

The 36th CAIR Annual Conference

November 9 to 11, 2011
at the Doubletree Hotel
Sonoma Wine Country



**Terroir: Assessing the Landscape of Higher
Education in California**

**36th Annual Conference, November 9-11, 2011 –
Sonoma**

What Happens to Survey Results and the Composition of Participants: Going From Zero to Sixty-Six Percent?

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Table 1: Traditional and Less Common Nonresponse Bias Demographics

	Response Rate	Difference from Overall Response Rate			Chi Square / Cramer's V Strength of Association
		Low <5%	Middle 5%<x>5%	High >5%	
Campus Overall	65%		0%		

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Table 1: Traditional and Less Common Nonresponse Bias Demographics

	Response Rate	Difference from Overall Response Rate			Chi Square / Cramer's V Strength of Association
		Low <5%	Middle 5%<x>5%	High >5%	
GPA (Above or below campus median)					0.17 Small
Top Quintile	75%			10%	
2nd Quintile	71%			5%	
3rd Quintile	66%		1%		
4th Quintile	62%		-3%		
Bottom Quintile	52%	-14%			

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Table 1: Traditional and Less Common Nonresponse Bias Demographics

	Response Rate	Difference from Overall Response Rate			Chi Square / Cramer's V Strength of Association
		Low <5%	Middle 5%<x>5%	High >5%	
SAT Total					0.11 Small
Top Quintile	72%			7%	
2nd Quintile	72%			7%	
3rd Quintile	70%		4%		
4th Quintile	68%		3%		
Bottom Quintile	58%	-7%			

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Table 1: Traditional and Less Common Nonresponse Bias Demographics

	Response Rate	Difference from Overall Response Rate			Chi Square / Cramer's V Strength of Association
		Low <5%	Middle 5%<x>5%	High >5%	
Sex					0.06 Inconsequential
Female	68%		3%		
Male	62%		-3%		

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Table 1: Traditional and Less Common Nonresponse Bias Demographics

	Response Rate	Difference from Overall Response Rate			Chi Square / Cramer's V Strength of Association
		Low <5%	Middle 5%<x>5%	High >5%	
Matriculation Status					0.10 Small
Matriculant from High School	68%		2%		
Transfer Student	56%	-10%			

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Table 1: Traditional and Less Common Nonresponse Bias Demographics

Academic Area of Major	Response Rate	Difference from Overall Response Rate			Chi Square / Cramer's V Strength of Association
		Low <5%	Middle 5%<x>5%	High >5%	
Social Sciences	71%			6%	0.29 Medium
Agriculture	45%	-20%			
Fine Arts	56%	-9%			
Humanities	49%	-16%			
Architecture	49%	-17%			
Science and Mathematics	81%			15%	
Engineering	68%		3%		
Business	66%		0%		
Education	86%			21%	
Health Sciences	31%	-35%			

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Table 1: Traditional and Less Common Nonresponse Bias Demographics

	Response Rate	Difference from Overall Response Rate			Chi Square / Cramer's V Strength of Association
		Low <5%	Middle 5%<x>5%	High >5%	
Class Level					0.17 Small
Freshman	68%		3%		
Sophomore	75%			9%	
Junior	72%			7%	
Senior	57%	-9%			

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Table 1: Traditional and Less Common Nonresponse Bias Demographics

	Response Rate	Difference from Overall Response Rate			Chi Square / Cramer's V Strength of Association
		Low <5%	Middle 5%<x>5%	High >5%	
Resident for Fee Purposes					0.05 Inconsequential
Yes	66%		0%		
No	53%	-13%			

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Table 1: Traditional and Less Common Nonresponse Bias Demographics

	Response Rate	Difference from Overall Response Rate			Chi Square / Cramer's V Strength of Association
		Low <5%	Middle 5%<x>5%	High >5%	
Financially Independent Student					0.08 Inconsequential
Yes	54%	-12%			
English Plus Another Language	66%		1%		

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Table 1: Traditional and Less Common Nonresponse Bias Demographics

	Response Rate	Difference from Overall Response Rate			Chi Square / Cramer's V Strength of Association
		Low <5%	Middle 5%<x>5%	High >5%	
Race/Ethnicity					0.10 Small
Underrepresented Minority	58%	-8%			
White and Asian	69%		3%		
American Indian/Alaskan Native	64%		-1%		
Black/African American	50%	-15%			
Chicano/Mexican-American	62%		-3%		
Asian/Pacific Islander	61%		-5%		
White/Caucasian	70%		4%		
International	49%	-16%			
Unknown	66%		0%		

