DOCUMENT RESUME

ED 080 086                                                    HE 004 488

AUTHOR          Marshall, Kneale T.; Oliver, Robert M.
TITLE           A Constant Work Model for Student Attendance and
                Enrollment.
INSTITUTION     California Univ., Berkeley. Ford Foundation Program
                for Research in Univ. Administration.
SPONS AGENCY    Ford Foundation, New York, N.Y.
REPORT NO       RR-69-1
PUB DATE        Feb 69
NOTE            24p.
AVAILABLE FROM  Ford Foundation, 2288 Fulton Street, Berkeley,
                California 94720

EDRS PRICE      MF-$0.65 HC-$3.29
DESCRIPTORS     *Attendance Patterns; Behavior Patterns; *College
                Students; *Enrollment Trends; *Higher Education;
                Models; Research; Research Projects; *Undergraduate
                Study
IDENTIFIERS     *University of California

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successfully completes a unit of work. (Author)

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# FORD FOUNDATION PROGRAM FOR

# RESEARCH IN UNIVERSITY ADMINISTRATION

Office of the Vice President—Planning
University of California

A CONSTANT WORK MODEL FOR STUDENT

ATTENDANCE AND ENROLLMENT

Kneale T. Marshall
Robert M. Oliver

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cohort of 2126 and 3298 freshmen entering in the Fall
semesters of 1955 and 1960, respectively.

Under the assumptions of the model, the probability of
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tional probability of successful completion of a unit
of work given that a student drops out or attends and
successfully completes a unit of work.

# I. INTRODUCTION

## (1) Formulation

In several related papers (Oliver and Marshall (1969); Marshall, Oliver and Suslow, (1969)) the authors attempt to correlate data obtained from analysis of student attendance patterns with enrollment forecasts made over successive time periods. In both of these papers the authors rely heavily on linear models in which transition probabilities are used to estimate the movement of students between grades . Thus, it is possible to make use of results which can be derived from the theory of Markov Chains (Bartholomew (1967); Gani (1963); Feller (1957)).

In these models and the data that supports them there is a very apparent break point in the attendance patterns of students at the end of the 8th semester (4th year) after initial registration. The effect can be seen in Figure (1) which shows the fraction of students having consecutive attendance patterns over a twelve semester period.

The purpose of the present paper is to propose a simple attendance and enrollment model based on "constant work" that is required of students before they can obtain a degree. We show that most of the relevant qualitative characteristics of undergraduate student enrollments and attendance patterns at the Berkeley campus of the University of California can be analysed and predicted with reasonable accuracy by such a model.

