2018 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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Self-Reported Gains in Academic & Life Skills (part 1)
Source: UCUES Core 2018 (Seniors only)

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

- Understanding of a specific field of study: 79%
- Analytical & critical thinking: 72%
- Reading & comprehending acad. material: 68%
- Understanding international perspectives: 58%
- Ability to design, conduct, and evaluate research: 50%
- Library research skills: 54%
- Making presentations: 57%
- Writing effectively: 65%
Self-Reported Gains in Academic & Life Skills (part 2)

Source: UCUES Core 2018 (Seniors only)

- Ability to explain mathematical information and perform calculations: 11%
- Ability to engage in work specific to your field of study: 7%
- Oral communication skills: 22%
- Quantitative (mathematical & statistical) skills: 24%
- Linguistic or cultural competency in at least one other language: 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 2018

- As part of coursework: 80%
- Outside of coursework: 50%
- A research project or research paper as part of your coursework: 75%
- Did a creative project as part of your coursework: 40%
- Assist faculty in conducting research: 33%
- Assist faculty with their creative project: 11%
- Done any research or creative project with faculty: 48%
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"
Helped classmate understand material better

- "Very Often" or "Often": 34%
- "Somewhat Often" or "Occasionally": 47%
- "Rarely" or "Never": 19%

Worked on class projects with classmates outside of class

- "Very Often" or "Often": 27%
- "Somewhat Often" or "Occasionally": 32%
- "Rarely" or "Never": 41%

Studied as a group with classmates outside of class

- "Very Often" or "Often": 32%
- "Somewhat Often" or "Occasionally": 41%
- "Rarely" or "Never": 27%

Source: UCUES Core 2018
Reconsider position after assessing other arguments

Generating new ideas or products

Examine and assess other methods and conclusions

Incorporating ideas from different courses

Evaluating methods and conclusions

Analysis

Using facts, examples to support viewpoint

Recalling facts, terms, concepts

Frequency of Required Learning Activities

Source: UCUES Core 2018

Percentage of respondents answering:
- "Never" or "Rarely"
- "Occasionally" or "Somewhat Often"
- "Often" or "Very Often"
Time Allocation for Academics and Employment
(All Respondents)
Source: UCUES Core 2018

- Attending classes: 14.6 hours per week
- Studying: 13.9 hours per week
- Total work: 7.7 hours per week
- On campus work: 4.1 hours per week
Increased Academic Effort
Source: UCUES Core 2018

- Raised standard for acceptable effort due to high standards of a faculty member: 31% "Very Often" or "Often"; 52% "Somewhat Often" or "Occasionally"; 17% "Rarely" or "Never".
- Extensively revised a paper at least once before submitting to be graded: 37% "Very Often" or "Often"; 43% "Somewhat Often" or "Occasionally"; 20% "Rarely" or "Never".
- Sought academic help from instructor or tutor: 29% "Very Often" or "Often"; 45% "Somewhat Often" or "Occasionally"; 25% "Rarely" or "Never".
Course Engagement
Source: UCUES Core 2018

- Contributed to a class discussion: 36% "Very Often" or "Often"; 49% "Somewhat Often" or "Occasionally"; 14% "Rarely" or "Never"
- Brought up concepts from different courses during class discussions: 25% "Very Often" or "Often"; 49% "Somewhat Often" or "Occasionally"; 26% "Rarely" or "Never"
- Made a class presentation: 16% "Very Often" or "Often"; 43% "Somewhat Often" or "Occasionally"; 40% "Rarely" or "Never"
- Found a course so interesting that you did more work than was required: 18% "Very Often" or "Often"; 51% "Somewhat Often" or "Occasionally"; 32% "Rarely" or "Never"
Reasons for Choosing Major (for students with declared majors)
Respondents could choose all that apply
Source: UCUES Core 2018

- Intellectual curiosity: 94%
- Prepares for fulfilling career: 88%
- Preparation for grad or prof school: 63%
- Leads to high paying job: 56%
- Prestige: 42%
- Parental desires: 29%
- Could not get first choice major: 14%
- Other: 6%
Academic Risk Behaviors
Source: UCUES Core 2018

- Came to class unprepared: 54%
  - "Very Often" or "Often": 6%
  - "Somewhat Often" or "Occasionally": 54%
- Skipped class: 56%
  - "Very Often" or "Often": 7%
  - "Somewhat Often" or "Occasionally": 49%
- Turned in a course assignment late: 82%
  - "Very Often" or "Often": 3%
  - "Somewhat Often" or "Occasionally": 79%
Frequency Certain Behaviors Interfered with Academic Success

Source: UCUES UC Module 2018

- **Poor study behaviors**: 35% (Not at All) | 34% (Occasionally) | 31% (Frequently)
- **Bad study environment**: 42% (Not at All) | 34% (Occasionally) | 23% (Frequently)
- **Feeling depressed, stressed or upset**: 28% (Not at All) | 32% (Occasionally) | 39% (Frequently)
- **Other competing responsibilities**: 53% (Not at All) | 29% (Occasionally) | 18% (Frequently)
- **Competing family responsibilities**: 52% (Not at All) | 30% (Occasionally) | 18% (Frequently)
- **Competing job responsibilities**: 54% (Not at All) | 26% (Occasionally) | 21% (Frequently)
- **Inadequate study skills**: 54% (Not at All) | 28% (Occasionally) | 18% (Frequently)
- **Physical illness or condition**: 70% (Not at All) | 21% (Occasionally) | 8% (Frequently)
- **Weak math skills**: 76% (Not at All) | 16% (Occasionally) | 7% (Frequently)
- **Weak English skills**: 87% (Not at All) | 8% (Occasionally) | 5% (Frequently)

