Student Experience in Academic Programs in the Social Sciences Division

2018-2022 UC Undergraduate Experience Survey (UCUES)

Report by IRAPS[1], August 2023

This report shows the results for the Social Sciences Division programs based on the 2022 UC Undergraduate Experience Survey (UCUES), conducted in April-July 2022. The summary tables cover the following aspects of student experience in an academic program:

- Instruction and courses in the major
- Faculty pedagogy
- Program requirements and policies
- Access to faculty, research/creative work opportunities, and other co-curricular resources
- Advising, including suggestions for improvement
- Experiences with diverse peers and perspectives
- Climate for diversity and inclusion
- Sense of belonging to campus
- Overall experience at UCSC

The summary tables include all respondents with a declared major in the Social Sciences Division: most (60%) were seniors and 32% were juniors (class level is based on credits as of Winter quarter 2022).

For comparison, we included the results from the 2020 and 2018 surveys that largely covered students' experiences prior to the COVID-19 pandemic. In the survey students are asked about their experiences during the time they have been a student in that major or during the academic year they have taken the survey (e.g., 2019-20 in the 2020 survey).

The summary tables allow us to make several types of comparisons: across years for the same question and/or across questions within the same year, both in the division and any specific program or programs. Number of respondents in each program for every year is shown in Table A.[2]

Table A. Number of Respondents for Each Department or Major and by UCUES year

	UCUES 2022 (N)	UCUES 2020 (N)	UCUES 2018 (N)
Anthropology BA	80	114	104
Community Studies BA	31	38	61
Economics department programs	242	76	91
Education, Democracy and Justice BA*	34	-	-
Environmental Studies BA	74	85	167
Latin American & Latino Studies BA	30	36	98
Politics and Legal Studies BA	206	237	219
Psychology department programs	342	445	525
Sociology BA	120	144	184
Total	1159	1175	1449

** The 2022 survey was the first round of UCUES survey for the Education, Democracy and Justice BA students.*

[1] If you have any questions about this report, you may email IRAPS survey analyst at surveys@ucsc.edu.

[2] The 2022 results were weighted to adjust for differences in response rates across student characteristics.

Instruction and Courses in Major

Students reported their levels of satisfaction with quality and availability of courses.

- Division-wide, Social Sciences students' satisfaction with the quality of faculty instruction has remained around 70% between 2018 and 2022.
- Division-wide, students' satisfaction with the quality of lower-division courses has notably increased from 46% in 2018 to 58% fully satisfied students in 2022. Of note, students in each department reported higher levels of satisfaction by 2022.
- Also division-wide, students' satisfaction with the availability of courses needed for graduation and GE courses has increased to reach 51% and 55% respectively in 2022.

Table 1. Quality of Instruction and Courses

How satisfied are you with each of the following aspects of your educational experience in the major? (Percent satisfied/very satisfied)		ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences division
Quality of faculty instruction	2022	76%	65%	55%	67%	72%	54%	73%	72%	84%	69%
	2020	74%	78%	54%	-	81%	66%	72%	70%	71%	71%
	2018	73%	79%	58%	-	68%	64%	71%	67%	72%	69%
Quality of upper-division courses in your major	2022	72%	65%	63%	65%	77%	70%	71%	71%	77%	70%
	2020	75%	87%	65%	-	70%	79%	69%	73%	65%	71%
	2018	75%	66%	57%	-	69%	63%	70%	60%	74%	66%
Quality of lower-division courses in your major	2022	60%	59%	58%	59%	54%	76%	63%	51%	63%	58%
	2020	66%	53%	47%	-	49%	63%	52%	47%	62%	52%
	2018	44%	40%	44%	-	51%	60%	44%	42%	54%	46%
Quality of teaching by graduate students (TAs, AIs)	2022	77%	82%	63%	80%	74%	78%	61%	67%	77%	68%
	2020	75%	87%	65%	-	70%	79%	69%	73%	65%	71%
	2018	57%	72%	52%	-	49%	57%	54%	63%	58%	58%
Variety of courses available in your major	2022	42%	54%	54%	45%	64%	65%	53%	50%	61%	53%
	2020	52%	52%	44%	-	61%	57%	56%	34%	65%	48%
	2018	62%	39%	46%	-	58%	45%	50%	42%	60%	49%
Availability of courses needed for graduation	2022	59%	51%	59%	57%	64%	74%	54%	42%	69%	55%
	2020	46%	45%	54%	-	60%	36%	49%	21%	45%	39%
	2018	56%	61%	55%	-	54%	51%	51%	31%	56%	46%
Availability of courses for general education or breadth requirements	2022	58%	47%	56%	46%	56%	64%	47%	42%	61%	51%
	2020	48%	41%	51%	-	54%	50%	43%	33%	45%	41%
	2018	46%	50%	45%	-	42%	43%	43%	37%	51%	42%

