2012 University of California Undergraduate Experience Survey (UCUES)
Survey Results for UC Santa Barbara

ACADEMIC ENGAGEMENT

Academic & Related Skills
Gains in Academic & Life Skills, part 1
Gains in Academic & Life Skills, part 2

Academic Activities
Participation in Research / Creative Activities with Faculty
Educational Enrichments
Engagement with Faculty
Collaborative Learning
Frequency of Required Learning Activities
Time Allocation for Academics & Employment

Academic Motivation
Increased Academic Effort
Course Engagement
Reasons for Choosing Major

Academic Impediments
Academic Risk Behaviors
Obstacles to Academic Success

DEMOGRAPHICS

English Language Background
Self-reported Social Class
Immigration Background

STUDENT SATISFACTION

Overall Satisfaction
Sense of Belonging
General Satisfaction
Campus Climate

Academic Satisfaction
Satisfaction with Courses and Instruction
Satisfaction with Courses in the Major
Clarity of Major Program Requirements

Importance of Attending a Research University
Importance of Research Opportunities
Perceptions of UCSB as a Research University

CIVIC ENGAGEMENT

Types of Community Service Work
Participation in Community Service

STUDENT DEVELOPMENT

Time Allocation
Non-Academic Activities
Academics & Employment
Time Allocation for Working Students
Student Involvement and Leadership

Outcomes
Gains in Social Skills
Gains in Understanding of Social Issues and Personal Development

Aspirations
Goals for UC Experience
Post-graduation Plans for Seniors
Highest Degree Aspirations
Career Intentions
Self-Reported Gains in Academic & Life Skills (part 1)

Source: UCUES Core 2012 (Seniors only)

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

### Skills Analysis

<table>
<thead>
<tr>
<th>Skill</th>
<th>Started</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of a specific field of study</td>
<td>78%</td>
<td>12%</td>
</tr>
<tr>
<td>Analytical &amp; critical thinking</td>
<td>74%</td>
<td>24%</td>
</tr>
<tr>
<td>Reading &amp; comprehending acad. material</td>
<td>71%</td>
<td>23%</td>
</tr>
<tr>
<td>Understanding international perspectives</td>
<td>64%</td>
<td>18%</td>
</tr>
<tr>
<td>Non-library research skills</td>
<td>58%</td>
<td>13%</td>
</tr>
<tr>
<td>Library research skills</td>
<td>54%</td>
<td>11%</td>
</tr>
<tr>
<td>Making presentations</td>
<td>62%</td>
<td>22%</td>
</tr>
<tr>
<td>Writing effectively</td>
<td>66%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Self-Reported Gains in Academic & Life Skills (part 2)
Source: UCUES Core 2012 (Seniors only)

- Internet skills: 74%
- Computer skills: 64%
- Ability to speak clearly and effectively in English: 81%
- Quantitative (mathematical & statistical) skills: 39%
- Foreign language skills: 30%

Legend:
- 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 2012
Educational Enrichments
Source: UCUES Academic Engagement Module 2012

- Internship w/ faculty: 11%
- Other internship: 18%
- UC sponsored Study Abroad: 14%
- Other Study Abroad: 5%
Engagement with Faculty
Source: UCUES Core 2012

- Communicated with a faculty member by email or in person: 52%
- Had a class in which the professor knew or learned your name: 40%
- Interacted with faculty during lecture class sessions: 39%
- Talked with the instructor outside of class about course material: 39%
- Worked with a faculty member on an activity other than coursework: 16%
- Taken a small research-oriented seminar with faculty: 8%

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

Survey Results for UC Santa Barbara
Frequency of Required Learning Activities
Source: UCUES Core 2012

- Recalling facts, terms, concepts
  - Never or Rarely: 1%
  - Occasionally or Somewhat Often: 16%
  - Often or Very Often: 82%

