INDIAN: 16% (19%)**

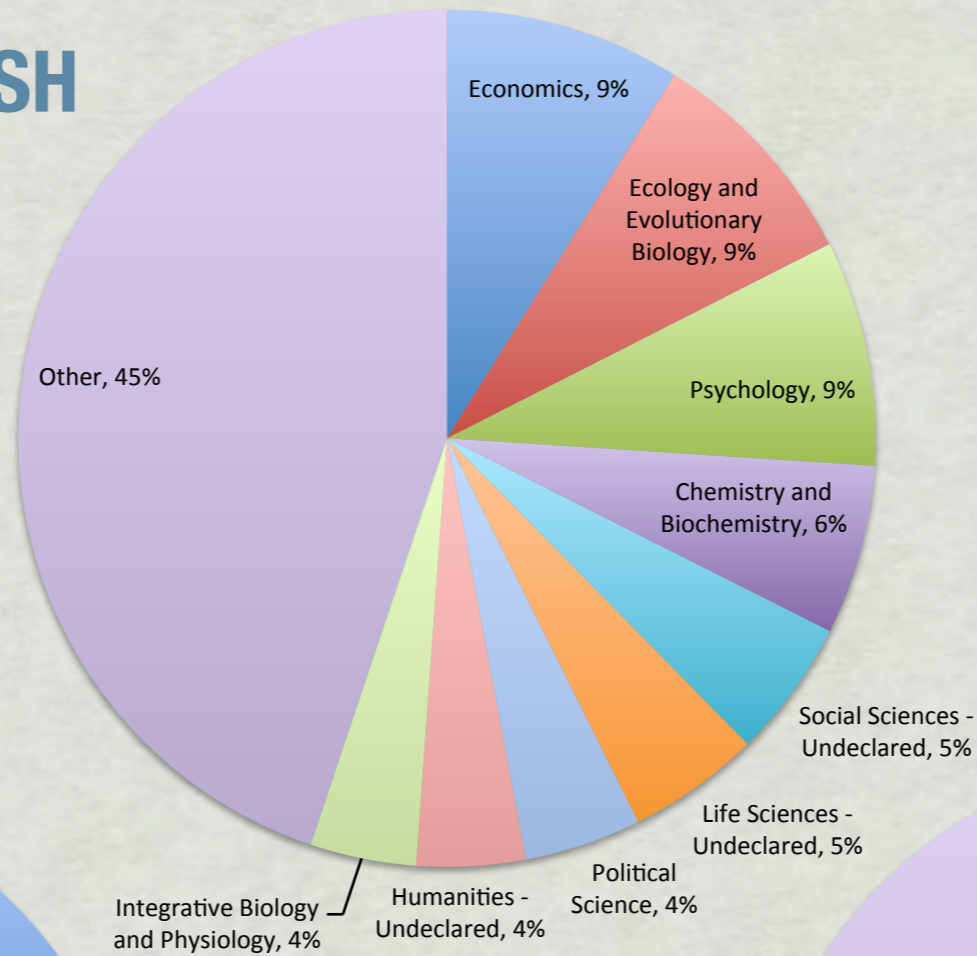
**FOREIGN: 16% (23%)**

**AFR AMER: 17% (30%)**

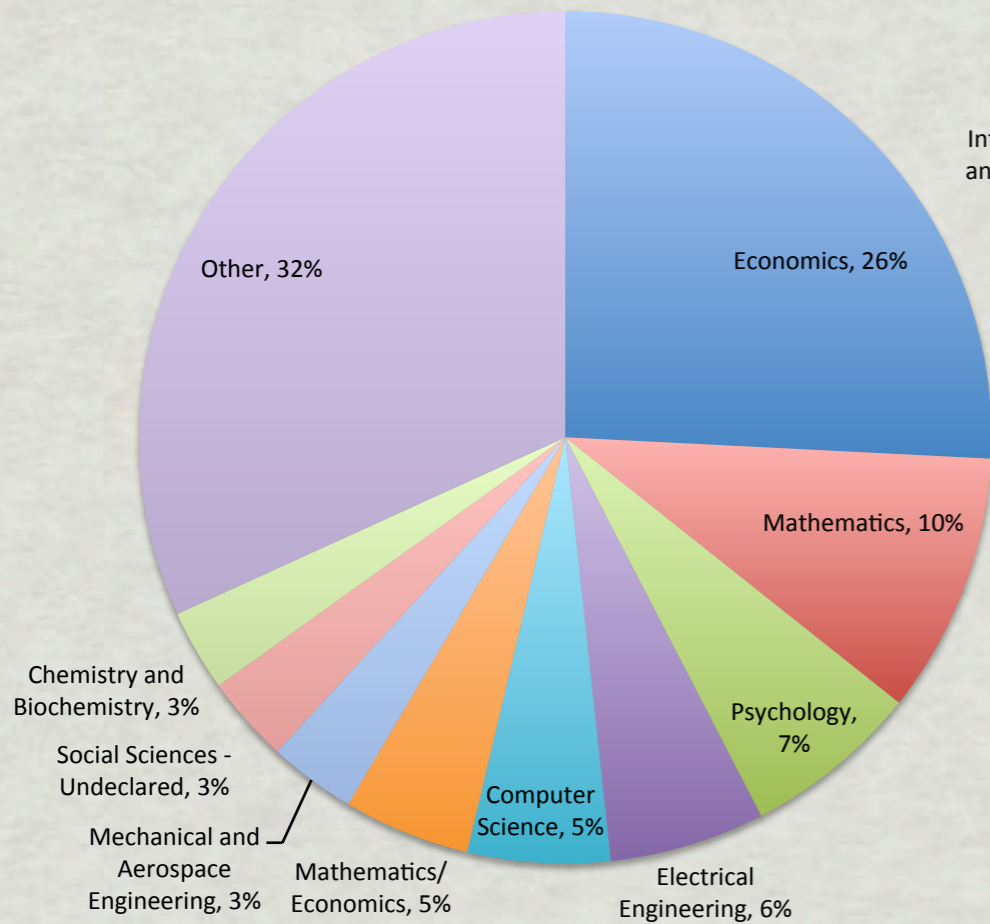


# Major Dept by Group, Fall 2011 Frosh in Winter 2012

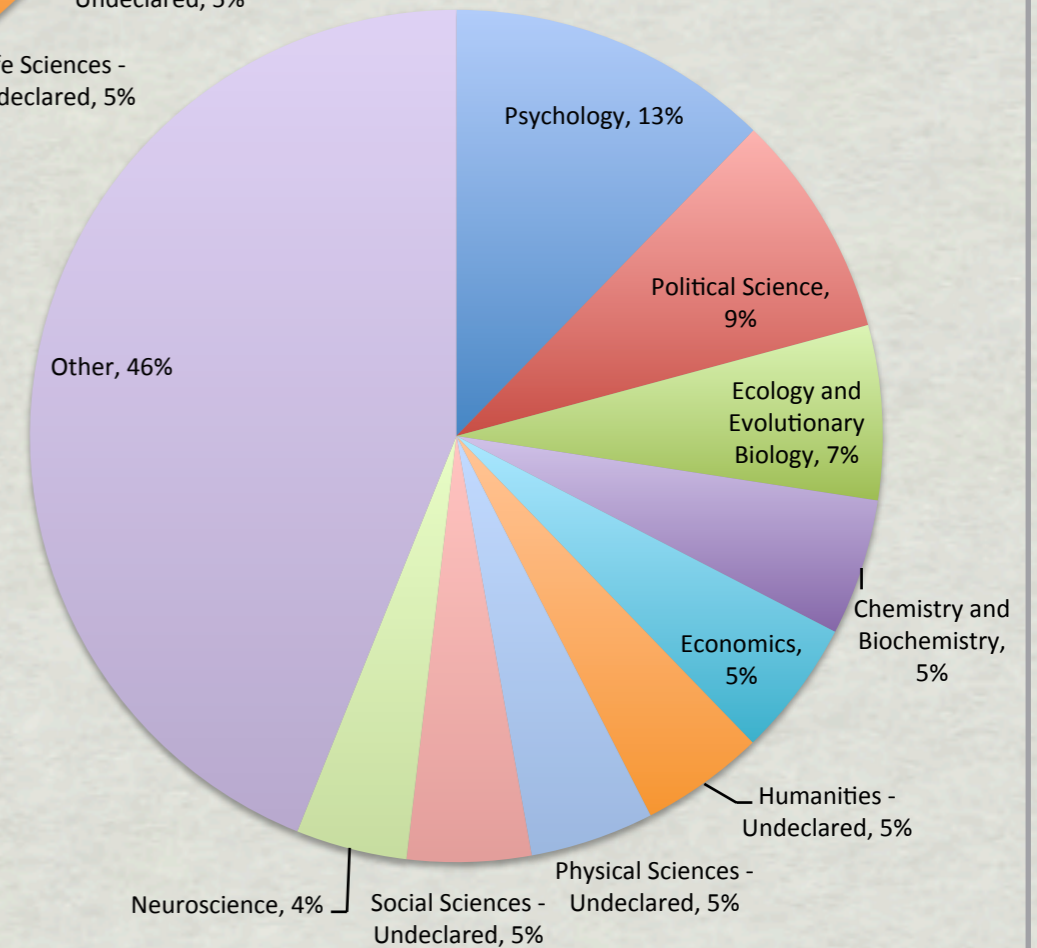
## ALL OTHER FROSH



## FOREIGN



## AFR AMER





# Looking at Course-Taking Patterns...

- \* Course-taking represents an intersection of students and the institution.
- \* Institutions must vary course offerings in times of limited resources yet still must fulfill desired outcomes.
- \* Enrollment management, too, must vary in times of limited resources to fulfill desired outcomes.
- \* Given enrollment management goals and academic behavior of students, priorities can be set for how and where to find which students for survey research.
- \* Institutions must research student experience prior to varying other resources for success.



# Goals to Accomplish

- \* Develop and test **theories for non-response** to census surveys, because survey research is a resource-efficient method of collecting data.