The probability model that we propose is simple in several respects: it assumes that, except for a quantitative measure of work completed towards a degree, a student makes a decision to attend, vacation or drop out with probabilities $p$, $q$, and $r$ respectively, such that $p+q+r = 1$. These probabilities are independent of time or whether the student is freshman, sophomore,
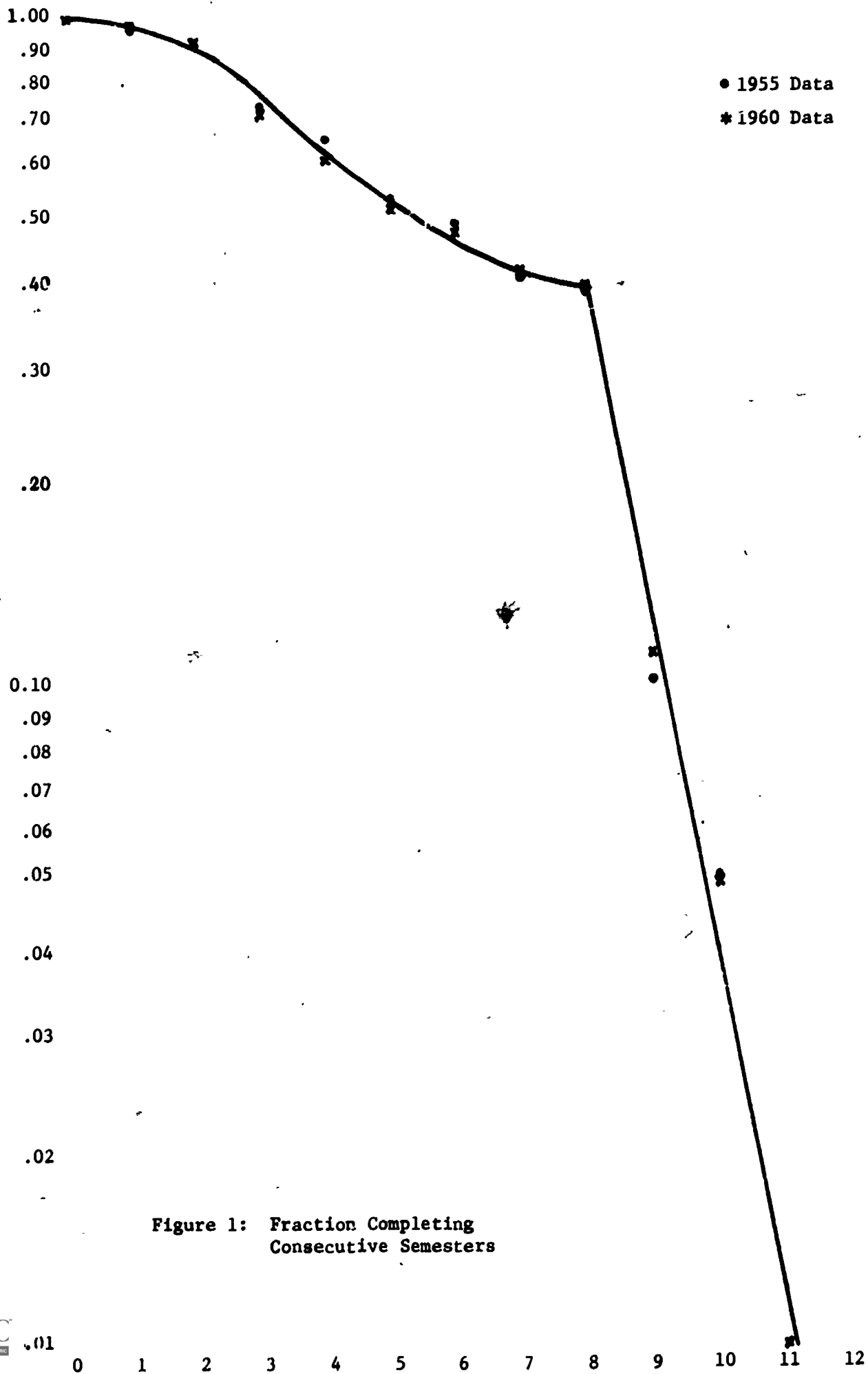
● 1955 Data
✱ i960 Data

1.00
.90
.80
.70
.60
.50
.40

.30

.20

0.10
.09
.08
.07
.06
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.04

.03

.02

Figure 1: Fraction Completing
Consecutive Semesters

.01

0   1   2   3   4   5   6   7   8   9   10   11   12

junior or senior. If a student attends the university, the conditional probability that he will complete one unit out of a total of $w$ units of work is $s$ ; the conditional probability that he fails to complete a unit of work in the semester is $1-s$ . The following description may help clarify our use of the words, "attend", "vacation" and "drop-out". An attending student is enrolled in the university. The term, "drop-out" is used to denote a student that permanently leaves the system before graduation, independent of his academic standing. We distinguish our use of this word from the more common usage which has the connotation of poor academic performance. A student on vacation is not a "drop-out" nor is he enrolled; in the next semester he may elect to stay on vacation, attend or drop-out.

## (2) Notation

Besides the four probabilities mentioned above and the constant work parameter $w$ , we will denote the random number of consecutive attendances by $N_c$ , and the random number of semesters that elapse between initial registration and graduation or drop out by $N$ . Furthermore, $A_n$ is the event: attend the $n^{th}$ semester after initial registration; $B_n$ is the event: vacation during the $n^{th}$ semester after initial registration, and $C_n$ is the event: graduate or drop out from the university on or before $n^{th}$ semester. Since these events are mutually exclusive and exhaustive,

$$\Pr\{A_n\} + \Pr\{B_n\} + \Pr\{C_n\} = 1. \tag{1}$$

In our sample spaces graduation or drop out is guaranteed; thus,

$$\lim_{n \to \infty} \Pr\{C_n\} = 1. \tag{2}$$

The relevant distributions of attendance, consecutive attendance, drop out
and graduation, as well as the linear equations for expected future enroll-
ments, are derived in Sections II and III.  Our paper concludes by comparing
some theoretical results with statistical data obtained from an examination
of a cohort of 3298 freshmen enrolled for the first time in the Fall semester
of 1960, and 2126 freshmen from 1955, at the Berkeley campus of the Univer-
sity of California.

