How to Improve Student Survey Response Rates: Contributing Factors and Marketing Strategies

Tongshan Chang, Xiaohui Zheng, Yang Yang, Sereeta Alexander, Anna Sher, Gina Johnson, William Armstrong
The University of California

Presentation at CAIR Conference
Anaheim, CA
November 7th, 2012
Presentation Outline

• Background Overview
• Contributing Factors
• Marketing Strategies
• Discussion
Web-Based Survey—Challenges

• Response rate: one of the biggest challenges
• The rate of most major national surveys has been falling...
Background Overview

NSSE U.S. Response Rate Trend, 2005-2012

Note: 1. The “overall” bars show the rates from 2009 to 2012. All other bars show the rates from 2005 to 2012, but excluding the rate for 2008. 2. RU/VH: Research Universities (very high activity)

Source: [http://nsse.iub.edu](http://nsse.iub.edu)
Purpose of the Study

• Examine factors that influence student experience survey response rates
• Review marketing strategies that may help improve response rates
Population

• Enrolled students on 9 undergraduate campuses of the University of California (UC) in the spring 2012

• Invited to participate in University of California Undergraduate Experience Survey (UCUES)
Background Overview

UCUES Structure ...

Core

Module

15-20 minutes

5 minutes

Academic Experience & Globalization Skills
Civic & Community Engagement
Student Development
Campus Wild Card

Core items

Institutional data
(campus administrative records)

Collected elsewhere and matched to survey responses
UCUES Administration...

• Census survey administered once every two years
• Used to be administered by Berkeley survey team
• The Office of Institutional Research at UC Office of the President administered in the spring term, 2012
Background Overview

UCUES Response Rate of 2012 Administration by Campus

Overall 39%

<table>
<thead>
<tr>
<th>Campus</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles</td>
<td>28%</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>35%</td>
</tr>
<tr>
<td>San Diego</td>
<td>36%</td>
</tr>
<tr>
<td>Merced</td>
<td>39%</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>39%</td>
</tr>
<tr>
<td>Riverside</td>
<td>40%</td>
</tr>
<tr>
<td>Berkeley</td>
<td>41%</td>
</tr>
<tr>
<td>Irvine</td>
<td>44%</td>
</tr>
<tr>
<td>Davis</td>
<td>47%</td>
</tr>
</tbody>
</table>
UCUES Response Rate of 2012 Administration by Gender

- Female: 43%
- Male: 31%
UCUES Response Rate of 2012 Administration by Entering Cohort

- 2006: 25.4%
- 2007: 29.1%
- 2008: 34.4%
- 2009: 35.5%
- 2010: 35.5%
- 2011: 39.1%
Background Overview

UCUES Response Rate of 2012 Administration by Ethnicity

- African American: 32.3%
- Unknown: 33.4%
- Pacific Islander: 34.0%
- American Indian: 35.5%
- White: 35.7%
- Chicano/ Latino: 35.8%
- Asian: 37.8%
Response Rate Trend of NSSE U.S. Research Universities and the University of California

RU/VH: Research Universities (very high research activity)

University of California (9 Campuses)

2005 - 2012


30%
Contributing Factors: Outline

• **Instrument Design**
  - Consent Form
  - Passphrase Feature
  - Major Drop-down List

• **Email Invitation**
  - Number
  - Frequency
  - Timing of delivery
Contributing Factors: Outline

• **Completion Time**
  - Time Interval
  - Survey Completeness

• **Student Services**
  - Student interaction with administrators
  - Student Requests and Status
Factors: Instrument Design—Consent Form

- What is a Consent Form?
  - A document endorsed by survey participants
  - Comes with an informational letter to allow informed decisions

Voluntary Participation
Participation in this research is entirely voluntary. Your decision whether or not to participate in the survey will not affect your grades or your relationship with UC Santa Cruz. You may choose to withdraw at any time without penalty; however, to be entered in the drawing for prizes you must submit the survey. You may choose not to answer particular questions and still be eligible for prizes.

