

# Student Experience in Academic Programs in the Arts Division

## 2018-2022 UC Undergraduate Experience Survey (UCUES)

Report by IRAPS<sup>1</sup>, August 2023

This report shows the results for the Arts 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: most (74%) were seniors and 25% were juniors (class level is based on credits as of Winter quarter 2022). Please note that the number of respondents with a Music major was unusually low in 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.<sup>2</sup>

**Table A. Number of Respondents from Each Program by UCUES year**

	UCUES 2022 (N)	UCUES 2020 (N)	UCUES 2018 (N)
<b>Art and Design: Games and Playable Media (AGPM) BA</b>	68	35	38
<b>Art BA</b>	51	85	122
<b>Film and Digital Media (FDM) BA</b>	67	117	111
<b>History of Art and Visual Culture (HAVC) BA</b>	25	20	27
<b>Music (BA or BM)</b>	7	12	19
<b>Theater Arts BA</b>	16	14	26
<b>Total</b>	234	283	343

<sup>1</sup> If you have any questions about this report, you may email IRAPS survey analyst at [surveys@ucsc.edu](mailto:surveys@ucsc.edu).

<sup>2</sup> 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, about two-thirds of students were fully satisfied with the quality of faculty instruction in 2018 - 2022 (67% in 2022, 66% in 2020, and 64% in 2018).
- Students in the Arts Division have reported somewhat higher levels of satisfaction with the quality of upper-division courses than with lower-division courses in 2018-2022. This difference is common to every program in the division.
- There has been an improvement in students' satisfaction with the quality of lower-division courses from just over a third (35-38%) in 2018-2020 to 50% of students who were fully satisfied in 2022.
- In 2018 and in 2022, students across the Arts division reported relatively low level of satisfaction with the availability of courses needed for graduation and availability of GE courses (42-46% satisfied).