Faculty Pedagogy

Students reported the frequency with which they had experienced various aspects of faculty pedagogy and interaction with students.

- Division-wide, the vast majority (84%) of students reported in 2022 that faculty consistently (*often* or *very often*) maintained respectful interactions in class. This is an increase from 76% in 2018.
- By 2022 we noted an improvement in students' reporting regular (*often/very often*) opportunities for active participation in lecture and discussion classes division-wide (from 66% in 2018 to 74% in 2022) and reaching over 80% in Sociology, LALS, Politics and Legal Studies, and ENVS.
- Another notable division-wide improvement is faculty openness to discussing student needs, concerns and suggestions: from half (48%) in 2018 to nearly two-thirds (63%) of students reported having experienced it regularly by 2022.
- Relative to other areas of pedagogy, faculty providing prompt and useful feedback has remained somewhat less regularly available division-wide. Just over half (50-56%) of students reported having experienced it *often/very often* in 2018-2022.

Table 2. Faculty Pedagogy

How often did you experience... (Percent often/very often)		ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences division
Students treated fairly by the faculty	2022	81%	63%	63%	72%	81%	86%	72%	71%	81%	71%
	2020	74%	55%	53%	-	77%	76%	67%	69%	73%	69%
	2018	69%	65%	58%	-	72%	59%	57%	63%	62%	63%
Faculty being open to discuss student needs, concerns, and suggestions	2022	77%	74%	49%	69%	77%	66%	64%	62%	76%	63%
	2020	55%	44%	39%	-	61%	65%	55%	49%	61%	53%
	2018	47%	67%	38%	-	47%	52%	49%	44%	55%	48%
Having an instructor who increases your enthusiasm for the subject	2022	77%	52%	48%	68%	74%	76%	65%	57%	76%	61%
	2020	73%	66%	40%	-	74%	68%	63%	65%	68%	65%
	2018	66%	74%	48%	-	68%	60%	64%	65%	64%	64%
Faculty providing prompt and useful feedback on student work	2022	64%	57%	47%	66%	66%	69%	53%	53%	69%	55%
	2020	61%	53%	39%	-	64%	67%	58%	53%	64%	56%
	2018	57%	63%	50%	-	50%	54%	50%	44%	55%	50%
Faculty maintaining respectful interactions in classes	2022	85%	83%	77%	83%	89%	86%	88%	83%	90%	84%
	2020	81%	66%	62%	-	84%	81%	79%	83%	85%	80%
	2018	83%	82%	66%	-	82%	74%	74%	78%	71%	76%
Opportunities for active participation in lecture and discussion classes	2022	78%	71%	64%	78%	81%	83%	83%	69%	89%	74%
	2020	75%	86%	50%	-	74%	81%	72%	68%	79%	71%
	2018	71%	80%	56%	-	72%	63%	66%	65%	65%	66%
Faculty clearly explaining what constitutes plagiarism	2022	75%	67%	68%	68%	84%	89%	80%	81%	84%	77%
	2020	83%	85%	55%	-	87%	87%	77%	82%	82%	80%
	2018	83%	84%	64%	-	86%	80%	75%	79%	78%	79%

Program Requirements and Policies

Students evaluated the clarity and quality of communication of department rules and major requirements.

