Self-Reported Gains in Academic & Life Skills (part 1)

Source: UCUES Core 2010 (Seniors only)

- Understanding of a specific field of study: Started 80%, Current 80%
- Analytical & critical thinking: Started 29%, Current 29%
- Reading & comprehending acad. material: Started 29%, Current 29%
- Understanding international perspectives: Started 20%, Current 68%
- Non-library research skills: Started 14%, Current 61%
- Library research skills: Started 13%, Current 60%
- Making presentations: Started 24%, Current 65%
- Writing effectively: Started 11%, Current 72%

2010 University of California Undergraduate Experience Survey
Survey Results for UC Santa Barbara
Self-Reported Gains in Academic & Life Skills (part 2)

Source: UCUES Core 2010 (Seniors only)

- Internet skills: 82%
- Computer skills: 63%
- Ability to speak clearly and effectively in English: 66%
- Quantitative (mathematical & statistical) skills: 35%
- Foreign language skills: 31%

Started UC Proficiency: Percentage of respondents answering "Very Good" or "Excellent"

Current Proficiency: Percentage of respondents answering "Very Good" or "Excellent"
As part of coursework
Done an independent research project
Assisted in faculty research for course credit
Assisted in faculty research for pay
Assisted in faculty research as a volunteer
Creative project with faculty for course credit
Creative project with faculty for pay
Creative project with faculty as a volunteer
Done any research or creative project with faculty

Participation in Research and Creative Activities with Faculty (for Seniors)
Respondents could choose all that apply

Source: UCUES Core 2010
Educational Enrichments
Source: UCUES Academic Engagement Module 2010

- Internship with faculty: 11%
- Other internship: 20%
- UC sponsored Study Abroad: 15%
- Other Study Abroad: 6%
Engagement with Faculty

Source: UCUES Core 2010

Percentage of respondents answering:
- "Very Often" or "Often"
- "Somewhat Often" or "Occasionally"
- "Rarely" or "Never"

Communicated with a faculty member by email or in person: 57%
Had a class in which the professor knew or learned your name: 29%
Interacted with faculty during lecture class sessions: 43%
Talked with the instructor outside of class about course material: 47%
Worked with a faculty member on an activity other than coursework: 79%
Taken a small research-oriented seminar with faculty: 81%
Collaborative Learning
Source: UCUES Core 2010

- Helped classmate understand material better:
  - Very Often or Often: 31%
  - Somewhat Often or Occasionally: 53%
  - Rarely or Never: 16%

- Worked with group of students outside of class:
  - Very Often or Often: 27%
  - Somewhat Often or Occasionally: 49%
  - Rarely or Never: 23%
Frequency of Required Learning Activities
Source: UCUES Core 2010

Reconsider position after assessing other arguments
- 9% "Never" or "Rarely"
- 49% "Occasionally" or "Somewhat Often"
- 42% "Often" or "Very Often"

Examining and assessing other methods and conclusions
- 12% "Never" or "Rarely"
- 45% "Occasionally" or "Somewhat Often"
- 43% "Often" or "Very Often"

Incorporating ideas from different courses
- 7% "Never" or "Rarely"
- 40% "Occasionally" or "Somewhat Often"
- 53% "Often" or "Very Often"

Using facts, examples to support viewpoint
- 2% "Never" or "Rarely"
- 26% "Occasionally" or "Somewhat Often"
- 71% "Often" or "Very Often"

Generating new ideas or products
- 14% "Never" or "Rarely"
- 43% "Occasionally" or "Somewhat Often"
- 43% "Often" or "Very Often"

Evaluating methods and conclusions
- 7% "Never" or "Rarely"
- 38% "Occasionally" or "Somewhat Often"
- 55% "Often" or "Very Often"

Analysis
- 8% "Never" or "Rarely"
- 38% "Occasionally" or "Somewhat Often"
- 54% "Often" or "Very Often"

Recalling facts, terms, concepts
- 1% "Never" or "Rarely"
- 24% "Occasionally" or "Somewhat Often"
- 75% "Often" or "Very Often"
Time Allocation for Academics and Employment
(All Respondents)
Source: UCUES Core 2010

- Attending classes: 14.5 hours per week
- Studying: 11.7 hours per week
- Total work: 6.5 hours per week
- On campus work: 3.3 hours per week
- Work related to academic interests: 2.1 hours per week
Increased Academic Effort
Source: UCUES Core 2010

Percentage of respondents answering:
- "Very Often" or "Often"
- "Somewhat Often" or "Occasionally"
- "Rarely" or "Never"