**Table 1. Quality of Instruction and Courses**

<i>How satisfied are you with each of the following aspects of your educational experience in the major? (Percent satisfied/very satisfied)</i>		<b>AGPM</b>	<b>Art</b>	<b>FDM</b>	<b>HAVC</b>	<b>Music</b>	<b>Theater Arts</b>	<b>Arts division</b>
<b>Quality of faculty instruction</b>	2022	64%	63%	64%	82%	72%	79%	67%
	2020	71%	70%	59%	80%	78%	58%	66%
	2018	84%	66%	58%	75%	69%	38%	64%
<b>Quality of upper-division courses in your major</b>	2022	57%	72%	55%	86%	75%	66%	64%
	2020	73%	70%	48%	89%	67%	42%	62%
	2018	62%	58%	51%	83%	50%	50%	57%
<b>Variety of courses available in your major</b>	2022	33%	48%	37%	73%	75%	49%	44%
	2020	27%	47%	36%	68%	25%	25%	40%
	2018	32%	39%	34%	64%	38%	43%	39%
<b>Quality of lower-division courses in your major</b>	2022	51%	45%	40%	69%	68%	54%	50%
	2020	48%	40%	31%	67%	14%	25%	38%
	2018	35%	30%	29%	58%	67%	32%	35%
<b>Quality of teaching by graduate students (TAs, AIs)</b>	2022	73%	58%	56%	80%	44%	79%	65%
	2020	58%	70%	67%	80%	67%	50%	67%
	2018	34%	54%	57%	76%	75%	38%	55%
<b>Availability of courses needed for graduation</b>	2022	42%	48%	41%	62%	46%	54%	46%
	2020	35%	25%	30%	55%	67%	58%	34%
	2018	44%	40%	40%	60%	63%	38%	43%
<b>Availability of courses for general education or breadth requirements</b>	2022	50%	40%	38%	55%	46%	66%	46%
	2020	39%	31%	39%	40%	56%	33%	37%
	2018	36%	39%	43%	56%	50%	38%	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 (86%) of students reported in 2022 that faculty consistently (*often or very often*) maintained respectful interactions in class. This is an increase from 71% in 2018.
- By 2022 we noted an improvement in students' reporting regular (*often/very often*) opportunities for active participation in lecture and discussion classes in some programs such as FDM, HAVC, and Theater Arts.
- Another division-wide notable improvement is in faculty openness to discussing student needs, concerns and suggestions: from half (52-56%) in 2018-2020 to 73% of students reported having experienced it regularly by 2022.
- Relative to other areas of pedagogy, faculty providing prompt and useful feedback has remained less regularly available division-wide. Just over half (55-57%) 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)		AGPM	Art	FDM	HAVC	Music	Theater Arts	Arts division
Students treated fairly by the faculty	2022	73%	74%	66%	80%	56%	73%	72%
	2020	84%	63%	56%	70%	33%	50%	61%
	2018	82%	55%	59%	72%	88%	33%	61%
Faculty being open to discuss student needs, concerns, and suggestions	2022	73%	79%	68%	83%	31%	85%	73%
	2020	71%	51%	54%	70%	56%	33%	56%
	2018	65%	51%	45%	68%	69%	38%	52%
Having an instructor who increases your enthusiasm for the subject	2022	67%	72%	59%	80%	16%	88%	67%
	2020	84%	68%	61%	80%	78%	75%	69%
	2018	88%	70%	49%	68%	81%	38%	64%
Faculty providing prompt and useful feedback on student work	2022	63%	65%	44%	69%	59%	40%	57%
	2020	74%	59%	45%	60%	78%	33%	55%
	2018	56%	61%	44%	72%	73%	38%	55%
Faculty maintaining respectful interactions in classes	2022	81%	91%	86%	96%	87%	79%	86%
	2020	87%	73%	71%	85%	89%	58%	75%
	2018	88%	72%	64%	80%	81%	52%	71%
Opportunities for active participation in lecture and discussion classes	2022	72%	76%	77%	83%	56%	94%	77%
	2020	81%	77%	71%	70%	100%	83%	75%
	2018	76%	75%	62%	76%	88%	62%	71%
Faculty clearly explaining what constitutes plagiarism	2022	80%	79%	77%	88%	56%	93%	80%
	2020	77%	76%	79%	95%	56%	92%	79%
	2018	85%	64%	78%	88%	56%	81%	74%

## Program Requirements and Policies

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

- Results varied across programs and across years.
- Of note, in 2022 Art and HAVC students reported a high level of clarity and accuracy of information (at least 90% of students saying yes to all questions in this set).

**Table 3. Clarity of Program Requirements**

<i>(Percent yes)</i>		AGPM	Art	FDM	HAVC	Music	Theater Arts	Arts division
Are the program requirements well defined?	2022	74%	92%	81%	96%	72%	85%	82%
	2020	88%	89%	80%	89%	100%	92%	86%
	2018	88%	87%	83%	100%	94%	86%	87%
Is the description of the major in the catalog accurate?	2022	84%	96%	92%	100%	72%	93%	90%
	2020	88%	93%	73%	95%	67%	83%	83%
	2018	91%	90%	81%	92%	81%	84%	87%
Are department rules and policies clearly communicated?	2022	74%	91%	81%	100%	57%	94%	83%
	2020	81%	86%	78%	89%	78%	75%	82%
	2018	86%	82%	81%	88%	81%	52%	81%
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?	2022	84%	93%	84%	100%	100%	80%	88%
	2020	97%	88%	77%	95%	100%	83%	86%
	2018	86%	83%	81%	96%	100%	81%	84%

## 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 been stable over this period of time: about half (52-56%) reported being fully satisfied.
- Satisfaction with opportunities for research experience or to produce creative projects has been stable in most programs with some exceptions: it has noticeably improved in the Art program and declined in the HAVC and Music programs.
- Satisfaction with access to small classes has improved since 2018 in most programs in the Arts division, to reach 44% of students who were fully satisfied in 2022.