Percentage of respondents answering:
- "Not at All" or "Rarely"
- "Occasionally"
- "Frequently" or "All the Time"
English Language Background
Source: UCUES Core 2018

- 67% Native English Speakers
- 20% Learned English before 5 yrs old
- 9% 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 2018

- Middle-class: 35%
- Upper-middle or professional-middle: 26%
- Working-class: 22%
- Low-income or poor: 15%
- Wealthy: 2%
Immigration Background of Students and Their Families
Source: UCUES Core 2018

- Student Foreign Born: 19%
- Student-US Born: 39%
- Student-US Born - At Least 1 Parent Foreign Born: 42%
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 2018

- **80%**
- **81%**

Percentage of respondents answering "Strongly Agree", "Agree", or "Somewhat Agree"
General Satisfaction
Source: UCUES Core 2018

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

- UC academic experience: 82%
- UC social experience: 79%
- Value of UC education for the price: 63%
- UC gpa: 61%
Campus Climate
"Students of my...are respected on this campus"
Source: UCUES Core 2018

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

- Sexual orientation: 93%
- Religious beliefs: 88%
- Gender: 86%
- Economic or social class: 84%
- Political beliefs: 84%
- Race or ethnicity: 84%
- Disabilities: 84%
- Immigration background: 82%
Open communication channels with faculty
Satisfaction with Courses in the Major
(for Declared Majors Only)
Source: UCUES Core 2018

- Satisfaction with quality of upper-division courses in major: 89%
- Satisfaction with variety of courses in major: 80%
- Satisfaction with quality of lower-division courses in major: 73%

Percentage of respondents answering "Very Satisfied", "Satisfied", or "Somewhat Satisfied"
Clarity of Major Program Requirements, Policies & Practices
(for Declared Majors)
Source: UCUES Core 2018

- 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%
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

Pursuing your own research

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

Importance of a Research University
Source: UCUES UC Module 2018

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 2018

Percentage of respondents who participated in community service in 2017-2018:
- 42%

Percentage of community service participants who become involved through particular means:
- Through a campus-based organization of program: 33%
- Through an off-campus organization: 43%
Extent to which community service influenced desire to continue after graduation
Source: UCUES Core 2018
Time Allocation: Non-Academic Activities
Source: UCUES Core 2018

- Watching TV, streaming movies/TV on computer or tablet: 11.2 hours
- Socializing with friends: 10.6 hours
- Physical exercise/activity, recreational sports: 6.2 hours
- Attending movies, concerts, sports or other events: 5.0 hours
- Student clubs or organizations: 4.2 hours
- Partying: 3.9 hours
- Time with family: 3.4 hours
- Performing community service or volunteer activities: 3.0 hours
- Spiritual activities: 1.7 hours
Time Allocation for Working Students
Source: UCUES Core 2018

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean hours per week</th>
</tr>
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<tr>
<td>Paid employment total</td>
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<tr>
<td>On-campus employment</td>
<td>4.1</td>
</tr>
<tr>
<td>Employment (related to academic interests)</td>
<td>3.8</td>
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</tbody>
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Self-Reported Gains in Social Skills
Source: UCUES Core 2018 (Seniors only)

- Ability to work with people from other cultures/backgrounds: 68%
- Ability to analyze or discuss global issues: 48%
- Leadership skills: 59%
- Interpersonal (social) skills: 63%

Key:
- 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 2018 (Seniors only)

- **Physical disability issues**: 19%
- **Students' own racial/ethnic identity**: 32%
- **Other disability issues**: 20%
- **Social class/economic differences**: 25%
- **Sexual orientation differences/issues**: 25%
- **Racial/ethnic differences/issues**: 25%
- **Gender differences/issues**: 25%

Legend:
- □ Started UC Proficiency - Percentage of respondents answering "Excellent" or "Very Good"
- ■ Current Proficiency - Percentage of respondents answering "Excellent" or "Very Good"
Post-Graduation Plans for Seniors
Source: UCUES Core 2018

- Enroll in graduate or professional school: 37%
- Work: 35%
- Study/Work Abroad: 4%
- Work in internship or volunteer position: 5%
- Take a year off: 5%
- Do something else: 14%
Highest Degree Aspirations for Seniors
Source: UCUES Core 2018

- Total aspiring to graduate or professional degree: 68%
- Master's (academic or professional): 23%
- Doctorate: 17%
- Business: 8%
- Medical or other health profession: 8%
- Law: 7%
- Multiple doctoral degrees (MD/PhD): 3%
Career Intentions
Source: UCUES Core 2018

- STEM fields: 21%
- Business, finance-related: 13%
- Marketing, Sales, & Service Industry: 13%
- Don't know: 10%
- Other: 8%
- Manufacturing: 6%
- Education: 6%
- Public Sector: 6%
- Information Technology: 5%
- Medicine, health-related: 4%
- Architecture & Construction: 4%
- Agriculture, Food, & Natural Resources: 2%
- Law: 1%