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Table 2: Analysis of Variance R-Square (Variance by Group Differences)

	Levels	F1	F2	F3	F4	F5	F6	F7	F8	Ftb	Mean
CIP Group	10	0.01	0.02	0.04	0.01	0.01	0.00	0.01	0.14	0.08	0.04
GPA Group	5	0.01	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.01	0.00
SAT Group	5	0.00	0.00	0.01	0.03	0.01	0.00	0.00	0.00	0.00	0.01
URM (without international)	2	0.00	0.00	0.00	0.01	0.00	0.00	0.00	0.00	0.00	0.00
Ethnic Group (with international)	7	0.00	0.00	0.00	0.01	0.00	0.01	0.00	0.00	0.00	0.00
Class Level	4	0.00	0.02	0.04	0.06	0.01	0.00	0.00	0.01	0.00	0.02
Matriculation	2	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.00	0.00	0.00
Resident	2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Gender	2	0.00	0.01	0.00	0.00	0.01	0.00	0.01	0.02	0.00	0.01
Independent Student	2	0.00	0.00	0.00	0.00	0.00	0.00	0.02	0.00	0.00	0.00
Speed of Response	10	0.00	0.00	0.01	0.00	0.00	0.00	0.02	0.01	0.00	0.00
Mean		0.00	0.01	0.01	0.01	0.00	0.00	0.01	0.02	0.01	0.01

Factor 1: Satisfaction with Educational Experience

Factor 2: Current Skills Self-Assessment (Nonquantitative)

Factor 3: Engagement with Studies

Factor 4: Gains in Self-Assessment of Skills (Nonquantitative)

Factor 5: Development of Scholarship

Factor 6: Campus Climate for Diversity

Factor 7: Academic Disengagement (Inverted Scale)

Factor 8: Quantitative Professions

Subfactor Tb: Academic Time

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Table 3: Effect on Overall Mean Caused by Distribution Differences

	Levels	F1	F2	F3	F4	F5	F6	F7	F8	Ftb
CIP Group	10	0.01	0.01	0.03	0.01	0.00	-0.01	-0.02	-0.04	-0.01
GPA Group	5	-0.03	0.00	-0.01	0.00	-0.01	0.00	-0.02	-0.01	-0.07
SAT Group	5	0.00	-0.01	0.02	0.02	0.01	0.00	0.01	0.00	0.01
URM (without international)	2	0.00	0.01	0.01	0.01	0.00	0.00	0.00	0.00	0.00
Ethnic Group (with international)	7	-0.01	0.00	0.01	0.01	0.00	-0.01	0.00	0.00	0.00
Class Level	4	0.01	0.03	0.04	0.05	0.02	-0.01	0.00	-0.01	0.01
Matriculation	2	0.01	0.00	0.01	-0.01	0.01	0.00	0.02	-0.01	0.00
Resident	2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Gender	2	0.00	-0.01	0.00	0.00	-0.01	0.00	-0.01	0.01	0.00
Independent Student	2	0.00	0.00	0.01	0.00	0.00	0.00	0.01	0.00	0.00

Factor 1: Satisfaction with Educational Experience

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Table 4: Group Composition Patterns of Participation

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Cramer's	
											V	01-10
First Generation Bachelors												
Yes	10%	11%	11%	11%	10%	11%	9%	9%	10%	8%	0.10	10%
No	10%	9%	9%	9%	10%	9%	11%	11%	10%	13%		10%

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Table 4: Group Composition Patterns of Participation

Area of Major											Cramer's	
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	V	01-10
Social Sciences	11%	10%	10%	9%	10%	10%	11%	9%	10%	10%	0.05	11%
Agriculture	9%	9%	8%	11%	10%	9%	11%	12%	10%	11%		9%
Fine Arts	9%	7%	7%	8%	13%	11%	12%	10%	10%	13%		9%
Humanities	13%	9%	10%	8%	10%	10%	13%	9%	7%	11%		13%
Architecture	9%	10%	9%	8%	9%	9%	7%	15%	14%	11%		9%
Science and Math	10%	11%	11%	10%	9%	11%	10%	9%	9%	9%		10%
Engineering	8%	10%	9%	10%	10%	10%	8%	12%	11%	11%		8%
Business	9%	10%	9%	11%	10%	9%	8%	11%	13%	10%		9%
Education	12%	13%	20%	14%	11%	9%	4%	5%	6%	5%		12%
Health Sciences	8%	7%	11%	13%	12%	10%	11%	8%	9%	11%		8%

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Table 4: Group Composition Patterns of Participation

