### Displaying Survey Results

<table>
<thead>
<tr>
<th>Title</th>
<th>Computer Science ABET/CSAB Exit Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub Title</td>
<td>For HSSEAS Graduating Seniors (Winter 2014-Fall 2014)</td>
</tr>
</tbody>
</table>

| Description | The following survey will be used by the school to find out where the graduating seniors will be going after their undergraduate years and how successful the school was in preparing them. We expect this survey to take about 15 minutes. The last question will ask you how long the survey took, so please be keep track of your time. You may opt out of the survey and still be eligible to obtain commencement tickets, but to do so you must email the following information to seascommencement@seas.ucla.edu. Subject: I wish to opt out of HSSEAS Senior Survey, Name: [your full name], UCLA Student ID#: [your 9-digit UID], and then wait for further directions which will be emailed to you from seascommencement@seas.ucla.edu. |
| Status | Ended |
| Anonymous | No |
| Fill Ratio | 91.3% (126/138) |

- ★ indicates required field
- NR indicates "No Response"

1. **How was your academic experience?**

1. **How satisfied are you with each of the following aspects of your major?**

   Question type: Single answer -- Radio Button

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Overall curriculum</strong></td>
<td>26 (20.6%)</td>
<td>63 (50%)</td>
<td>26 (20.6%)</td>
<td>5 (4%)</td>
<td>3 (2.4%)</td>
<td>0 (0%)</td>
<td>3 (2.4%)</td>
</tr>
<tr>
<td><strong>b. Ability of faculty in your major to challenge you</strong></td>
<td>38 (30.2%)</td>
<td>56 (44.4%)</td>
<td>20 (15.9%)</td>
<td>6 (4.8%)</td>
<td>3 (2.4%)</td>
<td>0 (0%)</td>
<td>3 (2.4%)</td>
</tr>
</tbody>
</table>
intellectually

c. Quality of faculty instruction for courses that you took offered by your major department

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>N/A</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 (15.9%)</td>
<td>53 (42.1%)</td>
<td>35 (27.8%)</td>
<td>11 (8.7%)</td>
<td>4 (3.2%)</td>
<td>0 (0%)</td>
<td>3 (2.4%)</td>
<td></td>
</tr>
</tbody>
</table>

d. Quality of TA instruction for courses that you took offered by your major department

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>N/A</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11 (8.7%)</td>
<td>37 (29.4%)</td>
<td>45 (35.7%)</td>
<td>20 (15.9%)</td>
<td>7 (5.6%)</td>
<td>3 (2.4%)</td>
<td>3 (2.4%)</td>
<td></td>
</tr>
</tbody>
</table>

e. Quality of faculty instruction for courses that you took offered by HSSEAS departments other than your major department

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>N/A</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12 (9.5%)</td>
<td>57 (45.2%)</td>
<td>38 (30.2%)</td>
<td>14 (11.1%)</td>
<td>2 (1.6%)</td>
<td>0 (0%)</td>
<td>3 (2.4%)</td>
<td></td>
</tr>
</tbody>
</table>

f. Quality of TA instruction for courses that you took offered by HSSEAS departments other than your major department

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>N/A</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14 (11.1%)</td>
<td>47 (37.3%)</td>
<td>43 (34.1%)</td>
<td>16 (12.7%)</td>
<td>2 (1.6%)</td>
<td>0 (0%)</td>
<td>4 (3.2%)</td>
<td></td>
</tr>
</tbody>
</table>

g. Accessibility of faculty outside of class

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>N/A</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19 (15.1%)</td>
<td>60 (47.6%)</td>
<td>31 (24.6%)</td>
<td>11 (8.7%)</td>
<td>0 (0%)</td>
<td>1 (0.8%)</td>
<td>4 (3.2%)</td>
<td></td>
</tr>
</tbody>
</table>

h. Availability of courses in your major required for graduation

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>N/A</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 (11.9%)</td>
<td>43 (34.1%)</td>
<td>26 (20.6%)</td>
<td>21 (16.7%)</td>
<td>13 (10.3%)</td>
<td>5 (4%)</td>
<td>3 (2.4%)</td>
<td></td>
</tr>
</tbody>
</table>

2. Please use the space below to comment on your responses to the previous question. Feel free to make suggestions for improvement. It is especially useful to identify specific reasons for aspects where you felt dissatisfaction.

   Question type: Short-answer
   Answer at the bottom page (66 comments)

3. How satisfied are you with the following aspects of courses that you took from outside of HSSEAS? Please choose the N/A option if you did not take any of the specified courses. [download item]

   Question type: Single answer -- Radio Button
<table>
<thead>
<tr>
<th>Question</th>
<th>Faculty Instruction</th>
<th>TA Instruction</th>
<th>Faculty Instruction</th>
<th>TA Instruction</th>
<th>Faculty Instruction</th>
<th>TA Instruction</th>
<th>Faculty Instruction</th>
<th>TA Instruction</th>
<th>Faculty Instruction</th>
<th>TA Instruction</th>
<th>Faculty Instruction</th>
<th>TA Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Quality of faculty instruction in Chemistry</td>
<td>5 (4%)</td>
<td>24 (19%)</td>
<td>24 (19%)</td>
<td>14 (11.1%)</td>
<td>6 (4.8%)</td>
<td>5 (4%)</td>
<td>44 (34.9%)</td>
<td>4 (3.2%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Quality of TA instruction in Chemistry</td>
<td>5 (4%)</td>
<td>26 (20.6%)</td>
<td>27 (21.4%)</td>
<td>10 (7.9%)</td>
<td>4 (3.2%)</td>
<td>4 (3.2%)</td>
<td>46 (36.5%)</td>
<td>4 (3.2%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Quality of faculty instruction in Mathematics</td>
<td>17 (13.5%)</td>
<td>56 (44.4%)</td>
<td>27 (21.4%)</td>
<td>14 (11.1%)</td>
<td>3 (2.4%)</td>
<td>2 (1.6%)</td>
<td>3 (2.4%)</td>
<td>4 (3.2%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Quality of TA instruction in Mathematics</td>
<td>20 (15.9%)</td>
<td>51 (40.5%)</td>
<td>32 (25.4%)</td>
<td>13 (10.3%)</td>
<td>1 (0.8%)</td>
<td>1 (0.8%)</td>
<td>3 (2.4%)</td>
<td>5 (4%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Quality of faculty instruction in Physics</td>
<td>21 (16.7%)</td>
<td>50 (39.7%)</td>
<td>28 (22.2%)</td>
<td>12 (9.5%)</td>
<td>0 (0%)</td>
<td>1 (0.8%)</td>
<td>10 (7.9%)</td>
<td>4 (3.2%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Quality of TA instruction in Physics</td>
<td>16 (12.7%)</td>
<td>41 (32.5%)</td>
<td>38 (30.2%)</td>
<td>13 (10.3%)</td>
<td>1 (0.8%)</td>
<td>2 (1.6%)</td>
<td>11 (8.7%)</td>
<td>4 (3.2%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Quality of faculty instruction in GE courses offered by the College of Letters and Science</td>
<td>28 (22.2%)</td>
<td>53 (42.1%)</td>
<td>30 (23.8%)</td>
<td>6 (4.8%)</td>
<td>0 (0%)</td>
<td>2 (1.6%)</td>
<td>3 (2.4%)</td>
<td>4 (3.2%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Quality of TA instruction in GE courses offered by the College of Letters and Science</td>
<td>29 (23%)</td>
<td>48 (38.1%)</td>
<td>30 (23.8%)</td>
<td>9 (7.1%)</td>
<td>0 (0%)</td>
<td>2 (1.6%)</td>
<td>4 (3.2%)</td>
<td>4 (3.2%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Please use the space below to comment on your responses to the previous question. Feel free to make suggestions for improvement. It is especially useful to identify specific reasons for aspects where you felt dissatisfaction.