**Table 4. Access to faculty and co-curricular resources**

<i>How satisfied are you with...</i> (Percent satisfied/very satisfied)		<b>AGPM</b>	<b>Art</b>	<b>FDM</b>	<b>HAVC</b>	<b>Music</b>	<b>Theater Arts</b>	<b>Arts division</b>
<b>Access to faculty outside of class</b>	2022	52%	63%	52%	58%	29%	73%	56%
	2020	48%	55%	47%	60%	89%	50%	52%
	2018	63%	53%	44%	50%	81%	48%	52%
<b>Opportunities for research experience or to produce creative products</b>	2022	51%	60%	38%	45%	41%	60%	49%
	2020	45%	44%	30%	50%	33%	50%	39%
	2018	52%	38%	40%	63%	50%	57%	44%
<b>Access to small classes</b>	2022	33%	59%	39%	41%	84%	50%	44%
	2020	29%	36%	22%	55%	78%	58%	34%
	2018	24%	43%	25%	60%	88%	43%	39%
<b>Availability of library resources</b>	2022	57%	63%	66%	75%	59%	65%	63%
	2020	35%	57%	65%	70%	56%	58%	59%
	2018	45%	65%	60%	80%	69%	55%	62%
<b>Educational enrichment programs (e.g., study abroad, internships)</b>	2022	33%	41%	35%	55%	15%	15%	36%
	2020	23%	39%	31%	50%	33%	33%	34%
	2018	32%	39%	38%	54%	40%	32%	39%

## 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 (53-56%) of students in the Arts Division were fully satisfied with access and quality of academic advising.
- Satisfaction with access to and quality of academic advising was significantly higher among HAVC students (88-89%) than among students in other programs. See Table 5a.

**Table 5a. Access and Quality of Advising**

How satisfied are you with... (Percent satisfied/very satisfied)		AGPM	Art	FDM	HAVC	Music	Theater Arts	Arts division
Access to academic advising	2022	57%	60%	38%	89%	44%	64%	56%
Quality of academic advising	2022	52%	56%	35%	88%	44%	70%	53%

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

- Over 90% of students in FDM, HAVC, and Theater Arts emailed a staff advisor in their major at least once.
- Division-wide, about 3 in 4 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 percentage (92%) was in Theater Arts.

**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...		AGPM	Art	FDM	HAVC	Music	Theater Arts	Arts division
Emailed your staff advisor in your major	Did <u>not</u> email	19%	14%	2%	8%	18%	8%	12%
	1-2 times	35%	37%	39%	29%	0%	8%	32%
	3-5 times	35%	41%	39%	35%	64%	51%	40%
	6 or more	10%	8%	20%	28%	18%	33%	17%
Met (either on Zoom or in-person) with your staff advisor in your major for at least 15 minutes	Did <u>not</u> meet	27%	41%	29%	13%	33%	8%	27%
	1-2 times	44%	36%	41%	38%	33%	47%	41%
	3-5 times	23%	18%	21%	36%	34%	30%	24%
	6 or more	7%	5%	10%	13%	0%	15%	8%

Students indicated their satisfaction with various aspects of advising. See Table 5c.

- Satisfaction with various aspects of advising was highest among HAVC and Theater Arts students (100% *satisfied/very satisfied* with most aspects).

**Table 5c. Satisfaction with Aspects of Advising**

How satisfied are you with... (Percent satisfied/very satisfied)	AGPM	Art	FDM	HAVC	Music	Theater Arts	Arts division
Clarity of information in email communications from advising	91%	86%	78%	100%	100%	100%	89%
Availability of in-person meeting times	77%	74%	56%	100%	50%	78%	73%
Availability of online (Zoom) meeting times	76%	94%	73%	100%	59%	100%	82%
Timeliness of email responses	85%	77%	65%	100%	100%	100%	82%
Usefulness of advice given by phone	80%	87%	60%	93%	71%	100%	78%

## 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.

**AGPM majors:** Advisors should be having more availability, having faster response times, providing more communication, helping to create a 4-year plan, and continuing to provide a graphic showing which classes for the quarter are available. Some students also mentioned that advisors should be providing information about opportunities related to the major, helping with course selection, continuing to provide information, apologizing if giving mistaken information, and checking in more with students.