Benefits
While there may not any direct benefit to you from participating, UCUES gives students an opportunity to comment on the quality of the education they are receiving, student services, and other aspects of their undergraduate experience that help the University evaluate and improve programs and services.

Protecting your privacy
Any personally identifiable information that is obtained in connection with this study will be stored on a secured server and remain confidential. It will be disclosed to the third parties only with your permission or as required by law. Please be assured that except to allow for the matching with your academic records, your identity will not be connected to your survey responses, your responses will be confidential, and the results of the study will be reported only as aggregate data. Any quotations from responses to open ended questions used in public reporting will be reviewed to ensure that your identity cannot be ascertained.

Responses to the survey may not be reviewed immediately. If any of your responses concern matters in need of immediate action or disclose dangerous situations, you should immediately report those matters to the appropriate authorities. If you need immediate assistance, please go to http://www2.ucsc.edu/healthcenter, a website that lists student services on campus.

CONSENT TO PARTICIPATE
I have read this document and agree to participate in this survey.

I understand and will participate. ☐ Agree ☐ Disagree
Factors: Instrument Design—Consent Form (Cont’d)

• Alternative Form
  - A common belief: consent form discourages participation
  - Three campuses used an alternative statement in 2012 administration

Voluntary Participation

Participation in this research is entirely voluntary. Your decision whether or not to participate in the survey will not affect your grades or your relationship with UC Santa Cruz. You may choose to withdraw at any time without penalty; however, to be entered in the drawing for prizes you must submit the survey. You may choose not to answer particular questions and still be eligible for prizes.

Benefits

While there may not any direct benefit to you from participating, UCUES gives students an opportunity to comment on the quality of the education they are receiving, student services, and other aspects of their undergraduate experience that help the University evaluate and improve programs and services.

Protecting your privacy

Any personally identifiable information that is obtained in connection with this study will be stored on a secured server and remain confidential. It will be disclosed to the third parties only with your permission or as required by law. Please be assured that except to allow for the matching with your academic records, your identity will not be connected to your survey responses, your responses will be confidential, and the results of the study will be reported only as aggregate data. Any quotations from responses to open ended questions used in public reporting will be reviewed to ensure that your identity cannot be ascertained.

Responses to the survey may not be reviewed immediately. If any of your responses concern matters in need of immediate action or disclose dangerous situations, you should immediately report those matters to the appropriate authorities. If you need immediate assistance, please go to http://www2.ucsc.edu/healthcenter, a website that lists student services on campus.

If you wish to participate in this survey, simply click Next below.
• Did including the consent form affect student behavior at login?

<table>
<thead>
<tr>
<th>Instrument Type</th>
<th>Campus</th>
<th>% Agreed</th>
<th>% Left</th>
<th>% Declined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consent Form</td>
<td>Berkeley</td>
<td>91.6%</td>
<td>7.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td></td>
<td>Irvine</td>
<td>91.4%</td>
<td>8.0%</td>
<td>0.6%</td>
</tr>
<tr>
<td></td>
<td>Los Angeles</td>
<td>87.1%</td>
<td>12.2%</td>
<td>0.7%</td>
</tr>
<tr>
<td></td>
<td>San Diego</td>
<td>93.3%</td>
<td>6.1%</td>
<td>0.6%</td>
</tr>
<tr>
<td></td>
<td>Santa Barbara</td>
<td>92.4%</td>
<td>7.1%</td>
<td>0.5%</td>
</tr>
<tr>
<td></td>
<td>Santa Cruz</td>
<td>92.9%</td>
<td>6.8%</td>
<td>0.3%</td>
</tr>
<tr>
<td></td>
<td>Davis</td>
<td>93.3%</td>
<td>6.1%</td>
<td>0.6%</td>
</tr>
<tr>
<td>No Consent Form</td>
<td>Merced</td>
<td>94.5%</td>
<td>5.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Riverside</td>
<td>90.7%</td>
<td>7.9%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>
Factors: Instrument Design—Consent Form (Cont’d)