- Division-wide, the vast majority of students (90-94%) reported that program requirements, description in the catalog, and department policies have been clearly communicated between 2018 and 2022.
- By 2022 we noted an improvement in Social Sciences students' reporting that department rules and policies were clearly communicated, from 82% in 2018 to 90% in 2022. Most notable improvements were reported by students in the Psychology department and in the ENVS department. See Table 3.

Table 3. Clarity of Program Requirements

(Percent yes)		ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences division
Are the program requirements well defined?	2022	90%	86%	87%	86%	98%	92%	94%	93%	96%	92%
	2020	88%	89%	92%	-	93%	98%	93%	90%	95%	92%
	2018	91%	91%	86%	-	92%	95%	91%	90%	94%	91%
Is the description of the major in the catalog accurate?	2022	97%	85%	91%	91%	96%	100%	94%	94%	96%	94%
	2020	93%	94%	92%	-	92%	94%	92%	94%	90%	93%
	2018	94%	91%	88%	-	92%	94%	89%	91%	95%	92%
Are department rules and policies clearly communicated?	2022	89%	87%	87%	86%	99%	88%	87%	92%	93%	90%
	2020	84%	79%	84%	-	85%	87%	88%	81%	85%	84%
	2018	85%	86%	84%	-	84%	85%	80%	78%	87%	82%
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?	2022	94%	94%	85%	84%	96%	96%	92%	93%	96%	92%
	2020	95%	97%	85%	-	89%	90%	91%	90%	91%	91%
	2018	89%	95%	81%	-	94%	93%	89%	89%	92%	90%

Access to faculty, research or creative work opportunities and other co-curricular resources

Students reported their levels of satisfaction.

- Division-wide, students' satisfaction with access to faculty outside of class has increased from 51% in 2018 to 61% who reported being fully satisfied in 2022.
- Satisfaction with opportunities for research experience or to produce creative projects has increased in most programs, resulting in a division-wide improvement from 39% in 2018 to nearly half (48%) of students who were fully satisfied in 2022. Of note, ENVS students reported the highest level of satisfaction in this area: nearly 3 in 4 students (72%) were satisfied in 2022.
- Satisfaction with access to small classes has improved since 2018 in three programs – ENVS, Psychology and LALS, to reach 38% satisfied students division-wide in 2022. Of note, in 2022 the highest level of satisfaction with access to small classes is reported by Community Studies (55%) and LALS students (59%). See Table 4.

Table 4. Access to faculty and co-curricular resources

How satisfied are you with... (Percent satisfied/very satisfied)		ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences division
Access to faculty outside of class	2022	66%	64%	55%	70%	78%	67%	62%	57%	67%	61%
	2020	65%	71%	44%	-	66%	68%	56%	51%	60%	56%
	2018	56%	65%	50%	-	56%	55%	56%	43%	55%	51%
Opportunities for research experience or to produce creative products	2022	46%	51%	43%	66%	72%	52%	43%	44%	56%	48%
	2020	28%	55%	25%	-	55%	40%	34%	30%	45%	35%
	2018	33%	58%	35%	-	49%	43%	28%	37%	46%	39%
Access to small classes	2022	45%	55%	42%	40%	47%	59%	33%	29%	41%	38%
	2020	44%	53%	22%	-	45%	36%	34%	16%	36%	29%
	2018	52%	49%	41%	-	37%	35%	38%	19%	41%	33%
Availability of library resources	2022	68%	59%	62%	75%	74%	80%	68%	66%	76%	67%
	2020	63%	65%	40%	-	67%	78%	64%	65%	66%	63%
	2018	65%	61%	57%	-	70%	69%	60%	58%	70%	63%
Educational enrichment programs (e.g., study abroad, internships)	2022	47%	45%	52%	47%	78%	55%	48%	41%	56%	50%
	2020	37%	55%	32%	-	66%	51%	40%	35%	44%	41%
	2018	41%	67%	53%	-	66%	48%	40%	40%	52%	47%

Advising

Questions on advising were revised or added to the 2022 survey, so only the 2022 results are reported here.