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Cramer's V	01-10
Grade Point Average												
Bottom Quintile	7%	8%	8%	8%	9%	10%	12%	12%	11%	14%	0.07	7%
2nd	8%	9%	8%	9%	11%	11%	11%	11%	11%	12%		8%
3rd	10%	10%	9%	10%	10%	10%	9%	11%	11%	10%		10%
4th	11%	11%	11%	11%	10%	10%	10%	9%	9%	8%		11%
Top Quintile	13%	12%	12%	11%	10%	9%	9%	9%	8%	8%		13%

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	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Cramer's V	01-10
SAT Total Score												
Bottom Quintile	9%	10%	10%	9%	10%	9%	10%	10%	10%	12%	0.04	9%
2nd	9%	9%	11%	10%	10%	10%	10%	10%	11%	9%		9%
3rd	10%	10%	11%	11%	10%	10%	9%	10%	10%	10%		10%
4th	9%	10%	9%	11%	10%	11%	10%	10%	10%	9%		9%
Top Quintile	13%	11%	10%	10%	9%	10%	9%	10%	9%	9%		13%

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	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Cramer's	
											V	01-10
Under-Represented Minority (US)												
Yes	9%	10%	9%	9%	10%	9%	11%	11%	9%	13%	0.06	9%
No (Asian and White)	10%	10%	10%	10%	10%	10%	10%	10%	10%	9%		10%

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Table 4: Group Composition Patterns of Participation

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Cramer's V	01-10
Racial or Ethnic Group and International Students												
American Indian	5%	15%	12%	13%	6%	9%	14%	8%	9%	9%	0.04	5%
African American	9%	9%	9%	8%	9%	9%	11%	12%	9%	15%		9%
Chicano-Latino	10%	10%	9%	10%	10%	9%	11%	10%	10%	11%		10%
Asian and Pacific Islander	11%	9%	9%	9%	11%	9%	8%	11%	11%	13%		11%
White	10%	10%	11%	10%	10%	11%	10%	10%	10%	9%		10%
International	13%	9%	7%	8%	5%	5%	13%	13%	13%	14%		13%
Unknown	11%	9%	9%	12%	9%	12%	8%	10%	8%	10%		11%

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Table 4: Group Composition Patterns of Participation

Class Level											Cramer's	
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	V	01-10
Freshman	9%	10%	12%	10%	11%	11%	9%	7%	12%	9%	0.06	9%
Sophomore	10%	11%	11%	12%	10%	11%	9%	8%	11%	8%		10%
Junior	10%	9%	10%	10%	10%	10%	9%	10%	11%	9%		10%
Senior	10%	10%	9%	9%	9%	9%	11%	11%	9%	12%		10%

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Table 4: Group Composition Patterns of Participation

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Cramer's V	01-10
Matriculation												
Freshman	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	0.03	10%
Transfer	9%	10%	9%	9%	10%	10%	12%	11%	9%	11%		9%

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Table 4: Group Composition Patterns of Participation

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Cramer's V	01-10
Resident for Fees												
No	9%	9%	7%	12%	11%	8%	12%	10%	11%	10%	0.03	9%
Yes	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%		10%

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Table 4: Group Composition Patterns of Participation

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Cramer's V	01-10
Gender												
Female	12%	11%	11%	10%	10%	9%	10%	9%	8%	9%	0.12	12%
Male	7%	9%	9%	10%	10%	11%	10%	12%	12%	11%		7%