- \* Intervene when subpopulations requiring study are not providing data on surveys -- **consider how and where to find these students.**
- \* Boost the response rate in survey administration through **focused recruiting** that leverages what we have learned.



# Course-Taking and Response Rates Research Project:

- ✱ Utilizes a parallel model approach: One model per reference group
- ✱ Focuses solely on academic behavior data from student enrollment and course-taking
- ✱ Strives to account for variance in response rates to the census survey within reference groups





# Academic Behavior

- \* Performance to date (cumulative GPA)
- \* Volume of student credit hours (SCH) attempted in the survey term
- \* Average size of sections attempted
- \* Complexion of SCH, such as volume of GE attempted? Level of SCH? Percentage of SCH in major department?
- \* Volume of SCH in two-digit CIP Code areas



# Two-Digit CIP Code Disciplines

**PHYSICAL SCIENCES**

**ENGLISH LANGUAGE AND LITERATURE**

**VISUAL AND PERFORMING ARTS**

**SOCIAL SCIENCES**

**PSYCHOLOGY**

**##.####**

**ENGINEERING**

**FOREIGN LANGUAGES**

**BIOLOGICAL AND BIOMEDICAL SCIENCES**

**BUSINESS, MANAGEMENT, MARKETING AND RELATED**

**PHILOSOPHY AND RELIGIOUS STUDIES**



# Foreign Frosh Response Model



Stanley A. Dashew

UCLA's Dashew Center for  
International Students and Scholars



# Foreign Frosh Response Model

**Cumulative GPA**

**(higher will respond)**

**Management Course SCH**

**(more, will not respond)**



UCLA's Dashew Center for  
International Students and Scholars





WHICH FROSH TAKE MGMT SCH?  
DOMESTIC 5%  
FOREIGN 15%



DIFFERENTIAL RESPONSE RATES:  
FOREIGN WITHOUT MGMT SCH 19%  
FOREIGN WITH MGMT SCH 5%

**STUDENTS BEING STUDENTS INSTEAD OF RESPONDENTS**  
FOREIGN FROSH HAD THE LOWEST RESPONSE RATE OF ALL FROSH MANAGEMENT SCH-TAKERS





# Afr Amer Frosh Response Model

Ralph J. Bunche

Ralph J. Bunche Center  
for African American Studies at UCLA





# Afr Amer Frosh Response Model

No academic behavior  
predictor variables loaded  
(variance attributed to other  
factors)