The results show that satisfaction with access to advising is highly correlated with quality of advising.

- Just over half (55-57%) of students in the Social Sciences Division were fully satisfied with access and quality of academic advising.
- The highest satisfaction with access to academic advising was reported by students in the EDJ program (79%) and LALS (80%). See Table 5a.

Table 5a. Access and Quality of Advising

How satisfied are you with... (Percent satisfied/very satisfied)		ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences division
Access to academic advising	2022	56%	44%	60%	79%	74%	80%	54%	45%	75%	57%
Quality of academic advising	2022	59%	44%	58%	78%	72%	73%	49%	44%	74%	55%

Students reported the frequency of their communications with staff advisors in their major in the 2021-22 academic year. See Table 5b.

- The vast majority (84%) of Social Sciences majors emailed a staff advisor in their major at least once.
- In most departments, about 70% of students met at least once with a staff advisor in their major (in-person or by video call) for at least 15 minutes; the highest proportion (82%) was in the EDJ program and the lowest (50%) in the Psychology department.

Table 5b. Frequency of communications with Staff Advisors in the major (2021-2022 academic year)

This academic year (since September 2021), how many times have you...		ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences
Emailed your staff advisor in your major	Did not email	18%	17%	16%	0%	15%	18%	13%	20%	15%	16%
	1-2 times	43%	25%	41%	43%	43%	30%	38%	46%	41%	41%
	3-5 times	31%	42%	31%	33%	32%	37%	29%	23%	29%	29%
	6 or more	9%	16%	12%	25%	10%	16%	20%	10%	16%	13%
Met (either on Zoom or in-person) with your staff advisor in your major for at least 15 minutes	Did not meet	28%	28%	35%	18%	29%	30%	26%	50%	32%	36%
	1-2 times	44%	32%	41%	60%	47%	43%	40%	37%	35%	40%
	3-5 times	26%	28%	19%	14%	22%	18%	25%	10%	21%	18%
	6 or more	2%	12%	4%	8%	2%	8%	9%	3%	12%	6%

- Students in all programs reported very high levels of satisfaction (nearly 80% or higher) with various aspects of advising. ENVS and Psychology students reported somewhat lower satisfaction with availability of in-person appointments. See Table 5c.

Table 5c. Satisfaction with Aspects of Advising

How satisfied are you with... (Percent satisfied/very satisfied)	ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences
Clarity of information in email communications from advising	82%	84%	88%	100%	94%	95%	87%	86%	96%	89%
Availability of in-person meeting times	81%	84%	88%	92%	73%	87%	76%	70%	91%	80%
Availability of online (Zoom) meeting times	89%	86%	91%	89%	79%	96%	84%	79%	96%	86%
Timeliness of email responses	93%	85%	88%	100%	85%	86%	84%	84%	92%	87%
Usefulness of advice given by phone	93%	78%	87%	95%	86%	83%	81%	81%	99%	86%

Suggestions for Improving Advising

Students offered suggestions in response to the question, "What is the SINGLE, MOST IMPORTANT thing that advisors could realistically do or keep doing, to create a better undergraduate advising experience for students like you?". Comments included below refer to advising in the major (rather than advising in colleges) or are about advising in general without specifying which type of advising. Suggestions are organized by students' major and are sorted generally by frequency of mentions or how specific the comment is to the program. Other more general suggestions mentioned by only 1 or 2 students are listed as "also mentioned" suggestions for each program.

Across departments, students mentioned: Helping with graduate school applications, checking in with students more regularly.

