Student Experience in Academic Programs in Baskin Engineering
2018-2022 UC Undergraduate Experience Survey (UCUES)
Report by IRAPS[1], 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 (76%) were seniors and 24% 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. Of note, we presented the results for the Computer Science major separately from other programs in the CSE department, namely, Computer Engineering and NDT. Also, the number of Applied Math respondents is low because it is a relatively new major. See Table A for the number of respondents in every program or department for every survey year.[2]

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

	UCUES 2022 (N)	UCUES 2020 (N)	UCUES 2018 (N)
Applied Mathematics*	8	-	-
Biomolecular Engineering and Bioinformatics (BME)	46	41	75
Computational Media (CM)	77	62	82
Computer Science (CS) BS	273	409	433
Computer Engineering (CE) and Network & Digital Technology (NDT)	85	71	76
Electrical and Computer Engineering (ECE)	56	76	114
Technology and Information Management (TIM)	35	69	78
Total	580	728	858

** The 2022 survey was the first round of UCUES survey for the Applied Mathematics major.*

[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. See Table 1.

- In Baskin Engineering, students' satisfaction with the quality of faculty instruction has slightly increased in 2020 and 2022, to reach 46% of students who were fully satisfied.
- Baskin Engineering students' satisfaction with the quality of upper-division courses has stayed around 55% between 2018 and 2022, except for ECE programs where it has declined from 56-62% in 2018-20 to 35% in 2022.
- Students' satisfaction with the quality of lower-division courses has increased between 2018 and 2022 in most programs, and most noticeably, in TIM (from 33% to 55%), CS (from 32% to 45%), and CE or NDT (from 34% to 46%).
- Another noticeable improvement between 2018 and 2022 was found in Baskin Engineering students' satisfaction with the availability of courses needed for graduation and availability of GE courses (from 29-30% in 2018 to 41-42% satisfied 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)		Applied Math	BME	CM	CS	CE or NDT	ECE	TIM	Baskin Engineering
Quality of faculty instruction	2022	51%	54%	66%	43%	44%	28%	49%	46%
	2020	-	48%	61%	45%	54%	37%	40%	46%
	2018	-	47%	55%	35%	39%	40%	40%	40%
Quality of upper-division courses in your major	2022	26%	70%	66%	52%	62%	35%	60%	56%
	2020	-	63%	84%	56%	71%	62%	46%	60%
	2018	-	63%	63%	44%	63%	56%	51%	51%
Quality of lower-division courses in your major	2022	46%	37%	41%	45%	46%	40%	55%	44%
	2020	-	18%	52%	41%	34%	39%	44%	40%
	2018	-	29%	32%	32%	34%	41%	33%	33%
Quality of teaching by graduate students (TAs, AIs)	2022	42%	53%	64%	56%	60%	32%	47%	55%
	2020	-	53%	67%	53%	77%	49%	50%	56%
	2018	-	59%	46%	41%	51%	45%	37%	44%
Variety of courses available in your major	2022	15%	64%	59%	49%	52%	26%	49%	49%
	2020	-	51%	64%	45%	51%	46%	44%	48%
	2018	-	57%	41%	34%	49%	39%	40%	39%
Availability of courses needed for graduation	2022	52%	61%	48%	39%	38%	26%	41%	41%
	2020	-	37%	39%	25%	31%	37%	35%	30%
	2018	-	34%	41%	26%	31%	29%	34%	29%
Availability of courses for general education or breadth requirements	2022	43%	47%	45%	40%	45%	29%	49%	42%
	2020	-	35%	50%	39%	49%	40%	34%	40%
	2018	-	28%	41%	28%	32%	33%	31%	30%

Faculty Pedagogy

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

- The majority (71%) of Baskin Engineering students reported in 2022 that faculty consistently (*often* or *very often*) maintained respectful interactions in class. This is an increase from 61% in 2018.
- Overall in Baskin Engineering we noted an improvement in students' reporting regular (*often*/*very often*) opportunities for active participation in lecture and discussion classes from 40% in 2018 to 50% in 2020 and 48% in 2022). Program-specific results varied between 2020 and 2022: for example, CS, CE and NDT students reported the same higher level but ESE students reported a sharp drop in opportunities for active class participation.
- Another notable division-wide improvement is in faculty openness to discussing student needs, concerns and suggestions: from a third (32%) in 2018 to nearly half (48%) 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 in all programs. Just a third (33-35%) of students reported having experienced it *often/very often* in 2020 and 2022.
- Compared to other programs, Computational Media and Applied Math students were more likely to report that faculty frequently provided prompt and useful feedback on coursework in 2022 (46% and 43% respectively).

