

# Economics Network

Survey of Student Attitudes, Expectations and  
Behaviour in a New Funding Regime

# Economics Network Students' Survey 2013-14

- Design:

	Cohort 2013	Cohort 2014
Not Treated	First Years (High)	First Years (High)
Treated	Second Years (Low)	Second Years (High)

- Problem: No “usual” control group
- Identification: Use (quasi) diff in diffs “in reverse”

# Dependency

- Same students may have answered in 2013 and 2014. No individual data to model this.
- Check for this using clustering within universities
- And also bootstrapping errors

# Data

- 17 universities in 2013; 18 in 2014.
- 15 returned data in both years; two are Scottish, others English
- 5-point Likert responses
- Total surveys returned = 6121

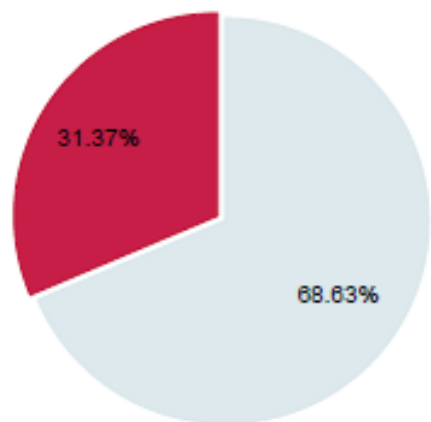
**COMPLETE DATA**

<b>YEAR</b>	<b>2013</b>	<b>2014</b>	<b>Total</b>
<b>FIRST YEAR</b>	1,990	1,367	3,357
<b>SECOND YEAR</b>	1,422	1,192	2,614
<b>OTHER</b>	22	62	84
<b>TOTAL</b>	3,434	2,621	6,055

12 Universities Used in main analysis	COHORT			
YEAR	2013	2014	Total	
FIRST YEAR	940	705	1,645	
SECOND YEAR	707	685	1,392	
TOTAL	1,647	1,390	3,037	

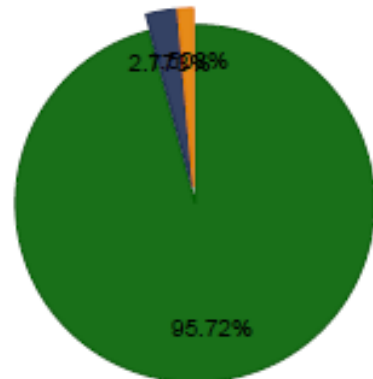
# Demographic Comparison of UCAS 1st and 2nd Year Economics Students and Survey Respondents