## II.   ATTENDANCE PATTERNS

### (1)   Consecutive Attendances

The second through fifth columns of Table 1 show the number and frac-
ticn of those students that entered ac freshmen in the Fall semesters of
1955 and 1960 and completed each consecutive semester with no interruptions
in attendance (Suslow, 1968).  These fractions are plotted in Figure (1).
More will be said about this graph and other statistical data on student
attendance patterns in companion papers but, we now wish to point out and
investigate the very apparent break point at the eighth semester.  We believe
that this characteristic structure may be the result of students having a
"constant work" requirement.  Such a concept is inherent in certain Markov
models that we discuss in other papers but our interest here is to develop a
simple independent trials model that clearly illustrates this basic point.
It is also interesting to note that the 1955 and 1960 data indicate station-
ary student attendance patterns.

| Number of Consecutive Semesters Completed | 1955 Entering Freshmen (2,126 students) | | 1960 Entering Freshmen (3,298 students) | |
|---|---|---|---|---|
| | Number of Students | Per cent | Number of Students | Per cent |
| 0 | 2,126 | 100 | 3,298 | 100 |
| 1 | 2,067 | 97 | 3,228 | 98 |
| 2 | 1,923 | 90 | 2,994 | 91 |
| 3 | 1,554 | 73 | 2,301 | 70 |
| 4 | 1,373 | 65 | 2,018 | 61 |
| 5 | 1,112 | 52 | 1,679 | 51 |
| 6. | 1,027 | 48 | 1,554 | 47 |
| 7 | 883 | 41 | 1,371 | 42 |
| 8 | 819 | 38 | 1,291 | 39 |
| 9 | 222 | 10 | 363 | 11 |
| 10 | 112 | 5 | 181 | 5 |
| 11 | 15 | 1 | 33 | 1 |

Table 1:   Students Completing Each Consecutive Semester
With No Interruptions in Attendance

We assume that as long as a student has not completed $w$ units of work, the probability of attending a semester is $p$. Let $N_c$ be the number of consecutive attendances of a student after he first enters. For the first $w$ semesters, any break in the attendance pattern can be caused only by a student vacationing or dropping out. Hence,

$$\Pr\{N_c \geq n\} = p^n \qquad n = 0, 1, 2, \ldots, w. \tag{3}$$

For a student to attend at least $w+k$ semesters without interruption, he must attend all $w+k$ of them and successfully complete no more than $(w-1)$ in the first $(w+k-1)$ semesters. Hence we see that the probability,

$$\Pr\{N_c \geq w+k\} = p^{w+k} \sum_{j=0}^{w-1} \binom{w+k-1}{j} s^j (1-s)^{w+k-1-j}, \quad k = 1, 2, \ldots \tag{4}$$

is the product of a geometric and incomplete binomial term. We can rewrite this expression

$$
\begin{aligned}
\Pr\{N_c \geq n\} &= p^n & n &= 0, 1, 2, \ldots w \\
&= p^n \left[ 1 - \sum_{j=w}^{n-1} \binom{n-1}{j} s^j (1-s)^{n-1-j} \right] & n &= w+1, w+2, \ldots \tag{5}
\end{aligned}
$$

Perhaps the most revealing way to show the effect of the $w$ semesters of work is to ask for the conditional probability that $n+1$ consecutive semesters will be attended given that $n$ have already been attended:

$$
\begin{aligned}
\Pr\{N_c \geq n+1 \mid N_c \geq n\} &= p & 1 \leq n \leq w \\
&= p(1-s^w) & n &= w \\
&= p\frac{1-s^w\,(1 + w(1-s))}{1-s^w} & n &= w+1 . \tag{6}
\end{aligned}
$$

A calculation of these conditional probabilities for the first ten terms

when  $w = 8$ ,  $p = .89$ ,  $s = .953$  yields the sequence,  .89, .89, .89, .89,

.89, .89, .89,  0.32, 0.18  and indicates how rapidly the conditional proba-

bility for the first nine terms of continuous attendance decreases after the

eighth semester.  In the first eight semesters, the fraction of continuous

attendance students decreases geometrically but, beyond eight, the drop is

much more rapid.  The curve exhibited by the real data in the  1 to 8 semester

range is due to the dependencies between states which are igno      ι ι.ιs

simple model and is the subject of more detailed analysis in the two papers

to which we have already referred.

| Semester | 1955 data | 1960 data | $Pr[N_c \geq n]^*$ |
|---|---|---|---|
| 0 | 1.00 | 1.C0 | 1.00 |
| 1 | .97 | .98 | .89 |
| 2 | .90 | .91 | .79 |
| 3 | .73 | .70 | .70 |
| 4 | .65 | .61 | .63 |
| 5 | .52 | .51 | .56 |
| 6 | .. . | ,47 | .49 |
| 7 | .4 | .42 | .44 |
| 8 | .38 | .39 | .39 |
| 9 | .10 | .11 | .11 |
| 10 | .05 | .05 | .02 |
| 11 | .01 | .01 | .00 |

$^*$ $p = 0.890$    $s = .953$

Table 2:  The Comparison of Equation (5) with
          1955 and 1960 Cohort Data.