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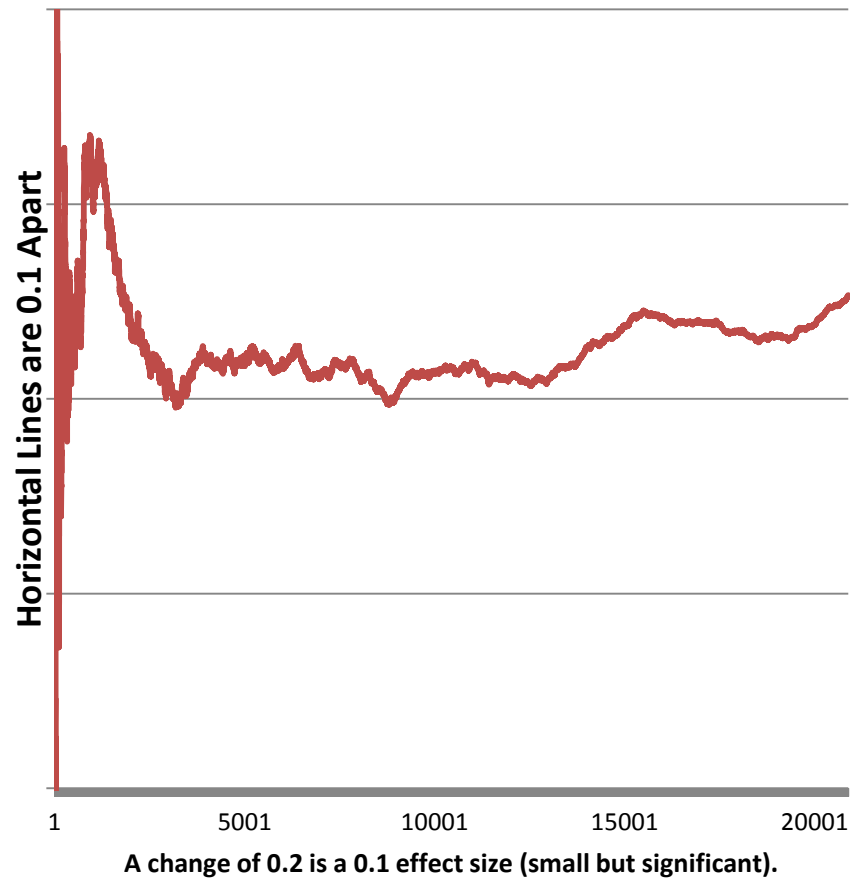
Table 4: Group Composition Patterns of Participation

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Cramer's V	01-10
Financially Independent												
No	11%	10%	10%	10%	10%	10%	10%	10%	9%	10%	0.05	11%
Yes	10%	11%	8%	9%	11%	10%	12%	8%	8%	13%		10%

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Factor 2: Current Skills Self-Assessment (Nonquantitative)

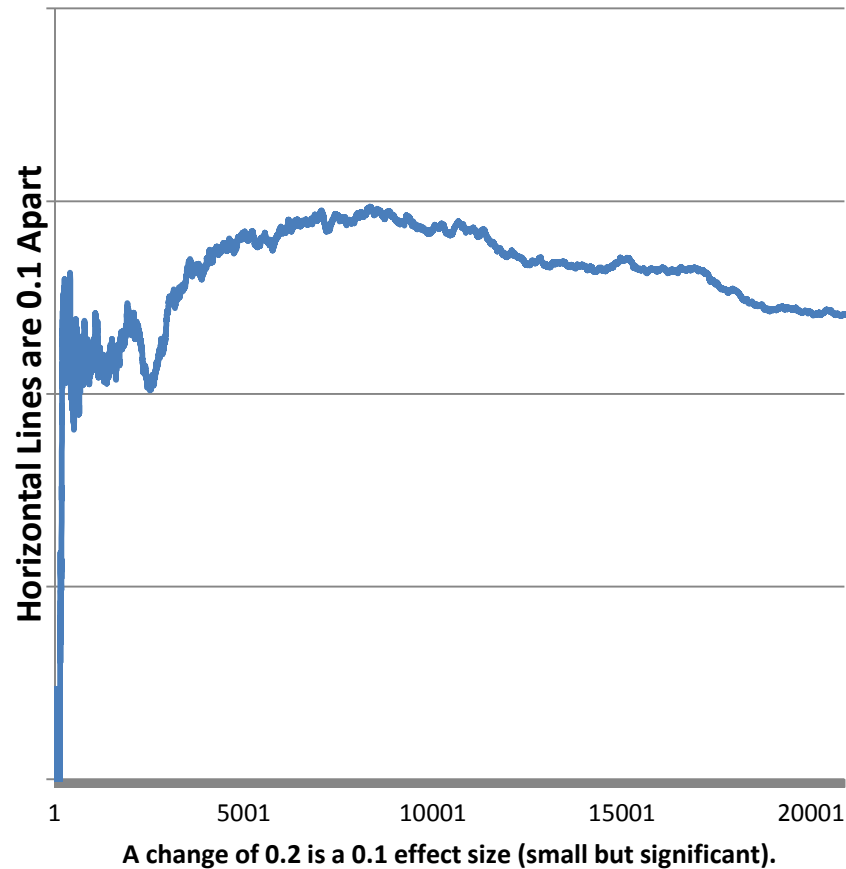


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Factor 1: Satisfaction with Educational Experience