- Using facts, examples to support viewpoint
  - Never or Rarely: 3%
  - Occasionally or Somewhat Often: 20%
  - Often or Very Often: 77%

- Analysis
  - Never or Rarely: 6%
  - Occasionally or Somewhat Often: 29%
  - Often or Very Often: 65%

- Evaluating methods and conclusions
  - Never or Rarely: 7%
  - Occasionally or Somewhat Often: 30%
  - Often or Very Often: 63%

- Incorporating ideas from different courses
  - Never or Rarely: 6%
  - Occasionally or Somewhat Often: 34%
  - Often or Very Often: 60%

- Examining and assessing other methods and conclusions
  - Never or Rarely: 10%
  - Occasionally or Somewhat Often: 38%
  - Often or Very Often: 53%

- Reconsider position after assessing other arguments
  - Never or Rarely: 8%
  - Occasionally or Somewhat Often: 39%
  - Often or Very Often: 52%

- Generating new ideas or products
  - Never or Rarely: 13%
  - Occasionally or Somewhat Often: 37%
  - Often or Very Often: 50%
Time Allocation for Academics and Employment
(All Respondents)

Source: UCUES Core 2012

- Attending classes: 14.6 hours per week
- Studying: 12.6 hours per week
- Total work: 6.6 hours per week
- On campus work: 3.7 hours per week
- Work related to academic interests: 2.2 hours per week

Mean hours per week

Survey Results for UC Santa Barbara

2012 University of California Undergraduate Experience Survey
Increased Academic Effort
Source: UCUES Core 2012

- Raised standard for acceptable effort due to high standards of a faculty member: 17% very often or often, 56% somewhat often or occasionally, 27% rarely or never.
- Extensively revised a paper at least once before submitting to be graded: 45% very often or often, 39% somewhat often or occasionally, 16% rarely or never.
- Sought academic help from instructor or tutor: 36% very often or often, 43% somewhat often or occasionally, 21% rarely or never.

Percentage of respondents answering:
- "Very Often" or "Often"
- "Somewhat Often" or "Occasionally"
- "Rarely" or "Never"
Course Engagement
Source: UCUES Core 2012

Percentage of respondents answering:

- "Very Often" or "Often"
- "Somewhat Often" or "Occasionally"
- "Rarely" or "Never"

- Contributed to a class discussion
  - 39%
- Chose challenging courses, even though you might lower your GPA
  - 39%
- Brought up concepts from different courses during class discussions
  - 48%
- Made a class presentation
  - 44%
- Found a course so interesting that you did more work than was required
  - 49%

Survey Results for UC Santa Barbara
Reasons for Choosing Major (for students with declared majors)
Respondents could choose all that apply
Source: UCUES Core 2012

- Interest in subject area: 96%
- Intellectual curiosity: 93%
- Prepares for fulfilling career: 85%
- Preparation for grad or prof school: 66%
- Leads to high paying job: 53%
- Provides international opportunity: 53%
- Prestige: 51%
- Desire to study abroad: 40%
- Allows time for other activities: 37%
- Parental desires: 22%
- Easy: 18%
- Could not get first choice major: 11%
- Other: 5%
Came to class without completing assigned readings: 24%

Came to class unprepared: 41%

Skipped class: 58%

Turned in a course assignment late: 87%

Percentage of respondents answering:
- "Very Often" or "Often" (11%)
- "Somewhat Often" or "Occasionally" (7%)
- "Rarely" or "Never" (11%)
Frequency Certain Behaviors Interfered with Academic Success