Table 2. Faculty Pedagogy

How often did you experience... (Percent often/very often)		Applied Math	BME	CM	CS	CE or NDT	ECE	TIM	Baskin Engineering
Students treated fairly by the faculty	2022	76%	73%	65%	52%	56%	33%	63%	55%
	2020	-	49%	73%	52%	53%	48%	48%	53%
	2018	-	49%	74%	45%	50%	51%	42%	50%
Faculty being open to discuss student needs, concerns, and suggestions	2022	67%	71%	59%	48%	49%	24%	26%	48%
	2020	-	47%	63%	40%	46%	31%	36%	42%
	2018	-	27%	43%	30%	37%	32%	33%	32%
Having an instructor who increases your enthusiasm for the subject	2022	52%	55%	61%	38%	42%	17%	42%	41%
	2020	-	45%	78%	38%	49%	45%	36%	44%
	2018	-	44%	56%	33%	28%	31%	44%	36%
Faculty providing prompt and useful feedback on student work	2022	43%	36%	46%	35%	36%	12%	29%	35%
	2020	-	46%	62%	28%	30%	24%	42%	33%
	2018	-	31%	38%	22%	18%	30%	25%	25%
Faculty maintaining respectful interactions in classes	2022	67%	73%	77%	74%	67%	49%	70%	71%
	2020	-	67%	87%	68%	77%	59%	60%	69%
	2018	-	62%	78%	58%	70%	64%	49%	61%
Opportunities for active participation in lecture and discussion classes	2022	43%	62%	56%	44%	51%	36%	52%	48%
	2020	-	51%	66%	45%	51%	51%	59%	50%
	2018	-	46%	62%	33%	40%	47%	40%	40%
Faculty clearly explaining what constitutes plagiarism	2022	81%	70%	68%	71%	79%	65%	79%	72%
	2020	-	80%	63%	69%	72%	68%	77%	70%
	2018	-	76%	78%	67%	79%	65%	54%	69%

Program Requirements and Policies

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

- Over time, the vast majority (83-90%) of Baskin Engineering majors have consistently reported that program requirements and a description of their major in the catalog were clearly communicated.
- The results show an improvement in clarity of communication of department rules and policies in every department/program in Baskin Engineering, increasing overall from 75% in 2018 and to 85% of students who said yes, they are clearly communicated by 2022.
- Students' understanding of the overall purpose of the requirements as comprising a field of study has improved in most programs to over 90%, except ECE and TIM programs where around 80% reported understanding in 2022. See Table 3.

Table 3. Clarity of Program Requirements

(Percent yes)		Applied Math	BME	CM	CS	CE or NDT	ECE	TIM	Baskin Engineering
Are the program requirements well defined?	2022	100%	94%	87%	86%	83%	82%	82%	86%
	2020	-	77%	89%	82%	84%	83%	84%	83%
	2018	-	82%	78%	83%	88%	89%	83%	84%
Is the description of the major in the catalog accurate?	2022	80%	95%	94%	91%	87%	85%	80%	90%
	2020	-	76%	80%	92%	86%	83%	84%	88%
	2018	-	82%	86%	86%	89%	85%	86%	86%
Are department rules and policies clearly communicated?	2022	100%	87%	87%	85%	84%	79%	89%	85%
	2020	-	74%	86%	80%	78%	67%	79%	78%
	2018	-	69%	78%	77%	62%	75%	84%	75%
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?	2022	58%	97%	91%	92%	92%	78%	80%	90%
	2020	-	84%	91%	87%	90%	90%	86%	88%
	2018	-	79%	81%	86%	89%	89%	87%	85%

Access to faculty, research/creative project opportunities and other co-curricular resources

Students reported their levels of satisfaction.