*Question type: Short-answer*

*Answer at the bottom page (48 comments)*

2. Where are you from and where are you going?

5. From where did you come when you joined UCLA? ⭐

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern California</td>
<td>50 (39.7%)</td>
</tr>
<tr>
<td>California, but not southern California</td>
<td>53 (42.1%)</td>
</tr>
<tr>
<td>USA but not California</td>
<td>5 (4%)</td>
</tr>
<tr>
<td>Outside the USA</td>
<td>18 (14.3%)</td>
</tr>
</tbody>
</table>
6. What are you going to do after graduation?  
*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown at this time</td>
<td>27</td>
<td>21.4%</td>
</tr>
<tr>
<td>Work in industry related to engineering</td>
<td>79</td>
<td>62.7%</td>
</tr>
<tr>
<td>Work in industry unrelated to engineering</td>
<td>2</td>
<td>1.6%</td>
</tr>
<tr>
<td>Attend graduate school in engineering</td>
<td>14</td>
<td>11.1%</td>
</tr>
<tr>
<td>Attend medical school</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Attend law school</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Attend other graduate/professional school</td>
<td>2</td>
<td>1.6%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

7. If you answered "Work in industry related to engineering" in question #6, please identify the company if known and then skip to question #14:  
*Question type: Single-Line-answer*  
Answer at the bottom page (59 comments)

8. If you answered "Work in industry unrelated to engineering" in question #6, please identify the company if known and then skip to question #14:  
*Question type: Single-Line-answer*  
Answer at the bottom page (1 comments)

9. If you answered "Attend graduate school in engineering" in question #6, please identify the university if known and then skip to question #14:  
*Question type: Single-Line-answer*  
Answer at the bottom page (10 comments)

10. If you answered "Attend medical school" in question #6, please identify the university if known and then skip to question #14:  
*Question type: Single-Line-answer*
11. If you answered "Attend law school" in question #6, please identify the university if known and then skip to question #14:
   Question type : Single-Line-answer
   Answer at the bottom page (0 comments)

12. If you answered "Attend other graduate/professional school" in question #6, please identify the university if known and then skip to question #14:
   Question type : Single-Line-answer
   Answer at the bottom page (0 comments)

13. If you answered "Other" in question #6, please explain:
   Question type : Single-Line-answer
   Answer at the bottom page (4 comments)

14. Where are you going after graduation? ✰
   Question type : Single answer -- Radio Button
   
<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying in southern California</td>
<td>47</td>
<td>37.3%</td>
</tr>
<tr>
<td>Staying in California, but not southern California</td>
<td>56</td>
<td>44.4%</td>
</tr>
<tr>
<td>Staying in the USA, but not California</td>
<td>21</td>
<td>16.7%</td>
</tr>
<tr>
<td>Leaving the USA</td>
<td>2</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

3. How was your experience with the Office of Academic and Student Affairs?

15. Do you know that the Office of Academic and Student Affairs (OASA) in Boelter 6426 is available for students who would like counseling on curriculum planning or any other academic issues?
   Question type : Single answer -- Radio Button
   
<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>113</td>
<td>89.7%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>3.2%</td>
</tr>
</tbody>
</table>
16. How many times have you met with an OASA counselor, including summer orientation?

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>11</td>
<td>8.7%</td>
</tr>
<tr>
<td>1</td>
<td>13</td>
<td>10.3%</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
<td>15.1%</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>16.7%</td>
</tr>
<tr>
<td>4</td>
<td>17</td>
<td>13.5%</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>7.9%</td>
</tr>
<tr>
<td>6 or more</td>
<td>26</td>
<td>20.6%</td>
</tr>
<tr>
<td>NR</td>
<td>9</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

17. If you have met with an OASA counselor, how satisfied are you with the counseling that you received? (Choose N/A if you have never met with a counselor)

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>43</td>
<td>34.1%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>43</td>
<td>34.1%</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>15</td>
<td>11.9%</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>3</td>
<td>2.4%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>3</td>
<td>2.4%</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td>N/A</td>
<td>9</td>
<td>7.1%</td>
</tr>
<tr>
<td>NR</td>
<td>9</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

18. Identify the frequency of your communication with OASA counselors via email:

*Question type: Single answer -- Radio Button*
19. How have you found your email communication with OASA Counselors? (Select N/A if you have not communicated with OASA Counselors via email)

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>28 (22.2%)</td>
</tr>
<tr>
<td>Seldom</td>
<td>78 (61.9%)</td>
</tr>
<tr>
<td>Frequent</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>NR</td>
<td>9 (7.1%)</td>
</tr>
</tbody>
</table>

20. Please comment on the benefits you received from OASA advising and feel free to make suggestions for improvement.

*Question type: Short-answer*

Answer at the bottom page (56 comments)

21. When did you realize that you had a faculty advisor?

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Year</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>86 (68.3%)</td>
</tr>
<tr>
<td>Second year</td>
<td>20 (15.9%)</td>
</tr>
<tr>
<td>Third year</td>
<td>10 (7.9%)</td>
</tr>
<tr>
<td>Fourth year</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>After fourth year</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Never</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>NR</td>
<td>9 (7.1%)</td>
</tr>
</tbody>
</table>

22. How many times did you meet with your faculty advisor?
23. Comment on what benefits you received from meeting with your faculty advisor and what benefits you would like to see future students gain from meeting with their faculty advisors.

Question type : Short-answer
Answer at the bottom page (60 comments)

5. ABET Evaluation

24. The following is a list of abilities expected of engineering graduates, in accordance with the guidelines of the Accreditation Board for Engineering and Technology (ABET). Please rate each one on the following measure:

A) How important do you think the following will be to achieving success in your career?

[download item]

Question type : Single answer -- Radio Button

<table>
<thead>
<tr>
<th>a. An ability to apply knowledge of mathematics, science, and engineering</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 (0%)</td>
<td>9 (7.1%)</td>
<td>26 (20.6%)</td>
<td>40 (31.7%)</td>
<td>40 (31.7%)</td>
<td>11 (8.7%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. An ability to design and conduct experiments, as well as to analyze and interpret data</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (1.6%)</td>
<td>21 (16.7%)</td>
<td>26 (20.6%)</td>
<td>39 (31%)</td>
<td>27 (21.4%)</td>
<td>11 (8.7%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. An ability to design a system, component, or</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (0.8%)</td>
<td>8 (6.3%)</td>
<td>21 (16.7%)</td>
<td>41 (32.5%)</td>
<td>44 (34.9%)</td>
<td>11 (8.7%)</td>
<td></td>
</tr>
</tbody>
</table>
process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

d. An ability to function on multidisciplinary teams

|   | 0 (0%) | 6 (4.8%) | 17 (13.5%) | 43 (34.1%) | 49 (38.9%) | 11 (8.7%) |

e. An ability to identify, formulate, and solve engineering problems

|   | 0 (0%) | 4 (3.2%) | 18 (14.3%) | 35 (27.8%) | 58 (46%) | 11 (8.7%) |

f. An understanding of professional and ethical responsibility

|   | 0 (0%) | 7 (5.6%) | 27 (21.4%) | 37 (29.4%) | 43 (34.1%) | 12 (9.5%) |

g. An ability to communicate effectively

|   | 0 (0%) | 3 (2.4%) | 14 (11.1%) | 37 (29.4%) | 61 (48.4%) | 11 (8.7%) |

h. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context

|   | 2 (1.6%) | 22 (17.5%) | 27 (21.4%) | 38 (30.2%) | 26 (20.6%) | 11 (8.7%) |

i. A recognition of the need for, and an ability to engage in life-long learning

|   | 0 (0%) | 3 (2.4%) | 29 (23%) | 36 (28.6%) | 47 (37.3%) | 11 (8.7%) |

j. A knowledge of contemporary issues

|   | 0 (0%) | 17 (13.5%) | 32 (25.4%) | 41 (32.5%) | 25 (19.8%) | 11 (8.7%) |

k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering

<p>|   | 0 (0%) | 9 (7.1%) | 20 (15.9%) | 39 (31%) | 46 (36.5%) | 12 (9.5%) |</p>
<table>
<thead>
<tr>
<th>Practice</th>
<th>Knowledge of probability and statistics, including applications to computer science and engineering</th>
<th>1 (0.8%)</th>
<th>21 (16.7%)</th>
<th>30 (23.8%)</th>
<th>35 (27.8%)</th>
<th>28 (22.2%)</th>
<th>11 (8.7%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>m.</td>
<td>Knowledge of advanced mathematics, including linear algebra, numerical computing methods for engineering, and discrete mathematics</td>
<td>5 (4%)</td>
<td>32 (25.4%)</td>
<td>29 (23%)</td>
<td>29 (23%)</td>
<td>20 (15.9%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>n.</td>
<td>Knowledge of algorithms</td>
<td>0 (0%)</td>
<td>5 (4%)</td>
<td>14 (11.1%)</td>
<td>27 (21.4%)</td>
<td>68 (54%)</td>
<td>12 (9.5%)</td>
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<tr>
<td>o.</td>
<td>Knowledge of data structures</td>
<td>0 (0%)</td>
<td>5 (4%)</td>
<td>6 (4.8%)</td>
<td>30 (23.8%)</td>
<td>74 (58.7%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>p.</td>
<td>An ability to apply design and development principles in the construction of software systems of varying complexity</td>
<td>2 (1.6%)</td>
<td>2 (1.6%)</td>
<td>13 (10.3%)</td>
<td>36 (28.6%)</td>
<td>61 (48.4%)</td>
<td>12 (9.5%)</td>
</tr>
<tr>
<td>q.</td>
<td>Knowledge of concepts of programming languages</td>
<td>1 (0.8%)</td>
<td>5 (4%)</td>
<td>16 (12.7%)</td>
<td>30 (23.8%)</td>
<td>63 (50%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>r.</td>
<td>Knowledge of computer organization and architecture</td>
<td>2 (1.6%)</td>
<td>13 (10.3%)</td>
<td>28 (22.2%)</td>
<td>30 (23.8%)</td>
<td>42 (33.3%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>s.</td>
<td>Knowledge of theoretical foundations</td>
<td>3 (2.4%)</td>
<td>16 (12.7%)</td>
<td>44 (34.9%)</td>
<td>35 (27.8%)</td>
<td>17 (13.5%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>t.</td>
<td>Knowledge of problem analysis and solution design</td>
<td>1 (0.8%)</td>
<td>3 (2.4%)</td>
<td>15 (11.9%)</td>
<td>46 (36.5%)</td>
<td>50 (39.7%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>u.</td>
<td>An ability to apply mathematical foundations, algorithmic principles, and</td>
<td>1 (0.8%)</td>
<td>9 (7.1%)</td>
<td>27 (21.4%)</td>
<td>37 (29.4%)</td>
<td>41 (32.5%)</td>
<td>11 (8.7%)</td>
</tr>
</tbody>
</table>
computer science theory in modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices

25. For the same items as the last question, please now rate each one on the following measure:

   B) How well do you believe your UCLA education (both within and outside of HSSEAS) prepared you in this area?