UCAS Gender distribution



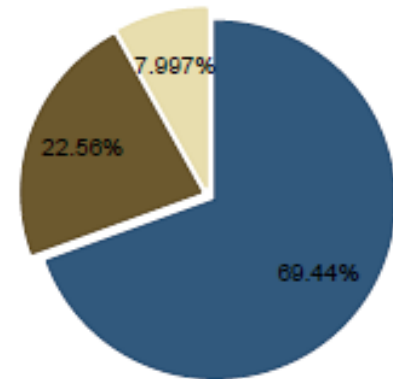
Male Female

UCAS Age distribution



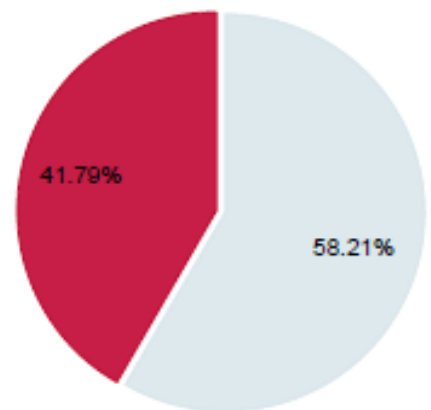
21 and under 22 to 25  
Over 26

UCAS Domicile



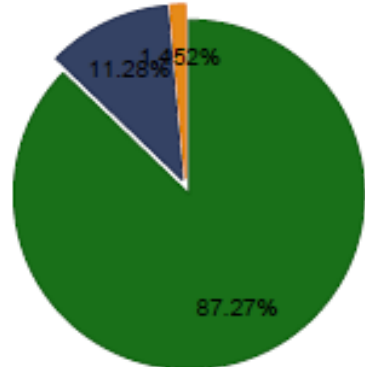
UK EU (non UK)  
Other international

Gender distribution



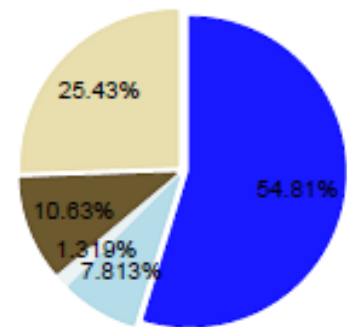
Male Female

Age distribution



21 and under 22 to 25  
Over 26

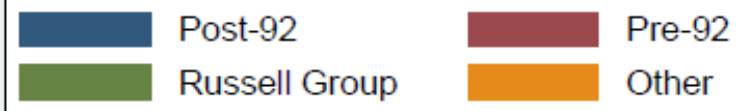
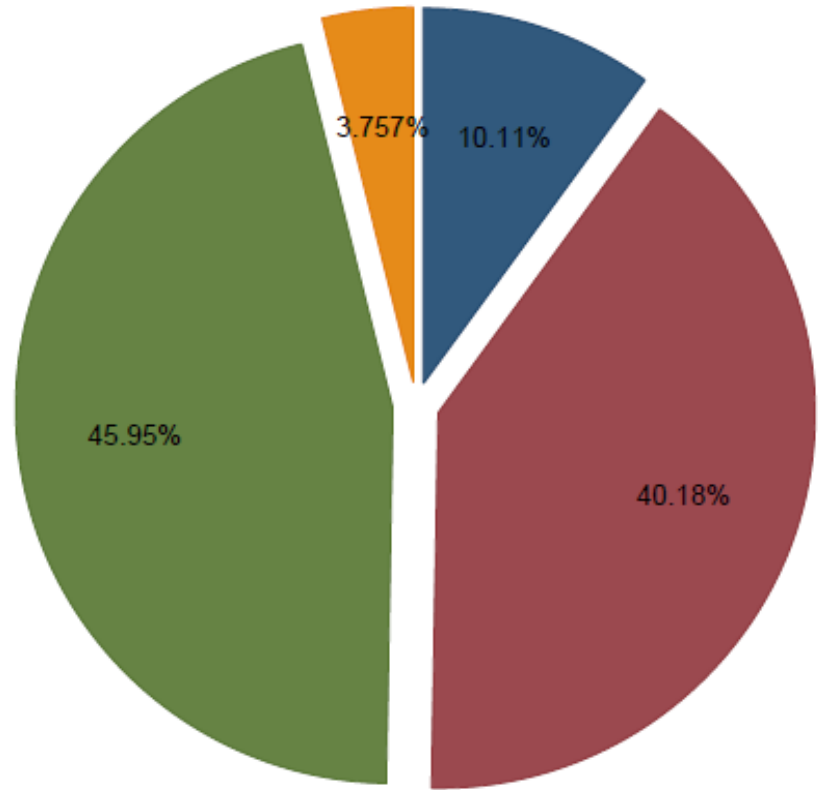
Permanent Place of Residence



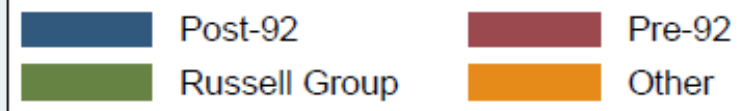
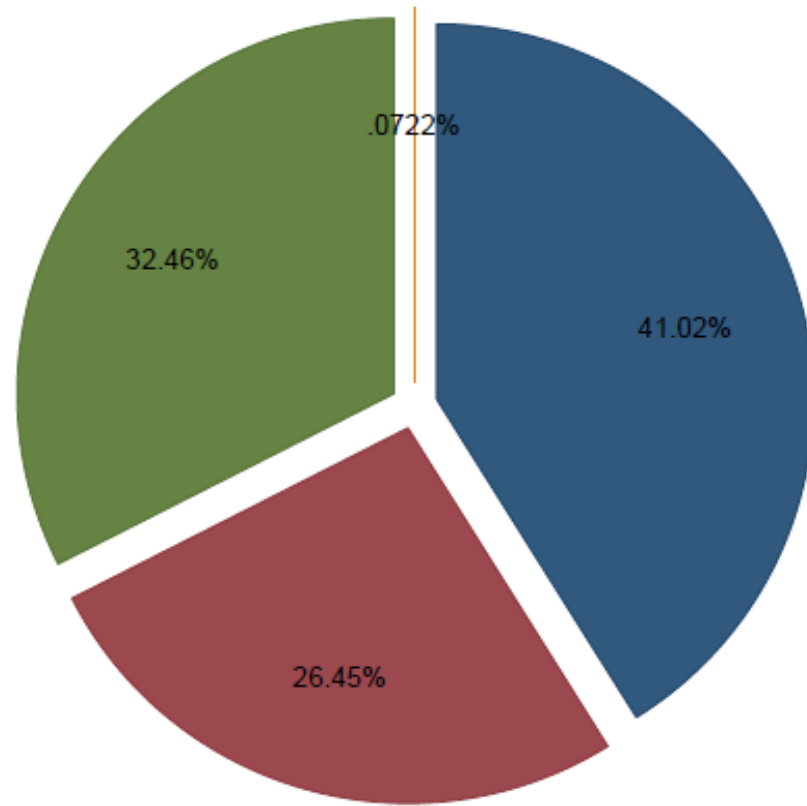
England/Ni Scotland  
Wales EU (non UK)