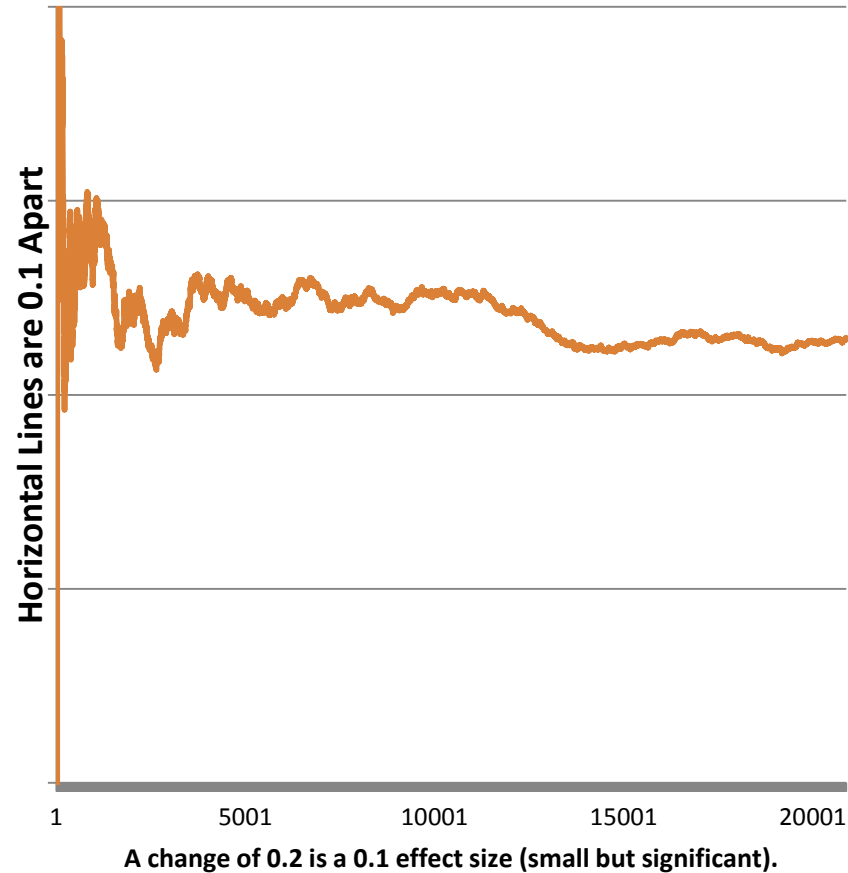


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Factor 6: Campus Climate for Diversity

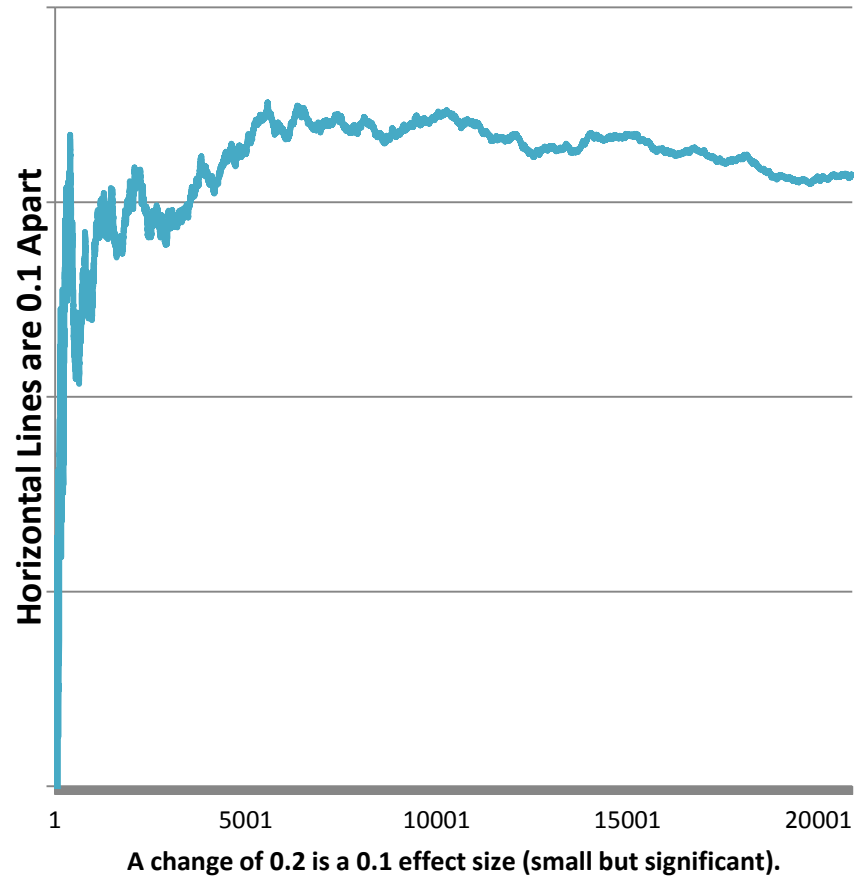


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Factor 5: Development of Scholarship