Source: UCUES Academic Engagement Module 2012

- Poor study behaviors: 33% Not at All or Rarely, 35% Occasionally, 32% Frequently or All the Time
- Bad study environment: 39% Not at All or Rarely, 36% Occasionally, 25% Frequently or All the Time
- Feeling depressed, stressed or upset: 41% Not at All or Rarely, 32% Occasionally, 28% Frequently or All the Time
- Other competing responsibilities: 53% Not at All or Rarely, 27% Occasionally, 20% Frequently or All the Time
- Competing family responsibilities: 53% Not at All or Rarely, 31% Occasionally, 16% Frequently or All the Time
- Competing job responsibilities: 58% Not at All or Rarely, 21% Occasionally, 22% Frequently or All the Time
- Inadequate study skills: 59% Not at All or Rarely, 26% Occasionally, 15% Frequently or All the Time
- Physical illness or condition: 71% Not at All or Rarely, 21% Occasionally, 9% Frequently or All the Time
- Weak math skills: 78% Not at All or Rarely, 15% Occasionally, 7% Frequently or All the Time
- Weak English skills: 89% Not at All or Rarely, 7% Occasionally, 4% Frequently or All the Time

Percentage of respondents answering:
- "Not at All" or "Rarely"
- "Occasionally"
- "Frequently" or "All the Time"
English Language Background
Source: UCUES Core 2012

- Native English Speakers: 74%
- Learned English before 5 yrs old: 15%
- Learned English when 6-10 yrs old: 8%
- Learned English when 11-15 yrs old: 2%
- Learned English after turning 16 yrs old: 1%
Self-Reported Social Class
Source: UCUES Core 2012

- Middle-class: 40%
- Working-class: 22%
- Upper-middle or professional-middle: 26%
- Low-income or poor: 10%
- Wealthy: 2%

Survey Results for UC Santa Barbara
Immigration Background of Students and Their Families

Source: UCUES Core 2012

- Student Foreign Born: 14%
- Student US Born - At Least 1 Parent Foreign Born: 37%
- Students-Parents US Born - At Least 1 Grandparent Foreign Born: 15%
- Student-Parent-Grandparents US Born: 35%
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 2012

86%

85%

Percentage of respondents answering "Strongly Agree", "Agree", or "Somewhat Agree"
General Satisfaction
Source: UCUES Core 2012

Percentage of respondents answering "Very Satisfied", "Satisfied", or "Somewhat Satisfied"

- UC academic experience: 87%
- UC social experience: 87%
- UC gpa: 65%
- Value of UC education for the price: 61%
Campus Climate
"Students are respected here regardless of their..."
Source: UCUES Core 2012

Percentage of respondents answering
"Strongly Agree", "Agree", or "Somewhat Agree"
Satisfaction with Courses in the Major
(for Declared Majors Only)
Source: UCUES Core 2012

- Satisfaction with quality of lower-division courses in major: 77%
- Satisfaction with variety of courses in major: 82%
- Satisfaction with quality of upper-division courses in major: 92%
Catalog description of major is accurate
Program of study is well-defined
Major requirements result in coherent understanding of field
Department rules are clear

Clarity of Major Program Requirements, Policies & Practices
(for Declared Majors)
Source: UCUES Core 2012
importance of research opportunities
source: ucues academic engagement module 2012

percentage of respondents answering "essential", very important", or "important"

- having access to a world-class library collection: 74%
- learning research methods: 66%
- assisting faculty in his/her research, for pay or as a volunteer: 56%
- pursuing your own research: 52%
- learning about faculty research: 52%
- having courses with faculty members who refer to their own research as part of the class: 52%
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
Types of Community Service Work (Top 20)
(Respondents could select all that apply)
Source: UCUES Civic Engagement Module 2012
Participation in Community Service
Source: UCUES Civic Engagement Module 2012

- Percentage of respondents who participated in community service in 2011-12
- Percentage of community service participants who become involved through particular means
### Time Allocation: Non-Academic Activities

