2014 University of California Undergraduate Experience Survey (UCUES) Survey Results for UC Santa Barbara

ACADEMIC ENGAGEMENT

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- Gains in Academic & Life Skills, part 2

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- Educational Enrichments
- Engagement with Faculty
- Collaborative Learning
- Frequency of Required Learning Activities
- Time Allocation for Academics & Employment

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

Source: UCUES Core 2014 (Seniors only)

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Started UC Proficiency</th>
<th>Current Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of a specific field of study</td>
<td>10%</td>
<td>78%</td>
</tr>
<tr>
<td>Analytical &amp; critical thinking</td>
<td>23%</td>
<td>71%</td>
</tr>
<tr>
<td>Reading &amp; comprehending acad. material</td>
<td>23%</td>
<td>68%</td>
</tr>
<tr>
<td>Understanding international perspectives</td>
<td>17%</td>
<td>60%</td>
</tr>
<tr>
<td>Non-library research skills</td>
<td>10%</td>
<td>55%</td>
</tr>
<tr>
<td>Library research skills</td>
<td>10%</td>
<td>50%</td>
</tr>
<tr>
<td>Making presentations</td>
<td>18%</td>
<td>57%</td>
</tr>
<tr>
<td>Writing effectively</td>
<td>24%</td>
<td>64%</td>
</tr>
</tbody>
</table>
Self-Reported Gains in Academic & Life Skills (part 2)
Source: UCUES Core 2014 (Seniors only)

- Internet skills: 45%
- Computer skills: 34%
- Ability to speak clearly and effectively in English: 60%
- Quantitative (mathematical & statistical) skills: 20%
- Foreign language skills: 15%

- Started UC Proficiency: Percentage of respondents answering "Very Good" or "Excellent"
- Current Proficiency: Percentage of respondents answering "Very Good" or "Excellent"
Participation in Research and Creative Activities with Faculty (for Seniors)

Respondents could choose all that apply

Source: UCUES Core 2014

- As part of coursework: 92%
- Done an independent research project: 81%
- Assisted in faculty research for course credit: 28%
- Assisted in faculty research for pay: 13%
- Assisted in faculty research as a volunteer: 22%
- Creative project with faculty for course credit: 34%
- Creative project with faculty for pay: 7%
- Creative project with faculty as a volunteer: 12%
- Done any research or creative project with faculty: 59%
Educational Enrichments
Source: UCUES UC Module 2014

- Internship w/ faculty: 13%
- Other internship: 21%
- UC sponsored Study Abroad: 14%
- Other Study Abroad: 7%
Communicated with a faculty member by email or in person: 47% "Very Often" or "Often"; 10% "Occasionally"; 25% "Rarely" or "Never"

Had a class in which the professor knew or learned your name: 36% "Very Often" or "Often"; 25% "Occasionally"; 25% "Rarely" or "Never"

Interacted with faculty during lecture class sessions: 27% "Very Often" or "Often"; 28% "Occasionally"; 45% "Rarely" or "Never"

Talked with the instructor outside of class about course material: 24% "Very Often" or "Often"; 35% "Occasionally"; 41% "Rarely" or "Never"

Worked with a faculty member on an activity other than coursework: 11% "Very Often" or "Often"; 16% "Occasionally"; 73% "Rarely" or "Never"

Taken a small research-oriented seminar with faculty: 8% "Very Often" or "Often"; 15% "Occasionally"; 76% "Rarely" or "Never"
Helped classmate understand material better: 47% (Very Often or Often), 14% (Somewhat Often or Occasionally), 19% (Rarely or Never)

Worked with group of students outside of class: 44% (Very Often or Often), 19% (Somewhat Often or Occasionally), 19% (Rarely or Never)

Source: UCUES Core 2014
Generating new ideas or products

Reconsider position after assessing other arguments

Examining and assessing other methods and conclusions

Incorporating ideas from different courses

Evaluating methods and conclusions

Analysis

Using facts, examples to support viewpoint

Recalling facts, terms, concepts

Percentage of respondents answering:

