

A Look at the Students of ALC

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Purpose / Goal

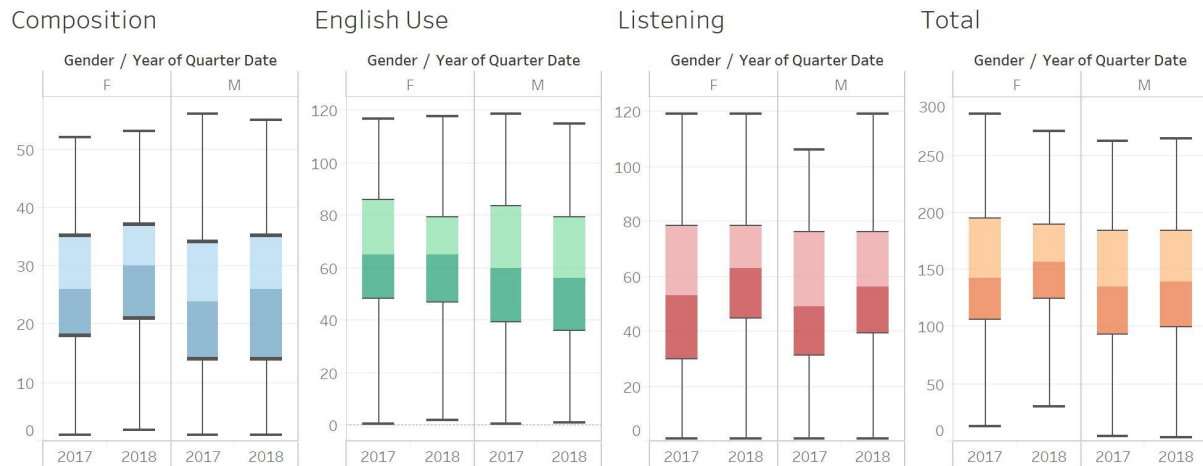
- To identify any patterns/trends in UCLA Extension students in terms of
 - Age, gender, national origin
 - Academic & professional background
 - Goals after studying at ALC (American Language Center)
 - English proficiency when students enter the program

Abstract

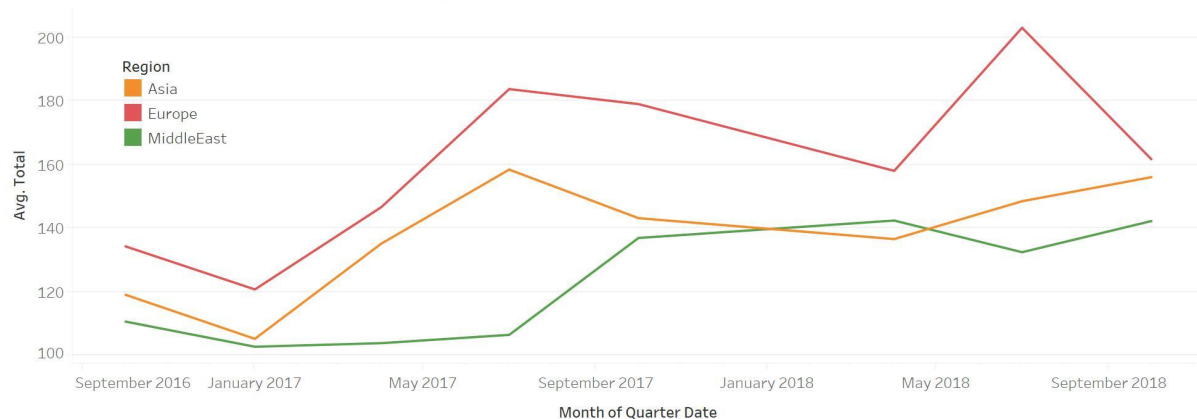
We've been trying to find out the identifiable patterns and trends through extension data in terms of age, gender, national origin, academic background and English proficiency. We found that the populations of Saudi Arabian, Kuwaiti, and Chinese students are starting to decrease. The source of enrollment of Japanese and Taiwanese students presents the consistent outcome, but it was limited to only in summer session. Even though we've been looking into various source of enrollment to find out the trends and patterns, we still need more stable source for the better outcome. Since most of the sources are focused on the geopolitical tensions, finding valid outcome was limited.