Ralph J. Bunche Hall



# Considerations

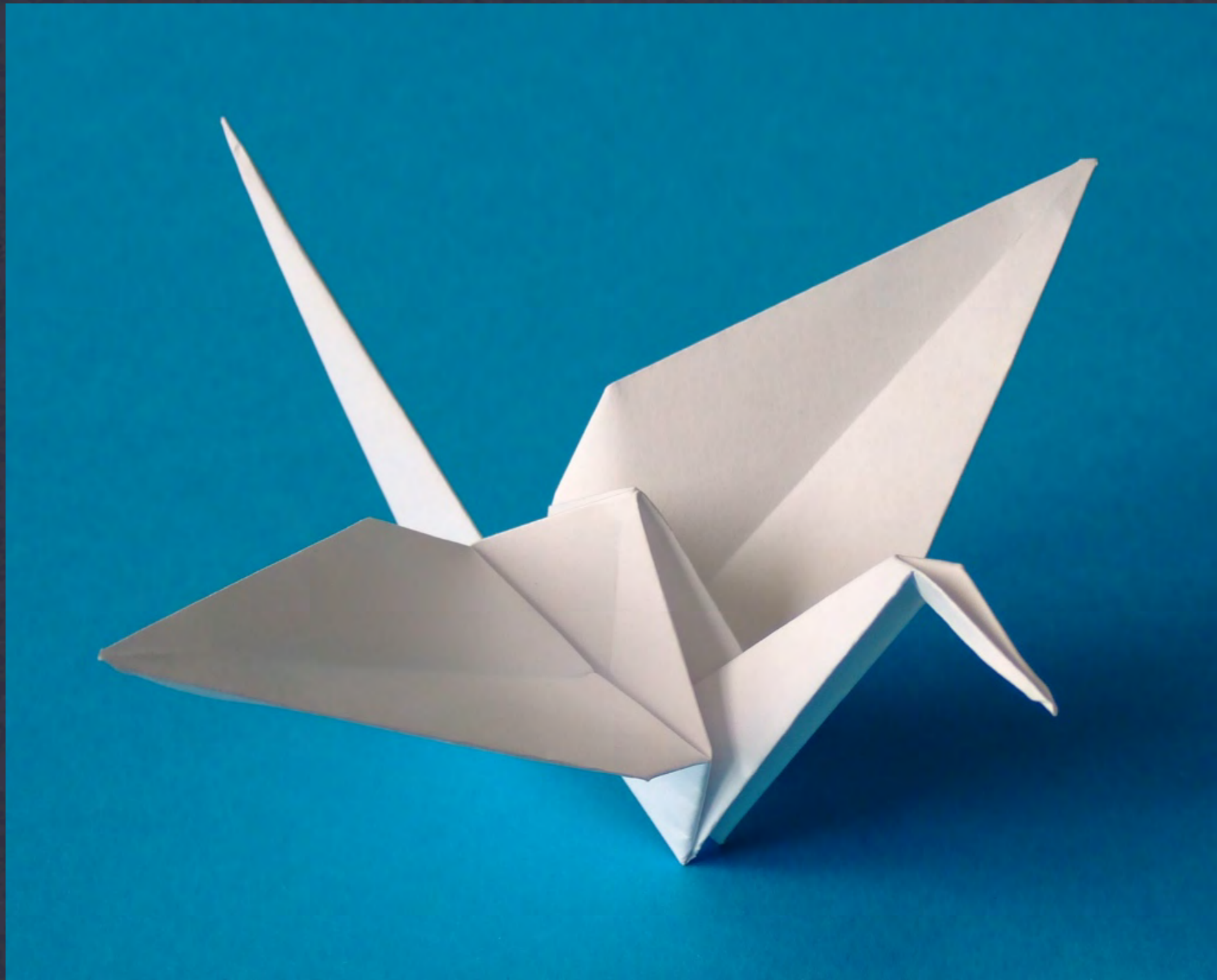
PROJECT EXPLORES SMALL N'S...

LIMITED FOCUS OF DATA IS DELIBERATE...

STATISTICAL MODEL BUILDING SHOULD TOLERATE A SOBRIETY TEST...