- Raised standard for acceptable effort due to high standards of a faculty member: 56% (56%), 16% (16%), 16% (16%), 16% (16%)
- Extensively revised a paper at least once before submitting to be graded: 43% (43%), 19% (19%), 19% (19%), 19% (19%)
- Sought academic help from instructor or tutor: 46% (46%), 26% (26%), 26% (26%), 26% (26%)

Survey Results for UC Santa Barbara
Course Engagement
Source: UCUES Core 2010

- Contributed to a class discussion: 54%
- Chose challenging courses, even though you might lower your GPA: 25%
- Brought up concepts from different courses during class discussions: 45%
- Made a class presentation: 46%
- Found a course so interesting that you did more work than was required: 42%

Percentage of respondents answering:
- "Very Often" or "Often" (49%, 45%, 45%, 45%)
- "Somewhat Often" or "Occasionally" (26%, 35%, 45%, 42%)
- "Rarely" or "Never" (17%, 19%, 10%, 13%)

Survey Results for UC Santa Barbara
Reasons for Choosing Major (for students with declared majors)
Respondents could choose all that apply
Source: UCUES Core 2010

- Interest in subject area: 96%
- Intellectual curiosity: 93%
- Prepares for fulfilling career: 83%
- Preparation for grad or prof school: 65%
- Provides international opportunity: 54%
- Prestige: 49%
- Leads to high paying job: 47%
- Desire to study abroad: 39%
- Allows time for other activities: 34%
- Parental desires: 19%
- Easy: 16%
- Other: 10%
- Could not get first choice major: 9%
Came to class without completing assigned readings: 19%
Came to class unprepared: 51%
Skipped class: 39%
Turned in a course assignment late: 88%

Academic Risk Behaviors
Source: UCUES Core 2010

Percentage of respondents answering:
- "Very Often" or "Often"
- "Somewhat Often" or "Occasionally"
- "Rarely" or "Never"
Frequency Certain Behaviors Interfered with Academic Success

Source: UCUES Academic Engagement Module 2010

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Not at All</th>
<th>Occasionally</th>
<th>Frequently or All the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor study behaviors</td>
<td>36%</td>
<td>33%</td>
<td>32%</td>
</tr>
<tr>
<td>Bad study environment</td>
<td>40%</td>
<td>37%</td>
<td>23%</td>
</tr>
<tr>
<td>Feeling depressed, stressed or upset</td>
<td>42%</td>
<td>34%</td>
<td>24%</td>
</tr>
<tr>
<td>Other competing responsibilities</td>
<td>54%</td>
<td>28%</td>
<td>18%</td>
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<tr>
<td>Competing family responsibilities</td>
<td>56%</td>
<td>29%</td>
<td>15%</td>
</tr>
<tr>
<td>Competing job responsibilities</td>
<td>57%</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Inadequate study skills</td>
<td>63%</td>
<td>25%</td>
<td>12%</td>
</tr>
<tr>
<td>Physical illness or condition</td>
<td>71%</td>
<td>22%</td>
<td>7%</td>
</tr>
<tr>
<td>Weak math skills</td>
<td>82%</td>
<td>12%</td>
<td>7%</td>
</tr>
<tr>
<td>Weak English skills</td>
<td>92%</td>
<td>5%</td>
<td>3%</td>
</tr>
</tbody>
</table>
English Language Background

Source: UCUES Core 2010

- 77% Native English Speakers
- 13% Learned English before 5 yrs old
- 7% Learned English when 6-10 yrs old
- 3% Learned English when 11-15 yrs old
- 1% Learned English after turning 16 yrs old
Self-Reported Social Class

Source: UCUES Core 2010

- Middle-class: 38%
- Working-class: 21%
- Upper-middle or professional-middle: 30%
- Low-income or poor: 9%
- Wealthy: 2%

Survey Results for UC Santa Barbara

2010 University of California Undergraduate Experience Survey
Immigration Background of Students and Their Families

Source: UCUES Core 2010

- Student Foreign Born: 12%
- Student US Born - At Least 1 Parent Foreign Born: 33%
- Students-Parents US Born - At Least 1 Grandparent Foreign Born: 15%
- Student-Parent-Grandparents US Born: 40%
I feel that I belong at this campus. Knowing what I know now, I would still choose to enroll at this campus.

**Sense of Belonging**
**Source:** UCUES Core 2010

- **85%** for feeling that I belong at the campus.
- **83%** for knowing what I know now, I would still choose to enroll at this campus.