Anthropology majors: Advisors should be providing students with an academic planning spreadsheet, checking in with students about their progress in the major, asking students if they are interested in global learning/study abroad, providing a schedule of classes available for the upcoming quarters, being open and honest with students about requirements, personally understanding students plans after graduation when they start at UCSC, communicating reminders via email, creating a welcoming and patient environment during advising, providing resources specific for transfer students and first-generation students, adjusting the major requirement page of the website according to advising, providing information on how to apply to graduate school, sharing how students can apply their degree in the real world, giving advice on networking, clarifying major requirements, offering transfer student enrollment assistance with GE credits, explaining the big picture requirements to students, being honest with students about the availability of their assigned advisor, requiring students to meet with advisors once a quarter, connecting students with resources for graduate school applications, and having more consistent hours and advisors. Some students also mentioned that advisors should be checking in with students more often, being more available, requiring students to meet with advisors once a year, more consistent communication.

CMMU majors: Advisors should be providing resources specifically for transfer students, sending more consistent emails about important deadlines with easy to find links, helping students process their goals, being more approachable to students to offer advice, being more available, helping students make a yearly plan for major prerequisites with respect to the quarter they are offered, promoting extracurricular activities and events and organizations that connect students within the major to the community, assistance finding research and internship opportunities, announcing new classes in the major, presenting accessible information about the major declaration/fulfillment process. Some students also mentioned that advisors should be having a more personal style of communication with students.

Economics department majors: Advisors should be giving clearer information about the processes that occur between departments for double majors, providing accurate information to students, not interrupting students and being kind during advising meetings, providing information about which classes will be offered in future quarters, being clear about major and graduation requirements, providing information for students about potential careers after college, communicating with students, updating the website, connecting students with internships and research opportunities applicable to the major, having alumni from the major give workshops, creating a deeper understanding of the courses which are offered, asking students about any areas which they are struggling, providing more resources for life after college, connecting with students, focusing on graduation requirements, require mandatory meetings with advising, having a better idea of the rigor of certain classes and requirements for the major, helping with class enrollment, communicating openly with students, having more continuity with a counselor over 4 years, providing resources to students early on at UCSC, emailing students to set up advising appointments, updating a student's academic plan, sending reminders for important due dates, connecting students with alumni from the major, showing students salary projections, sending out newsletters, and updating the academic advising report tool. Some students also mentioned that advisors should be having more availability for appointments, being approachable and kind during advising,

responding to emails more promptly, being personal with students, connecting students with internships providing graduate school resources, and creating more detailed 4-year plans.

EDJ majors: Advisors should be providing resources during advising appointments, making meetings more easily accessible, providing resources to assist with graduate school applications, providing advising all day between 9am and 4pm, helping connect students with research and internship experience for grad school, providing internship information with availability for international students, encouraging students to try to complete the major, supporting students in choosing a class schedule.

ENVS department majors: Advisors should be giving advice tailored to each student personally, acting as a liaison between different groups on campus to advocate for students, holding 30–45-minute sessions getting to know students and their interests before providing resources, advertising the availability of advisors in school and on the website, have staff advisors be more available, advertising events which connect students in the major, improving communication with students, assisting students with information about graduate school, connecting students with research opportunities specifically for them, providing extra attention to students, keeping the internship and research pages up to date, providing students with accurate information, offer advice about which specific professors students might like, being more accessible at peak times for enrollment, listening to students concerns about their academic plan, providing internship information, making advising meetings mandatory, and being understanding. Some students also mentioned that advisors should be answering emails more promptly, having more meeting times available for zoom and drop-in advising.

LALS majors: Advisors should be having more patience with students during advising sessions, providing advice on how students can get letters of recommendation from professors, sending out a newsletter regularly with events and opportunities, talking to students about financial matters instead of the financial aid office. Some students also mentioned that advisors should be answering emails more promptly, increasing the availability of advising, taking time to be personal and understanding.