[download item]

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th></th>
<th>Not Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Well Prepared</th>
<th>Very Well Prepared</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. An ability to apply knowledge of mathematics, science, and engineering</td>
<td>0 (0%)</td>
<td>15 (11.9%)</td>
<td>30 (23.8%)</td>
<td>51 (40.5%)</td>
<td>19 (15.1%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>b. An ability to design and conduct experiments, as well as to analyze and interpret data</td>
<td>4 (3.2%)</td>
<td>19 (15.1%)</td>
<td>40 (31.7%)</td>
<td>37 (29.4%)</td>
<td>15 (11.9%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>c. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability</td>
<td>3 (2.4%)</td>
<td>28 (22.2%)</td>
<td>35 (27.8%)</td>
<td>32 (25.4%)</td>
<td>17 (13.5%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>d. An ability to function on multidisciplinary teams</td>
<td>4 (3.2%)</td>
<td>14 (11.1%)</td>
<td>44 (34.9%)</td>
<td>38 (30.2%)</td>
<td>15 (11.9%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>e. An ability to identify, formulate, and solve engineering problems</td>
<td>1 (0.8%)</td>
<td>7 (5.6%)</td>
<td>41 (32.5%)</td>
<td>39 (31%)</td>
<td>27 (21.4%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>f. An understanding of professional and ethical responsibility</td>
<td>2 (1.6%)</td>
<td>14 (11.1%)</td>
<td>40 (31.7%)</td>
<td>37 (29.4%)</td>
<td>20 (15.9%)</td>
<td>13 (10.3%)</td>
</tr>
<tr>
<td>g. An ability to communicate effectively</td>
<td>4 (3.2%)</td>
<td>20 (15.9%)</td>
<td>41 (32.5%)</td>
<td>32 (25.4%)</td>
<td>17 (13.5%)</td>
<td>12 (9.5%)</td>
</tr>
<tr>
<td>h. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context</td>
<td>3 (2.4%)</td>
<td>30 (23.8%)</td>
<td>36 (28.6%)</td>
<td>33 (26.2%)</td>
<td>12 (9.5%)</td>
<td>12 (9.5%)</td>
</tr>
<tr>
<td>i. A recognition of the need for, and an ability to engage in life-long learning</td>
<td>2 (1.6%)</td>
<td>10 (7.9%)</td>
<td>36 (28.6%)</td>
<td>30 (23.8%)</td>
<td>35 (27.8%)</td>
<td>13 (10.3%)</td>
</tr>
<tr>
<td>j. A knowledge of contemporary issues</td>
<td>5 (4%)</td>
<td>27 (21.4%)</td>
<td>35 (27.8%)</td>
<td>35 (27.8%)</td>
<td>13 (10.3%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice</td>
<td>6 (4.8%)</td>
<td>11 (8.7%)</td>
<td>31 (24.6%)</td>
<td>43 (34.1%)</td>
<td>23 (18.3%)</td>
<td>12 (9.5%)</td>
</tr>
<tr>
<td>l. Knowledge of probability and statistics, including applications to computer science and engineering</td>
<td>2 (1.6%)</td>
<td>19 (15.1%)</td>
<td>36 (28.6%)</td>
<td>41 (32.5%)</td>
<td>17 (13.5%)</td>
<td>11 (8.7%)</td>
</tr>
<tr>
<td>m. Knowledge of advanced mathematics, including</td>
<td>2 (1.6%)</td>
<td>15 (11.9%)</td>
<td>40 (31.7%)</td>
<td>34 (27%)</td>
<td>24 (19%)</td>
<td>11 (8.7%)</td>
</tr>
</tbody>
</table>
linear algebra, numerical computing methods for engineering, and discrete mathematics

| n. Knowledge of algorithms | 0 (0.8%) | 12 (9.5%) | 25 (19.8%) | 43 (34.1%) | 34 (27%) | 11 (8.7%) |
| o. Knowledge of data structures | 0 (0%) | 5 (4%) | 32 (25.4%) | 41 (32.5%) | 37 (29.4%) | 11 (8.7%) |
| p. An ability to apply design and development principles in the construction of software systems of varying complexity | 3 (2.4%) | 8 (6.3%) | 27 (21.4%) | 54 (42.9%) | 23 (18.3%) | 11 (8.7%) |
| q. Knowledge of concepts of programming languages | 0 (0%) | 8 (6.3%) | 26 (20.6%) | 38 (30.2%) | 43 (34.1%) | 11 (8.7%) |
| r. Knowledge of computer organization and architecture | 0 (0%) | 10 (7.9%) | 29 (23%) | 42 (33.3%) | 34 (27%) | 11 (8.7%) |
| s. Knowledge of theoretical foundations | 3 (2.4%) | 13 (10.3%) | 34 (27%) | 39 (31%) | 26 (20.6%) | 11 (8.7%) |
| t. Knowledge of problem analysis and solution design | 0 (0%) | 13 (10.3%) | 29 (23%) | 43 (34.1%) | 30 (23.8%) | 11 (8.7%) |
| u. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices | 0 (0%) | 14 (11.1%) | 37 (29.4%) | 37 (29.4%) | 27 (21.4%) | 11 (8.7%) |
6. Research

26. Did you perform research for one or more UCLA professors during your undergraduate program? ★

*Question type : Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Option</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>102 (81%)</td>
</tr>
<tr>
<td>Yes, 1 professor</td>
<td>18 (14.3%)</td>
</tr>
<tr>
<td>Yes, 2 professors</td>
<td>6 (4.8%)</td>
</tr>
<tr>
<td>Yes, 3 professors</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Yes, more than 3 professors</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

If no to question 26, please skip to question 32.

27. Please identify the professor(s).

*Question type : Single-Line-answer*

Answer at the bottom page (22 comments)

28. How did you first find out about this(these) research opportunity(opportunities)?

*Question type : Short-answer*

Answer at the bottom page (23 comments)

29. Please use this space to comment on the benefit of your undergraduate research opportunity(opportunities).

*Question type : Short-answer*

Answer at the bottom page (19 comments)

30. Did you sign up for a 199 directed research course?

*Question type : Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Option</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17 (13.5%)</td>
</tr>
<tr>
<td>No</td>
<td>17 (13.5%)</td>
</tr>
<tr>
<td>NR</td>
<td>92 (73%)</td>
</tr>
</tbody>
</table>
31. Please explain why you did or did not sign up for a 199 directed research course.
   Question type: Short-answer
   Answer at the bottom page (22 comments)

7. Internships

32. Did you complete an internship during your undergraduate program? ★
   Question type: Single answer -- Radio Button
   Yes: 93 (73.8%)
   No: 33 (26.2%)

If no to question 32, please skip to question 50.