## (2)  Attending and Vacationing Students

Attendance in any one of the first  w  semesters simply requires

that (a) the student attend and (b) he not drop out prior to that semester.

Thus:

$$Pr\{A_1\} = p$$

$$Pr\{A_2\} = (1-r)p$$

$$Pr\{A_w\} = (1-r)^{w-1}p \qquad . \qquad (7)$$

Attendance in the $n^{th}$ $(n \geq w)$ semester requires that no more than $w-1$ units of work be completed up to that point and, furthermore, that the student not drop out. Thus:

$$Pr\{A_n\} = p\sum_{j=0}^{w-1} \binom{n-1}{j}(ps)^j \left(q+p(1-s)\right)^{n-1-j} \qquad n=w,\ w+1,\ w+2,\ \ldots,. \quad (8)$$

The first $p$ on the right hand side ensures the students' presence on the $n^{th}$ semester. Factoring out the term $(1-r)^{n-1}$ from the right hand side of Equation (8) yields the expression:

$$Pr\{A_n\} = p(1-r)^{n-1}\left[\sum_{j=0}^{w-1} \binom{n-1}{j}x^j(1-x)^j\right] \qquad \begin{array}{l} n \geq w, \\[4pt] x = \dfrac{ps}{1-r} \end{array} \qquad (9)$$

which, of course, reduces to Equation (7) when $n=w$. The factor within square brackets is an incomplete binomial sum which is less than one; thus, the probability of attendance decreases more rapidly for $n \geq w$ than it does for $n \leq w$.

The probability of being on vacation on semester $n$ is simply obtained by substituting $q$ for $p$ in Equations (7) and (9),

$$
\begin{aligned}
Pr\{B_n\} &= q(1-r)^{n-1} && 1 \leq n \leq w \\[6pt]
&= q(1-r)^n \sum_{j=0}^{w-1}\binom{n-1}{j}\left(\frac{ps}{1-r}\right)^j\left(\frac{q+p(1-s)}{1-r}\right)^{n-1-j} && w \leq n\ .
\end{aligned}
\qquad (10)
$$

## (3)   Fraction Graduating and Total Elapsed Time

The fraction graduating from a freshman class is easy to obtain from the distribution of waiting time (in semesters) until graduation. Clearly, an entering freshman can not graduate in anything less than  w  semesters if he advances at the maximum rate of one unit of work per semester. Thus, if $N_g$  is the random number of semesters to graduation,

$$Pr\{N_g = n\} = 0 \qquad\qquad n = 1,2,3,\ \ldots.,\ w\text{-}1\ .\quad (11)$$

To graduate at the end of the  $n^{th}$  semester  ($n \geq w$), the requirement is simply that in  n-1  previous semesters,  w-1  units of work are completed successfully;  in the remaining  n-w  semesters, the student either does not attend or, if he attends, he fails to complete a unit of work; finally, he must successfully complete the last semester. Except for the last semester, the exact timing of failures or vacations is immaterial to the completion of work. Thus, the waiting time to graduation has the negative binomial distribution:

$$Pr\{N_g = n\} = ps\left[\binom{n-1}{w-1}(ps)^{w-1}(q+p(1-s))^{n-w}\right] \qquad n=w,\ w+1,\ \ldots.\ .(12)$$

By adding the terms in Equation (12) for all $n \geq w$, we obtain the probability of ever graduating. To obtain this sum we make use of the identity:

$$\sum_{k=0}^{\infty}\binom{w+k-1}{k}x^{w}(1-x)^{k} = 1 \qquad \text{if}\quad 0 \leq x \leq 1, \tag{13}$$

and obtain the result,

$$\sum_{n=w}^{\infty}Pr\{N_g=n\} = \sum_{k=0}^{\infty}\binom{w+k-1}{k}(ps)^{w}(q+p(1-s))^{k}$$

$$= \left(\frac{ps}{r+ps}\right)^{w}\sum_{k=0}^{\infty}\binom{w+k-1}{k}(r+ps)^{w}(1-r-ps)^{k}\ \ .$$