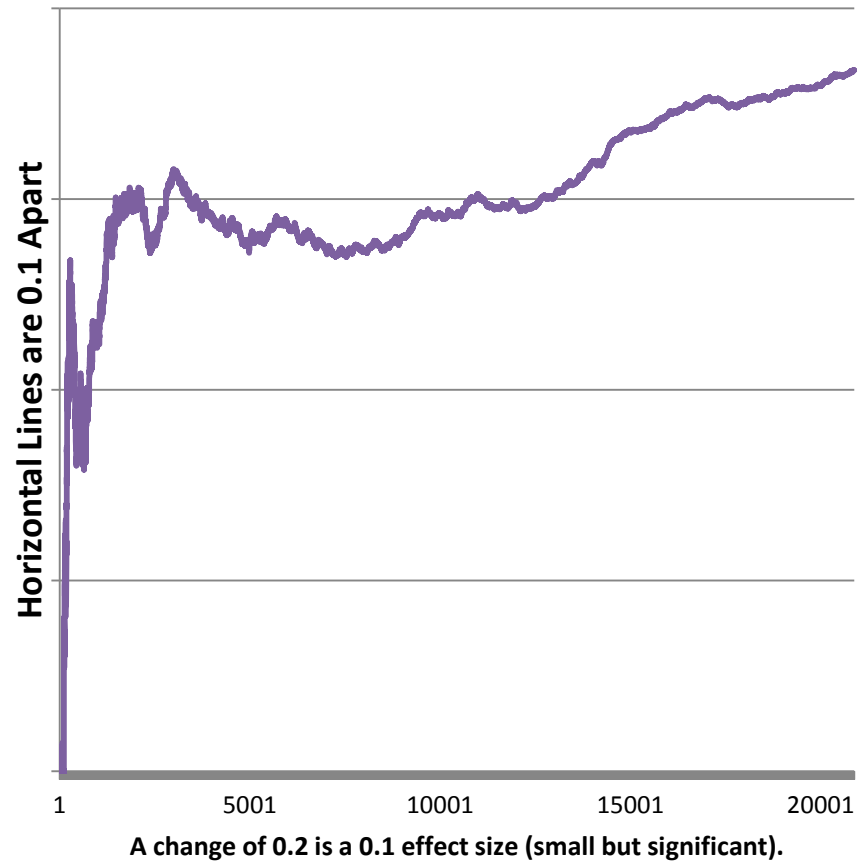


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Factor 4: Gains in Self-Assessment of Skills (Nonquantitative)