- Hypothesis testing for the relationship between instrument type and student behavior

<table>
<thead>
<tr>
<th>Instrument Type</th>
<th>Agreed</th>
<th>Left</th>
<th>Declined</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Form</td>
<td>40,678</td>
<td>3,483</td>
<td>312</td>
<td>44,473</td>
</tr>
<tr>
<td>No Form</td>
<td>17,107</td>
<td>1,229</td>
<td>152</td>
<td>18,488</td>
</tr>
<tr>
<td>Total</td>
<td>57,785</td>
<td>4,712</td>
<td>464</td>
<td>62,961</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instrument Type</th>
<th>Agreed</th>
<th>Left</th>
<th>Declined</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Form</td>
<td>91.5%</td>
<td>7.8%</td>
<td>0.7%</td>
</tr>
<tr>
<td>No Form</td>
<td>92.5%</td>
<td>6.6%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

- Cramer's $V=0.02 \Rightarrow$ student behaviors at login were independent of the instrument type.
Factors: Instrument Design—Passphrase

• Passphrase
  - Protect student privacy
  - Require students to set a passphrase for re-entering the survey
• Did requiring a passphrase discourage non-completers from re-accessing the survey?

<table>
<thead>
<tr>
<th>How Many Times Did Students Access the Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Accesses</td>
</tr>
<tr>
<td>Completers</td>
</tr>
<tr>
<td>Partial Completers</td>
</tr>
<tr>
<td>Opt-outs</td>
</tr>
<tr>
<td>Overall</td>
</tr>
</tbody>
</table>

- Number of access independent of completion status (Cramer's V=0.03)
- Non-completers re-accessed the survey as much as the completers
- Passphrase feature did not affect non-completers
Factors: Instrument Design—Major Drop-Down

- Use of major drop-down list
  - Hide the current major for students with FERPA blocks
  - Most campuses excluded such students
  - UCLA used drop-down list for all students
• Did using a major drop-down list affect student participation in major evaluation?

- Exit at Major Evaluation (attrition): students who responded to at least 50% of the questions in the previous section and exited at major evaluation.

<table>
<thead>
<tr>
<th>Campus</th>
<th>UCLA Count</th>
<th>UCLA Percent</th>
<th>All Others Count</th>
<th>All Others Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exited</td>
<td>8</td>
<td>0.1%</td>
<td>32</td>
<td>0.1%</td>
</tr>
<tr>
<td>Persisted</td>
<td>5,569</td>
<td>99.9%</td>
<td>50,211</td>
<td>99.9%</td>
</tr>
</tbody>
</table>

- No significant difference in the attribution rates
Factors: Instrument Design—Major Drop-Down (Cont’d)

• Did the attrition rate vary across sections within and between campus?

<table>
<thead>
<tr>
<th>Exit Point</th>
<th>UCLA</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Engagement</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Time Allocation</td>
<td>4.7%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Academic &amp; Personal Development</td>
<td>2.6%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Campus Climate for Diversity</td>
<td>1.7%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Plans &amp; Aspirations</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Overall Satisfaction &amp; Agreement</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Evaluation of the Major/Educational Experience</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

- **Within campus**, higher attrition rates at earlier sections.
- **Between campus**, similar attrition rates across sections.
Factors: Email Invitation—Number

• The more, the better?

<table>
<thead>
<tr>
<th>Campus</th>
<th># Invitations</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis</td>
<td>8</td>
<td>47%</td>
</tr>
<tr>
<td>Irvine</td>
<td>15</td>
<td>44%</td>
</tr>
<tr>
<td>Berkeley</td>
<td>14</td>
<td>41%</td>
</tr>
<tr>
<td>Riverside</td>
<td>22</td>
<td>40%</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>8</td>
<td>39%</td>
</tr>
<tr>
<td>Merced</td>
<td>5</td>
<td>39%</td>
</tr>
<tr>
<td>San Diego</td>
<td>13</td>
<td>36%</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>10</td>
<td>35%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>12</td>
<td>28%</td>
</tr>
</tbody>
</table>

- The association varies by campus, no direct relationship
- Campus factors and strategies play an important role
Factors: Email invitation—Number (Cont’d)

• How many total responses were gained by each invitation?