**Art majors:** Advisors should be checking in on students or having mandatory meetings to keep students on track, giving advice on internships, providing advice that is more applicable to lower-income students, providing advice for funding independent creative projects, providing advice on career networking, discussing post-college career pathways, and providing more information on graduate school. Some students also mentioned that advisors should be reaching out to students to sign up for meetings, continuing to provide encouragement or support or inspiration, having clearer information, offering more in-person meetings, offering more remote meetings.

**FDM majors:** Advisors should be having faster response times for emails (mentioned in 10 out of 28 comments), providing help with portfolio building and resumes, providing more consistent communication including about deadlines and events, connecting students to film production opportunities, reminding students of campus resources, being more knowledgeable on issues related to gender and sexuality, and providing information for international students on how to get a job in the U.S. Some students also mentioned that advisors should be having more availability or more consistent availability for meetings, simplifying the process for scheduling a meeting, checking in with students, clarifying the roles of different types of advisors on campus, clarifying graduation requirements, providing information about post-college options or how to seek post-college opportunities, and connecting students to internships.

**HAVC majors:** Advisors should be checking in on students regularly about satisfying graduation requirements, providing advice on handling academic-related stress within the major, having more in-person availability, helping students feel comfortable in meetings, clarifying graduation requirements, helping students feel confident.

**Music majors:** Advisors should be reaching out to students regularly. Some students also mentioned linking string students to creative opportunities.

**Theater Arts majors:** Advisors should be helping students with planning how to satisfy graduation requirements, with class selection planning, and graduating early. Also, they should be providing information on work opportunities and having availability for walk-in appointments.

## 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.<sup>3</sup>

- Division-wide, regular (frequent) opportunities to engage with diverse peers and perspectives in the classroom have been relatively stable since 2018.
- Of note, AGPM and FDM students reported more frequent opportunities to understand the world from someone else's perspective in the classroom in 2022 compared to 2018.
- The percentage of students who frequently understood the world from someone else's perspective in the classroom was the highest in the FDM and HAVC programs (65%). See Table 6a.

**Table 6a. Engagement with Diverse Peers in the Classroom**

<i>This academic year, how often have you done each of the following? (Percent often/very often)</i>		AGPM	Art	FDM	HAVC	Music	Theater Arts	Arts division
<b>Interacted with someone with views that are different from your own in the classroom</b>	2022	50%	41%	53%	46%	0%	39%	46%
	2020	56%	38%	42%	55%	0%	33%	42%
	2018	33%	47%	43%	46%	53%	32%	43%
<b>Understood the world from someone else's perspective in the classroom</b>	2022	52%	52%	65%	65%	59%	43%	57%
	2020	33%	55%	48%	64%	33%	83%	51%
	2018	33%	55%	47%	68%	65%	45%	51%
<b>Discussed controversial issues in the classroom</b>	2022	30%	39%	59%	71%	0%	66%	46%
	2020	33%	33%	44%	55%	0%	17%	38%
	2018	31%	44%	43%	60%	41%	41%	43%

**Table 6b. Engagement with Diverse Peers OUTSIDE the Classroom**

<i>This academic year, how often have you done each of the following? (Percent often/very often)</i>		AGPM	Art	FDM	HAVC	Music	Theater Arts	Arts division
<b>Interacted with someone with views that are different from your own outside the classroom</b>	2022	50%	48%	60%	45%	16%	45%	51%
	2020	50%	38%	43%	55%	33%	17%	42%
	2018	44%	48%	45%	58%	53%	32%	46%
<b>Understood the world from someone else's perspective outside the classroom</b>	2022	53%	70%	65%	71%	72%	65%	63%
	2020	28%	64%	52%	82%	67%	100%	57%
	2018	42%	64%	60%	64%	65%	45%	59%
<b>Discussed controversial issues outside the classroom</b>	2022	41%	57%	63%	69%	25%	58%	54%
	2020	44%	45%	50%	73%	67%	50%	50%
	2018	39%	45%	51%	52%	53%	27%	46%

<sup>3</sup> Wording in 2020 and 2018 was "Appreciate the world from someone else's perspective", and in 2018 was "Discuss and navigate controversial issues".