Initial English Proficiency Measured by Placement Test

- Rise in Avg. Total Test Score over two years, regardless of region
- Composition, English Use and Listening appear to be equally distributed, regardless of gender



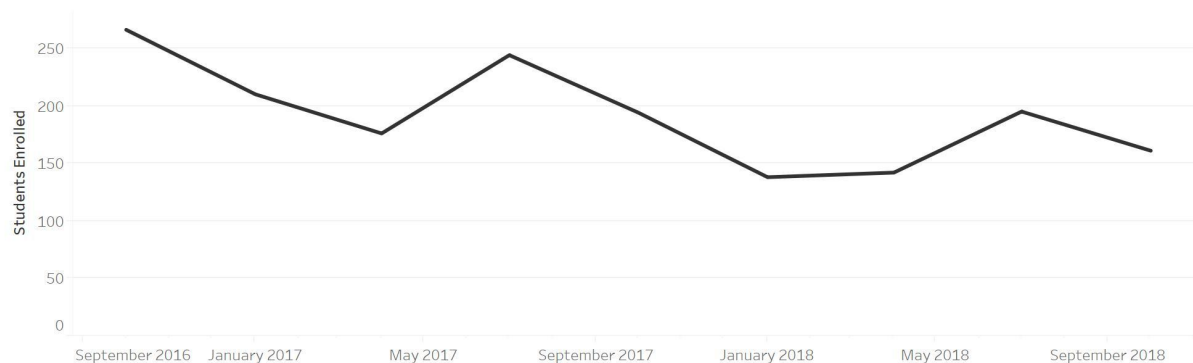
Avg. Total Test Score over Time by Top 3 Represented Regions



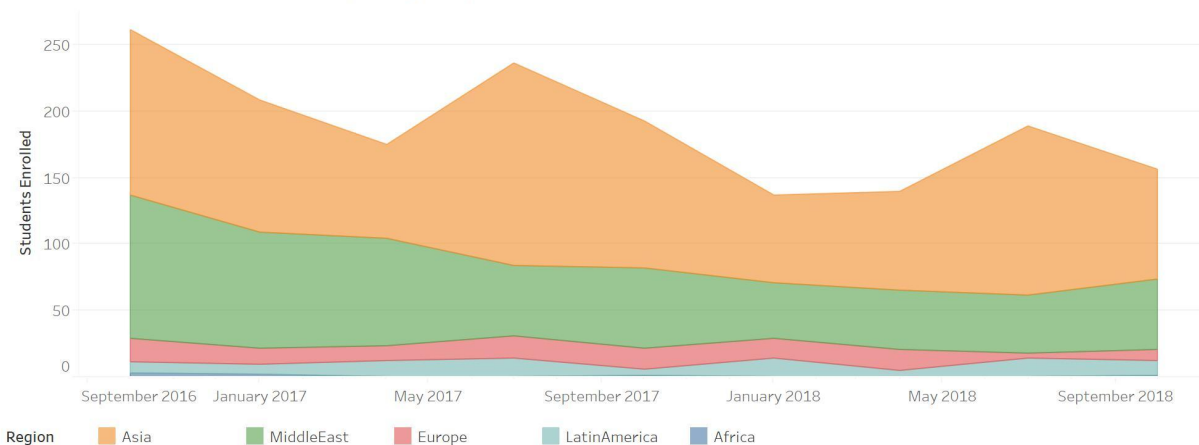
Analysis of Enrollment Over Time

- Total enrollment over has dropped 40% over since Sept. 2016
- Asian > Middle East > Europe > Latin America > Africa
- We want to take a closer look at Asia since it dominates enrollment as of Fall 2018
- **Enrollment Recommendation** : Understand the global politics that impact immigration.