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

Source: UCUES Core 2014
Time Allocation for Academics and Employment
(All Respondents)
Source: UCUES Core 2014

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mean hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending classes</td>
<td>14.6</td>
</tr>
<tr>
<td>Studying</td>
<td>12.6</td>
</tr>
<tr>
<td>Total work</td>
<td>7.9</td>
</tr>
<tr>
<td>On campus work</td>
<td>4.0</td>
</tr>
</tbody>
</table>
Increased Academic Effort
Source: UCUES Core 2014

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: 29%
- Extensively revised a paper at least once before submitting to be graded: 38%
- Sought academic help from instructor or tutor: 35%

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- Raised standard for acceptable effort due to high standards of a faculty member: 29%
- Extensively revised a paper at least once before submitting to be graded: 38%
- Sought academic help from instructor or tutor: 35%
Contributed to a class discussion: 38% (Very Often or Often) – 47% (Somewhat Often or Occasionally) – 14% (Rarely or Never)

Chose challenging courses, even though you might lower your GPA: 39% (Very Often or Often) – 43% (Somewhat Often or Occasionally) – 18% (Rarely or Never)

Brought up concepts from different courses during class discussions: 25% (Very Often or Often) – 46% (Somewhat Often or Occasionally) – 29% (Rarely or Never)

Made a class presentation: 20% (Very Often or Often) – 43% (Somewhat Often or Occasionally) – 38% (Rarely or Never)

Found a course so interesting that you did more work than was required: 21% (Very Often or Often) – 50% (Somewhat Often or Occasionally) – 29% (Rarely or Never)

Course Engagement
Source: UCUES Core 2014

Percentage of respondents answering:

- "Very Often" or "Often"
- "Somewhat Often" or "Occasionally"
- "Rarely" or "Never"
Reasons for Choosing Major (for students with declared majors)

- Intellectual curiosity: 93%
- Prepares for fulfilling career: 87%
- Preparation for grad or prof school: 59%
- Provides international opportunity: 59%
- Leads to high paying job: 55%
- Prestige: 48%
- Allows time for other activities: 44%
- Parental desires: 29%
- Compelled to choose a major by school requirements or deadlines: 20%
- Could not get first choice major: 14%
- Other: 5%

Respondents could choose all that apply

Source: UCUES Core 2014
Academic Risk Behaviors
Source: UCUES Core 2014

- Came to class without completing assigned readings: 24%
- Came to class unprepared: 47%
- Skipped class: 36%
- Turned in a course assignment late: 13%

Percentage of respondents answering:
- "Very Often" or "Often"
- "Somewhat Often" or "Occasionally"
- "Rarely" or "Never"
Frequency Certain Behaviors Interfered with Academic Success
Source: UCUES UC Module 2014

- Poor study behaviors: 36% (Not at All or Rarely), 34% (Occasionally), 30% (Frequently or All the Time)
- Bad study environment: 40% (Not at All or Rarely), 37% (Occasionally), 23% (Frequently or All the Time)
- Feeling depressed, stressed or upset: 40% (Not at All or Rarely), 33% (Occasionally), 27% (Frequently or All the Time)
- Other competing responsibilities: 54% (Not at All or Rarely), 26% (Occasionally), 20% (Frequently or All the Time)
- Competing family responsibilities: 58% (Not at All or Rarely), 27% (Occasionally), 15% (Frequently or All the Time)
- Competing job responsibilities: 57% (Not at All or Rarely), 23% (Occasionally), 20% (Frequently or All the Time)
- Inadequate study skills: 57% (Not at All or Rarely), 27% (Occasionally), 16% (Frequently or All the Time)
- Physical illness or condition: 72% (Not at All or Rarely), 20% (Occasionally), 8% (Frequently or All the Time)
- Weak math skills: 79% (Not at All or Rarely), 14% (Occasionally), 7% (Frequently or All the Time)
- Weak English skills: 89% (Not at All or Rarely), 7% (Occasionally), 4% (Frequently or All the Time)
English Language Background