*Box: Percentage of respondents answering “Strongly Agree”, “Agree”, or “Somewhat Agree”.*
General Satisfaction
Source: UCUES Core 2010

- UC academic experience: 86%
- UC social experience: 85%
- UC gpa: 64%
- Value of UC education: 62%

Percentage of respondents answering "Very Satisfied", "Satisfied", or "Somewhat Satisfied"
Campus Climate
"Students are respected here regardless of their..."
Source: UCUES Core 2010

Percentage of respondents answering "Strongly Agree", "Agree", or "Somewhat Agree"

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabilities</td>
<td>88%</td>
</tr>
<tr>
<td>Gender</td>
<td>87%</td>
</tr>
<tr>
<td>Religious beliefs</td>
<td>86%</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>85%</td>
</tr>
<tr>
<td>Race or ethnicity</td>
<td>83%</td>
</tr>
<tr>
<td>Political beliefs</td>
<td>82%</td>
</tr>
<tr>
<td>Economic or social class</td>
<td>82%</td>
</tr>
</tbody>
</table>
Satisfaction with Courses and Instruction
Source: UCUES Core 2010

- Quality of faculty instruction: 90%
- Access to faculty outside of class: 88%
- Ability to get into major of choice: 87%
- Quality of teaching by TAs: 87%
- Advising by faculty on academic matters: 84%
- Opportunities for research, creative products: 77%
- Availability of general education courses: 67%
- Availability of courses needed for graduation: 63%
- Access to small classes: 54%
- Students treated equitably and fairly by faculty: 89%
- Open communication channels with faculty: 88%
- Faculty provide prompt and useful feedback on student work: 83%
Satisfaction with Courses in the Major
(for Declared Majors Only)
Source: UCUES Core 2010

- Satisfaction with quality of lower-division courses in major: 78%
- Satisfaction with variety of courses in major: 79%
- Satisfaction with quality of upper-division courses in major: 91%

Percentage of respondents answering "Very Satisfied", "Satisfied", or "Somewhat Satisfied"
Clarity of Major Program Requirements, Policies & Practices
(for Declared Majors)
Source: UCUES Core 2010

- Catalog description of major is accurate: 93%
- Program of study is well-defined: 92%
- Major requirements result in coherent understanding of field: 91%
- Department rules are clear: 85%

Percentage of respondents who agree

Survey Results for UC Santa Barbara
Importance of Research Opportunities
Source: UCUES Academic Engagement Module 2010

- Having access to a world-class library collection: 76%
- Learning research methods: 63%
- Assisting faculty in his/her research, for pay or as a volunteer: 50%
- Having courses with faculty members who refer to their own research as part of the class: 50%
- Pursuing your own research: 49%
- Learning about faculty research: 46%

Percentage of respondents answering "Essential", "Very Important", or "Important"
My UC campus has a strong commitment to undergraduate education

Attending a university with world-class researchers is important to me

The emphasis on research detracts from the quality of teaching on this campus

It doesn't really matter where you get your undergraduate education since they are all similar in quality

Perceptions of UCSB as a Research University
Source: UCUES Academic Engagement Module 2010

- My UC campus has a strong commitment to undergraduate education: 89%
- Attending a university with world-class researchers is important to me: 84%
- The emphasis on research detracts from the quality of teaching on this campus: 50%
- It doesn't really matter where you get your undergraduate education since they are all similar in quality: 19%
Types of Community Service Work (Top 20)
(Respondents could select all that apply)
Source: UCUES Civic Engagement Module 2010

- Education, pre-K to community college: 23%
- Environment/sustainability issues: 22%
- Child care: 17%
- Health: 16%
- Hunger: 16%
- Mentoring: 15%
- Access and success in higher education: 15%
- Tutoring: 15%
- Housing/homelessness: 13%
- Poverty: 11%
- Animal welfare: 10%
- Other: 9%
- Disability issues: 9%
- Civil rights/human rights: 9%
- Agriculture/nutrition: 8%
- Diversity/multiculturalism: 7%
- Community and public arts: 7%
- Senior/elder services: 7%
- Women's issues: 6%
- Mental health: 6%
Participation in Community Service
Source: UCUES Civic Engagement Module 2010

- Percentage of respondents who participated in community service in 2009-10
- Percentage of community service participants who become involved through particular means
### Time Allocation: Non-Academic Activities

**Source:** UCUES Core 2010

- **Socializing with friends:** 12.3 mean hours per week
- **Using computer for non-academic purposes:** 11.2 mean hours per week
- **Physical exercise/activity, recreational sports:** 6.1 mean hours per week
- **Partying:** 5.3 mean hours per week
- **Pursuing a recreational/creative interest:** 5.3 mean hours per week
- **Watching tv:** 4.7 mean hours per week
- **Attending movies, concerts, sports or other events:** 3.6 mean hours per week
- **Student clubs or organizations:** 3.3 mean hours per week
- **Commuting to school and to work:** 2.9 mean hours per week
- **Time with family:** 2.7 mean hours per week
- **Performing community service or volunteer activities:** 2.1 mean hours per week
- **Spiritual activities:** 1.2 mean hours per week
Time Allocation for Academics and Employment
(All Respondents)
Source: UCUES Core 2010