## Climate for Diversity and Inclusion

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

- Since 2018 Arts Division students' perceptions of the climate for diversity and inclusion have improved from 41-46% in 2018 to 53-59% of students feeling fully comfortable across the three contexts.
- In 2022, about two-thirds of students in HAVC, Art, and Theater Arts were comfortable with the climate for diversity and inclusion in their major.

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

Do you agree or disagree with these statements? (Percent agree/strongly agree)		AGPM	Art	FDM	HAVC	Music	Theater Arts	Arts division
Overall, I feel comfortable with the climate for diversity and inclusion in my major	2022	55%	64%	55%	67%	15%	62%	57%
	2020	59%	59%	43%	63%	11%	58%	51%
	2018	49%	49%	41%	64%	31%	27%	45%
Overall, I feel comfortable with the climate for diversity and inclusion in my classes	2022	60%	62%	65%	53%	31%	54%	59%
	2020	50%	49%	42%	55%	11%	50%	45%
	2018	49%	45%	43%	68%	44%	32%	46%
Overall, I feel comfortable with the climate for diversity and inclusion at this campus	2022	54%	47%	61%	39%	46%	56%	53%
	2020	22%	38%	45%	50%	0%	25%	38%
	2018	46%	42%	39%	60%	25%	27%	41%

\* Wording in 2020 and 2018 was "climate for inclusiveness" in all three questions.

## Sense of Belonging to Campus

- The percentage of Arts Division students who reported that UC Santa Cruz is a welcoming campus was notably higher in 2022 than in 2020 and 2018.
- In the Arts Division, the proportion of students who would still choose to enroll at UCSC in 2022 has improved or returned to the 2018 level in most departments 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)		AGPM	Art	FDM	HAVC	Music	Theater Arts	Arts division
UC Santa Cruz is a welcoming campus	2022	59%	60%	69%	67%	43%	81%	64%
	2020	38%	45%	45%	45%	11%	17%	42%
	2018	54%	42%	46%	60%	44%	32%	46%
I feel that I belong at this university	2022	48%	55%	56%	62%	59%	57%	54%
	2020	32%	51%	49%	65%	33%	50%	48%
	2018	58%	50%	44%	40%	67%	24%	47%
Knowing what I know now, I would still choose to enroll at this campus	2022	55%	53%	49%	63%	46%	82%	55%
	2020	39%	45%	38%	65%	33%	25%	42%
	2018	64%	50%	41%	76%	75%	33%	51%
I feel valued as an individual at this institution	2022	41%	38%	35%	33%	43%	54%	39%
	2020	23%	27%	27%	35%	22%	0%	25%
	2018	48%	32%	31%	52%	50%	38%	37%

## Overall Experience at UC Santa Cruz

- Arts Division students' satisfaction with their overall academic experience at UCSC has notably improved from 43% in 2020 to 58% in 2022.
- In 2022 the highest level of satisfaction (78%) with the overall academic experience was reported by students in Theater Arts.
- 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**

<i>How satisfied are you with...</i> <i>(Percent satisfied/very satisfied)</i>		<b>AGPM</b>	<b>Art</b>	<b>FDM</b>	<b>HAVC</b>	<b>Music</b>	<b>Theater Arts</b>	<b>Arts division</b>
<b>Overall academic experience</b>	2022	49%	64%	59%	66%	46%	78%	58%
	2020	48%	43%	37%	75%	44%	25%	43%
	2018	45%	52%	45%	64%	69%	52%	51%
<b>Overall social experience</b>	2022	38%	43%	47%	22%	31%	45%	40%
	2020	45%	49%	49%	60%	78%	58%	51%
	2018	52%	43%	46%	56%	56%	33%	46%
<b>Value of your education for the price you are paying</b>	2022	23%	34%	24%	35%	16%	34%	27%
	2020	10%	15%	11%	35%	22%	8%	14%
	2018	19%	23%	18%	48%	25%	29%	24%