33. Please identify the company.
   Question type: Single answer -- Drop Down Menu
   -- Please select -- 36 (28.6%)
   Amgen: 0 (0%)
   Aerospace Corporation: 0 (0%)
   Blizzard Entertainment: 1 (0.8%)
   Boeing: 0 (0%)
   Chevron: 0 (0%)
   Cisco Systems, Inc.: 1 (0.8%)
   Conoco Phillips: 0 (0%)
   Diaz Yourman and Associates: 0 (0%)
   Englekirk & Sabol Consulting Engineers, Inc.: 0 (0%)
   Exponent Failure Analysis Associates: 0 (0%)
   Exxon Mobile Corporation: 0 (0%)
   Foxconn Electronics Inc.: 0 (0%)
<table>
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<tr>
<th>Company</th>
<th>Count</th>
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<td>0%</td>
</tr>
<tr>
<td>Geosyntee Consultants--MMI Engineering</td>
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<td>0%</td>
</tr>
<tr>
<td>Google</td>
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<td>1.6%</td>
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<tr>
<td>Hitachi</td>
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<td>0%</td>
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<tr>
<td>Honeywell Aerospace</td>
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<td>0%</td>
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<tr>
<td>Juniper Networks</td>
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<td>0%</td>
</tr>
<tr>
<td>Kennedy/Jenks Consultants</td>
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<td>0%</td>
</tr>
<tr>
<td>Kiewit Pacific Co.</td>
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<td>0%</td>
</tr>
<tr>
<td>KPFF</td>
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<td>0%</td>
</tr>
<tr>
<td>Lockheed Martin</td>
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<td>0%</td>
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<td>Mentor Graphics</td>
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<tr>
<td>Mitsubishi Heavy Industries America, Inc.</td>
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<td>NanoIVD, Inc.</td>
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<td>Nokia</td>
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<td>0%</td>
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<td>Northrop Grumman</td>
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<td>0.8%</td>
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<td>Panasonic</td>
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<td>0%</td>
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<td>Praad Geotechnical, Inc.</td>
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<tr>
<td>Pratt &amp; Whitney/Rocketdyne</td>
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<td>0%</td>
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<td>Raytheon</td>
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<td>0%</td>
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<tr>
<td>Sequence</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Shimmick Construction</td>
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<td>0%</td>
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<tr>
<td>Sony</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sun Microsystems, Inc.</td>
<td>0</td>
<td>0%</td>
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<td>Symantec Corp.</td>
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<td>Synopsys</td>
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</tr>
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<td>Count</td>
<td>Percentage</td>
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</tr>
<tr>
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<td>0.8%</td>
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<tr>
<td>Van Beveren &amp; Butelo</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>ViaSat</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>Weidlinger Associates, Inc.</td>
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<td>0%</td>
</tr>
<tr>
<td>Yahoo!, Inc.</td>
<td>4</td>
<td>3.2%</td>
</tr>
<tr>
<td>Other</td>
<td>74</td>
<td>58.7%</td>
</tr>
<tr>
<td>NR</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

34. If you selected "Other" on the previous question, please enter the name of the company below:

*Question type: Single-Line-answer*

*Answer at the bottom page (73 comments)*

35. What was the specific title of your internship position?

*Question type: Single-Line-answer*

*Answer at the bottom page (87 comments)*

36. How did you learn about the internship?

*Question type: Single answer -- Drop Down Menu*

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
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<td>37</td>
<td>29.4%</td>
</tr>
<tr>
<td>OASA Intership/Job Clearing house website</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td>Weekly UCLA Engineering e-mail Internship/Jobs e-mail blasts</td>
<td>4</td>
<td>3.2%</td>
</tr>
<tr>
<td>Student Organization event: Tech Talk, Information Session, etc.</td>
<td>4</td>
<td>3.2%</td>
</tr>
<tr>
<td>Career Fair: Career Center or student organization</td>
<td>44</td>
<td>34.9%</td>
</tr>
<tr>
<td>My own research</td>
<td>21</td>
<td>16.7%</td>
</tr>
</tbody>
</table>
37. **How well did the company treat you?**

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count (Percentage)</th>
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</thead>
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<td>Extremely well</td>
<td>52 (41.3%)</td>
</tr>
<tr>
<td>Well</td>
<td>33 (26.2%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>2 (1.6%)</td>
</tr>
<tr>
<td>Poorly</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>Very poorly</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>NR</td>
<td>38 (30.2%)</td>
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</tbody>
</table>

38. **Describe the scope of your work during the internship?**

(Choose the best breakdown of your usage of skills: first percentage is soft interpersonal skills, second percentage is hard technical skills)

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Breakdown</th>
<th>Count (Percentage)</th>
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</thead>
<tbody>
<tr>
<td>20%/80%</td>
<td>36 (28.6%)</td>
</tr>
<tr>
<td>40%/60%</td>
<td>29 (23%)</td>
</tr>
<tr>
<td>50%/50%</td>
<td>16 (12.7%)</td>
</tr>
<tr>
<td>60%/40%</td>
<td>3 (2.4%)</td>
</tr>
<tr>
<td>80%/20%</td>
<td>3 (2.4%)</td>
</tr>
<tr>
<td>NR</td>
<td>39 (31%)</td>
</tr>
</tbody>
</table>

39. **Do you feel you were given meaningful tasks that helped you prepare for a career in this industry?**

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Response</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>77 (61.1%)</td>
</tr>
<tr>
<td>No</td>
<td>10 (7.9%)</td>
</tr>
<tr>
<td>NR</td>
<td>39 (31%)</td>
</tr>
</tbody>
</table>
40. What type of skills do you feel you were able to develop during this internship?
   Question type: Short-answer
   Answer at the bottom page (74 comments)

41. Did the company provide you with feedback on your performance?
   Question type: Single answer -- Radio Button
   - Yes 65 (51.6%)
   - No 19 (15.1%)
   - NR 42 (33.3%)

42. If yes, how was that feedback beneficial to you?
   Question type: Short-answer
   Answer at the bottom page (61 comments)

43. If the company offered you a full time position, would you take it?
   Question type: Single answer -- Radio Button
   - Yes 45 (35.7%)
   - No 40 (31.7%)
   - NR 41 (32.5%)

44. Did the company offer you a full time position after graduation?
   Question type: Single answer -- Radio Button
   - Yes 47 (37.3%)
   - No 36 (28.6%)
   - NR 43 (34.1%)

45. If the company offered you a full time position, did you accept the position?
   Question type: Single answer -- Radio Button
46. If you were offered a full time position, why did you or did you not accept the position?
   Question type : Short-answer
   Answer at the bottom page (53 comments)

47. Would you recommend this company's internship to fellow UCLA students?
   Question type : Single answer -- Radio Button
   Yes  72 (57.1%)
   No   12 (9.5%)
   NR   42 (33.3%)

48. Please explain why you would or would not recommend an internship at this company.
   Question type : Short-answer
   Answer at the bottom page (64 comments)

49. Did you complete more than one internship during your undergraduate years at UCLA?
   Question type : Single answer -- Radio Button
   No         32 (25.4%)
   Yes, 2 internships 37 (29.4%)
   Yes, 3 internships 16 (12.7%)
   Yes, more than 3 internships 2 (1.6%)
   NR         39 (31%)

8. Conclusion

50. Would you be interested in mentoring current junior and senior students on preparing for life after graduation? ⭐
   Question type : Single answer -- Radio Button
Yes | 56 (44.4%)  
No  | 70 (55.6%)  

51. Please provide us with an email address so that we may contact you in the future. This is important whether or not you are interested in the mentoring opportunity described in the previous question. ⭐️

Question type: Single-Line-answer

Answer at the bottom page (126 comments)

2. Please use the space below to comment on your responses to the previous question. Feel free to make suggestions for improvement. It is especially useful to identify specific reasons for aspects where you felt dissatisfaction.

> barely ever needed TAs
> classes for my major were often filled to capacity, and it was hard to get some of the classes I wanted
> Computing resources for certain laboratory assignments can sometimes be scarce. Would like some lectures to be faster or online so that students can watch lectures at 2x speed rather than sitting 2 hours per lecture.
> Courses can be very difficult to get. In fact, I have had to change my class list around every quarter, because I usually cannot get the classes I want to take, many of which I need to take as prerequisites for other classes I am required to take. However, I should point out that the Engineering counselors are awesome, and try to help out as best they can.
> Courses were hard to enroll in due to small enrollment capacity. Also, some courses are offered only in certain quarters, which often causes clashes in other courses, leading to having to choose between the opposing classes.
> Cs changes quickly, and a lot of what we learn gets outdated, especially in Web Applications. Software Engineering is a skill that I feel a lot of engineers from UCLA aren't proficient in.
> CS professors are often hard to understand or do not teach the material very well. They are either hard to understand or breeze through material without fully conveying the idea and expecting you to understand.
> Dissatisfied with EE classes; perhaps I could not see how they were useful to me.
> Due to poor enrollment times, I was often unable to get into the classes that were required for my major.
> Everything is pretty good
> Getting into classes were fairly annoying at the early stage, especially small lab classes which all of engineering had to take (such as physical 4AL/BL). What added to my frustration was the standing system, in which I felt that, instead of being up to speed with my peers, I was behind, since they took a handful more of unrelated AP courses in high school that would have no impact on my major. As a result, they consistently were able to pick classes days earlier than I was, and I was not able to get into those vital classes until
later quarters. This is a very infuriating system, as, it feels like I was being punished for not taking large amounts of unrelated courses in high school in which I have no interest in, rather than rewarded for taking college level AP courses.

> Having done research at UCLA, I feel that the most satisfying part about being at UCLA was the intellectual challenge. The courses were good, and I really liked some of the teachers. Some of the teachers were harder to reach, though I felt satisfied overall.

> I am happy to have learned form some of the greatest professors in their respective fields, and my only gripe is the lack of depth in some courses and connections established between courses. I believe the dependency structure of the courses(the prerequisites) are often not needed and sometimes not relevant. They force an order that I believe can be improved upon to improve the experience of undergraduate students and help them retain the knowledge better by creating more substantial links in course work and curriculum.

> I am very satisfied with UCLA.