Thus, the probability of ever graduating is

$$Pr\{graduation\} = \left(\frac{ps}{r+ps}\right)^W \quad . \tag{14}$$

The probability of graduating or dropping out on or before semester n is obtained by noting that for $n \leq w-1$ no one graduates, and

$$Pr\{C_n\} = \sum_{j=1}^{n} r(1-r)^{j-1} = 1-(1-r)^n \quad . \qquad 1 \leq n \leq w-1 \quad . \tag{15}$$

This probability is one minus the tail distribution that drop-out occurs after the $n^{th}$ semester. The probability distribution for $n \geq w$ is only slightly more complicated. If N is the random variable measuring the total number of semesters that elapse between registration and graduation or drop-out, we make use of the cumulative distribution of N ,

$$\sum_{j=1}^{n} Pr\{N=j\} = Pr\{C_n\} \tag{16}$$

and Equations (12) and (8) to obtain

$$Pr\{N=n\} = ps\left[\binom{n-1}{w-1}(ps)^{w-1}\left(q+p(1-s)\right)^{n-w}\right] + r\left[\sum_{j=0}^{w-1}\binom{n-1}{j}(ps)^j\left(q+p(1-s)\right)^{n-1-j}\right] .$$

By factoring $(1-r)^{n-1}$ terms and summing the incomplete binomial expressions:

$$Pr\{C_n\} = 1-(1-r)^n\left[1-\sum_{j=w}^{n-1}\binom{n-1}{j}(x)^j(1-s)^{n-1-j}\right] \qquad w \geq n; \quad x=\frac{ps}{1-r} \quad . \tag{17}$$

Thus, the requirement of Equation (1) is satisfied.

(4)  Correlation with Cohort Data

The purpose of this section is twofold:  (i) to show how parameters estimated from certain statistics of the freshman cohort population can be used to make theoretical computations of the distributions that we have already derived in previous sections, and (ii)  to show how these theoretical computations agree with independently obtained data on the attendance patterns of undergraduate students.  The reader should bear in mind that we have not attempted to take into account the more realistic and difficult interdependencies which arise as students proceed through grades; their attendance patterns are affected by performance to date, change in majors, curricula and so on; none of these important effects are explicitly calculated.

The manner in which we estimate the parameters  p, q, r and s  is stra_ght forward.  Since the distribution of consecutive attendances does not explicitly involve the parameters  r  or  q  , we used the slope of this curve  (Figure 1)  before and after  w=8  to estimate  p  and  s  .  From Table 1 and Equation  (5) we see that

$$\Pr\{N_c \geq 8\} = p^8 = 0.390 \ .$$

At  n=9, we require that

$$p^9(1-s^8) = \ 0.111$$

From these equations we estimate that  p = .890  and  s = .953.

Using these values of  p  and  s  in equation (14), we find the probability of graduating as a function of  r  , and tabulate these probabilities in Table 3.  Notice that the probability of graduation is highly sensitive to the drop-out probability  r  even when  ps  is close to  1.  A change in  r  of 2 per cent from  .06 to  .08 leads to a 9 per cent drop in

·graduation.

| r. | $\left(\dfrac{ps}{r+ps}\right)^8$ |
|------|-------|
| 0.00 | 1.000 |
| 0.02 | 0.830 |
| 0.04 | 0.692 |
| 0.06 | 0.579 |
| 0.08 | 0.486 |
| 0.10 | 0.410 |

Table 3: Probability of Graduation as a Function
of the Drop-out Probability. (p=.890, s=.953)

Berkeley campus records (Suslow, et al (1968))indicate that 52 per cent of

the entering freshmen in the 1955 and 1960 group eventually graduate. To

estimate  r  , we therefore require that

$$\left(\frac{ps}{r+ps}\right)^8 = 0.52 \quad .$$

Since  (ps) ▬ .848, this equation gives  r = .072. Also, since  p+q+r = 1,

we have  q = .038,  q+p(1-s) = .080. Using these values, we calculate

$Pr\{A_n\}$ in Figure $(2)$. The solid line is the theoretical curve predicted by

