2016 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
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- Time Allocation for Academics & Employment

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- Course Engagement
- Reasons for Choosing Major

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

Source: UCUES Core 2016 (Seniors only)

- Understanding of a specific field of study: Started UC Proficiency = 83%, Current Proficiency = 79%
- Analytical & critical thinking: Started UC Proficiency = 74%, Current Proficiency = 62%
- Reading & comprehending acad. material: Started UC Proficiency = 62%, Current Proficiency = 55%
- Understanding international perspectives: Started UC Proficiency = 59%, Current Proficiency = 55%
- Ability to design, conduct, and evaluate research: Started UC Proficiency = 22%, Current Proficiency = 15%
- Library research skills: Started UC Proficiency = 62%, Current Proficiency = 22%
- Making presentations: Started UC Proficiency = 25%, Current Proficiency = 22%
- Writing effectively: Started UC Proficiency = 20%, Current Proficiency = 22%
Self-Reported Gains in Academic & Life Skills (part 2)
Source: UCUES Core 2016 (Seniors only)

- Ability to explain mathematical information and perform calculations: 10%
- Ability to engage in work specific to your field of study: 48%
- Oral communication skills: 65%
- Quantitative (mathematical & statistical) skills: 43%
- Linguistic or cultural competency in at least one other language: 32%

- 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 2016*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>As part of coursework</td>
<td>84%</td>
</tr>
<tr>
<td>Outside of coursework</td>
<td>46%</td>
</tr>
<tr>
<td>A research project or research paper as part of your coursework</td>
<td>82%</td>
</tr>
<tr>
<td>Did a creative project as part of your coursework</td>
<td>45%</td>
</tr>
<tr>
<td>Assist faculty in conducting research</td>
<td>32%</td>
</tr>
<tr>
<td>Assist faculty with their creative project</td>
<td>12%</td>
</tr>
<tr>
<td>Done any research or creative project with faculty</td>
<td>34%</td>
</tr>
</tbody>
</table>
Educational Enrichments
Source: UCUES UC Module 2016

- Internship for course credit: 21%
- Internship with no course credit: 30%
- Study abroad: 14%
- Honors program: 17%
Open channels of communication between faculty and students regarding student needs, concerns, and suggestions

Had a class in which the professor knew or learned your name

Students treated equitably and fairly by the faculty

Faculty maintaining respectful interactions in classes

Faculty providing prompt and useful feedback on student work

Percentage of respondents answering:

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

Source: UCUES Core 2016
Helped classmate understand material better

50%

36%

14%

Worked on class projects with classmates outside of class

44%

30%

26%

Studied as a group with classmates outside of class

44%

34%

21%

Collaborative Learning

Source: UCUES Core 2016
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 2016
Time Allocation for Academics and Employment  
(All Respondents)  
Source: UCUES Core 2016

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mean hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending classes</td>
<td>14.8</td>
</tr>
<tr>
<td>Studying</td>
<td>13.5</td>
</tr>
<tr>
<td>Total work</td>
<td>7.8</td>
</tr>
<tr>
<td>On campus work</td>
<td>4.1</td>
</tr>
</tbody>
</table>
Increased Academic Effort
Source: UCUES Core 2016

- Raised standard for acceptable effort due to high standards of a faculty member:
  - Very Often or Often: 31%
  - Somewhat Often or Occasionally: 53%
  - Rarely or Never: 16%

- Extensively revised a paper at least once before submitting to be graded:
  - Very Often or Often: 37%
  - Somewhat Often or Occasionally: 44%
  - Rarely or Never: 18%

- Sought academic help from instructor or tutor:
  - Very Often or Often: 29%
  - Somewhat Often or Occasionally: 47%
  - Rarely or Never: 23%

Percentage of respondents answering:
- "Very Often" or "Often"
- "Somewhat Often" or "Occasionally"
- "Rarely" or "Never"
Course Engagement
Source: UCUES Core 2016

- Contributed to a class discussion: 36%
- Brought up concepts from different courses during class discussions: 24%
- Made a class presentation: 15%
- Found a course so interesting that you did more work than was required: 17%

Percentage of respondents answering:

- "Very Often" or "Often":
  - Contributed to a class discussion: 51%
  - Brought up concepts from different courses during class discussions: 26%
  - Made a class presentation: 45%
  - Found a course so interesting that you did more work than was required: 53%

- "Somewhat Often" or "Occasionally":
  - Contributed to a class discussion: 14%
  - Brought up concepts from different courses during class discussions: 26%
  - Made a class presentation: 40%
  - Found a course so interesting that you did more work than was required: 30%

- "Rarely" or "Never":
  - Contributed to a class discussion: 0%
  - Brought up concepts from different courses during class discussions: 50%
  - Made a class presentation: 100%
  - Found a course so interesting that you did more work than was required: 0%
Reasons for Choosing Major (for students with declared majors)

Respondents could choose all that apply

Source: UCUES Core 2016

- Intellectual curiosity: 95%
- Prepares for fulfilling career: 88%
- Preparation for grad or prof school: 64%
- Leads to high paying job: 56%
- Prestige: 45%
- Parental desires: 30%
- Could not get first choice major: 16%
- Other: 8%
Academic Risk Behaviors
Source: UCUES Core 2016

- Came to class unprepared: 5% (Very Often or Often), 38% (Somewhat Often or Occasionally), 57% (Rarely or Never)
- Skipped class: 6% (Very Often or Often), 39% (Somewhat Often or Occasionally), 55% (Rarely or Never)
- Turned in a course assignment late: 3% (Very Often or Often), 13% (Somewhat Often or Occasionally), 84% (Rarely or Never)
 Frequency Certain Behaviors Interfered with Academic Success  
Source: UCUES UC Module 2016

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Not at All or Rarely</th>
<th>Occasionally</th>
<th>Frequently or All the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor study behaviors</td>
<td>37%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>Bad study environment</td>
<td>42%</td>
<td>36%</td>
<td>22%</td>
</tr>
<tr>
<td>Feeling depressed, stressed or upset</td>
<td>31%</td>
<td>34%</td>
<td>35%</td>
</tr>
<tr>
<td>Other competing responsibilities</td>
<td>48%</td>
<td>31%</td>
<td>21%</td>
</tr>
<tr>
<td>Competing family responsibilities</td>
<td>51%</td>
<td>31%</td>
<td>18%</td>
</tr>
<tr>
<td>Competing job responsibilities</td>
<td>52%</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>Inadequate study skills</td>
<td>55%</td>
<td>27%</td>
<td>17%</td>
</tr>
<tr>
<td>Physical illness or condition</td>
<td>71%</td>
<td>21%</td>
<td>9%</td>
</tr>
<tr>
<td>Weak math skills</td>
<td>78%</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td>Weak English skills</td>
<td>89%</td>
<td>7%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Native English Speakers: 67%
Learned English before 5 yrs old: 21%
Learned English when 6-10 yrs old: 8%
Learned English when 11-15 yrs old: 3%
Learned English after turning 16 yrs old: 1%

Source: UCUES Core 2016
Self-Reported Social Class
Source: UCUES Core 2016

- Middle-class: 38%
- Upper-middle or professional-middle: 26%
- Working-class: 24%
- Low-income or poor: 15%
- Wealthy: 2%
Immigration Background of Students and Their Families

Source: UCUES Core 2016

- Student Foreign Born: 15%
- Student Parents US Born: 36%
- Student US Born - At Least 1 Parent Foreign Born: 37%
I feel that I belong at this campus

83%

Knowing what I know now, I would still choose to enroll at this campus

84%

Sense of Belonging
Source: UCUES Core 2016

Percentage of respondents answering "Strongly Agree", "Agree", or "Somewhat Agree"
General Satisfaction
Source: UCUES Core 2016

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

- UC academic experience: 84%
- UC social experience: 83%
- Value of UC education for the price: 64%
- UC gpa: 59%
Campus Climate
"Students of my...are respected on this campus"
Source: UCUES Core 2016