Total Enrollment Over Time



Total Enrollment Over Time Split by Region

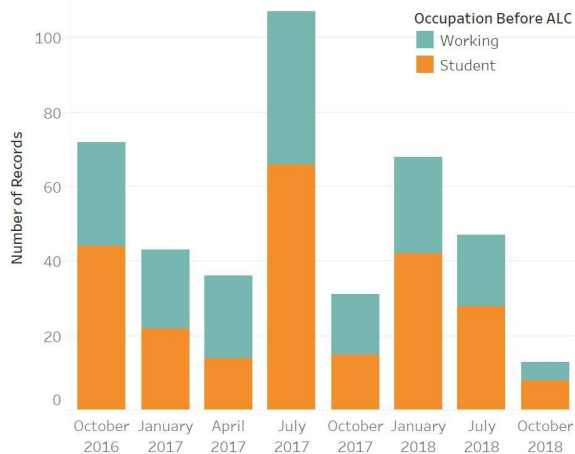


Analysis of Asian Student Profiles

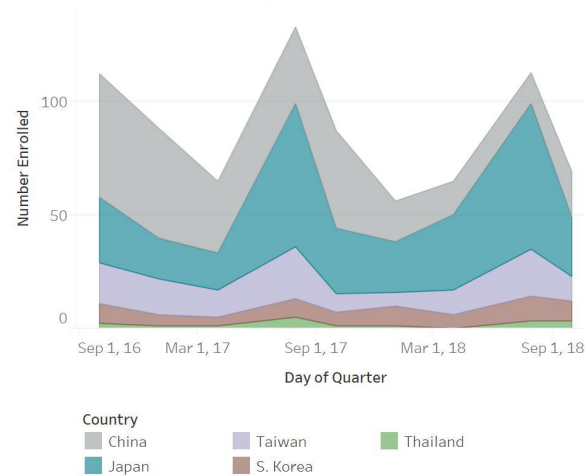
- Majority's occupation before ALC was student
- Japan > China > Taiwan > S. Korea > Thailand
- Top 3 Major Choices
 - 1. Business/Finance
 - 2. Art/Architecture/Design
 - 3. STEM*
- Interest in Business/Finance nearly doubles the next two largest major choices combined (A/A/D + STEM)

*STEM consists of engineering, CS, mathematics, statistics, chemistry, physics, etc.

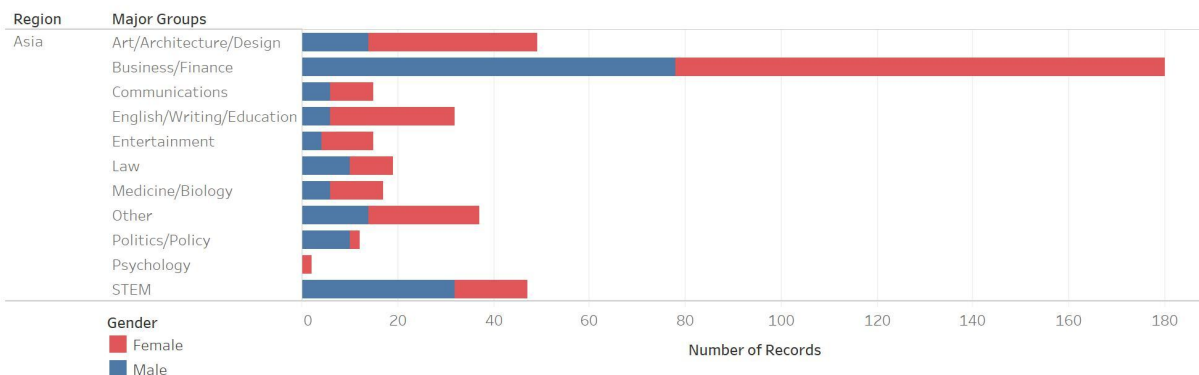
Occupation Before ALC



Asian Student Demographic Breakdown



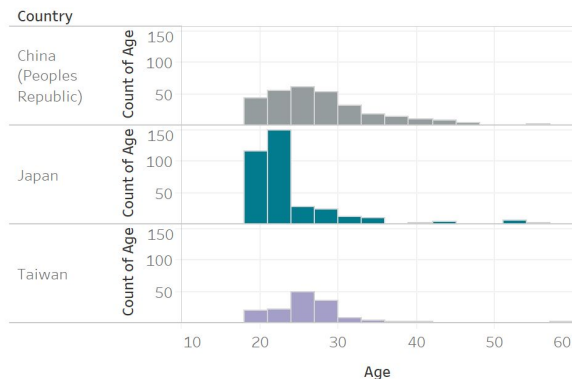
Asian Student Major Choices



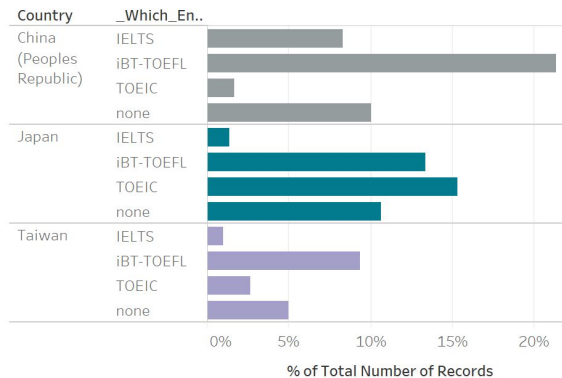
Chinese, Japanese and Taiwanese Student Profiles

