“I absolutely loved my education and experience at UCSB, and continue to use many of the ideas, thinking processes and concepts I learned from my mentors and classes in my current position as a medical student.”
-UCSB alumnus, Biology major, Class of 2014

UC Santa Barbara students experience a comprehensive liberal arts education that helps them develop the broad skills of scholarly inquiry in a variety of disciplinary contexts (e.g. analysis, independent thought, critical reasoning, written and oral communication, quantitative and information literacy, etc.). The Undergraduate Alumni Survey collects indirect evidence of the value and quality of skill preparation provided by UCSB. Alumni are asked to rate the importance of various skill areas to their current activities (“very important,” “somewhat important,” “not important”) and the level of preparation they received at UCSB in the same skills (“excellent,” “more than adequate,” “adequate,” “less than adequate”, “poor”).

In this report, quadrant analysis is used to help identify gaps between the importance of various skill areas to alumni's current activities and the preparation UCSB provides in those same skills areas. Ratings are standardized and plotted on a quadrant showing the importance of each skill along the horizontal axis and the level of preparation received along the vertical axis, relative to the other skills listed. Below is a sample of how the results are plotted in a quadrant analysis and what the four quadrants represent.

- **Skills that appear in Quadrant 1** are less important to alumni, yet UCSB provides satisfactory preparation in these areas.

- **Skills in Quadrant 2** represent valuable strengths, receiving high ratings for both importance and preparation.

- **Students are less prepared in the skill areas in Quadrant 3**, but these skills are also not as essential to their current activities.

- **Areas for improvement appear in Quadrant 4**, where important skills receive weaker preparation ratings.

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**About the Survey:** The Undergraduate Alumni Survey is part of an ongoing effort to assess the short-term impact of a UCSB undergraduate education on the achievements and opinions of alumni. Undergraduate alumni surveys have been administered at UCSB since 1980. The Survey of Spring/Summer 2014 UCSB Undergraduate Alumni was administered online during Fall quarter 2015, approximately one year after graduation. A total of 699 alumni completed the survey for a response rate of 19%. 
Overall, undergraduate alumni are well prepared in all of the skill areas addressed in the survey. The majority of respondents report that UCSB provided “more than adequate” or “excellent” preparation in each skill.

Many of the skills are also considered “very important” by recent alumni – the most important being:

- time management
- the ability to acquire new skills on one’s own
- teamwork
- independent thinking, and
- effective speaking skills.

“My experiences at UCSB solidified my confidence and my ability to pursue a career that I have a passion for. The faculty from my major were exceptional and have positively impacted my life. I could not have asked for a better academic environment than the one I was immersed in at UCSB.”

-UCSB alumnus, Psychology major, Class of 2014

A quadrant analysis chart for all respondents is shown in Figure 2 on the following page. Relative to other skill areas, those that receive higher ratings on both importance and preparation (Quadrant 2) include:

- Ability to acquire new skills and knowledge on your own
- Effective writing skills
- Ability to judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning
- Problem solving skills
- Intellectual curiosity, or the desire to explore new topics, knowledge, or ideas in depth
- Ability to work as a member of a team or group
- Ability to get along with people of diverse backgrounds and perspective

“I feel like I know so much about the world and cultures today (not just the past) because of my major, and that I gained an excellent skill set through the lengthy class discussions and essays that were an important part of my classes.”

-UCSB Alumnus, History major, Class of 2014

Areas for improvement in undergraduate preparation (Quadrant 4) include:

- Ability to lead others
- Effective speaking skills
Figure 2. Skill Importance & Preparation at UCSB

All respondents (n = 575)

QUADRANT 1: LESS IMPORTANCE, BETTER PREPARATION

(f) Ability to use the knowledge, ideas, or perspectives gained from your major field
(k) Understanding of different cultures, philosophies, and ways of life etc.