Source: UCUES Core 2014

- 72% Native English Speakers
- 18% 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 2014

- Middle-class: 38%
- Working-class: 24%
- Upper-middle or professional-middle: 26%
- Low-income or poor: 12%
- Wealthy: 2%
Immigration Background of Students and Their Families
Source: UCUES Core 2014

- Student Foreign Born: 20%
- Student US Born - At Least 1 Parent Foreign Born: 16%
- Student-Parents US Born: 64%
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 2014

Percentage of respondents answering "Strongly Agree", "Agree", or "Somewhat Agree"
General Satisfaction
Source: UCUES Core 2014

Percentage of respondents answering “Very Satisfied”, “Satisfied”, or “Somewhat Satisfied”

- UC academic experience: 85%
- UC social experience: 83%
- Value of UC education for the price: 67%
- UC gpa: 61%
Campus Climate
"Students of my...are respected on this campus"

Source: UCUES Core 2014

- Sexual orientation: 95%
- Religious beliefs: 90%
- Gender: 89%
- Political beliefs: 88%
- Race or ethnicity: 87%
- Economic or social class: 86%
- Disabilities: 84%
- Immigration background: 83%

Percentage of respondents answering "Strongly Agree", "Agree", or "Somewhat Agree"
Satisfaction with the Academic Experience
Source: UCUES Core 2014

- Quality of faculty instruction: 90%
- Access to faculty outside of class: 90%
- Quality of teaching by TAs: 88%
- Ability to get into major of choice: 85%
- Advising by faculty on academic matters: 85%
- Availability of courses needed for graduation: 78%
- Availability of general education courses: 78%
- Opportunities for research, creative products: 77%
- Access to small classes: 68%
- Students treated equitably and fairly by faculty: 88%
- Faculty provide prompt and useful feedback on student work: 82%
- Open communication channels with faculty: 71%

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

Percentage of respondents answering "Very Often", "Often", or "Somewhat Often"
Satisfaction with Courses in the Major
(for Declared Majors Only)
Source: UCUES Core 2014

- Satisfaction with quality of upper-division courses in major: 92%
- Satisfaction with variety of courses in major: 84%
- Satisfaction with quality of lower-division courses in major: 79%
Catalog description of major is accurate: 94%
Program of study is well-defined: 91%
Major requirements result in coherent understanding of field: 91%
Department rules are clear: 86%

Clarity of Major Program Requirements, Policies & Practices
(for Declared Majors)
Source: UCUES Core 2014
My UC campus has a strong commitment to undergraduate education

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

The prestige of this university when you apply to grad school or for a job

Learning research methods

Assisting faculty in his/her research, for pay or as a volunteer

Having courses with faculty members who refer to their own research as part of the class

Pursuing your own research

Importance of a Research University
Source: UCUES UC Module 2014

Percentage of respondents answering "Essential", Very Important", or "Important"

Percentage of respondents answering "Strongly Agree", "Agree", or "Somewhat Agree"
Participation in Community Service

Source: UCUES UC Module 2014

- Percentage of respondents who participated in community service in 2013-2014
- Percentage of community service participants who become involved through particular means

- 50% participated in community service in 2013-14
- 67% became involved through a campus-based organization or program
- 53% became involved through an off-campus organization
- 24% became involved through a campus-based course
Extent to which community service influenced desire to continue after graduation

Source: UCUES Core 2014

- To some extent: 61.6%
- To a great extent: 21.4%
- Not at all: 16.9%
### Time Allocation: Non-Academic Activities