- Avg. age is early 20s
- Desired Test After ALC:
 - C: iBT-TOEFL, >20%
 - J: TOEIC, >15%
 - T: iBT-TOEFL, >9.5%
- Biggest interest in major is Business/Finance, regardless of country
- STEM is Taiwan's second biggest interest in major
- Most Asian students plan to return home or receive UNEX Certificates after ALC

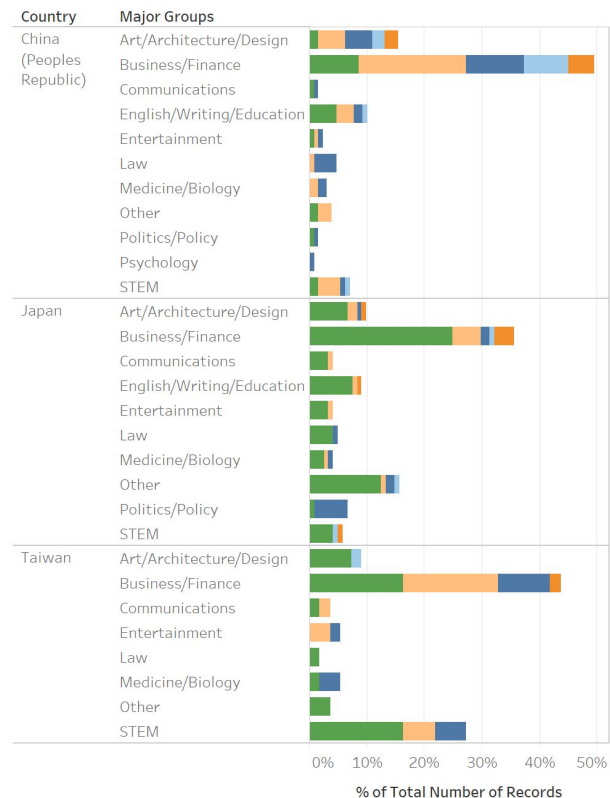
Age of Chinese, Japanese, and Taiwanese Students



Desired Test After ALC



Asian Student Major vs Plans After



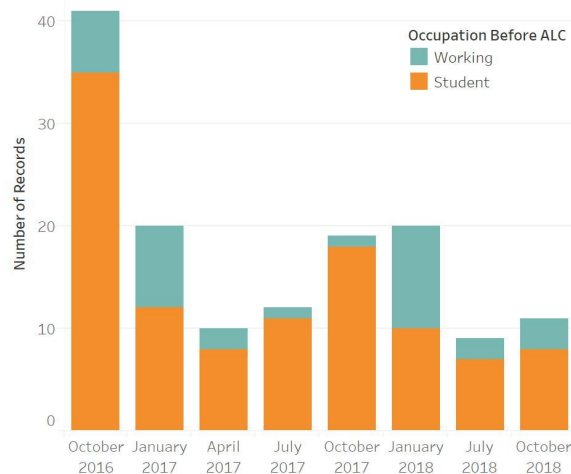
Choice After ALC

- Return Home
- MA/PhD
- 2-year college
- UNEX certificate
- 4-year college

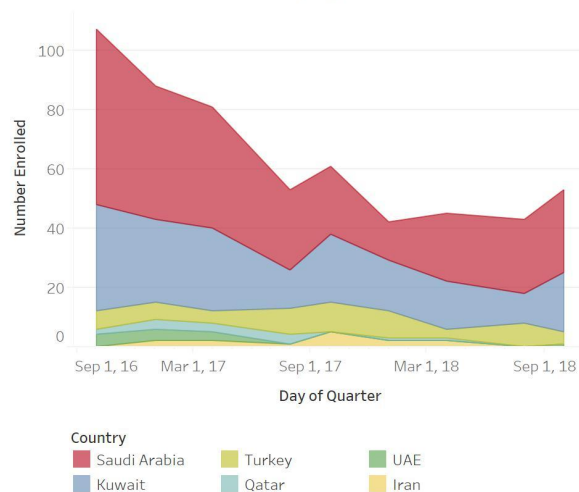
Analysis of Middle Eastern Student Profiles