> I felt many classes should assign more worksheet/problem-set assignments in addition to the programming assignments. Solving small idealized problems helps me solidify a concept before applying it in a large program.

> I felt that the TA instruction quality was hit and miss. A few were great TA's, most were OK, and some were terrible to the point that I couldn't understand what they are saying due to the way they spoke. When the TA's were great the discussion sections were very helpful and I feel TA's should get some more guidance on teaching practices.

> I felt that there were some aspects of the curriculum that could be updated. The web applications class comes to mind in particular. I also feel that the department should offer IOS/Android development in the curriculum. Overall I feel prepared for a successful career because of the skills I learned in the department.

> I had priority registration so I didn't have issues with course availability, but many friends did. The professors were pretty amazing across the board, but the TAs often were lacking fundamental teaching skills that in some situations hurt their ability to help the students optimally.

> I really think professors need to change their officers. They keep it during the day when students have other classes. I have wanted to go so often but failed. Professor Sherstov does OA every day. That is very cool. Also the TAs are not good enough. They dont care enough for the students and wont go over homework. That defeats the purpose of having tas.

> I think CS suffers from being grouped with other engineering disciplines. The curriculum should be expanded and not include so many outdated engineering practices. (ENGR classes have emphasis on multidisciplinary contract work, more agile methods should be explored)

> I think most prof need to design the class toward the end of each quarter

> I was dissatisfied with the breadth of computer science topics available for study at the upper division level. Most notably lacking were advanced topics like genetic programming, machine learning, neural networks, big data techniques, and game programming. Computer science is a quickly developing field and the curriculum should move just as fast to reflect the modern literature. Specifically I signed up for a game programming class (CS188) only to have the class be cancelled. As this class is usually not offered I was frustrated.
I was not pleased with the curriculum because the same course taught by different professors could vary extremely in topics and difficulty. Some professors would grade based on a point system, others a curve. Some professors would make their exams open notes, while others closed. These variations make courses unfair as it would be easier to obtain a higher grade in one than the other.

In my sophomore year, I found it difficult sometimes to find classes I could take as many of the classes that I had completed requirements for were at the same time, thus limiting my options. This was not much of an issue after that year, however.

In terms of the workload for an Engineering student, specifically in Computer Science, the focus seemed to be on quantity instead of quality. I often felt like I wasn't able to get much out of a class, or even remember the material, because there were too many assignments to do. This might not have been a problem if I only had to take 3 classes a quarter, but since I had to take 4 or 5 a quarter in order to graduate in 4 years (because so many classes are required), then that was not an option.

It seems that, especially for HSSEAS majors, there are a large number of mandatory classes that overlap with each other. I remember one particular bad quarter where I had a grand total of 6 classes, all required for my major, at the same time. Many of those were backups in case the ones I wanted to take overlapped, and ironically they were also overlapped with others. Especially with classes that aren't offered all quarters, it becomes a game of how many quarters can you swap so that you get all of your classes in on time.

It was always do-able for me to get the classes I needed, aside from the typically high impact classes, but that never negatively affected my overall degree.

It was hard finding faculty to help me with things not related to their particular class (e.g. my research). Many TA discussions were also unprepared and not worth the time.

It was sometimes difficult to get into classes I needed for graduation, but Computer Science/Engineering was much better about making course available and increasing enrollment capacities than many of the non-Engineering departments I took classes for.

It was sometimes difficult to get into required classes, and this was especially problematic for courses that were also requisites.

Many of the professors are very old and often are not native English speakers, making it very difficult to understand. Also, computer science is very much a "learn by doing" field, and passively listening to already difficult to understand 2 hour lectures makes much of the curriculum accomplished by self-study. Lectures would be much easier to digest in 1 hour intervals spread throughout the week, and students would benefit much more through interactive lectures.

More CS electives

More options for electives for the CS major

More variety in Computer Science courses. Especially on new and trending topics in the field.

Most of the TAs in HSSEAS/Computer Science seem to not care at all and many are very bad communicators. The majority of discussion sections in my major were a waste of time. Though the professors are a bit better at teaching, many seem to be primarily researchers and don't put effort into their teaching/communication skills.

Most professors were not engaging. Course work is not well planned out.
My CS professors were overall much better than the professors in the EE department.

My first course at UCLA for computer science was taught by a horrible professor (now retired), and this made a lot of my peers to switch majors. It is highly important that the primary introductory courses are taught by experienced, interesting, and upbeat professors (like Carry N). Also, the introductory course should not be on learning a specific language (for example, C++ or Java). Before coming to UCLA, I took a course at Stanford called Programming Methodologies which was just great! The course covers programming as an idea and not as just a language. The intro courses at UCLA were just dry. It would be nicer to uncover computer science then just go chapter to chapter covering topics. Also, I wish the department was more active in interesting student-driven projects, specifically startup projects. Imagine if there was a year long course (or at least two quarters long) that would take groups of students from initial design concept to design and development to marketing and sales analysis. This course would be more beneficial than learning about theories in accounting, marketing, etc. The startup project must apply to real world product - for example, in ethics course we had to come up with a project and do some financial and marketing analysis but all the products were fake. The closest real-life project was probably in Software Engineering (CS 130) taught by Eggert, but after the class was over our project died-down. At least one course should cover modern computer science. A lot of my peers with 4.0 GPAs in Computer Science failed to get full time jobs because they didn't have real-world experience. They concentrate too much on getting a good grade, that they forget to get skills that will get them hired down the road. The course could involve several projects using the latest platforms/frameworks/programming languages etc. Most TAs were very knowledgable and helpful. Nevertheless, some TAs especially for the math department didn't know how to speak English which naturally became a burdensome.

Only dissatisfaction thing is that all these years went by too fast! I wish I was a freshman again...

Overall I had a very positive experience. It was rare when I would have a TA or faculty member that I found ineffective.

Overall, everything was good. Nothing stood out as being particularly dissatisfying.

Professors rarely provided alternate paths for those who wanted to be challenged, and some even penalized going above the curriculum by having poor rubrics. This wasn't the majority, at all; most were good professors. But the bad ones stick out and tarnish the overall view of UCLA professors. Recommendation: Lecturers were almost always better professors than more researchers. Please hire more good lecturers so that purely research professors don't have to give subpar lectures.

Professors weren't very available to help students. Some lectures lacked engagement of students.

Quite a few classes weren't necessary for what I want to do and were too theoretical. Everything I did during my internships I pretty much had to learn on my own or on the job. Students also don't have time to do many personal projects which is the core of what being a Computer Science major is today. I would suggest reducing the number of elective and/or required classes, and instead offer something like a capstone project. Students would get together into groups and present their finished project at the end of one or two quarters. This would present UCLA to companies better and allow students to gain more marketable skills. Also - please fewer theoretical classes or try to at least incorporate some practical skills into classes.

Required classes fill up quickly, so it's sometimes hard to get even 12 units in for a quarter.
Satisfied.

Some classes were impacted. Also towards the end of my fourth year I didn't feel that I had many elective options. Some CS courses were just poorly planned and felt as if the professors didn't really care. I understand that the main purpose of many of the engineering professors is for research and the grad school programs, however, it just would have been nice to have classes that felt better aimed at helping students to learn rather than throwing work at them and seeing what sticks.

Some professors were better than others. Better professors tended to have more passion for teaching and were actually understandable when they talked. Availability of courses is a pretty big issue, especially in the earlier years (i.e. Freshman/Sophomore), because unless you manage to come in with a bunch of units to get you an earlier pass, you won't be able to get the classes you need. You could get stuck taking nothing but G.E's for a quarter. Even the later years have conflicting class/final times that make it hard to get the classes you need.

Some TA's just don't seem to care about student learning.

Some TAs can't speak English well.

Some teaching assistants were fantastic. Others were afraid to step out of their shell and really share us something. I think all of the graduate students are very intelligent, they just need to spend a little time doing things besides going over lecture material or homework; they should provide a unique perspective.

Sometimes it was difficult to make a class schedule that would fit neatly, or classes would fill up extremely quickly (without the same class being offered the next quarter).

TA's for beginning important upper dives i feel were poor. Such as CS111, CS131.

TAs shouldn't just read off project specs.

The computer science curriculum was great overall. However, it could definitely be improved by digitizing all of the courseware, similar to how other notable computer science universities do so (such as MIT, Caltech, Berkeley, Stanford, Princeton, UW, etc.). A lot of other universities have their courseware available online on websites such as EdX and Coursera, so it is about time UCLA should start getting its computer science courses on there, too. Courses are much more valuable when the courseware is digitized because it allows the students to go back and review all their materials without having to find physical textbooks or notes. In addition, it enables professors to continually improve their courseware instead of having to deliver the same material each quarter on a whiteboard.