Source: UCUES Core 2012

- **Using computer for non-academic purposes**: 12.5 hours per week
- **Socializing with friends**: 11.6 hours per week
- **Physical exercise/activity, recreational sports**: 6.8 hours per week
- **Pursuing a recreational/creative interest**: 5.8 hours per week
- **Partying**: 5.2 hours per week
- **Attending movies, concerts, sports or other events**: 4.6 hours per week
- **Watching tv**: 4.6 hours per week
- **Student clubs or organizations**: 3.8 hours per week
- **Commuting to school and to work**: 3.1 hours per week
- **Performing community service or volunteer activities**: 2.8 hours per week
- **Time with family**: 2.7 hours per week
- **Spiritual activities**: 1.3 hours per week
Time Allocation for Academics and Employment
(All Respondents)
Source: UCUES Core 2012

<table>
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<tr>
<th>Activity</th>
<th>Mean hours per week</th>
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<td>Total work</td>
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<tr>
<td>Work related to academic interests</td>
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Time Allocation for Working Students
Source: UCUES Core 2012
Student Involvement and Leadership
Source: UCUES Civic Engagement Module 2012

- Off-campus club or organization: 18% participants, 4% leaders
- Other campus-based: 18% participants, 5% leaders
- Academic groups: 14% participants, 4% leaders
- Recreational groups: 13% participants, 2% leaders
- Honor society: 12% participants, 1% leaders
- Club sports: 9% participants, 2% leaders
- Service groups: 8% participants, 1% leaders
- Fraternity or sorority: 8% participants, 6% leaders
- Religious groups: 8% participants, 2% leaders
- Advocacy groups: 7% participants, 2% leaders
- Campus media: 6% participants, 1% leaders
- Governing bodies: 5% participants, 4% leaders
- Political groups: 5% participants, 1% leaders
- Performing groups: 4% participants, 2% leaders
- Varsity sports: 2% participants, <1% leaders

Survey Results for UC Santa Barbara

2012 University of California Undergraduate Experience Survey
Self-Reported Gains in Social Skills
Source: UCUES Core 2012 (Seniors only)

- Self awareness and understanding: 82%
- Interpersonal (social) skills: 72%
- Understanding of personal social responsibility: 79%
- Ability to appreciate cultural and global diversity: 75%
- Ability to appreciate, tolerate and understand racial and ethnic diversity: 81%
- Ability to appreciate the fine arts: 65%
Gains in Understanding of Social Issues and Personal Development
Source: Student Development Module 2012 (Seniors only)

- **Racial/ethnic differences/issues**: 68%
- **Sexual orientation differences/issues**: 65%
- **Gender differences/issues**: 68%
- **Social class/economic differences**: 66%
- **Students’ own racial/ethnic identity**: 63%
- **Other disability issues**: 49%
- **Physical disability issues**: 48%

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

**Current Proficiency** - Percentage of respondents answering "Excellent" or "Very Good"
Most Important Goals for UC Experience
Source: UCUES Student Development Module 2012

Obtain the knowledge and skills I need to pursue my chosen career
Discover what kind of person I really want to be
Establish meaningful friendships
Acquire a well-rounded general education
Explore new ideas
Develop an in-depth understanding of a field of study

Percentage of respondents answering "Very Important"
Post-Graduation Plans for Seniors
Source: UCUES Core 2012

- Enroll in graduate or professional school: 29%
- Work: 38%
- Study/Work Abroad: 5%
- Join armed forces: 1%
- Work in internship or volunteer position: 7%
- Take a year off: 7%
- Do something else: 13%

Survey Results for UC Santa Barbara
Highest Degree Aspirations for Seniors

Source: UCUES Core 2012

- 70% Total aspiring to graduate or professional degree
- 28% Master's (academic or professional)
- 17% Doctorate
- 10% Business
- 7% Medical or other health profession
- 6% Law
- 2% Multiple doctoral degrees (MD/PhD)
Career Intentions
Source: UCUES Core 2012

- Business, finance-related: 15%
- Medicine, health-related: 14%
- Don't know: 11%
- Other: 11%
- Researcher, scientist: 10%
- Artistic, creative professions: 9%
- Engineering, computer programming: 8%
- Psychology, helping professions: 7%
- Law: 7%
- Education: 7%