- Majority's occupation before ALC was student
- Saudi Arabia > Kuwait > Turkey
- Kuwait on par with SA
- Top 3 Major Choices
 - 1. STEM*
 - 2. Business/Finance
 - 3. Medicine/Biology
- **Possible Recommendation :**
 - Scholarships for working Middle Eastern students in quarters where the gap between working / student pre ALC is large, class style may be geared toward ALC members with prior student status

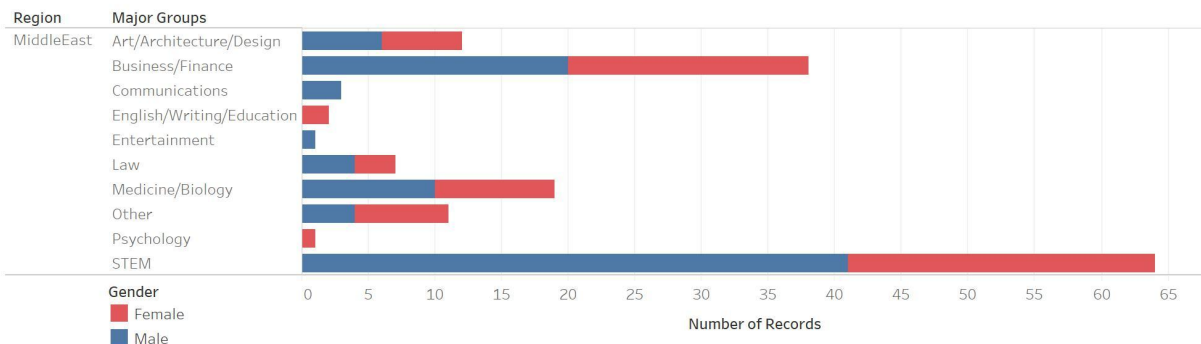
Occupation Before ALC



Middle E. Student Demographic Breakdown



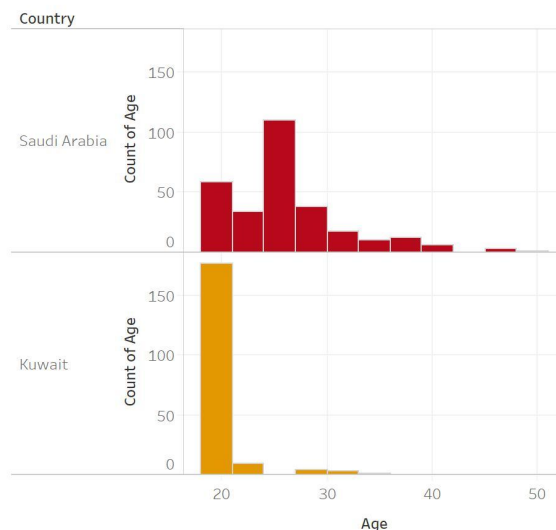
Middle Eastern Student Major Choices



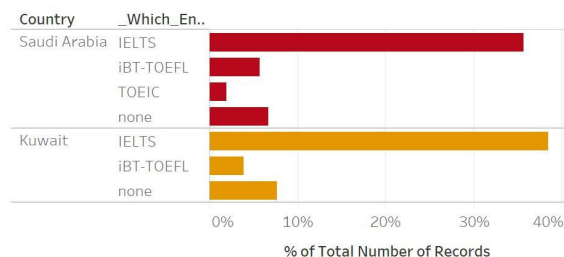
Saudi Arabian and Kuwaiti Students

- Kuwait is very young compared to Saudi Arabia
- Desired Test After ALC:
 - SA: IELTS, >35%
 - K: IELTS, >35%
- Most students from Kuwait plan to attend a 4-year college, regardless of what they study
- Over 65% of Kuwaiti students plan to study STEM
- SA students have aspirations to obtain MA/PhD