QUADRANT 2: GREATER IMPORTANCE, BETTER PREPARATION

(a) Effective writing skills
(d) Ability to acquire new skills and knowledge on your own
(g) Ability to judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning
(h) Problem solving skills
(j) Ability to work as a member of a team or group
(i) Ability to get along with people of diverse backgrounds and perspectives
(o) Intellectual curiosity, or the desire to explore new topics, knowledge, or ideas in depth

QUADRANT 3: LESS IMPORTANCE, WEAKER PREPARATION

(c) Ability to understand and apply quantitative principles and methods
(e) Ability to understand the scientific method - how scientists ask questions and design experiments
(m) Understanding of international perspectives on economic, political, social and cultural issues
(n) Understanding of and appreciation for the arts

QUADRANT 4: GREATER IMPORTANCE, WEAKER PREPARATION

(b) Effective speaking skills
(l) Ability to lead others
A summary of the skill ratings by academic division (see Figure 3) reveals a consensus regarding competency areas related to lifelong learning and inquiry. In each field of study, alumni have been well prepared at UCSB to employ the following skills, which they consider important to their current activities:

- Ability to acquire new skills and knowledge on your own
- Ability to judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning
- Intellectual curiosity, or the desire to explore new topics, knowledge, or ideas in depth
- Ability to work as a member of a team or group
- Ability to get along with people of diverse backgrounds and perspectives

Divisional results also indicate where levels of preparation in important skill areas differ across divisions. For example:

- Humanities and fine arts alumni report relatively weaker preparation in problem solving skills.
- Science and engineering students are better prepared in quantitative methods, but less prepared in effective writing skills than students in the humanities or social sciences.
- Women in STEM fields (Science, Technology, Engineering and Math) had a larger gap in the level of preparation they received in this area, compared to men in STEM. An opportunity for improvement among the men in STEM fields is the ability to get along with people of diverse backgrounds.

Because the value placed on certain skills tends to vary across disciplines (i.e. quantitative methods may be more relevant to science and math fields), separate quadrant analysis charts by academic division are presented in the remaining pages of this report.
Figure 3. Summary of Skill Importance & Preparation by Academic Division

<table>
<thead>
<tr>
<th>Skills</th>
<th>ENGR: n = 65</th>
<th>HUFA: n = 129</th>
<th>MLPS: n = 238</th>
<th>SOCSCI: n = 242</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quadrant</strong></td>
<td>1 - LESS IMPORTANCE, BETTER PREPARATION</td>
<td>2 - GREATER IMPORTANCE, BETTER PREPARATION</td>
<td>3 - LESS IMPORTANCE, WEAKER PREPARATION</td>
<td>4 - GREATER IMPORTANCE, WEAKER PREPARATION</td>
</tr>
<tr>
<td>Better Preparation</td>
<td>HUFA, MLPS</td>
<td>ENGR, HUFA, MLPS, SOCSCI</td>
<td>ENGR, MLPS</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Ability to acquire new skills and knowledge on your own</td>
<td>HUFA, SOCSCI</td>
<td>ENGR, MLPS</td>
<td>ENGR, HUFA, MLPS, SOCSCI</td>
<td>ENGR, HUFA, MLPS, SOCSCI</td>
</tr>
<tr>
<td>Ability to use the knowledge, ideas, or perspectives gained from your major</td>
<td>ENGR, HUFA, MLPS, SOCSCI</td>
<td>HUFA, SOCSCI</td>
<td>ENGR, MLPS</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Ability to judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning</td>
<td>ENGR, HUFA, MLPS, SOCSCI</td>
<td>HUFA, SOCSCI</td>
<td>ENGR, MLPS</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Intellectual curiosity, or the desire to explore new topics, knowledge, or ideas in depth</td>
<td>ENGR, HUFA, MLPS, SOCSCI</td>
<td>HUFA, SOCSCI</td>
<td>ENGR, MLPS</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Ability to work as a member of a team or group</td>
<td>ENGR, HUFA, MLPS, SOCSCI</td>
<td>HUFA, SOCSCI</td>
<td>ENGR, MLPS</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Ability to get along with people of diverse backgrounds and perspectives</td>
<td>ENGR, HUFA, MLPS, SOCSCI</td>
<td>HUFA, SOCSCI</td>
<td>ENGR, MLPS</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Mixed</td>
<td>Problem solving skills</td>
<td>ENGR, MLPS</td>
<td>HUFA, SOCSCI</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Ability to understand and apply quantitative principles and methods</td>
<td>ENGR, MLPS</td>
<td>HUFA, SOCSCI</td>
<td>HUFA, SOCSCI</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Effective writing skills</td>
<td>HUFA, SOCSCI</td>
<td>ENGR, MLPS</td>
<td>HUFA, SOCSCI</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Understanding of different cultures, philosophies, and ways of life</td>
<td>HUFA, SOCSCI</td>
<td>ENGR, MLPS</td>
<td>HUFA, SOCSCI</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Ability to understand the scientific method and how scientists ask questions</td>
<td>MLPS</td>
<td>ENGR</td>
<td>HUFA, SOCSCI</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Understanding of and appreciation for the arts</td>
<td>HUFA</td>
<td>ENGR, MLPS</td>
<td>HUFA, SOCSCI</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Understanding of international perspectives on economic, political, social and cultural issues</td>
<td>SOCSCI</td>
<td>ENGR, HUFA, MLPS</td>
<td>HUFA, SOCSCI</td>
<td>HUFA, SOCSCI</td>
</tr>
<tr>
<td>Weak Preparation</td>
<td>Ability to lead others</td>
<td>ENGR, HUFA</td>
<td>MLPS, SOCSCI</td>
<td>ENGR, HUFA, MLPS, SOCSCI</td>
</tr>
<tr>
<td>Effective speaking skills</td>
<td>ENGR, HUFA, MLPS, SOCSCI</td>
<td>ENGR, HUFA</td>
<td>MLPS, SOCSCI</td>
<td>ENGR, HUFA, MLPS, SOCSCI</td>
</tr>
</tbody>
</table>
Figure 4a. Skill Importance & Preparation at UCSB by Academic Division