Equations (7) and (9); the 1955 and 1960 cohorts are represented by the data

points. Notice that attendance of students in the early years is under-

estimated while attendance in the fourth through seventh semesters is over-

estimated. However, the rapid decrease in the probability of attendance in

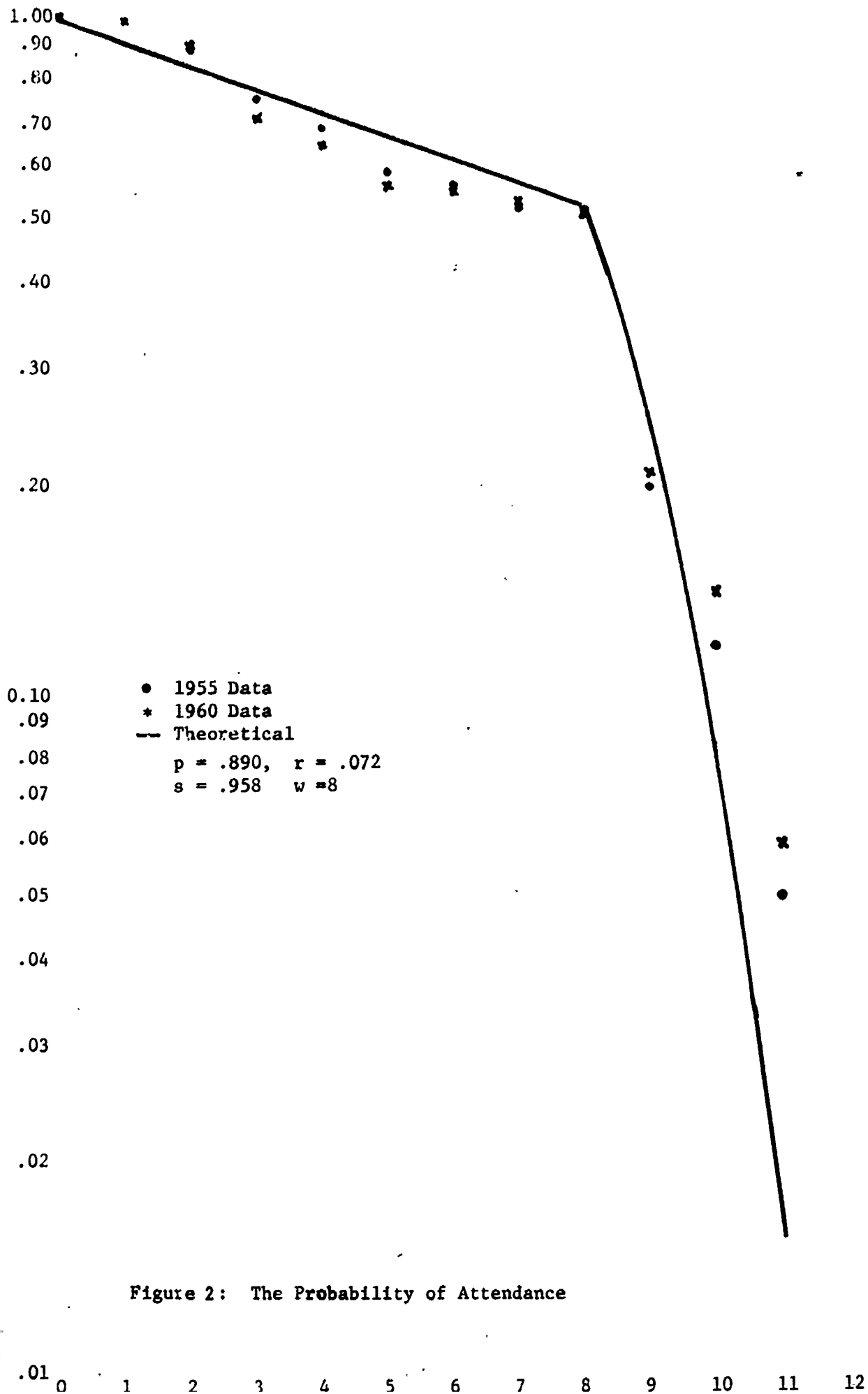the ninth, tenth and eleventh semesters seems to agree well with the data.

