Institutional Research at UCLA

Kelly Wahl
Director of Statistical Analysis
Academic Planning and Budget
Overview

Institutional research (IR), as a discipline, is more than half a century old and has become a required campus capacity for reaffirmation of UCLA’sWSCUC (regional) accreditation.

At UCLA, it includes data collection and analysis to support planning, programming, and fiscal decision making. The function is distributed across campus areas, with several director-led institutional research offices, as well as a number of individual, embedded institutional researchers.

IR provides the basis for governmental and system-wide accountability reporting, analysis enhancing the institution’s continuous improvement (academically and operationally), and studies benchmarking UCLA against our peers.
“Data” include:

- Information system extracts and query results
- Survey data collected from respondents
- Values created for tabular reporting or dashboard presentations
- Test statistics determined by parametric and non-parametric statistical methods
- Constructs calculated through statistical modeling exercises
- Patterns identified using data mining techniques
“Sources” include:

- UCLA’s UC Corporate Student System (CSS) submission files, SRDB SR2 extracts, payroll system snaps
- Higher Education Research Institute (HERI) surveys of students and faculty (e.g., CIRP freshman survey); UCUES biannual census survey of undergraduate students; UCLA Graduating Senior Survey
- AAUDE exchange items
Issue Example: Undergraduate Completion

Constituents Served
- WSCUC
- Governor
- EVC and Deans
- Academic Senate
- Departmental Chairs
- Academic Advisors
- Students and Parents
- APB IR office projects

Selected UCLA IR Offices
- Academic Planning and Budget
- SAIRO
- OID: Center for Educational Assessment

Data and Analysis
- PSO Student Success Report
- IPEDS Grad Rate
- KAI Dashboard
- AAUDE Comps
- Grad Rate Model and Course Analytic
- Leveraging Survey Data In TTD Study

IR offices above collaborate on selected projects
### Program Statistical Overview - Student Success Report

(by org, div, dept)

<table>
<thead>
<tr>
<th>ORG:</th>
<th>DIV:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### DEPT/PROG:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Frosh: Degree Count</td>
<td>51.03</td>
<td>50.14</td>
<td>47.09</td>
<td>53.19</td>
<td>53.77</td>
<td>50.50</td>
<td>50.84</td>
<td>45.77</td>
</tr>
<tr>
<td>Trans: Degree Count</td>
<td>48.97</td>
<td>49.86</td>
<td>52.91</td>
<td>46.81</td>
<td>46.23</td>
<td>49.42</td>
<td>49.16</td>
<td>54.23</td>
</tr>
<tr>
<td>Percent Frosh</td>
<td>49.19</td>
<td>49.82</td>
<td>50.03</td>
<td>48.19</td>
<td>48.63</td>
<td>49.05</td>
<td>49.25</td>
<td>44.59</td>
</tr>
<tr>
<td>Percent Transfer</td>
<td>50.81</td>
<td>50.18</td>
<td>49.97</td>
<td>51.81</td>
<td>51.37</td>
<td>50.95</td>
<td>50.75</td>
<td>55.41</td>
</tr>
<tr>
<td>Percent Female</td>
<td>70.00</td>
<td>70.03</td>
<td>70.00</td>
<td>71.47</td>
<td>71.92</td>
<td>69.65</td>
<td>70.00</td>
<td>70.55</td>
</tr>
<tr>
<td>Percent URM</td>
<td>29.00</td>
<td>29.97</td>
<td>29.99</td>
<td>28.53</td>
<td>28.08</td>
<td>29.35</td>
<td>29.50</td>
<td>29.45</td>
</tr>
<tr>
<td>Frosh: Percent Multiple Major</td>
<td>11.56</td>
<td>13.04</td>
<td>15.17</td>
<td>8.85</td>
<td>11.46</td>
<td>14.29</td>
<td>16.96</td>
<td>17.20</td>
</tr>
<tr>
<td>Trans: Percent Multiple Major</td>
<td>4.19</td>
<td>4.52</td>
<td>3.50</td>
<td>2.96</td>
<td>4.44</td>
<td>4.09</td>
<td>5.36</td>
<td>3.76</td>
</tr>
<tr>
<td>Frosh: Percent Retroactive Degree</td>
<td>7.04</td>
<td>5.98</td>
<td>6.18</td>
<td>1.56</td>
<td>6.37</td>
<td>3.43</td>
<td>2.92</td>
<td>2.55</td>
</tr>
<tr>
<td>Trans: Percent Retroactive Degree</td>
<td>5.76</td>
<td>6.56</td>
<td>7.00</td>
<td>7.10</td>
<td>5.93</td>
<td>5.26</td>
<td>4.76</td>
<td>2.69</td>
</tr>
<tr>
<td>Frosh: Ave Summer Qtrs Enrolled</td>
<td>1.67</td>
<td>1.63</td>
<td>1.51</td>
<td>1.37</td>
<td>1.62</td>
<td>1.49</td>
<td>1.48</td>
<td>1.38</td>
</tr>
<tr>
<td>Frosh: Percent At Least One Summer</td>
<td>65.43</td>
<td>60.98</td>
<td>62.02</td>
<td>73.44</td>
<td>76.43</td>
<td>76.29</td>
<td>71.93</td>
<td>73.69</td>
</tr>
<tr>
<td>Frosh: Ave summiers enrolled if at least one summer</td>
<td>3.92</td>
<td>2.17</td>
<td>1.88</td>
<td>2.17</td>
<td>2.17</td>
<td>2.17</td>
<td>2.17</td>
<td>2.17</td>
</tr>
<tr>
<td>Frosh: Ave Summer Attempted Units at ROT</td>
<td>8.47</td>
<td>9.41</td>
<td>9.23</td>
<td>9.43</td>
<td>9.43</td>
<td>9.43</td>
<td>9.43</td>
<td>9.43</td>
</tr>
<tr>
<td>Frosh: Ave Reg Year Qtrs</td>
<td>11.95</td>
<td>11.75</td>
<td>11.87</td>
<td>11.81</td>
<td>11.71</td>
<td>11.79</td>
<td>11.79</td>
<td>11.79</td>
</tr>
<tr>
<td>Frosh: Ave Reg Year Qtr Attempted Units at ROT</td>
<td>14.47</td>
<td>14.50</td>
<td>14.57</td>
<td>14.66</td>
<td>14.42</td>
<td>14.72</td>
<td>15.01</td>
<td>15.30</td>
</tr>
<tr>
<td>Frosh: Ave Total Attempted Units at ROT</td>
<td>190.76</td>
<td>189.68</td>
<td>190.12</td>
<td>189.21</td>
<td>185.08</td>
<td>187.35</td>
<td>187.70</td>
<td>189.25</td>
</tr>
<tr>
<td>Frosh: Ave Total Units on Transcript</td>
<td>220.87</td>
<td>220.10</td>
<td>220.29</td>
<td>221.19</td>
<td>217.83</td>
<td>218.18</td>
<td>219.05</td>
<td>222.00</td>
</tr>
<tr>
<td>Frosh: Percent Grad Four Years or Power</td>
<td>31.41</td>
<td>37.72</td>
<td>80.24</td>
<td>91.67</td>
<td>86.71</td>
<td>84.21</td>
<td>89.81</td>
<td></td>
</tr>
<tr>
<td>Frosh: Percent Grad Five Years</td>
<td>14.87</td>
<td>19.87</td>
<td>18.73</td>
<td>8.68</td>
<td>21.02</td>
<td>10.29</td>
<td>10.83</td>
<td>8.73</td>
</tr>
<tr>
<td>Frosh: Percent Grad Six Years</td>
<td>3.02</td>
<td>2.72</td>
<td>1.69</td>
<td>0.52</td>
<td>1.27</td>
<td>2.29</td>
<td>2.89</td>
<td>2.55</td>
</tr>
<tr>
<td>Frosh: Percent Grad Beyond Six Years</td>
<td>1.01</td>
<td>1.00</td>
<td>2.25</td>
<td>1.56</td>
<td>4.66</td>
<td>2.71</td>
<td>2.34</td>
<td>1.91</td>
</tr>
</tbody>
</table>