- 28% of total responses gained by the first invitation
- Cumulatively, 91% of responses gained by the first 9 invitations
Factors: Email invitation—Frequency

- At what interval(s) were the invitations sent?

- Limit to the first 12 (or less) campus invitations, total 91 invites
- Positively skewed, median=7, mean=9.2, mode=7
- 47 invites in-between 3-7 days, 44 invites in-between 8-28 days
Factors: Email Invitation—Frequency (Cont’d)

• How long did the effect of an invitation last?

- The majority (63%) responded on the first day
- Cumulatively, 78% responded within 2 days, 97% within a week
- Interacting psychological factors (feeling fresh-> disturbing)
Factors: Email Invitation—Timing of Delivery

- On which days of the week were the invitations sent?

<table>
<thead>
<tr>
<th>Week Day</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>17</td>
</tr>
<tr>
<td>Tue</td>
<td>7</td>
</tr>
<tr>
<td>Wed</td>
<td>16</td>
</tr>
<tr>
<td>Thu</td>
<td>14</td>
</tr>
<tr>
<td>Fri</td>
<td>19</td>
</tr>
<tr>
<td>Sat</td>
<td>10</td>
</tr>
<tr>
<td>Sun</td>
<td>8</td>
</tr>
</tbody>
</table>

- Fairly uniform, all over the week
- Friday is most popular, followed by Monday
- Tuesday is least popular
Which day of the week is the best for sending invitations?

<table>
<thead>
<tr>
<th>Week Day</th>
<th>Total Invitations</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responded</td>
<td>% Responded</td>
<td>Responded</td>
</tr>
<tr>
<td>Mon</td>
<td>126,319</td>
<td>7,057</td>
<td>6%</td>
</tr>
<tr>
<td>Tue</td>
<td>54,704</td>
<td>5,700</td>
<td>10%</td>
</tr>
<tr>
<td>Wed</td>
<td>119,606</td>
<td>6,948</td>
<td>6%</td>
</tr>
<tr>
<td>Thu</td>
<td>111,715</td>
<td>5,741</td>
<td>5%</td>
</tr>
<tr>
<td>Fri</td>
<td>147,992</td>
<td>6,024</td>
<td>4%</td>
</tr>
<tr>
<td>Sat</td>
<td>73,326</td>
<td>3,377</td>
<td>5%</td>
</tr>
<tr>
<td>Sun</td>
<td>49,695</td>
<td>3,376</td>
<td>7%</td>
</tr>
</tbody>
</table>

- When students respond depends on when they received the invitations
- Analysis conditional on the invitation date
• What is the best day of the week to send invitations?

- Tuesday is the best day of the week, and Friday is least optimal
- For 2012 admin, Friday is most popular and Tuesday is least popular
Factors: Completion Time

- Time Duration It Took to Complete the Survey

Proportion of Completers by Time Interval

Percentage

Time Interval (minute/day)

- < 30
- 30 to 40
- 41 to 50
- 51 to 60
- 61 to 70
- 71 to 80
- 81 to 90
- 91 to 100
- 101 to 110
- 111 to 120
- 121 to 1 day
- > 1 day
How long did it take to complete the survey with one access?
Factors: Completion Time (Cont’d)

• **N and Percent of Items Completed by Time Interval for One-access Completers**