Politics and Legal Studies majors: Advisors should be contacting students with events in the major, updating a student's academic plan, connecting students with internships and scholarships, connecting students with alumni, being more personable, helping students find creative solutions to their problems, being clear about graduation requirements, being more consistent in communicating with students, simplifying the process to receive advising, having a welcoming and friendly attitude during advising, creating step-by-step guides to explain graduation requirements, connecting students with a job based on the classes they've taken, providing a graduation plan, reminding students about graduation deadlines frequently, collaborate with other departments for double-major students, helping students take classes to satisfy requirements, being honest with students about current offerings, connecting students with panels for graduate school information, helping students plan for after graduation, connecting students with internships with LGST faculty, keeping students up to date on events/workshops and deadlines, developing personal relationships with students, explaining how different classes in the major fulfill various requirements, integrating volunteer and internship opportunities onto the webpage, helping students enter into full classes when needed, meeting directly with students, providing an FAQ on the webpage, advising students who are not on track to graduate on time, offering advice for students considering changing majors, having more major advisors available, being on-time for advising appointments. Some students also mentioned that advisors should be answering emails more promptly, connecting students with internships, providing more availability for in-person and zoom meetings, having mandatory meetings for first-year students/once a year, providing clear answers to student questions.

Psychology department majors: Advisors should be helping students find options for classes to take, providing students with resources and information for post-graduation, keeping students on-track for graduation, sharing insights about course planning, walking through a student's whole academic history, knowing which professors to recommend a particular student, allowing students to opt-in to have quarterly meetings with an advisor, connecting transfer students with internships, having more advisors available, providing accurate information to students, providing assistance to re-entry students, sending frequent reminder emails, assisting students with the graduation process senior year, flagging advising emails as important, communicating between departments for students who are double majoring, helping students navigate the competitive opportunities available, answering questions without referring students to others, understanding the Cognitive Science course requirements, connecting international students with opportunities, having clear links to Zoom meetings, providing an explicit list of the major advisors, helping students choose classes to prepare for a career, give more personal advice to students, making the major advisor's contact information clear in the UCSC portal, requiring students to meet with an advisor, providing help with urgent requests promptly, creating more clear academic plans, updating students with their progress toward graduation, updating the advising website for clarity, providing sample academic plans, having a broad knowledge of other student aid resources, offering more services for transfer/first-generation students, connecting students with GRE prep, reminding students about opportunities to get involved in the major, reminding students about important upcoming due dates, having an understanding attitude during advising, and explaining pass/no pass policies for the major. Some students also mentioned that advisors should be having adequate access to senior advisors or the ability to bypass peer advisors, answering emails more promptly, connecting students with internships, providing more availability for in-person and zoom meetings, having mandatory meetings for first-year students/once a year, providing clear answers to student questions, and making it easier to request an appointment.

Sociology majors: Advisors should be acting as a liaison between students, giving more notice in advance for scholarship and grant application due dates, connecting students with networking events outside of UCSC, providing resources for first-generation students, communicating with students and offering transparent support, offering a more flexible schedule for advising, recommending certain graduate schools that would fit each student, providing more clear information on double majoring, waiting to update a student's plan until they consent, offering virtual advising sessions, providing resources for undergraduate transfer students, providing more information about graduate school, asking students about their interests to connect them with faculty, uplifting the student voice, guiding students who are unsure about their major choice, adding more one-on-one advising opportunities, providing accurate information to students, reaching out to students with important deadlines, requiring students to meet with advisors at least once a year, incentivizing students to talk to the advisors, being clear and concise with advice given, providing a calm and motivating environment during advising, and understanding personally about the faculty in the department. Some students also mentioned that advisors should be responding to emails promptly, emailing students with career opportunities after graduation, and being clear about the requirements for graduation.