# Higher Education Groups by Numbers of Students

Higher Education Groups by Number of Survey Respondents



Higher Education Groups by Number of Social Studies Students (UCAS)





# Specification

- We use:

$$y = \beta_0 + \beta_1 C + \beta_2 G + \beta_3 CG + \text{other covariates}$$

*C Cohort*

*G Treatment group*

*Other covariates are gender, unigroup*

*Unigroup is Russell, Post92, Pre92, Other*

# Regressions

- Likert responses collapsed into binary variables and use:
  - Logit, probit and LPM
  - With and without clustering within universities
  - Bootstrapping errors
- Results are robust to different specifications
- We report the logit results without clustering (and without unigroup)
- Results sometimes sensitive to the “collapsing”
- Some results reported for just Russell Group

# Significant DID variables from logits

## **Paidwork**

- Coded “0-5 hours” against “6 and above”. Students paying higher fees work less.
- Probability of working >6 hours for low fees = 0.21445. Value falls by 0.064 for high fees – around a quarter.

# Significant DID variables from logits

## Reputation

- coded “SA”=1 against “other”. Higher fees more likely to strongly agree.
- Prob of SA for low fees = .4093. Increases by .113076 for high fees (approx. a quarter)
- With unigroup variable the change is now around .07
- Prob SA for low fees =.45 and increases to .52 for high fees.

# Significant DID variables from logits

## **Content**

- Coded as for reputation. High fees students more likely to be (strongly) concerned with content of the course in applying.
- Prob for low fees = .08. Increases by .04 which is around a half. However, the magnitude is small overall for both groups.

# Significant DID variables from logits

## **Cost**

- Coded as above. High fees students less likely to be studying because of fear of rising costs in future
- Prob for low fees = .0945. Falls by 0.03487 around one third. This is in line with other studies.

# Significant DID variables from logits

## **Independent Work**

- Coded as “<10” and “>10” hours.
- Prob for low fees: .52321. Increases by .098 (around a fifth).

# Significant DID variables from logits

## **Induction**

- How valuable is induction? Coded as very valuable (0) against “other”. High fee students less likely to rate induction as very valuable.
- Prob (less than very valuable) for low fees: .905 increases by .03. This is slight but significant (at 10%)



# Significant DID variables from logits

## **Quantity of IT and e-learning**

- coded “less” against “more / much more” than expected. High fee students less likely to answer more/much more.
- Prob (more than exps) for low fees: .3611. This falls by .10442 for high fees (around 1/3).

# Significant DID variables from logits

## **Quantity of group work that doesn't count towards mark**

- Coded “less/matches exps” against “more than expected”. High fee students said that there was more of this kind of work than they had expected.
- Low fee prob: .0904. Increases by .0444

# Significant DID variables from logits

## **Development of IT Skills**

- Coded as 0 for “other” against “significantly better” than expected. High fee students less likely to say significantly better.
- Prob for low fees = 0.049 falls by .012 for high fees. So the proportion is small (around 5% of low fee students but this falls to around 3.7%).
- If coded as “matches or less” against “exceeds or strongly exceeds” we also get significant differences. High fees less likely to say exceeds or strongly exceeds.
- Prob for low fees = .246 and this falls by .063 (around one quarter)

# Other Codings for Dependent Variable

**Feedback:** “worse” vs “expected or better”.

- High fee students less likely to be satisfied with the feedback.
- Low fee prob=.512 falls by 0.067 for high fee students to .445 (6% less likely to be satisfied)

**Quantity of Assessment:** “worse” against “matches or better”.

- High fee students are less likely to say that it matches or exceeds expectations.
- Low fee prob= .776 falls by 7 percent points to .704

# Russell Group Only

- **Repetition in lectures (65% to 54%)**
- **Support – high fee payers less likely to be satisfied (fall from 23% to 15% prob)**
- **Essays +ve high fee payers feel there is more than expected (4% to 10%)**
- **Groupcounts –ve High fee payers expected more of this. Falls from 25% to 13% prob in saying there is more than expected.**
- **Problemsolving +ve High fee payers say better than expected (increase from 2% to 6% prob)**
- **Reputation not important (it was always the case?)**
- **Paidwork, Qty of IT and independent study still important**
- **Development of IT skills still important (falls by around 0.068 )**
- **Induction not significant.**

# Summary

- University choice questions (Reputation, content, cost)
- Behaviour questions (Paid work, independent work)
- Attitudes/Expectations (quantity IT and e-learning; development of IT skills; group work; feedback; qty assessment; other RG specific vars)
  
- Where next with this data?