<table>
<thead>
<tr>
<th>Minutes</th>
<th>N of Completers</th>
<th>% of Items Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20</td>
<td>7,572</td>
<td>70%</td>
</tr>
<tr>
<td>21-30</td>
<td>13,365</td>
<td>74%</td>
</tr>
<tr>
<td>31-40</td>
<td>7,449</td>
<td>78%</td>
</tr>
<tr>
<td>41-50</td>
<td>3,487</td>
<td>78%</td>
</tr>
<tr>
<td>51-120</td>
<td>2,650</td>
<td>78%</td>
</tr>
</tbody>
</table>
Student Interaction With Administrators

- Service Accounts provide a platform for students to submit their requests while participating in the survey and interact with survey administrators
- 10 service accounts: one for each campus and one for central
- Service accounts were monitored regularly
- Student requests were handled and recorded
- Campus coordinators also receive requests from students
### Student Requests/Completion by Request Category

<table>
<thead>
<tr>
<th>Issues</th>
<th>Requests</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tech Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannot log in</td>
<td>38</td>
<td>22</td>
</tr>
<tr>
<td>Cannot re-access</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Case locked</td>
<td>41</td>
<td>26</td>
</tr>
<tr>
<td>Completed but not sure ever did</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Error with the link</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Forgot passphrase</td>
<td>123</td>
<td>88</td>
</tr>
<tr>
<td>Not in entry</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>271</td>
<td>188</td>
</tr>
<tr>
<td><strong>Non-Tech Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About the prize/winner</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Comments on UCUES</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>Completed</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Not eligible/right person</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Reluctant to take</td>
<td>26</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>101</td>
<td>43</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>372</td>
<td>231</td>
</tr>
</tbody>
</table>
Completion Rate of Those Who Submitted a Request by Request Category

Factors: Response to Student Requests (Cont’d)

Overall 62%

Non-Tech Issues
- Other: 29%
- Reluctant to take: 35%
- Not eligible: 36%
- Comments on UCUES: 42%
- About the prize/winner: 56%
- Completed: 63%

Tech Issues
- Cannot log in: 58%
- Error with the link: 58%
- Case locked: 63%
- Forgot passphrase: 72%
- Cannot reaccess: 77%
- Not in entry: 84%
- Other: 89%
- Completed but not sure: 100%
## Student Requests/Completion by Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>Requests</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tech Issues</td>
<td>Other Issues</td>
</tr>
<tr>
<td>UCB</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>UCD</td>
<td>82</td>
<td>38</td>
</tr>
<tr>
<td>UCI</td>
<td>54</td>
<td>8</td>
</tr>
<tr>
<td>UCLA</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>UCM</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>UCR</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>UCSB</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>UCSC</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>UCSD</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Overall</td>
<td>272</td>
<td>101</td>
</tr>
</tbody>
</table>
Completion Rate of Those Who Submitted a Request by Campus

Overall 62%
- Berkeley: 52% Completers, 33% Population
- Davis: 59% Completers, 35% Population
- Irvine: 69% Completers, 34% Population
- Los Angeles: 53% Completers, 19% Population
- Merced: 50% Completers, 31% Population
- Riverside: 86% Completers, 30% Population
- Santa Barbara: 73% Completers, 30% Population
- Santa Cruz: 55% Completers, 27% Population
- San Diego: 50% Completers, 29% Population

Overall 30%
- Berkeley: 52% Completers, 33% Population
- Davis: 59% Completers, 35% Population
- Irvine: 69% Completers, 34% Population
- Los Angeles: 53% Completers, 19% Population
- Merced: 50% Completers, 31% Population
- Riverside: 86% Completers, 30% Population
- Santa Barbara: 73% Completers, 30% Population
- Santa Cruz: 55% Completers, 27% Population
- San Diego: 50% Completers, 29% Population
Marketing Strategies
UC Berkeley UCUES Completion Date Trends, 2012

Survey Completion Date

# surveys completed

Weekends
Weekdays

Email Publicity
(Bold indicates a prize deadline was mentioned)
UCUES Survey Response Rates and Counts by Day, 2012