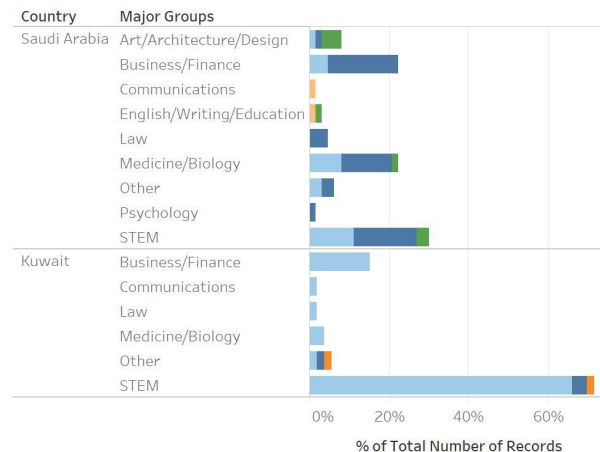
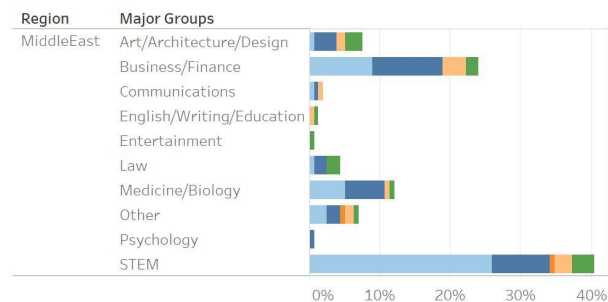
Age of Saudi Arabian and Kuwaiti Students



Desired Test After ALC



Middle E. Student Major vs Plans After

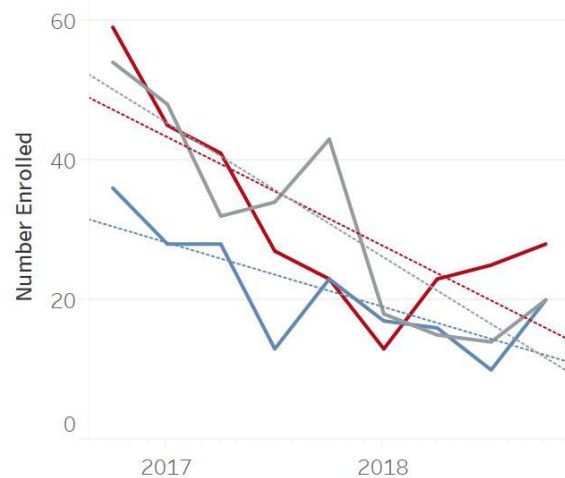


Choice After ALC



Breakdown of ALC's Main Student Populations

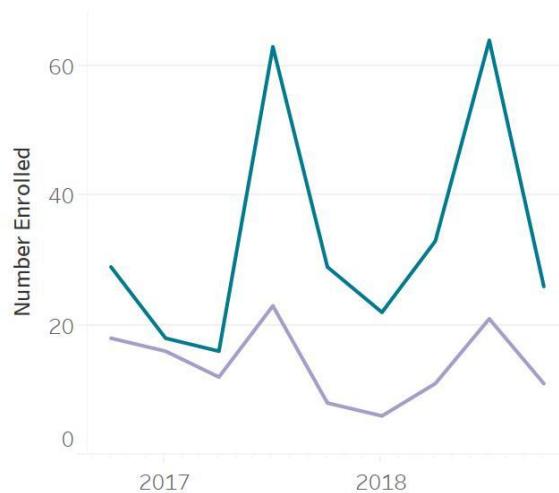
Chinese, Kuwaiti, and Saudi Arabian Populations in Decline



Country

- China
- Kuwait
- Saudi Arabia

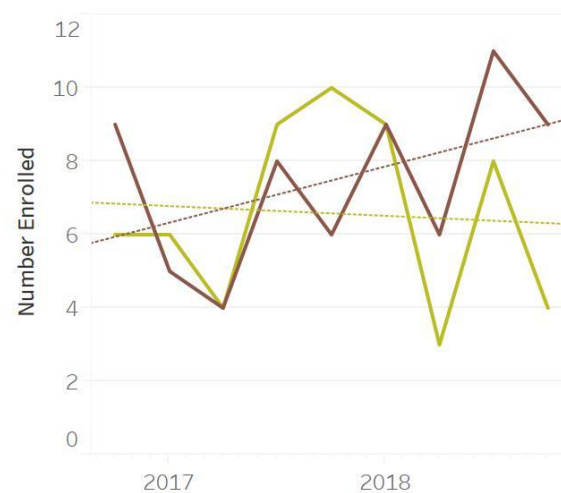
Summer Seasonality in Japanese and Taiwanese Populations