Engineering (n = 65)

QUADRANT 1: LESS IMPORTANCE, BETTER PREPARATION

None.

QUADRANT 2: GREATER IMPORTANCE, BETTER PREPARATION

(b) Effective speaking skills
(c) Ability to understand and apply quantitative principles and methods
(d) Ability to acquire new skills and knowledge on your own
(e) Ability to understand the scientific method and how scientists ask questions
(f) Ability to use the knowledge, ideas, or perspectives gained from your major field
(g) Ability to judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning
(h) Problem solving skills
(j) Ability to work as a member of a team or group
(l) Ability to get along with people of diverse backgrounds and perspectives
(o) Intellectual curiosity, or the desire to explore new topics, knowledge, or ideas in depth

QUADRANT 3: LESS IMPORTANCE, WEAKER PREPARATION

(a) Effective writing skills
(i) Ability to lead others
(k) Understanding of different cultures, philosophies, and ways of life
(m) Understanding of international perspectives on economic, political, social and cultural issues
(n) Understanding of and appreciation for the arts

QUADRANT 4: GREATER IMPORTANCE, WEAKER PREPARATION

(b) Effective speaking skills
Figure 4b. Skill Importance & Preparation at UCSB by Academic Division

Humanities and Fine Arts (n = 129)

**QUADRANT 1: LESS IMPORTANCE, BETTER PREPARATION**

- (f) Ability to use the knowledge, ideas, or perspectives gained from your major field
- (m) Understanding of and appreciation for the arts

**QUADRANT 2: GREATER IMPORTANCE, BETTER PREPARATION**

- (a) Effective writing skills
- (d) Ability to acquire new skills and knowledge on your own
- (g) Ability to judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning
- (j) Ability to work as a member of a team or group
- (k) Understanding of different cultures, philosophies, and ways of life
- (l) Ability to get along with people of diverse backgrounds and perspectives
- (o) Intellectual curiosity, or the desire to explore new topics, knowledge, or ideas in depth

**QUADRANT 3: LESS IMPORTANCE, WEAKER PREPARATION**

- (c) Ability to understand and apply quantitative principles and methods
- (e) Ability to understand the scientific method - how scientists ask questions and design experiments
- (i) Ability to lead others
- (m) Understanding of international perspectives on economic, political, social and cultural issues

**QUADRANT 4: GREATER IMPORTANCE, WEAKER PREPARATION**

- (b) Effective speaking skills
- (h) Problem solving skills
Figure 4c. Skill Importance & Preparation at UCSB by Academic Division

Math, Life and Physical Sciences (n = 238)

QUADRANT 1: LESS IMPORTANCE, BETTER PREPARATION
(e) Ability to understand the scientific method and how scientists ask questions.