- Weekends
- Weekdays
- Email Publicity
UCUES Response Rates and Counts by Select Survey Items, 2012

In 2012: 1365 students began the survey, but did not submit the survey. Of these 1,365 students, 38% were lost between Part 1: Academic Engagement and Part 1: Time Allocation. An additional 16% were lost between Part 1: Time Allocation & Part 1: Personal Development (perceived skills development), and 11% were lost between Part 1: Personal Development & Part 1: Campus Climate for Diversity. Another drop of 14% came between Part 1: Eval of the Major/Educ. Experiences & Part 2: Background.
In 2011: 858 students began the survey, but did not submit the survey. Of these 858 students, **17% were lost between Part 1: Academic Engagement and Part 1: Time Allocation**. An additional **61% were lost between Part 1: Time Allocation & Part 1: Personal Development (perceived skills development); 2% were lost between Part 1: Personal Development & Part 1: Campus Climate for Diversity**. Another drop of **17% came between Part 1: Eval of the Major/Educ. Experiences & Part 2: Background**.
What is UCUES?

The University of California Undergraduate Experience Survey (UCUES) is an online survey administered at UC Berkeley and each of the other undergraduate UC campuses. This survey is an important tool for better understanding the undergraduates’ academic and co-curricular experiences at Berkeley. UCUES data is used for many institutional purposes, including providing undergraduate student input into academic program reviews and learning more about students’ financial concerns. All UC Berkeley students are invited to participate in the survey.

Confidentiality

Your responses to this survey are confidential, and the results of the study will be reported only as aggregate data. Any quotations from responses to open ended questions used in reporting will be reviewed to ensure that your identity cannot be ascertained.

Prizes

Valued at over $5,500, the prizes include four newly added iPads, twelve $100 Cal 1 Card awards, four $200 Cal 1 Card awards, a 1-year free Zipcar membership (with a bonus driving credit of $90), and two grand prizes of $500 in cash and $1,000 in cash. Drawings will be held approximately once per week, with a hiatus between the weeks of May 7th and May 21st. Once you complete the survey, your name will be eligible for all subsequent prize drawings, so the earlier you respond, the more chances you have to win a prize.

Who can I contact for more information?

For more information, please email ucues@berkeley.edu.

UCUES 2012 Winners...

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Helen Wan - $200 on Cal 1 Card</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comments: Thanks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Maria Altebarmakian - iPad 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comments: I think it’s really great that the school wants our feedback and actually uses our responses from this survey to improve the campus environment! Not only do we get the chance to win awesome prizes, but we also get to have a say in how our campus is run! I think it’s really important for us to make the most out of this opportunity and give the leaders of our campus our feedback and improve the UC Berkeley community for the future classes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Shelley Fernandez - $200 on Cal 1 Card</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comments: Even though I never heard of anyone winning these prizes, the survey did not take long to finish so I decided to take it anyway. I was surprised when I received the email calling me a winner and I strongly encourage anyone to take the time to complete the survey because the prizes do exist.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Alan Lee - $100 on Cal 1 Card</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comments: Although the UCUES survey takes a little longer than some other surveys to complete, I’m glad that I took the extra time to fill it out! I actually was fortunate and lucky to have won something and I think it was worth my time.</td>
</tr>
</tbody>
</table>
Impact of mass email messages on response rates

Findings

- First 3 messages were effective
- 5th message was least effective – during midterms
- 6th message was very effective – after midterms
- only 3% gain after the finals
- surprisingly low RR prior to drawings for iPad
Response rates and duration of survey in 2010 and 2012

- **Start date:** in 2012 started 2 weeks earlier than in 2010. After 7 messages we had the same RR as we did after 5 messages in 2010.
  - Did not gain much by starting 2 weeks earlier because of a slow time during midterms.