Engagement with Diverse Peers and Perspectives

Students reported the frequency with which they had engaged with diverse peers and perspectives in the 2021-22 year in the classroom and outside the classroom.[3]

- Division-wide, students have reported a small increase in regular (frequent) opportunities to engage with diverse peers and perspectives in the classroom since 2018.
- Of note, the highest increase *and* the highest overall level of regular opportunities were reported in regards to students' understanding of the world from someone else's perspective in the classroom, reaching 62% of Social Sciences students in 2022.
- The percentage of students who frequently understood the world from someone else's perspective in the classroom was the highest among EDJ, Sociology, Anthropology, CMMU, and LALS students. See Table 6a.
- Within each major, students reported relatively similar frequencies of opportunities in and outside the classroom. See Table 6b.

Table 6a. Engagement with Diverse Peers in the Classroom

This academic year, how often have you done each of the following? (Percent often/very often)		ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences division
Interacted with someone with views that are different from your own in the classroom	2022	42%	58%	43%	47%	40%	56%	48%	43%	50%	45%
	2020	54%	64%	28%	-	26%	55%	44%	34%	46%	40%
	2018	38%	48%	27%	-	35%	42%	44%	37%	46%	39%
Understood the world from someone else's perspective in the classroom	2022	72%	72%	47%	78%	58%	72%	66%	62%	76%	62%
	2020	73%	85%	25%	-	42%	41%	56%	51%	42%	51%
	2018	63%	68%	34%	-	53%	58%	56%	50%	66%	54%
Discussed controversial issues in the classroom	2022	53%	68%	32%	62%	45%	72%	67%	50%	64%	51%
	2020	50%	58%	22%	-	32%	57%	53%	35%	52%	43%
	2018	50%	67%	26%	-	38%	57%	56%	41%	64%	48%

Table 6b. Engagement with Diverse Peers Outside the Classroom

This academic year, how often have you done each of the following? (Percent often/very often)		ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences division
Interacted with someone with views that are different from your own outside the classroom	2022	46%	69%	48%	64%	56%	48%	59%	52%	55%	53%
	2020	59%	58%	28%	-	34%	38%	54%	38%	44%	44%
	2018	50%	67%	26%	-	38%	57%	56%	41%	64%	48%
Understood the world from someone else's perspective outside the classroom	2022	75%	76%	49%	86%	62%	79%	67%	66%	74%	64%
	2020	81%	84%	36%	-	52%	61%	61%	61%	47%	59%
	2018	73%	70%	47%	-	63%	67%	63%	58%	68%	62%
Discussed controversial issues outside the classroom	2022	49%	69%	39%	63%	52%	83%	69%	56%	60%	55%
	2020	69%	63%	53%	-	48%	67%	59%	49%	52%	54%
	2018	55%	65%	40%	-	48%	60%	58%	45%	61%	52%

[3] Wording in 2020 and 2018 was "Appreciate the world from someone else's perspective", and in 2018 was "Discuss and navigate controversial issues".

Climate in Major, Classes, and on Campus

Students evaluated the climate for diversity and inclusion in each of three contexts: major, classes, and campus.

- Since 2018 Social Sciences students' perceptions of the climate for diversity and inclusion in their major and classes have improved from 47-49% in 2018 to 53-61% of students who felt fully comfortable.
- Students' perception of climate on campus has been generally lower than in major or classes but it has also improved from 40% to 53% of students who felt fully comfortable.
- In 2022, the highest proportion of students who felt fully comfortable with diversity and inclusion in their major was found among Sociology students and LALS students. Results for both programs show notable gains in this area since 2018. See Table 7.