Source: UCUES Core 2014

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mean hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using computer for non-academic purposes</td>
<td>11.7</td>
</tr>
<tr>
<td>Socializing with friends</td>
<td>10.7</td>
</tr>
<tr>
<td>Watching TV, streaming movies/TV on computer or tablet</td>
<td>7.5</td>
</tr>
<tr>
<td>Physical exercise/activity, recreational sports</td>
<td>6.6</td>
</tr>
<tr>
<td>Partying</td>
<td>4.6</td>
</tr>
<tr>
<td>Attending movies, concerts, sports or other events</td>
<td>4.3</td>
</tr>
<tr>
<td>Student clubs or organizations</td>
<td>4.1</td>
</tr>
<tr>
<td>Commuting to school and to work</td>
<td>3.2</td>
</tr>
<tr>
<td>Performing community service or volunteer activities</td>
<td>2.9</td>
</tr>
<tr>
<td>Time with family</td>
<td>2.6</td>
</tr>
<tr>
<td>Spiritual activities</td>
<td>1.4</td>
</tr>
</tbody>
</table>
Time Allocation for Working Students

Source: UCUES Core 2014

Mean hours per week

- Paid employment total: 16.8
- On-campus employment: 8.7
- Employment (related to academic interests): 4.3
Student Involvement and Leadership
Source: UCUES UC Module 2014

- Off-campus club or organization: 18% participants or members, 4% leaders
- Academic groups: 18% participants or members, 3% leaders
- Recreational groups: 18% participants or members, 2% leaders
- Fraternity or sorority: 9% participants or members, 6% leaders
- Club sports: 11% participants or members, 2% leaders
- Service groups: 9% participants or members, 2% leaders
- Honor society: 10% participants or members, 1% leaders
- Governing bodies: 7% participants or members, 4% leaders
- Religious groups: 8% participants or members, 2% leaders
- Advocacy groups: 7% participants or members, 3% leaders
- Performing groups: 5% participants or members, 2% leaders
- Campus media: 5% participants or members, 2% leaders
- Political groups: 4% participants or members, 1% leaders
- Varsity sports: 3% participants or members, 1% leaders

% Participants or members: 24% 
% Leaders: 6%
Self-Reported Gains in Social Skills
Source: UCUES Core 2014 (Seniors only)

- Interpersonal (social) skills: 29%
- Ability to appreciate cultural and global diversity: 36%
- Ability to appreciate, tolerate and understand racial and ethnic diversity: 37%
- Ability to appreciate the fine arts: 36%

- Started UC Proficiency - Percentage of respondents answering "Excellent" or "Very Good"
- Current Proficiency - Percentage of respondents answering "Excellent" or "Very Good"
Gains in Understanding of Social Issues and Personal Development

Source: UCUES UC Module 2014 (Seniors only)

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

<table>
<thead>
<tr>
<th>Issue</th>
<th>Started Proficiency</th>
<th>Current Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial/ethnic differences/issues</td>
<td>59%</td>
<td>61%</td>
</tr>
<tr>
<td>Sexual orientation differences/issues</td>
<td>59%</td>
<td>50%</td>
</tr>
<tr>
<td>Gender differences/issues</td>
<td>60%</td>
<td>48%</td>
</tr>
<tr>
<td>Social class/economic differences</td>
<td>59%</td>
<td>40%</td>
</tr>
<tr>
<td>Students' own racial/ethnic identity</td>
<td>61%</td>
<td>27%</td>
</tr>
<tr>
<td>Other disability issues</td>
<td>50%</td>
<td>28%</td>
</tr>
<tr>
<td>Physical disability issues</td>
<td>48%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Post-Graduation Plans for Seniors

- Enroll in graduate or professional school: 35%
- Work: 37%
- Study/Work Abroad: 5%
- Work in internship or volunteer position: 5%
- Take a year off: 4%
- Do something else: 14%

Source: UCUES Core 2014
Highest Degree Aspirations for Seniors

Source: UCUES Core 2014

- % of all senior respondents who aspire to post-graduate study:
  - Total aspiring to graduate or professional degree: 68%
  - Master's (academic or professional): 26%
  - Doctorate: 17%
  - Business: 10%
  - Medical or other health profession: 6%
  - Law: 6%
  - Multiple doctoral degrees (MD/PhD): 2%

Percentage of all post-graduate aspirants interested in a specific degree.