QUADRANT 2: GREATER IMPORTANCE, BETTER PREPARATION
(c) Ability to understand and apply quantitative principles and methods
(g) Ability to judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning
(f) Ability to use the knowledge, ideas, or perspectives gained from your major field
(h) Problem solving skills
(j) Ability to work as a member of a team or group
(l) Ability to get along with people of diverse backgrounds and perspectives
(d) Ability to acquire new skills and knowledge on your own
(o) Intellectual curiosity, or the desire to explore new topics, knowledge, or ideas in depth

QUADRANT 3: LESS IMPORTANCE, WEAKER PREPARATION
(m) Understanding of different cultures, philosophies, and ways of life
(m) Understanding of international perspectives on economic, political, social and cultural issues
(n) Understanding of and appreciation for the arts

QUADRANT 4: GREATER IMPORTANCE, WEAKER PREPARATION
(a) Effective writing skills
(b) Effective speaking skills
(l) Ability to lead others
Figure 4d. Skill Importance & Preparation at UCSB by Academic Division

Social Sciences (n = 242)

QUADRANT 1: LESS IMPORTANCE, BETTER PREPARATION
(f) Ability to use the knowledge, ideas, or perspectives gained from your major field
(m) Understanding of international perspectives on economic, political, social and cultural issues

QUADRANT 2: GREATER IMPORTANCE, BETTER PREPARATION
(a) Effective writing skills
(d) Ability to acquire new skills and knowledge on your own
(g) Ability to judge the value of information, ideas, etc.
(h) Problem solving skills
(j) Ability to work as a member of a team or group
(l) Ability to get along with people of diverse backgrounds and perspectives
(k) Understanding of different cultures, philosophies, and ways of life
(o) Intellectual curiosity, or the desire to explore new topics, knowledge, or ideas in depth

QUADRANT 3: LESS IMPORTANCE, WEAKER PREPARATION
(c) Ability to understand and apply quantitative principles and methods
(e) Ability to understand the scientific method - how scientists ask questions and design experiments
(n) Understanding of and appreciation for the arts

QUADRANT 4: GREATER IMPORTANCE, WEAKER PREPARATION
(b) Effective speaking skills
(i) Ability to lead others
Figure 5a. Skill Importance & Preparation at UCSB – STEM fields by Gender

Women in STEM (n = 89)

QUADRANT 1: LESS IMPORTANCE, BETTER PREPARATION
(e) Ability to understand the scientific method - how scientists ask questions and design experiments
(f) Ability to use the knowledge, ideas, or perspectives gained from your major field

QUADRANT 2: GREATER IMPORTANCE, BETTER PREPARATION
(c) Ability to understand and apply quantitative principles and methods
(d) Ability to acquire new skills and knowledge on your own
(g) Ability to judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning
(h) Problem solving skills
(l) Ability to get along with people of diverse backgrounds and perspectives
(o) Intellectual curiosity, or the desire to explore new topics, knowledge, or ideas in depth

QUADRANT 3: LESS IMPORTANCE, WEAKER PREPARATION
(k) Understanding of different cultures, philosophies, and ways of life
(m) Understanding of international perspectives on economic, political, social and cultural issues
(n) Understanding of and appreciation for the arts

QUADRANT 4: GREATER IMPORTANCE, WEAKER PREPARATION
(a) Effective writing skills
(b) Effective speaking skills
(l) Ability to lead others
(j) Ability to work as a member of a team or group
Figure 5b. Skill Importance & Preparation at UCSB – STEM fields by Gender

Men in STEM (n = 122)

Quadrant 1: Less Importance, Better Preparation
None

Quadrant 2: Greater Importance, Better Preparation
(c) Ability to understand and apply quantitative principles and methods
(d) Ability to acquire new skills and knowledge on your own
(e) Ability to understand the scientific method - how scientists ask questions and design experiments
(f) Ability to use the knowledge, ideas, or perspectives gained from your major field
(g) Ability to judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning
(h) Problem solving skills
(i) Ability to work as a member of a team or group
(j) Ability to get along with people of diverse backgrounds and perspectives
(o) Intellectual curiosity, or the desire to explore new topics, knowledge, or ideas in depth

Quadrant 3: Less Importance, Weaker Preparation
(a) Effective writing skills
(i) Ability to lead others
(k) Understanding of different cultures, philosophies, and ways of life
(m) Understanding of international perspectives on economic, political, social and cultural issues
(n) Understanding of and appreciation for the arts

Quadrant 4: Greater Importance, Weaker Preparation
(b) Effective speaking skills