The curriculum at UCLA seems to be stuck in an old way of thinking where theory rules over practicality and usefulness. Although many of the professors are clearly bright, they insist that all of their students (who are likely there as required by the program and not of their own volition) master their material to unreasonable levels. I as well as my classmates did poorly on a number of occasions purely because the curriculum and professors demand too much. This is *NOT* an education, rather an exercise in proof of intelligence by subjecting students to extreme stress. I cannot blame all professors equally however, as I consider a handful of them to work above and beyond what is called for in a teaching position. These great professors include Mr. Eggert, Mr. Pau, and Mr.
Potkonjak, to name a few. Concerning course availability, I was told as a freshman that I would have a lot of flexibility in the classes I choose, but this ended up being little more than a lie due to the failure that is the enrollment process. I've brought these issues up with the department on multiple occasions, mostly being shrugged off, so I've given up trying to change the system. If you want more input, you can talk to Mr. Eggert. As he was lecturing in CS 130: Software Engineering, we discussed briefly the design failures of UCLA's enrollment system. Unsurprisingly, the class was able to design a more efficient, cost-effective solution that could be implemented *by the student body*. Why the school refuses to take advantage of FREE, quality labor for the betterment of the entire university is beyond me.

> The interaction of professors and students could be stronger. It occasionally felt like professors were not in tune with student needs.

> The one suggestion I would have it to have a better screening process for TAs. Many of my TAs could hardly speak English which made it very difficult to learn in discussion.

> The professors don't know how to teach. Lecture is a terrible form of teaching that only prepares students to memorize and cram, then forget everything, not to really learn. Professors have extremely limited office hours, are always too busy with research to do prepare for teaching or update their lessons, and always direct you to the TAs for any real questions about the class. The TAs are overworked, have had absolutely no training in how to teach, and give you answers for homework because it's easier for them than taking the time to help you learn. That said, Bioengineering professors are better than CS but still don't know how to teach.

> The variations on certain CS electives vary too greatly in quality and difficulty. 174A is an example of one of these.

> There aren't enough interesting computer science courses/too many requirements.

> There were too many TAs who had a lot of trouble speaking English. This was especially bad for classes like CS35L, where the TAs actually teach the class. Even if the TA knew the material, nobody could understand what they were saying. Furthermore, in CS35L, it was so bad that there were some pretty serious typos on the final. The TA had to rewrite entire questions during the course of the final. In general, I think the TA instructed courses like CS35L and M152A need to be instructed better.

> There's too much variation in terms of class quality. Some classes are a disaster with condescending to clueless professors while others are simply fantastic. On top of that, many of the classes we CS majors have to take (Math, Physics) aren't relevant to what we do in the field. Also, I feel like there should be more CS classes that focus on the subject on a higher level (object oriented design as opposed to low-level "hacky" scripts).

> Too many students, too few classes, hard to enroll

> Very satisfied

4. Please use the space below to comment on your responses to the previous question. Feel free to make suggestions for improvement. It is especially useful to identify specific reasons for aspects where you felt dissatisfaction.

> A few of the professor in the math department were highly intelligent, but were not capable teachers at all. They could not effectively communicate with a class in a way which we could understand and make steady progress in the material.
A lot of the GE courses I want to take end up getting filled up quickly, which makes sense, as these courses tend to be required for other people. However, I wish there were more opportunities to take some of the more impacted GE classes.

Again, lecture is a poor form of teaching. TAs don't know what they're doing, and office hours are crowded because they're so limited and the material is so rushed. Labs are a complete joke, as students don't actually do science but instead are told to follow exact procedures TAs give without any explanation, motivation, or independent thinking.

Again, some professors were better than others, but they all get you through the class, so it's alright in the end. It comes down to passion for teaching and understandability.

As aforementioned, the Physics and Math requirements feel almost useless.

Chemistry is a tough course which goes over a lot of complex concepts such as quantum physics. The professor I had had numerous complex slides and did not do very well to convey the concepts in a meaningful way.

Courses outside of HSSEAS were generally okay.

For chemistry, mathematics, and physics, I had my share of good and bad professors (bad implying professors that conveyed ideas poorly). Professors and TA's in GE courses were extremely friendly and encouraged students to voice their ideas.

HSSEAS should approve of more GE's that encourage students' communication skills and in the arts. Communication is extremely important in engineering, which is why HSSEAS students should be encouraged to take more courses that expand their communication skills. Courses in Theater, Communications, etc. would help HSSEAS students become better communicators. Also, more courses in the arts should be encouraged because they inquire the student to look at things from a different perspective. Gaining this skill will prove to be very valuable in industry.

I am very satisfied.

I believe that General Education is very important for encouraging students develop their own thoughts. There should be more guidance provided in this aspect and more joint programs between engineering and the humanities. Also, it would be interesting to have more community work for all of engineering to experience the struggles throughout LA and/or the US and/or the world and approach them as engineers who understand society and not as engineers who only know the right answer to a question on an exam problem.

I did not like Chem 20A

I didn't have as much experience with these courses, but I was satisfied when I would take them. There was only one or two instances where I thought the TA or faculty did a poor job in the course.

I enjoy the GE lectures but there is a lot of busywork that don't seem worthwhile.

I felt the instructions outside computer science were fine.

I had amazing TA's in the College of letters and sciences

I had an enjoyable experience with the breadth that UCLA offered. The introductory chemistry class was painful however.
I hate to put this so bluntly, because it makes me seem less intelligent or whatever, but math teachers at UCLA are too boring. There are ways to make math more interesting, but often they simply go up and drone. For someone with attention issues, this is a serious problem. Other departments did not have an issue with catching student's interest for some reason, so I think the math department could definitely improve.

I have only taken one GE and a couple of math/statistics classes. The GE was OK but I didn't find it particularly useful or interesting. The math classes were OK but I feel that the quarter system makes it harder to get the necessary problem practice due to time constraints.

I loved my GE courses! They were actually interesting and the professor was always good.

I severely disliked more than half of my math teachers. The one chemistry class I took was fantastic, while Physics was just about what I would expect.

I very much enjoyed the physics teachers and GE teachers I had.

I was somewhat dissatisfied with math lectures. I think I just had very good math instruction in high school, possibly because of the smaller setting, and was less satisfied with the math instruction here. The discussion sections helped a lot, though.

In general, the TAs in non-CS classes were significantly better at teaching and engaging the students.

Loved my GE professors and TAs. Hated my Phy Chem and Math professors and TAs

Many of the lower-division classes were taught by professors who did not seem to care, with the exception of Physics 1B.

Math department is great, I just wish the classrooms were not full of 200 people. It's just hard to make a connection with the class with such a big audience. By the end of the course, there is barely enough air to breathe. Good luck talking to the professor after class, the line is 30 minutes long, and if you want to go his office hours, the line is out the door. Some professors didn't speak English very well or mumbled, and it was very hard to understand them.

Mathematics was ruined for me when I was forced to take Professor Mess for Math 32A as my first course at UCLA. He should probably be reserved for Math majors in upper divs.

n/a

N/A

N/A

Only took one class in chemistry in summer session, it was okay. Physics department is very good.

Other departments I felt were good.

Outside GE could be cumbersome with mandatory discussion etc.

Please no more GEs
Please speak with Professor Soatto about the state of our university's mathematics program, as he is highly opinionated on the topic. The absolutely abysmal teaching at all levels of the undergraduate math department made it very difficult to complete a number of my computer science courses. Professor Soatto was no less than shocked to find that our CS 174B class had only a handful of students who could follow the material at the pace that he wished to teach it. After some discussion, it was discovered that hardly any of us had a decent grasp of the fundamentals of linear algebra, although all of us had completed the Math 33A course. Note that more than 60% of the class dropped the course within the first two weeks due to lack of understanding of the material.

Professors and TAs whom a majority of students rate low should not be teaching. It really didn't seem like our responses to the end of the year surveys really mattered.

Reasons I was dissatisfied (from my responses above): professors/TAs were difficult to understand because of thick accents, not speaking loud enough, etc. Many professors assumed the students had quite a bit of knowledge in the field before taking the introductory course. Math professors rarely explain the proofs intuitively and don't seem interested in teaching basic courses.

Satisfied.

Some math professors can treat the class with more respect

Sometimes GE classes are just more fun...

TAs were OK.

The depth and pacing of each class was decent over all departments, but I noticed a lack of an attempt to inspire student interest in the subject matter. I believe in general this is the area where UCLA classes can improve in the most meaningful way.

The GE courses were amazing and the professors really seemed to care about the students' learning. Math, chem, and physics professors, while not as amazing, were also very engaging and effective in my opinion.

The science classes depend per year on the instructors available. I enjoyed my GE classes.

Took chem @ community college, therefore can't answer. Other places were fantastic.