- Basking Engineering students' satisfaction with access to faculty outside of class has been stable over this period of time: about 40% (37-42%) reported being fully satisfied.
- Satisfaction with opportunities for research experience or to produce creative projects has noticeably improved from 28% in 2018 to 36% in 2022 overall *and* in every program/department.
- Satisfaction with access to small classes has fluctuated between 2018 and 2022 in most programs without a substantial improvement by 2022, except CE/NDT and TIM programs where it did improve. Of note, TIM students reported the highest level of satisfaction with access to small classes in 2022 (two times higher than in Baskin Engineering overall). See Table 4.

Table 4. Access to faculty and co-curricular resources

How satisfied are you with... (Percent satisfied/very satisfied)		**Applied Math**	**BME**	**CM**	**CS**	**CE or NDT**	**ECE**	**TIM**	**Baskin Engineering**
Access to faculty outside of class	2022	27%	56%	60%	38%	43%	27%	37%	42%
	2020	-	37%	51%	36%	43%	51%	35%	40%
	2018	-	42%	56%	33%	33%	41%	34%	37%
Opportunities for research experience or to produce creative products	2022	27%	52%	48%	29%	42%	38%	34%	36%
	2020	-	26%	40%	27%	28%	19%	21%	27%
	2018	-	32%	42%	21%	26%	36%	34%	28%
Access to small classes	2022	33%	27%	25%	16%	28%	15%	41%	21%
	2020	-	26%	40%	27%	28%	19%	21%	27%
	2018	-	21%	21%	12%	14%	24%	33%	17%
Availability of library resources	2022	42%	65%	65%	51%	66%	49%	47%	55%
	2020	-	56%	60%	55%	63%	50%	45%	55%
	2018	-	49%	59%	41%	44%	59%	45%	47%
Educational enrichment programs (e.g., study abroad, internships)	2022	27%	43%	37%	28%	37%	17%	38%	31%
	2020	-	16%	23%	27%	24%	24%	28%	26%
	2018	-	27%	32%	25%	19%	34%	29%	27%

Advising

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

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

- Just over a third (35-38%) of students in Baskin Engineering were fully satisfied with access and quality of academic advising.
- Satisfaction with access to and quality of academic advising was higher among CM students (48-50%) 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)	Applied Math	BME	CM	CS	CE or NDT	ECE	TIM	Baskin Engineering
Access to academic advising	37%	26%	50%	38%	45%	28%	22%	38%
Quality of academic advising	37%	21%	48%	35%	40%	15%	37%	35%

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

- About 2 in 3 Basking Engineering students emailed a staff advisor in their major at least once. Of note, about 80% of ECE and TIM students did so.
- The percentage of students who met at least once with a staff advisor in their major (in-person or by video call) for at least 15 minutes was highest in Applied Mathematics (56%), ECE (55%) and CE/NDT (53%).

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...		Applied Math	BME	CM	CS	CE or NDT	ECE	TIM	Baskin Engineering
Emailed your staff advisor in your major	Did not email	44%	29%	32%	36%	30%	18%	21%	32%
	1-2 times	41%	31%	45%	37%	44%	47%	36%	40%
	3-5 times	16%	23%	13%	19%	18%	25%	36%	19%
	6 or more	0%	16%	10%	9%	9%	10%	7%	9%
Met (either on Zoom or in-person) with your staff advisor in your major for at least 15 minutes	Did not meet	44%	60%	72%	53%	47%	45%	56%	54%
	1-2 times	56%	28%	15%	33%	36%	43%	16%	30%
	3-5 times	0%	10%	5%	10%	14%	10%	28%	11%
	6 or more	0%	3%	8%	5%	4%	2%	0%	5%

- Most Basking Engineering students noted high level of clarity of email communications from advising except ECE students.
- Satisfaction with the availability of in-person meeting times was very high in Applied Mathematics and TIM (85-88% *satisfied/very satisfied)*. See Table 5c.