- **Close date:** end of June in 2012, 3 weeks earlier than in 2010.
  - Response rates in 2010: 36% overall and 28% based on completes.
  - Did not lose much by closing the survey at the end of June in 2012 rather than the end of July as we did in 2010.
Marketing Strategies: UC Santa Cruz

UC SANTA CRUZ

UNDERGRADUATE EXPERIENCE SURVEY (UCUES)

About The Survey

What is the survey about?
It's about being a student at UCSC: your academic work, access to classes, your interaction with faculty and peers, your satisfaction with advising and services, and your future plans.

News Flash!
Our third (and last) Grand Prize drawing for an iPad was on July 5th. The lucky winner was Gerardo Allia (pictured at the right), a senior at College Ten.

The two other iPad winners were Stephanie Castillo, a junior at Cowell College, and Kasturi Malaviya, a senior at College Nine.

Click here to read about students who won prizes for their participation in the UCUES. iPads, $1000 Buena Vista book store gift cards, and Zipcar memberships.

We closed the survey on July 5th with a campus-wide response rate of 35%!

Crown college was a leader in this year's UCUES by maintaining the highest response rate among colleges since the start of the survey on April 13. Congratulations to Crown college on reaching a 41% response rate at the close date and thus winning a $300 prize to support its programs! Click here to view response rates by college.

Thanks everyone who participated and promoted the 2012 UCUES!

Who can I contact if I have questions about UCUES?

Anna Shep, Research Analyst at asher@ucsc.edu or 458-4302.
Targeted invitation

Data sharing with students

Data sharing with campus
Marketing Strategies: UC San Diego

UCSD-UCUES 2012

- Invitations sent to 22,117 Undergraduates
- April 19th through August 26th

<table>
<thead>
<tr>
<th></th>
<th>Complete</th>
<th>Partial</th>
<th>Untouched</th>
<th>Opt out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete</td>
<td>6,406</td>
<td>1,713</td>
<td>13,955</td>
<td>43</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22,117</td>
<td>29.0</td>
<td>7.7</td>
<td>63.1</td>
</tr>
</tbody>
</table>
Marketing Strategies: UC San Diego

UCSD
UCUES 2012

Invitations Sent From:

- Chancellor
- AVC-Undergraduate Education
- VC-Student Affairs
- AVC-Student Life
- AS President
- College Provosts
UCUES
UCSD 2012

Incentives:

• 12 UCSD Bookstore gift cards valued at $50.00 each

• 4 Apple iPads (3rd generation - 16GB Wi-Fi)

• 2 Xbox 360s

Special Incentive Structure:

• Apple a Day Promotion-One Apple iPod in Early May (five days)

• 60 Hour UCUES-a-Thon Final Exam Weekend

Apple iPad Special Drawing
UCUES-UCSD 2012
Publicity

- UCSD-UCUES Web Site
- Posters-Bookmarks
- Table Tents
- Door Hangers
- Shuttle Buses
- Student Centers Marquee
- Video Screens
- Reclaim UCSD?
UCSD: UCUES: Number of Responses by Date
Summary: Contributing Factors

1. Using the consent form, passphrase feature, and major drop-down list do not discourage student participation.
2. The first email invitation is most important, majority of the responses were gained by the first 9 invitations.
3. Email intervals of less than a week are suggested for earlier invitations. Intervals of more than 2 weeks are not recommended.
4. Tuesday is the best day of the week for sending invitations, and Friday is least optimal for invitations.
5. A reasonable time length of a survey is less than 30 minutes.
6. Survey administrator’s interaction with student through service account has a positive influence on their response rate, especially when they seek help with technical problems.
Summary: Marketing Strategies

**Invitations:**
- Frequently mixing up the content of the email reminders with respect to subject lines, signatories, and the body of the message
- Relying on Departments and Colleges for helping to get the word out
- Email invitation from people students know (including student leadership)
- Reminders in class and from Student Affairs staff

**Incentives:**
- Offer a mix of short- and long-range incentives throughout the survey administration period
- Publicizing winners, their comments and photos

**Data Sharing:**
- Share data back to students so they know it is important