Country

- Japan
- Taiwan

Emerging S. Korean and Turkish Populations

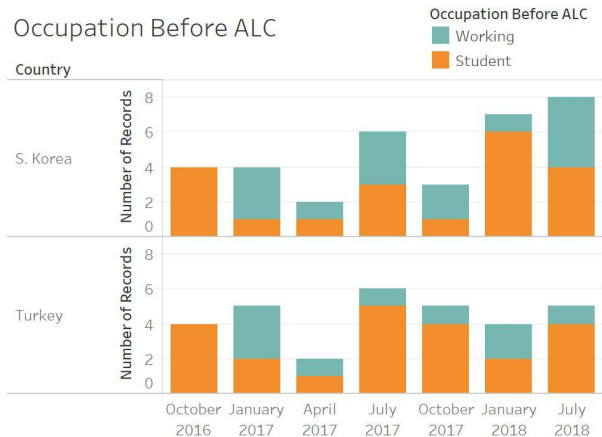


Country

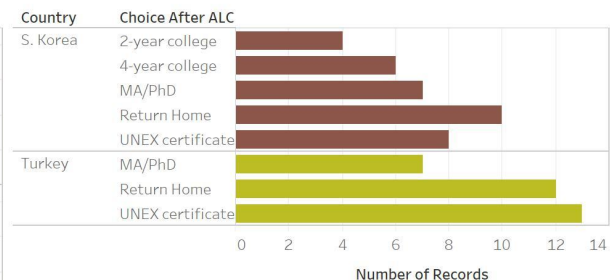
- S. Korea
- Turkey

Emerging Populations and Trends

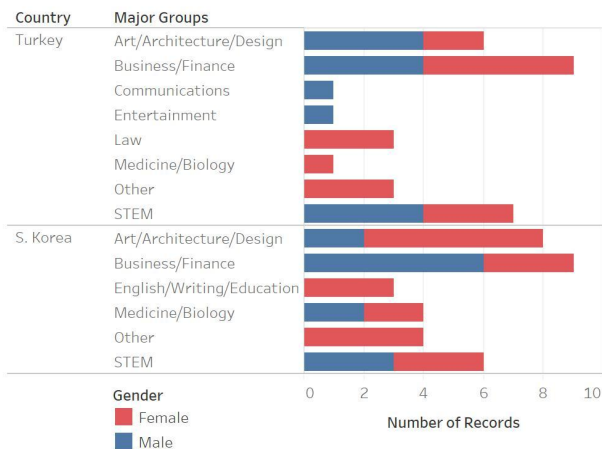
- Great interest in Art/Architecture/Design, Business/Finance and STEM
- After ALC, students want to take iBT-TOEFL and IELTS
- After ALC, students would to return home and/or receive UNEX Certificate



Plans After ALC



Student's Major Choices



Desired Test After ALC



Summary and Shortcomings

- Once dependable populations of Saudi Arabian, Kuwaiti, and Chinese students are starting to decline
- Japanese and Taiwanese students are a consistent source of enrollment but only in Summer
- ALC needs to look towards other more stable sources for enrollment
- All of our findings are extremely dependent on geopolitical tensions. The only thing ensured from these trends is the unpredictability in which they may or may not hold up

Challenges

- Sparse data
 - We had to eliminate data from countries that were observed only once
 - Some variables we couldn't use due to a lack of response. We did the best we could with the data we had.
- Messy data
 - For major interests, there were many unique observations that were observed only once. It was somewhat tedious to think of categories to place them in.
 - For the majors we were unable to place in major categories, we renamed them to "Other" because we didn't think UCLA Extension would benefit from knowing that one student was interested in IT and another was interested in game design.

Recommendations

- Too many variables that recorded only NAs
 - It would save UCLA Extension time by not having to ask questions that yield no answers across two years' worth of data
- Codebook
 - The codebook has poor formatting and it was difficult to find out which .csv files were relevant for our analysis. For example, the files “Elective_Preferences_Advanced” 16,17,18,20,29 could've all been in a single .csv. Yes, they all contain different variables, but they're mostly all the same students. This could've been merged instead of having to manually check each one to figure out what would add value to our analysis.
- Data Collection
 - Make surveys **shorter** and the questions **mandatory**
 - Follow UCLA's general model with Professor Evaluation Forms and Exit-Surveys
 - Give students **time at the end of their last class time** to fill out teacher surveys
 - **Consistency** with questions from quarter to quarter to streamline future data cleaning