1.00
.90
.80
.70
.60
.50
.40
.30
.20

0.10
.09
.08
.07
.06
.05
.04
.03
.02

● 1955 Data
＊ 1960 Data
— Theoretical
    $p = .890, \quad r = .072$
    $s = .958 \quad w = 8$

.01
0  1  2  3  4  5  6  7  8  9  10  11  12

**Figure 2:** The Probability of Attendance

## III. ENROLLMENT FORECASTS

### (1) The Forecasting Model

Denote the expected number of students at semester $t$ that have completed $j$ units of work by $x_j(t)$. By this definition, enrollments include both vacationing and attending students. If a student attends and successfully completes a semester (with probability $ps$), he moves to a group with one more unit of work completed. If he attends and fails, or goes on vacation (with probability $q+p(1-s)$), his level of work remains unchanged. Of course, if he drops out or graduates in a semester, he is not counted in the next. Let $y_j(t)$ be the new admissions at level $j$ into semester $t$. Thus, the equations of motion for enrollments in semester $t+1$ in terms of enrollments in semester $t$ are

$$x_j(t+1) = ps\,x_{j-1}(t) + (q+p(1-s))x_j(t) + y_j(t+1) \qquad (18)$$

$$j = 1,2, \ldots, w-1 ,$$
$$t = 0,1,2, \ldots.$$

with the special case,

$$x_0(t+1) = (q+p(1-s))x_0(t) + y_0(t+1),$$

for those students who do not complete any units of work. Equation (18) can be solved recursively for $x_0(t+1)$ in terms of the sequences:

$$(y_j(1)), ((y_j(2)), \ldots\ldots (y_j(t+1)) \qquad 0\le j\le w-1 \qquad (19)$$

and, given initial conditions,

$$x_1(0), x_2(0), \ldots\ldots x_{w-1}(0). \qquad (20)$$

With $X(t) = (x_j(t))$ and $Y(t) = (y_j(t))$ representing the row vectors of expected student enrollments and admissions, and $P$ representing the transition probabilities, Equation (18) can be written in matrix form as

$$X(t+1) = X(t)P + Y(t+1). \tag{21}$$

Again, $X(0) = (x_j(0))$ is given. It is well known (Feller, (1968); Bartholomew, (1967)) that as $Y(t)$ approaches a limiting vector $Y$ with constant growth rate, the limiting enrollment vector can be written:

$$X = Y(I-P)^{-1} . \tag{22}$$

The inverse of $(I-P)$ exists because all rows except the last sum to $1-r<1$ and elements in the last row corresponding to $j=w-1$ sum to $1-r-ps<1$. The elements of the $j^{th}$ column of $(I-P)^{-1}$ can be explicitly obtained in powers of $\left(\frac{ps}{r+ps}\right)$; thus one can write the expected number of students with $j$ units of work as:

$$x_j = (r+ps)^{-1} \sum_{i=0}^{j} y_{j-i}\left(\frac{ps}{r+ps}\right)^i . \tag{23}$$

This steady-state formulation of the enrollment model is particularly interesting because we are now in a position to show that characteristics of students predicted by Equation (23) agree with theoretical results we have already derived in Section II for attendance patterns of entering students. Thus, an experimental and theoretical link between student attendance and enrollment patterns can be clearly established.

To illustrate the consistency of these results, we consider the

special solution of Equation (23) when $y_0 = 1$ and $y_j = 0$, $j \neq 0$. The expected number that graduate and drop out in the $t^{th}$ semester are given respectively by

$$psx_{w-1}(t) \quad \text{and} \quad r\sum_{j=0}^{w-1} x_j(t). \tag{24}$$

Substituting Equation (23) into (24) yields the result:

$$\Pr\{\text{graduation}\} = ps(r+ps)^{-1} y_0\left(\frac{ps}{r+ps}\right)^{w-1} = \left(\frac{ps}{r+ps}\right)^{w} \tag{25}$$

which agrees with Equation (14)).

Furthermore,

$$\Pr\{\text{drop-out}\} = r\sum_{j=0}^{w-1} (r+ps)^{-1} y_0\left(\frac{ps}{r+ps}\right)^{j}. \tag{26}$$

By making use of the formula,

$$1+a+a^2+\ldots+a^{w-1} = \frac{1-a^w}{1-a}, \tag{27}$$

we obtain

$$\Pr\{\text{drop-out}\} = r(r+ps)^{-1}\left[\frac{1-(ps/r+ps)^w}{1-(ps/r+ps)}\right]$$

$$= 1 - \left(\frac{ps}{r+ps}\right)^{w}$$

$$= 1 - \Pr\{\text{graduation}\}. \tag{28}$$

(2)  <u>Forecasts of Lower and Upper Division Students in 1961-1966</u>

As an independent experimental confirmation of the basic structure of
our constant work model, we made forecasts of returning lower division (fresh-
men plus sophomores and upper division students (juniors plus seniors) in the
five-year period, 1961-1966.  Admission data for new students is given in
Table (4).  Recall that the forecasting problem associated with Equation (18)
is one of predicting vectors  $X(t)$  for a given sequence of  $Y(t)$  vectors.
No attempt has been made in this paper to develop or test models forecasting
new admissions per se.