Document is prepared for internal management purposes only because of small cell size potential and demographic data reported.
Dashboard Presentation: Key Academic Indicators

DASH (Dynamic Academic Statistics on Hyperion)

- **Progress**: Graph Descriptions
- **Degree Production**: Graph Descriptions
- **Time to Degree**: Graph Descriptions
- **Graduation Ratios**: Graph Descriptions

- **UG Enrollment by Years Enrolled**
- **UG Degrees by Admit Level**
- **Time to Degree**
- **Degrees as Percent Senior Enrollment**

- **Senior Enrollment by Years Enrolled**
- **Departmental Minors Awarded**
- **Year 5+ Enroll as Percent Year 4 Enroll**
- **Ratio/Ratio: Degrees to UD Enrollment**

- **Percent Graduated w/ Summer SCH**
- **Summer SCH as Percent Degree SCH**
- **Percent Enrolled w/ Multiple Majors**
- **Percent Graduated w/ Multiple Majors**
Analytic Presentation: “Bottleneck” Courses

Prediction of "Bottleneck" Courses for Student Demographic Group X According to No Credit Grades Awarded

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Other Instructor Types</td>
<td></td>
</tr>
</tbody>
</table>

| Subject 1 | Subject 2 | Subject 3 | Subject 4 | Subject 5 | Other Area 1 Subjects | Subject 6 | Other Area 2 Subjects | All Other Subjects | X |

<table>
<thead>
<tr>
<th>Average Secondary (Discussion/Lab/etc.) Section Size</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of No-Credit Grades for All Other Students</td>
<td>6.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Described</th>
<th>0.30753 (Predictive Analytic)</th>
</tr>
</thead>
</table>

The higher along the yellow arrow, the more likely to be an academic "bottleneck" course for Group X.

If below yellow arrow, not likely to be a "bottleneck" course for Group X.

NOTE: Model includes only undergraduate sections enrolling 100 or more students.

Excel tool is created to enable users to indicate course characteristics, manipulate a graph, and view predictors’ association to negative outcome from statistical model.