Table 5c. Satisfaction with Aspects of Advising

How satisfied are you with... (Percent satisfied/very satisfied)	Applied Math	BME	CM	CS	CE or NDT	ECE	TIM	Baskin Engineering
Clarity of information in email communications from advising	86%	83%	93%	83%	86%	55%	87%	83%
Availability of in-person meeting times	88%	41%	73%	67%	73%	39%	85%	65%
Availability of online (Zoom) meeting times	89%	48%	70%	70%	78%	50%	95%	70%
Timeliness of email responses	91%	62%	82%	74%	76%	58%	88%	74%
Usefulness of advice given by phone	100%	52%	86%	74%	74%	46%	95%	73%

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 are on advising in the major (not college advising) 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.

Applied Mathematics majors: Advisors should be helping students find real-world experiences related to the major, having a major advisor available for the major, being clear who the advisors are, responding to emails more promptly, assigning students to an advisor, and having peer-advisors for extra advising help.

Biomolecular Engineering department majors: Advisors should be helping students understand the workload of a particular course schedule, being realistic in planning students' class schedules, being more available at peak seasons during the quarter, having more availability for one-on-one meetings, giving clear and concise advice, communicating with students in a friendly and respectful way, connecting students with research and internship opportunities, requiring mandatory meetings with students in the major, reviewing the general catalog for BME, and making advising resources more accessible. Some students also mentioned that advisors should be dedicated specifically for BME, having more availability for zoom and in-person appointments, providing accurate information to students through peer advising.

Computational Media department majors: Advisors should be requiring students to meet once a year, creating a welcoming environment, understanding students' personal needs, responding to the google chat more frequently, emailing students about enrollment dates and deadlines, being clear about the curriculum charts for the school year, checking in on students personally, being clear about the posted advising hours, increasing access to advising, recommending courses to students based on their interests, improving communication directly from the Computer Game Design majors, having advisors specifically for Game Design, providing clear and accurate information from the peer advisors, assisting transfer students with their transfer credits, and providing support for choosing classes. Some students also mentioned that advisors should be responding to emails more promptly, checking in with students about their graduation requirements, being more available for student zoom and drop-in appointments, informing students about graduation requirements and time to complete the degree connecting students with internships and work experience related to Game Design, and updating the webpage for advising.

Computer Science majors: Advisors should be helping transfer students plan their class schedules and helping transfer students with transfer courses, having senior advisors available, requiring students to meet with advising once a year, being clear about the processes required for graduation, having a friendly and kind attitude during advising meetings, making sure students understand their major requirements, offering more one-on-one advising meetings, providing clear contact information for advising, being more interactive with students, connecting students with other academic resources on campus, helping students find creative solutions to their issues, outlining the academic and career paths of the major, being compassionate toward students, connecting students with more engineering-related opportunities, offering more flexible meeting times, connecting students with research opportunities, allowing students to bypass peer advising and contact advisors directly, updating the course information on the advising website, keeping a student's advisor consistent, creating a guidebook for advising in the major, clarifying which academic path document a student must follow, connecting students with classes to get internship experience, sending regular email updates, proactively trying to meet with students, and connecting students with information on study strategies. Some students also mentioned that advisors should be making Zoom and in-person advising more accessible, being more available for meetings, responding to emails in a timely manner, providing students with accurate information for graduation requirements.

Computer Engineering or Network and Digital Technology majors: Advisors should be creating a four year plan with students when they begin at UCSC, connecting students with information about applying to graduate school, providing personal recommendations for which classes to take first, updating students on their progress toward graduation, providing clear and concise advice to students while at UCSC, hosting drop-in Zoom sessions, allowing students to bypass peer advisors when appropriate, connecting students with job fairs and opportunities, update the Degree Flowcharts on the website to reflect available classes, listening to the student voice, making sure students' academic plans are up to date, acknowledging every question posed in an email, offering in-person advising appointments, responding to google chat questions in a timely manner, communicating with students when courses in the major or requirements change, and making access to advising more clear. Some students also mentioned that advisors should having more availability for zoom advising appointments, and checking in with students periodically.