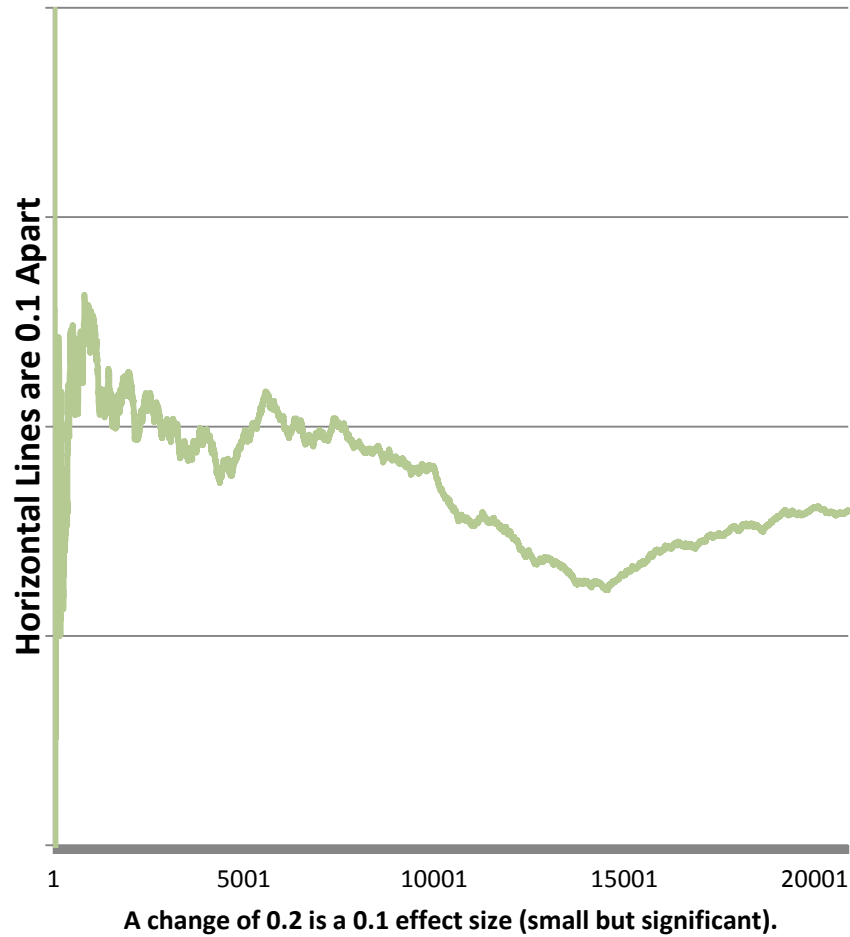


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Subfactor Tb: Academic Time

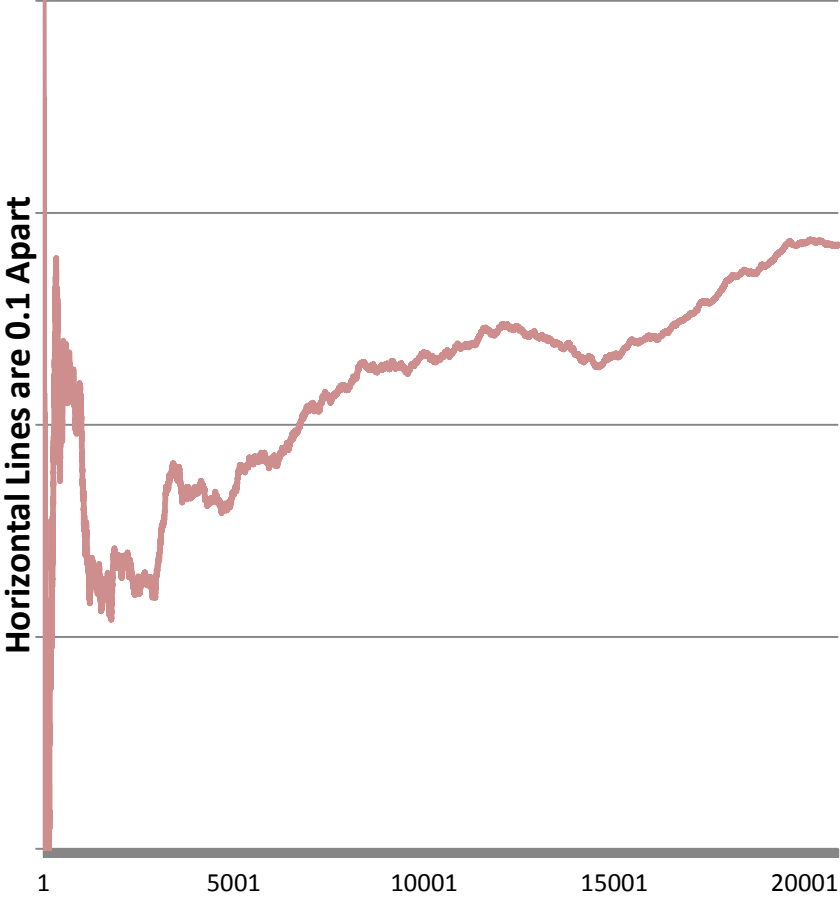


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Factor 8: Quantitative Professions



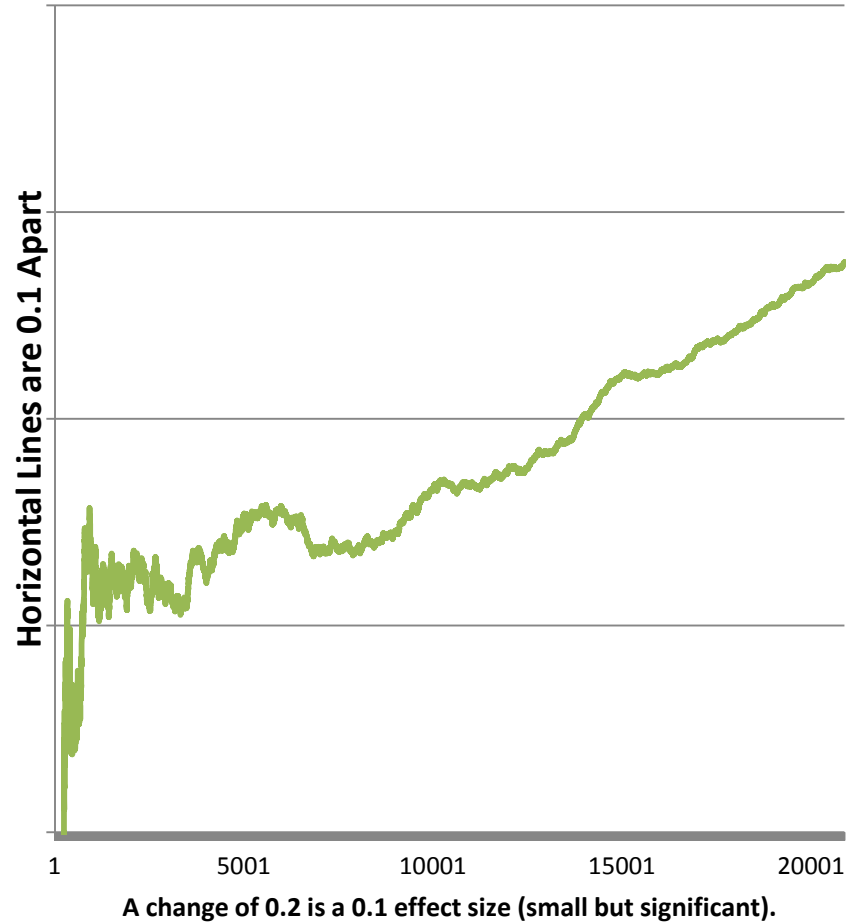
A change of 0.2 is a 0.1 effect size (small but significant).