Very satisfied

7. If you answered "Work in industry related to engineering" in question #6, please identify the company if known and then skip to question #14:

Amazon
Amazon
Amazon
Amazon
> Amazon
> Amazon
> Amazon
> Amazon
> Amazon
> Amazon.com Inc.
> Amazon.com Inc.
> Apple
> Arista Networks
> Beats Electronics
> Belkin
> Box
> Cisco Systems
> Currently I am employed at a small iPhone app game developer startup and am in the process of interviewing at Workday.
> Facebook
> Facebook
> Facebook
> Factual
> Factual, Inc
> Fandango
> Hulu
> Hulu Inc
> Incompli Inc.
> LinkedIn
> LinkedIn
> MemSQL
> MeridianLink
> Microsoft
8. If you answered "Work in industry unrelated to engineering" in question #6, please identify the company if known and then skip to question #14:

> Quest Venture Partners
9. If you answered "Attend graduate school in engineering" in question #6, please identify the university if known and then skip to question #14:
   > Stanford University
   > UCLA
   > ucla
   > UCLA
   > UCLA
   > UCLA
   > UCLA
   > University of California, Los Angeles
   > University of Pennsylvania

10. If you answered "Attend medical school" in question #6, please identify the university if known and then skip to question #14:

11. If you answered "Attend law school" in question #6, please identify the university if known and then skip to question #14:

12. If you answered "Attend other graduate/professional school" in question #6, please identify the university if known and then skip to question #14:

13. If you answered "Other" in question #6, please explain:
   > I have no idea.
   > taking time off and traveling, plans to apply to jobs/internships
   > Teaching
   > will be doing software engineering along with inner city christian ministry

20. Please comment on the benefits you received from OASA advising and feel free to make suggestions for improvement.
   > Academic counselors were generally helpful. However, I don't think the graduate student counselors provide any value. They never know any answers to questions I ask.
   > Alina has always been very helpful when I go to counseling!
   > Alina is a fantastic counselor. She helped me through a difficult time in my academic career and is ultimately the reason I was able to graduate on time.
   > Alina was the best with email communication during my time at UCLA. Anyone else was hit or miss.
Benefitted with regards to: scheduling and planning, taking replacement courses, general advice about course availability and requirements.

For enrollment concerns, OASA has promptly given me information regarding class availability and other questions I had regarding my major curriculum.

Good enough.

Good for information about my technical breadth options and major change.

Helped me plan my classes.

I didn't contact the councillors by email too much because I found it faster to simply book an appointment and talk to them. I understand they are quite busy and I have found it is easier to answer all your questions, in more depth, by just setting an appointment. Everyone has their personal preference, but I would recommend this for other students as well. I have really appreciated the councillors and how helpful they have been.

I felt the OASA counsellors were very well prepared and had answers to all my questions. It was nice to be able to get issues sorted out at OASA.

I love them. Keep up the good work. Only if they could reply to emails faster it would be perfect.

I mainly asked for specific information on degree requirements.

I never received any help from my OASA Counselor. I did not know this was even an available option.

I once had a meeting with an OASA counselor about the problem on DARS with AP credit incorrectly applying to GEs. After several people coming and talking to me, there was never really a consensus on whether one of my AP classes counted, so I ended up just taking another GE to be safe.

I understand that there are many students to a small number of counselors, and when things need to be done they are helpful, but I do not think the general advise on how to approach school is given to students from a counselors point of view. For example, there should be a better approach to choosing general education classes and possibly the counselors getting involved in helping students chose them. I believe the choice of a GE can truly make a difference in a students future and I believe that currently students do not have the guidance needed to chose the best fit GE for them.

I was given great recommendations on what courses I should take, how I should plan out my schedule, and what I could do to improve my grades.

I wish counselors were available for open office hours all the time. It seems like they don't have much time to advise students, but I thought that was what they were for.

I would suggest giving students a breakdown of the pre-requisites for the required classes to better plan their schedules.

It was always very easy to walk in and get questions answered, even by the front desk. Whenever I had 1-on-1 meetings I felt like I was rushed.
It would help if they asked if I had questions by email once a quarter or year. Reminder who they are and what they do.

Jan has been a great mentor, motivator, and friend throughout my years at UCLA, especially towards the end of my (long) stay here. Having a counselor who motivates and believes in you is an extremely empowering feeling, and I could not have made it without her help and guidance.

Make the website more easily accessible and easier to browse. Often students send emails to counselors that can easily be answered through the website (or already are answered, but just hard to find). From my experience as a computer science student, the current OASA website with information for engineering undergrads is very disorganized.

Make these things more know, I didn't know before senior year.

Meeting with my advisor was helpful, but I found coming in for walk-in advising less helpful, since I would sometimes meet with someone who was not a CS advisor and was told confusing or incorrect information.

Michel and Alina were always helpful. Shoutout to Alina for helping us enroll in full classes! :)

Most of my communication was about taking a double major and getting all the unit requirements for that sorted out.

My few counselor emails were never responded to.

No complaints; OASA has always been very helpful.

None particularly. Advisors are grossly disconnected from the curriculum, not that I can blame them.

OASA advising was helpful, and gave me good advice on graduating on time.

OASA advising was very helpful. The counselors I met with had reviewed my transcript and helped me plan my schedule whenever I needed help.

OASA counselors are great, I have met them specially to plan for my graduation at the end of my fifth year. I just wish I met them before (like 3rd year) to go over the required coursework. I missed my orientation and took some courses that I really didn't need to graduate.

OASA has been a major help in terms of getting classes and planning my schedule each quarter.

OASA is fantastic, each visit is extremely helpful. My only suggestion for improvement would be to require an OASA counselor meeting once a year because a lot of students are unaware such an organization exists.

OASA made sure I could graduate on time and took the correct classes. Very beneficial.

OASA staffing only replies to emails with stock pre-written emails with links to webpages that don't answer the questions asked. Had to go in and talk in person to actually get questions answered.

Over my time at UCLA the quality of assistance from the OASA advising staff skyrocketed. My first 1-1.5 years I had very frustrating experiences where staff weren't helpful at all. On one occasion I had an entire counselor meeting without the counselor pulling my file, she just tried to answer questions off the cuff and had several "I don't know"s for me. However, this last year or two they were very helpful, and worked with me extensively, especially in difficult situations (like when I had to withdraw from the
quarter my junior year). Most recently I met with Michel Moraga and Alina Haas who were both absolutely amazing and made my life leading up to graduation extremely easy. Thanks SEASOASA for your help this year!!!

> Overall I am very satisfied with my academic counselor Jan LaBuda. She has made a significant positive impact in my experience at UCLA and I am very grateful to her. Keep doing what you're doing because it works.

> Planning out graduation was very helpful

> Schedule counseling was okay, but it’d be better if someone who took the courses in your major helped you out, instead of just someone who was available at the time. For example, an adviser with a C.S. background should help out with the schedules of C.S. students, if possible. I had an adviser suggest taking CS 131 and CS 111 together, which is obviously not a good idea. Advisers should have a feel for the classes they're trying to schedule.

> The experience I've had with counselors has been great and they mostly seemed to really care about the students they were helping. I know that I was helped a great deal by counseling.

> The OASA counselors are awesome! They always take the time out to explain everything, and make sure we were on the same page. They answer your questions and more, such as giving advice, making sure you are on track to graduate.

> The only bad experience I've had from OASA advising is how difficult it is to talk to an advisor. Most of the time it's at least a week's wait to have an appointment or to get a response from an email so it's often easier to not ask questions or to ask other students in the major to see if they have any input.

> The website is a bit confusing to navigate.

> There was some running around when I wanted to double major, so I appreciate everyone doing their best, although there was a bit of confusion over required paperwork for a bit.

> There were a couple of times I sent emails to counselors with just really quick questions and never got a response back.

> They simply suck

> They were very helpful in signing up for courses and dealing with graduation requirement.

> They were very responsive and helpful in many situations and allowed me to get my degree without too much administrative hassle.

> this one time they changed something on DARS for me

> This was very helpful in making sure that I stayed on track. Starting sometime during Junior year, I checked in quarterly to make sure I was still on track

> Very good.

> Whatever question I have on enrollment or graduation, I go there.

> When I had administrative and class questions I went to see a counselor. Overall I was satisfied with the service. My questions were usually about confirmations of things or simpler stuff.
> When it comes to typical issues such as class planning, advising has been useful. However, when actual problems arise, the
counselors appear to be either powerless to solve many of the issues, unwilling, or a combination of both. After going a number of
times, I tended to avoid going to OASA unless absolutely necessary.

23. **Comment on what benefits you received from meeting with your faculty advisor and what benefits you would like to see future students gain from meeting with their faculty advisors.**

> --

> advice on industry vs academia, advice on how to best spend my time during my college years to maximize experience and learning

> advising for research.

> Advisors are less than helpful most of the time.

> Although students are able to select faculty advisors, I feel the program could be improved by improving the initial assignment of advisors. Maybe having students fill out a survey at orientation could improve matches so that students visit with a professor involved in research/teaching courses the student is interested in beginning their first year.

> As it turns out, I did research with someone other than my faculty advisor, and I have found that relationship to be more beneficial, just because I could talk to him more directly and more frequently. I did get a letter of recommendation from my faculty advisor though, so I thought it was a worthwhile investment of my time.

> Because it was necessary, I switched faculty advisors a number of times. This has given me some insight on how they operate, and the pros and cons of each. Some of the advisors make very good use of the time to discuss planning for your future, discussing what it's like working in research, etc. However, it is surprising to find that a number of advisors do not take the meetings seriously (or even understand how or why they exist). Please train the advisors to follow as the more successful ones have.