Electrical and Computer Engineering department majors: Advisors should be making an online link for scheduling advising session more accessible, following up with students after an advising appointment, explaining to students what resources in advising are available, checking the student's academic plan for progress toward graduation, making advising more consistent, connecting students with information on applying to graduate school, provide advising for AB540 students who do not have a SSN, helping students plan their own schedule of classes, being more available during peak times of the quarter, requiring students to meet with an academic advisor, being attentive to students, connecting students with LSS and ACE, allowing students to bypass peer advising when appropriate, connecting students with internship and career opportunities, and updating students on their progress toward graduation. Some students also mentioned that advisors should be having more availability for zoom meetings, responding to emails in a timely manner, helping students get started on their academic plan, checking in on students, and improving access to advisors.

Technology and Information Management majors: Advisors should be explaining all of the pathways in the major, connecting students with resources to help them with academic issues, providing concrete solutions during advising meetings, providing availability to meet with an advisor in-person, including a FAQ section on the advising webpage, helping students select courses to graduate on-time, assisting students with a plan when they start at UCSC, and updating the website to reflect course title changes from CMPE to CSE and TIM. Some students also mentioned that advisors should be responding to emails more promptly.

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]

- Between 2018 and 2022 regular (frequent) opportunities to engage with diverse peers and perspectives in the classroom have slightly improved in Baskin Engineering.
- Opportunities to discuss controversial issues in the classroom have remained relatively rare: only 15-18% of Baskin Engineering students often discussed controversial issues in the classroom. See Table 6a.
- Within each program of study, students reported more opportunities for discussing controversial issues outside the classroom than in the classroom. Overall, only 33% of Basking Engineering students regularly discussed controversial issues outside the classroom. See Table 6b.

Table 6a. Engagement with Diverse Peers and Perspectives in the Classroom

This academic year, how often have you done each of the following? (Percent often/very often)		Applied Math	BME	CM	CS	CE or NDT	ECE	TIM	Baskin Engineering
Interacted with someone with views that are different from your own in the classroom	2022	38%	26%	41%	31%	46%	39%	37%	35%
	2020	-	34%	26%	29%	18%	26%	33%	28%
	2018	-	32%	33%	24%	27%	26%	34%	27%
Understood the world from someone else's perspective in the classroom	2022	38%	32%	34%	36%	37%	33%	34%	35%
	2020	-	27%	22%	25%	13%	17%	19%	22%
	2018	-	30%	25%	23%	20%	24%	24%	24%
Discussed controversial issues in the classroom	2022	15%	22%	24%	16%	27%	9%	16%	18%
	2020	-	6%	23%	13%	20%	10%	14%	15%
	2018	-	19%	16%	15%	15%	9%	23%	15%

Table 6b. Engagement with Diverse Peers and Perspectives Outside the Classroom

This academic year, how often have you done each of the following? (Percent often/very often)		Applied Math	BME	CM	CS	CE or NDT	ECE	TIM	Baskin Engineering
Interacted with someone with views that are different from your own outside the classroom	2022	54%	49%	43%	37%	51%	44%	36%	42%
	2020	-	69%	40%	43%	46%	47%	31%	44%
	2018	-	40%	37%	35%	40%	36%	42%	37%
Understood the world from someone else's perspective outside the classroom	2022	38%	48%	49%	39%	49%	45%	39%	43%
	2020	-	51%	46%	39%	31%	32%	30%	38%
	2018	-	42%	28%	32%	34%	43%	34%	34%
Discussed controversial issues outside the classroom	2022	38%	32%	29%	32%	42%	30%	30%	33%
	2020	-	44%	33%	33%	32%	28%	35%	33%
	2018	-	33%	29%	26%	29%	28%	29%	28%

[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.

- Baskin Engineering students' perceptions of the climate for diversity and inclusion on campus were somewhat higher than in their major or classes. This is different from other divisions where student perceptions were higher in the major/classes than on campus, or the same across all three contexts.
- Between 2018 and 2022, there was no noticeable change in students' perceptions of climate in all three contexts: about half of students (47-53%) were fully satisfied with climate in the major and their classes and about 60% - with climate on campus. See Table 7.