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual orientation</td>
<td>94%</td>
</tr>
<tr>
<td>Religious beliefs</td>
<td>87%</td>
</tr>
<tr>
<td>Gender</td>
<td>86%</td>
</tr>
<tr>
<td>Political beliefs</td>
<td>84%</td>
</tr>
<tr>
<td>Race or ethnicity</td>
<td>83%</td>
</tr>
<tr>
<td>Economic or social class</td>
<td>84%</td>
</tr>
<tr>
<td>Disabilities</td>
<td>82%</td>
</tr>
<tr>
<td>Immigration background</td>
<td>80%</td>
</tr>
</tbody>
</table>

Source: UCUES Core 2016

Percentage of respondents answering "Strongly Agree", "Agree", or "Somewhat Agree"
Satisfaction with Courses in the Major
(for Declared Majors Only)
Source: UCUES Core 2016

- Satisfaction with quality of upper-division courses in major: 90%
- Satisfaction with variety of courses in major: 83%
- Satisfaction with quality of lower-division courses in major: 75%

Legend:
Percentage of respondents answering "Very Satisfied", "Satisfied", or "Somewhat Satisfied"
Catalog description of major is accurate
Program of study is well-defined
Major requirements result in coherent understanding of field
Department rules are clear

Source: UCUES Core 2016
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 2016

- 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 2016

- Percentage of respondents who participated in community service in 2015-2016: 48%
- Percentage of community service participants who become involved through particular means:
  - Through a campus-based organization of program: 35%
  - Through an off-campus organization: 47%
Extent to which community service influenced desire to continue after graduation

Source: UCUES Core 2016

- To some extent: 60.9%
- To a great extent: 26.5%
- Not at all: 12.6%
### Time Allocation: Non-Academic Activities

**Source:** UCUES Core 2016

#### Mean hours per week

- **Socializing with friends:** 11.5
- **Watching TV, streaming movies/TV on computer or tablet:** 10.6
- **Physical exercise/activity, recreational sports:** 6.6
- **Partying:** 4.4
- **Attending movies, concerts, sports or other events:** 5.3
- **Student clubs or organizations:** 4.3
- **Performing community service or volunteer activities:** 3.1
- **Time with family:** 3.2
- **Spiritual activities:** 1.7
Time Allocation for Working Students

Source: UCUES Core 2016

- Paid employment total: 15.8
- On-campus employment: 12.2
- Employment (related to academic interests): 9.9
Self-Reported Gains in Social Skills
Source: UCUES Core 2016 (Seniors only)

- Interpersonal (social) skills: 69%
- Ability to work with people from other cultures/backgrounds: 73%
- Leadership skills: 59%
- Ability to analyze or discuss global issues: 52%

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 2016 (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>63%</td>
<td>23%</td>
</tr>
<tr>
<td>Sexual orientation differences/issues</td>
<td>63%</td>
<td>20%</td>
</tr>
<tr>
<td>Gender differences/issues</td>
<td>64%</td>
<td>21%</td>
</tr>
<tr>
<td>Social class/economic differences</td>
<td>61%</td>
<td>24%</td>
</tr>
<tr>
<td>Students' own racial/ethnic identity</td>
<td>57%</td>
<td>31%</td>
</tr>
<tr>
<td>Other disability issues</td>
<td>50%</td>
<td>19%</td>
</tr>
<tr>
<td>Physical disability issues</td>
<td>37%</td>
<td>19%</td>
</tr>
</tbody>
</table>
Post-Graduation Plans for Seniors
Source: UCUES Core 2016

- Enroll in graduate or professional school: 26%
- Work: 45%
- Study/Work Abroad: 5%
- Work in internship or volunteer position: 5%
- Take a year off: 7%
- Do something else: 12%
Highest Degree Aspirations for Seniors

Source: UCUES Core 2016

- Total aspiring to graduate or professional degree: 65%
- Master's (academic or professional): 24%
- Doctorate: 16%
- Business: 10%
- Medical or other health profession: 7%
- Law: 7%
- 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 2016

- STEM fields: 19%
- Medicine, health-related: 13%
- Business, finance-related: 13%
- Don't know: 10%
- Other: 9%
- Education: 7%
- Artistic, creative professions: 6%
- Law: 6%
- Marketing, Sales, & Service Industry: 5%
- Human Services: 5%
- Public Sector: 4%
- Agriculture, Food, & Natural Resources: 2%
- Information Technology: 1%