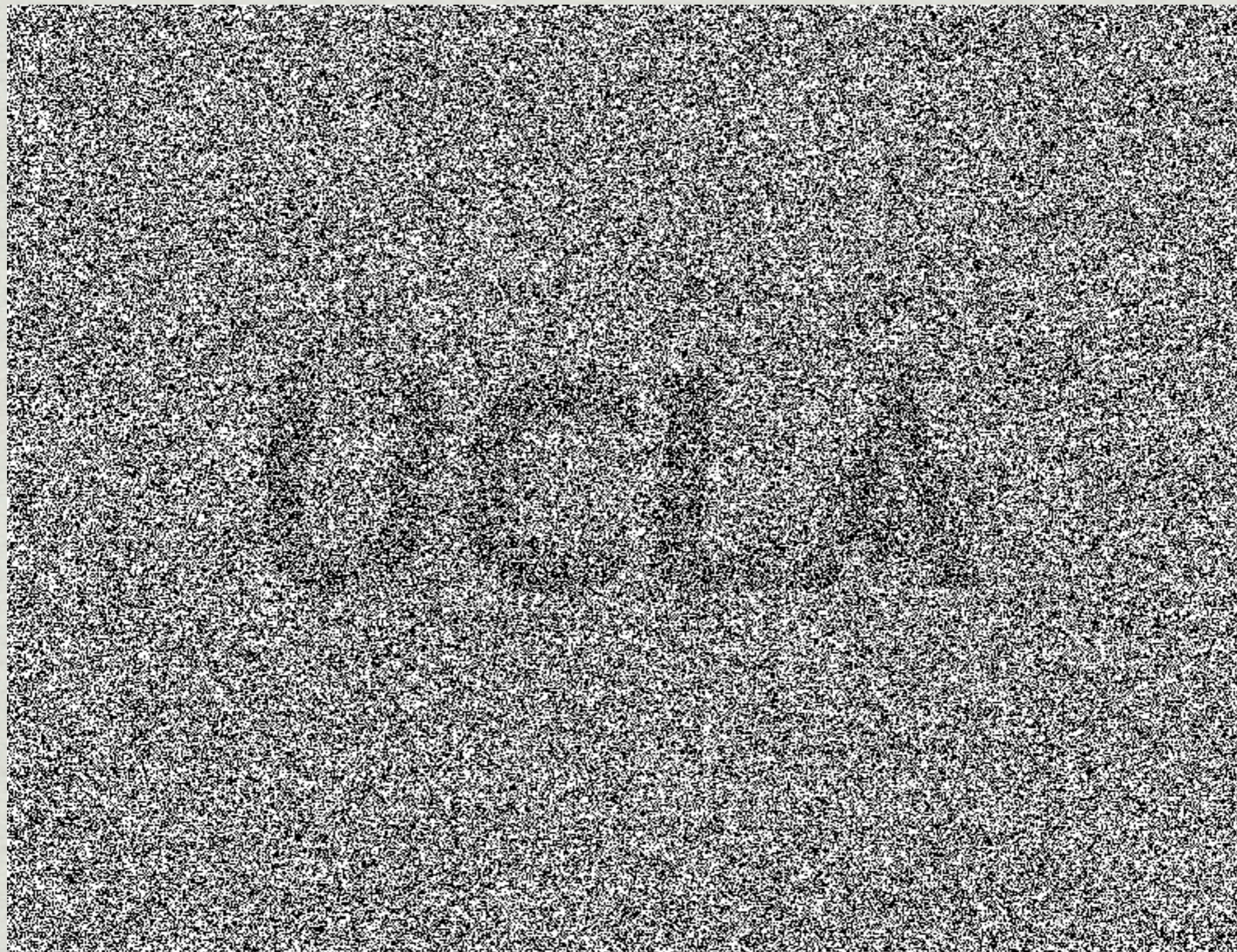
# What is a model?





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**4.5% VARIANCE EXPLAINED**

**UCLA**

A large, dense cloud of black and white particles, resembling a particle simulation or a data visualization, forms the letters 'UCLA'. The particles are concentrated in the shape of the letters, with a gradient from dark to light from left to right. The background is a light, hazy blue.



# Conclusion

Is the model perfect?

No

Is the model practical?

Probably

KELLY WAHL

UCLA

ANALYSIS AND INFORMATION

MANAGEMENT

[KWAHL@PONET.UCLA.EDU](mailto:KWAHL@PONET.UCLA.EDU)