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

Do you agree or disagree with these statements? (Percent agree/strongly agree)		Applied Math	BME	CM	CS	CE or NDT	ECE	TIM	Baskin Engineering
Overall, I feel comfortable with the climate for diversity and inclusion in my major	2022	44%	51%	52%	45%	56%	35%	59%	48%
	2020	-	47%	56%	48%	45%	45%	40%	47%
	2018	-	45%	56%	45%	53%	49%	37%	47%
Overall, I feel comfortable with the climate for diversity and inclusion in my classes	2022	52%	51%	64%	50%	59%	44%	62%	53%
	2020	-	56%	50%	52%	53%	51%	36%	51%
	2018	-	51%	64%	49%	53%	53%	39%	50%
Overall, I feel comfortable with the climate for diversity and inclusion at this campus	2022	52%	53%	63%	63%	65%	53%	57%	61%
	2020	-	62%	58%	57%	61%	58%	42%	57%
	2018	-	51%	64%	56%	50%	62%	46%	56%

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

Sense of Belonging to Campus

- The percentage of Baskin Engineering students who reported that UC Santa Cruz is a welcoming campus – about 60% - was relatively stable between 2018 and 2022 while students' sense of belonging to the university has improved from 36% to 46%.
- Of note, the proportion of BME and CE/NDT students who would still choose to enroll at UCSC in 2022 knowing what they know now **has not returned to the 2018 level** after it had dropped in spring 2020 due to the strike and the pandemic. See Table 9.

Table 9. Sense of Belonging to Campus

Do you agree or disagree with these statements? (Percent agree/strongly agree)		Applied Math	BME	CM	CS	CE or NDT	ECE	TIM	Baskin Engineering
UC Santa Cruz is a welcoming campus	2022	46%	57%	69%	58%	72%	49%	53%	60%
	2020	-	67%	62%	57%	59%	65%	44%	58%
	2018	-	61%	64%	60%	65%	62%	54%	60%
I feel that I belong at this university	2022	45%	53%	44%	46%	45%	46%	40%	46%
	2020	-	40%	56%	44%	38%	42%	34%	43%
	2018	-	44%	47%	30%	40%	41%	41%	36%
Knowing what I know now, I would still choose to enroll at this campus	2022	30%	44%	61%	45%	40%	36%	36%	45%
	2020	-	40%	62%	43%	36%	41%	30%	43%
	2018	-	54%	58%	38%	46%	41%	30%	42%
I feel valued as an individual at this institution	2022	30%	40%	37%	31%	39%	26%	30%	33%
	2020	-	25%	35%	29%	22%	21%	29%	28%
	2018	-	34%	26%	24%	19%	34%	30%	26%

Overall Experience at UC Santa Cruz

- Basking Engineering students' satisfaction with overall academic experiences at UCSC has noticeably improved from a third (35%) in 2018 to about a half (54% in 2020 and 49% in 2022) of students who reported being fully satisfied.
- In 2022 the highest level of satisfaction (59%) with the overall academic experience was reported by students in the BME department.
- Of note, UCSC students across the divisions have historically reported relatively low ratings of "value of their education for the price they are paying." Of note, there was a significant increase in Baskin Engineering students' ratings in 2020 to half of the students being satisfied with the value of their education. See Table 9.

Table 9. Satisfaction with Overall Experience

How satisfied are you with... (Percent satisfied/very satisfied)		**Applied Math**	**BME**	**CM**	**CS**	**CE or NDT**	**ECE**	**TIM**	**Baskin Engineering**
Overall academic experience	2022	37%	59%	53%	50%	49%	45%	28%	49%
	2020	-	64%	44%	54%	46%	51%	66%	54%
	2018	-	37%	43%	31%	42%	37%	34%	35%
Overall social experience	2022	40%	37%	37%	32%	42%	48%	37%	37%
	2020	-	44%	51%	48%	45%	55%	44%	48%
	2018	-	43%	42%	33%	39%	36%	34%	36%
Value of your education for the price you are paying	2022	24%	20%	20%	26%	28%	27%	22%	25%
	2020	-	58%	53%	52%	52%	48%	42%	51%
	2018	-	22%	28%	18%	23%	29%	16%	21%