The choice of  $X(0)$, initial enrollments, is difficult since data on
new admissions, attending, vacationing or returning students has never been
collected or classified in the units of work natural to our model.. Somewhat
arbitrarily we chose to assign the work indices

$$j = 0,1 \quad \text{to freshmen}$$
$$= 2,3 \quad \text{to sophomores}$$
$$= 4,5 \quad \text{to juniors} \qquad w=8$$
$$= 6,7 \quad \text{to seniors}$$

and selected the fractions

$$\frac{x_0}{x_0+x_1} = 0.890 \qquad\qquad \frac{x_2}{x_2+ x_3} = .785$$

(29)

$$\frac{x_4}{x_4+x_5} = .768 \qquad\qquad \frac{x_6}{x_6+x_7} = .714$$

to indicate the split of freshmen, sophomores, juniors and seniors into work
levels for the year 1961.

A good allocation of new admission data in Table (4) into the appro-
priate work levels is also not obvious; we chose to allocate all fall admissions

into the even numbered work levels, and all spring admissions into the odd numbered levels based on our intuitive feeling that spring entrants would wait for a fall admission date if their completed work level were such that they could be in phase with the normal course curricula offered at that time.

Our model assumes that new admissions and returning students are counted at one point in time whereas, in reality, approximately fifteen weeks elapse between the beginning and end of a semester; attrition of returning students, drop-outs and new admissions leave and enter the system at many non-overlapping periods of time. To simplify the structure of our accounting system, we assumed that *all* new admissions to semester t attend that semester. Hence, vacationing students can only be drawn from the population of students that have been enrolled in at least one prior semester. We know that in real life, many new admissions leave before the semester is completed; it is difficult to include such effects at this time because none of our University records have ever considered a separate category of vacationing students.

From Equations (18) and (21) we see that the expected number on vacation at the $t^{th}$ period is

$$\frac{q}{q+p}\left[X(t-1)P\right] = \frac{q}{q+p}\left[X(t) - Y(t)\right]. \tag{30}$$

Subtracting this number from X(t) yields the expected number attending at the $t^{th}$ semester:

$$\frac{p}{q+p} X(t) + \frac{q}{q+p} Y(t). \tag{31}$$

Using the new admissions of Table (4), we obtained initial values,

| | Spr '62 | Fall '62 | Spr '63 | Fall '63 | Spr '64 | Fall '64 | Spr '65 | Fall '65 | Spr '66 | Fall '66 |
|---|---|---|---|---|---|---|---|---|---|---|
| Freshmen | 324 | 3,528 | 328 | 3,632 | 346 | 3,443 | 256 | 2,590 | 291 | 3,072 |
| Sophomores | 204 | 678 | 187 | 732 | 209 | 609 | 180 | 396 | 210 | 742 |
| Juniors | 303 | 1,416 | 324 | 1,568 | 173 | 1,443 | 452 | 1,035 | 476 | 1,406 |
| Seniors | 30 | 184 | 42 | 196 | 45 | 202 | 49 | 126 | 66 | 205 |

Table 4:  New Admissions on Berkeley Campus, Spring 1962 - Fall 1966.

$X(0) = X(1961)$, by requiring that the number of attending students calculated from Equation (31) agree with the registrar records for students enrolled in the fall of 1961. These figures are shown in the first column of Table 5.. Forecasts of students at each level were obtained from Equation (21) and expected numbers attending were then calculated from (31). The results of these calculations are recorded in the top row of each division; actual historical figures are recorded beneath them.

| | | 1961 | 1962 | 1963 | 1964 | 1965 | 1966 |
|---|---|---|---|---|---|---|---|
| Lower Division | Forecasts | | 8120 | 8491 | 8316 | 7023 | 7094 |
| | Actual | 7621 | 7621 | 7952 | 7654 | 6656 | 6759 |
| Upper Division | Forecasts | | 8807 | 9781 | 10183 | 10082 | 9990 |
| | Actual | 8123 | 8972 | 9595 | 10014 | 9892 | 9988 |
| Total | Forecasts | | 16927 | 18272 | 18499 | 17105 | 17084 |
| | Actual | 15744 | 16,593 | 17547 | 17668 | 16548 | 16747 |

Table 5: Lower and Upper Division: Forecasts and Actual Enrollments
(1961-1966)

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