- Attending classes: 14.5 hours per week
- Studying: 11.7 hours per week
- Total work: 6.5 hours per week
- On campus work: 3.3 hours per week
- Work related to academic interests: 2.1 hours per week

Source: 2010 University of California Undergraduate Experience Survey
Time Allocation for Working Students
Source: UCUES Core 2010

Mean hours per week

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid employment total</td>
<td>14.0</td>
</tr>
<tr>
<td>On-campus employment</td>
<td>6.7</td>
</tr>
<tr>
<td>Employment (related to academic interests)</td>
<td>4.1</td>
</tr>
<tr>
<td>Category</td>
<td>Participants or Members</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Off-campus club or organization</td>
<td>20%</td>
</tr>
<tr>
<td>Honor society</td>
<td>18%</td>
</tr>
<tr>
<td>Other campus-based</td>
<td>16%</td>
</tr>
<tr>
<td>Academic groups</td>
<td>14%</td>
</tr>
<tr>
<td>Recreational groups</td>
<td>13%</td>
</tr>
<tr>
<td>Club sports</td>
<td>10%</td>
</tr>
<tr>
<td>Religious groups</td>
<td>9%</td>
</tr>
<tr>
<td>Service groups</td>
<td>8%</td>
</tr>
<tr>
<td>Fraternity or sorority</td>
<td>8%</td>
</tr>
<tr>
<td>Advocacy groups</td>
<td>6%</td>
</tr>
<tr>
<td>Performing groups</td>
<td>6%</td>
</tr>
<tr>
<td>Political groups</td>
<td>5%</td>
</tr>
<tr>
<td>Campus media</td>
<td>4%</td>
</tr>
<tr>
<td>Governing bodies</td>
<td>4%</td>
</tr>
<tr>
<td>Varsity sports</td>
<td>3%</td>
</tr>
</tbody>
</table>
Self-Reported Gains in Social Skills
Source: UCUES Core 2010 (Seniors only)

- **Self awareness and understanding**: 84%
- **Interpersonal (social) skills**: 73%
- **Understanding of personal social responsibility**: 45%
- **Ability to appreciate cultural and global diversity**: 45%
- **Ability to appreciate, tolerate and understand racial and ethnic diversity**: 55%
- **Ability to appreciate the fine arts**: 66%
Gains in Understanding of Social Issues and Personal Development

Source: Student Development Module 2010 (Seniors only)

- **Started UC Proficiency** - Percentage of respondents answering "Excellent" or "Very Good"
- **Current Proficiency** - Percentage of respondents answering "Excellent" or "Very Good"

- **Sexual orientation differences/issues**: 64% Started, 26% Current
- **Gender differences/issues**: 66% Started, 30% Current
- **Social class/economic differences**: 68% Started, 32% Current
- **Racial/ethnic differences/issues**: 65% Started, 30% Current
- **Students' own racial/ethnic identity**: 65% Started, 42% Current
- **Other disability issues**: 49% Started, 27% Current
- **Physical disability issues**: 46% Started, 28% Current
Most Important Goals for UC Experience

Source: UCUES Student Development Module 2010

- Obtain the knowledge and skills I need to pursue my chosen career: 84%
- Discover what kind of person I really want to be: 81%
- Acquire a well-rounded general education: 76%
- Establish meaningful friendships: 76%
- Develop an in-depth understanding of a field of study: 70%
- Explore new ideas: 69%
Post-Graduation Plans for Seniors
Source: UCUES Core 2010

- Enroll in graduate or professional school: 30%
- Work: 37%
- Study/Work Abroad: 7%
- Join armed forces: 1%
- Work in internship or volunteer: 6%
- Take a year off: 9%
- Do something else: 10%

Survey Results for UC Santa Barbara
Highest Degree Aspirations for Seniors

Source: UCUES Core 2010

- Total aspiring to graduate or professional degree: 72%
- Master's (academic or professional): 27%
- Doctorate: 18%
- Business: 11%
- Law: 8%
- Medical or other health profession: 6%
- Multiple doctoral degrees (MD/PhD): 2%

Percentage of all senior respondents who aspire to post-graduate study
Percentage of all post-graduate aspirants interested in a specific degree
Career Intentions
Source: UCUES Core 2010

- Business, finance-related: 14%
- Medicine, health-related: 13%
- Don't know: 13%
- Other: 11%
- Artistic, creative: 9%
- Education: 9%
- Psychology, helping: 8%
- Researcher, scientist: 8%
- Law: 8%
- Engineering, computer programming: 7%