Table 7. Climate in Major, Classes, and on Campus*

Do you agree or disagree with these statements? (Percent agree/strongly agree)		ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences
Overall, I feel comfortable with the climate for diversity and inclusion in my major	2022	65%	49%	63%	50%	54%	69%	58%	60%	72%	61%
	2020	57%	47%	47%	-	45%	46%	44%	51%	56%	50%
	2018	56%	41%	55%	-	47%	35%	45%	51%	53%	49%
Overall, I feel comfortable with the climate for diversity and inclusion in my classes	2022	69%	65%	64%	59%	59%	53%	60%	62%	64%	62%
	2020	55%	36%	51%	-	48%	23%	45%	49%	50%	48%
	2018	51%	29%	55%	-	52%	27%	46%	49%	47%	47%
Overall, I feel comfortable with the climate for diversity and inclusion at this campus	2022	53%	34%	60%	62%	60%	24%	51%	52%	46%	53%
	2020	38%	38%	47%	-	46%	21%	34%	43%	32%	39%
	2018	40%	17%	55%	-	47%	17%	38%	45%	32%	40%

** Wording in 2020 and before was "climate for inclusiveness" in all three questions*

Sense of Belonging to Campus

- The percentage of Social Sciences majors who reported that UC Santa Cruz is a welcoming campus was notably higher in 2022 than in both 2020 and 2018.
- In several relatively large programs – Politics & Legal Studies, Psychology, and Sociology - the proportion of students who felt a sense of belonging and/or would still choose to enroll at UCSC in 2022 knowing what they know now **has increased** after it had dropped in spring 2020 due to the strike and the pandemic. See Table 8.

Table 8. Sense of Belonging to Campus

Do you agree or disagree with these statements? (Percent agree/strongly agree)		ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences
UC Santa Cruz is a welcoming campus	2022	62%	37%	64%	67%	61%	45%	56%	57%	56%	58%
	2020	49%	48%	53%	-	53%	30%	39%	50%	40%	46%
	2018	45%	27%	56%	-	53%	25%	49%	49%	44%	46%
I feel that I belong at this university	2022	66%	40%	47%	51%	58%	46%	55%	52%	57%	53%
	2020	48%	57%	39%	-	54%	31%	44%	48%	36%	45%
	2018	44%	39%	54%	-	49%	34%	50%	46%	47%	47%
Knowing what I know now, I would still choose to enroll at this campus	2022	60%	55%	42%	58%	57%	36%	51%	57%	66%	53%
	2020	48%	49%	44%	-	55%	37%	41%	42%	44%	44%
	2018	45%	51%	47%	-	57%	43%	52%	52%	50%	51%
I feel valued as an individual at this institution	2022	37%	27%	39%	30%	35%	28%	41%	33%	42%	37%
	2020	28%	32%	30%	-	29%	15%	28%	24%	31%	27%
	2018	25%	30%	33%	-	34%	23%	34%	26%	31%	29%

Overall Experience at UC Santa Cruz

- In the Social Sciences Division, students' satisfaction with their overall academic experience at UCSC has notably improved from 49% in 2020 to 64% of students who were fully satisfied in 2022.
- In 2022 the highest level of satisfaction (72-73%) with the overall academic experience was reported by students in LALS and Sociology.
- Of note, UCSC students across the divisions have historically reported relatively low ratings of "value of their education for the price they are paying." See Table 9.

Table 9. Satisfaction with Overall Experience

How satisfied are you with... (Percent satisfied/very satisfied)		ANTH	CMMU	ECON	EDJ	ENVS	LALS	POLI & LGST	PSYC	SOCY	Social Sciences division
Overall academic experience	2022	66%	57%	55%	65%	66%	73%	67%	65%	72%	64%
	2020	53%	49%	35%	-	54%	46%	55%	44%	53%	49%
	2018	49%	45%	39%	-	49%	43%	54%	48%	58%	49%
Overall social experience	2022	52%	35%	48%	38%	40%	42%	42%	41%	45%	44%
	2020	36%	47%	42%	-	40%	38%	47%	45%	48%	44%
	2018	38%	37%	43%	-	43%	37%	47%	41%	49%	43%
Value of your education for the price you are paying	2022	31%	26%	34%	39%	25%	12%	31%	23%	29%	29%
	2020	17%	16%	15%	-	16%	23%	19%	16%	19%	17%
	2018	23%	22%	25%	-	22%	21%	27%	25%	23%	24%