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Factor 3: Engagement with Studies

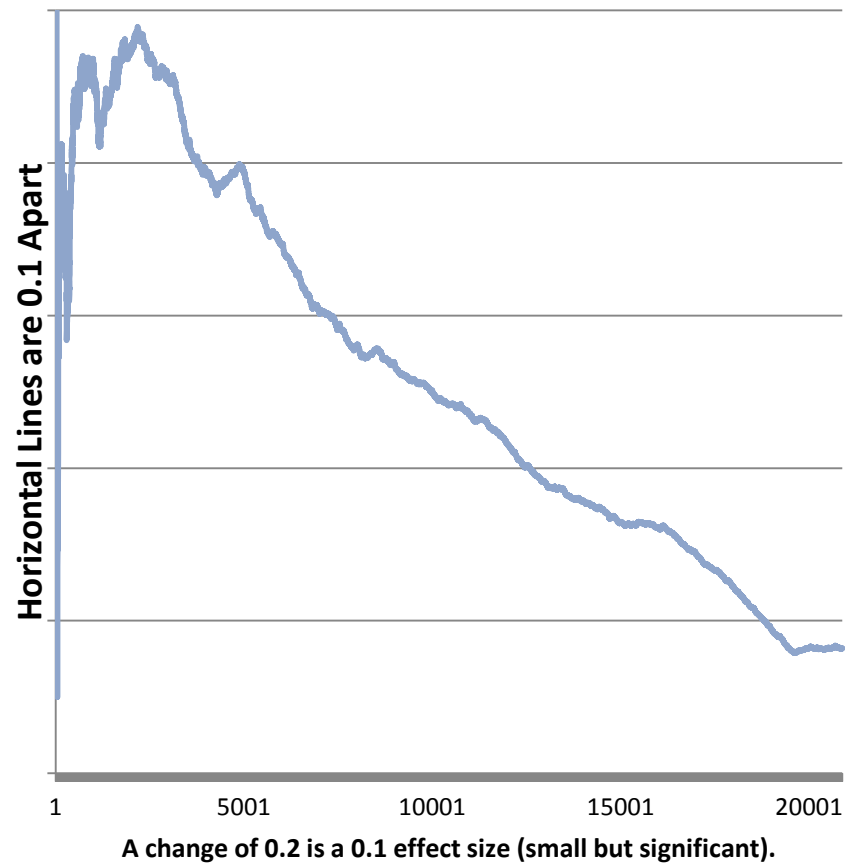


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Factor 7: Academic Disengagement (Inverted Scale)



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How frequently during this academic year have you done each of the following?

Turned in a course assignment late

Gone to class without completing assigned reading

Gone to class unprepared

Skipped class

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On average, how much of your assigned course reading have you completed this academic year?

Were the following factors very important to you in deciding on your major?

Easy requirements

Allows time for other activities

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You told us earlier how much time you spend studying and working in a week. How many hours do you spend on each of these other activities in a typical 7 day week?

Attending movies, concerts, sports, or other entertainment events

Participating in physical exercise, recreational sports, or physically active hobbies

Participating in student clubs or organizations

Pursuing a recreational or creative interest (arts/crafts, reading, music, hobbies, etc.)

Socializing with friends

Partying

Using the computer for non-academic purposes (games, shopping, email/instant messaging, etc.)

Watching TV

Performing community service or volunteer activities

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