> Didn't really like this requirement to meet with faculty advisor. Did not gain much from speaking with them.

> Faculty advising has helped me gain a professional focus by notifying me of events and opportunities in research or internships, such as career fairs and talks held by other organizations.

> Faculty advising was helpful, but it would be helpful to meet with different professors to learn about their focus of research instead of always just one.

> gained insight on school vs industry

> good

> Guidance on what classes to take

> He seemed interested in helping to make sure I was on the right track, internship wise and future wise.

> I am very satisfied.
I could never meet with my assigned advisor because they always had their hours Monday/Wednesday at the same time even though it is very well known that by the way courses are scheduled if you have a class M at 2, you also have the same class W at 2. Furthermore, even the faculty advisors seemed to not take the advising hours seriously, my last one just asked me my name and if I was graduating on time, then told me "that is all, bye."

I did not find meeting with my faculty advisors particularly useful

I didn't find it particularly useful. They mainly asked if I had any questions relevant to the field and industry, of which I could ask any of my professors if I wanted to know.

I didn't know what a faculty advisor was really for and how I could use them for help and what questions I could ask them. When I would meet with them, it seemed only out of necessity, but they didn't seem to tell me why we were meeting or let me know how they could be used as resources for students.

I didn't like it. He was critical of my GPA, which I did not care to hear about.

I didn't really get any benefits. During the first two years, I was trying to explore the different areas of my major and told my faculty advisor that. She was really put off by that and stopped listening to me. A lot of the other faculty advisors I spoke to were academically focused so it was a bit difficult to relate to because I'm more practically focused. I would suggest having the faculty list some of their experiences instead of just academically focused bios.

I didn't really get much from my faculty adviser.

I didn't really see the benefit of forced meetings with my faculty advisor, as there wasn't an active topic in which I wanted to pursue with him. My assumption is that the system was put into place to make sure students were on track, which I can understand. However, since I felt that my regular meetings with the counselors was fairly helpful, I did not see the benefit in meeting with my faculty advisor, possibly because I was not very interested in academia, or research.

I didn't see how it could be useful to me and therefore didn't get much use out of it. No one has really explained why having a faculty advisor would be useful.

I don't think it is necessary to require students to meet up with faculty. The fulfilling the requirement is a waste of time, and I usually learn a lot more from casual talks and/or office hours.

I feel like faculty advisors should be introduced AFTER students take a professor's class. The professors never know what to say to the students and as a freshman I had nothing to say to my advisor.

I gained nothing, I feel like I was expected to come prepared with things to talk about.

I never had any questions for the advisors, but I believe they are good to advise about jobs and other plans after university

I really thing the faculty advisor program is great (depending on who you pick). I really liked Professor Reinman and even more so for Professor Parker. That said, I have an important comment/suggestion. I came in as an Electrical Engineering major and was not sure what electrical engineering was. I also was interested in computer science and mechanical engineering. I think it would be very
beneficial if first year students were allowed to pick from a different department. As a first year, there are not many benefits in the advisor program since you don't even know what you want to do. Therefore being able to chose from all departments can possibly help students who are uncertain what their major really is or if there may be another major that is better fit. I ended up doing that by talking to my professors but it would be nice to do that through the advisor program as well.

> I switched advisers a few times, but they were more knowledgeable about jobs and industry than anything else.
> I switched faculty advisors twice because I was unsatisfied with the first two. I really like my final advisor I switched to. She was very helpful in about classes and finding work in my field.
> I think if they had a list of topics to go over with the students it would be awesome. Also they need to schedule more hours. 5 hours/quarter is not enough.
> I would like a more organic way of meeting with faculty advisors. The current method seems more like a formality at times, with the yearly required meetings.
> If you had good questions, Professor Darwiche gave good answers. If you don't try to get anything from it, you won't benefit, but it can be helpful.
> It provided me with a good perspective on the sorts of jobs there are, as well as someone who had a great amount of knowledge about the computer science field.
> It's was not very helpful. It's nice to meet with them and talk about engineering and computer science, but I didn't really get any tangible benefits. I meet with them once a year and that's just it.
> Learned about possible paths available after graduation.
> Mandatory meetings felt unnecessary and unhelpful.
> Meeting with the faculty adviser was okay, given that it was mandatory. I'm sure the meetings would be very helpful for students that actually had questions, but I never did.
> Mostly helpful, but I couldn't really develop a relationship with my faculty advisor
> My advisor for two years, Professor Palsberg, was great at getting to know the students and taking input to the department. I would like to see this across all faculty advisors.
> My advisor professor Eskin seems very interested in growing the bioinformatics department. While this is understandable, I don't have much interest in the subject and during appointments I have seen him he has been preoccupied with his own interest. I would hope that meeting with my advisor would help me with planning my long term goals such as grad school or my trajectory in industry. Personally I will not go to grad school immediately after graduation but I would like to keep my options open and be able to return to grad school if I desire later in life. This process is a complete mystery to me despite my attempts to ask professor Eskin for his advice. I feel like this dearth in knowledge is mostly my faculty advisor's responsibility.
> My faculty advisor gave me good advice about finding internships during the summer to prepare for the real world after college.
My faculty advisor is amazing! He is always helpful and willing to answer my questions about anything and everything. He gave me a lot of advice on the work industry, as well as graduate school. In terms of work pace, he also warned me about making sure I was taking classes at my own pace. I definitely enjoyed talking to my advisor, and I feel I have definitely learned a lot from him.

No noticeable benefit.

Not having to go would be nice. Gained nothing from faculty advising.

Not much.

Questions regarding CS requirements were unanswered as my faculty adviser did not know.

Since faculty meetings are mandatory, I don't think anyone cares very much about them.

The faculty adviser was the mandatory yearly one? I met with him the first year (transfer year so technically third) because it was mandatory. I didn't find the experience particularly useful. I didn't really have any questions and I felt that he didn't enjoy the experience either. At least he was nice enough to mark our participation if we had no questions for him. I get the idea behind the program but I didn't find it very useful.

The faculty advisor meetings had no benefit. There was usually nothing to discuss and I only met with them because it was mandated. They do not help in any way at all.

They provided good advice.

Very few benefits, but that's mostly because my career plans are K-12 education rather than engineering. However, my faculty advisor was very unresponsive to email communication. Also my first faculty was very unsupportive of my career choices, so I changed, but all advisors have extremely advising hours that are often shared between many students so there's little chance to actually get to know them.

Very useful advise on job market.

27. Please identify the professor(s).

Amit Sahai
Alcino Silva
> Brenda Larison
> Brian Walker (political science)
> Dr. Keith Holyoak (Psychology dept.)
> Glenn Reinman, Jens Palsberg
> Glenn Reinman, Scott Friedman
> Huiying Li
> Jason Cong
> Jason Ernst
> Mario Gerla
> Miodrag Potkonjak
> Miodrag Potkonjak, Lixiao Zhang
> Peter Reiher
> PROF. Miodrag
> Professor Bouchard
> Professor Demetri Terzopoulos.
> Professor Glenn Reinman
> Professor Reinman and Professor Reiher
> Professor Soatto (CS), Professor Ozcan (EE)
> William Hsu

28. How did you first find out about this(these) research opportunity(opportunities)?

> 2 quarters of research required for my Cognitive Science double major
> A friend that I coded with previously invited me work together with him on his research project.
> Contact him
> CS199, and from class
> Department email advertisement
> Email
> Faculty Advising hour
> For Professor Ozcan, a friend of mine recommended his lab, and they needed a programmer, so I started working there. For Professor Soatto, I took a class of his and did well enough to get noticed, and am now doing research in his lab.

> Friend of someone who works in the lab

> Friend.

> from taking his computer security course

> I asked him after I took his class.

> I came to Stott Parker and told him I was interested in neuroscience. He got me acquainted with Silva.

> I was interested in getting into a bioinformatics research lab, and my advisor had mentioned that there were a number of openings that he had posted on the UCLA bioinformatics web page.

> In CS 33

> Professor list

> Talked to my professor

> They contact me.

> Through email and faculty listings

> Took a class with him and he mentioned he needed an assistant for some writing work.

> Took Bio Engr 10 out of own curiosity

> With Professor Reinman, I talked to him while taking his class and found out about the opportunity. With Professor Reiher, I met with one of his graduate students and talked to him about his work and worked under him.

29. Please use this space to comment on the benefit of your undergraduate research opportunity(opportunities).

> Doing undergraduate research gave me insight into the process of writing a research paper and the steps needed to proceed in doing so. In addition, it exposed me to graduate school life and working with a professor.

> Gain parallel programming experience.

> Get me involved with research and lead me to do phd.

> Helped me work on analysis tools in a lab setting working on low level device coding.

> Huge help in preparing me for work and future classes, and got me extremely interested in FPGA programming and computer architecture.

> I am going to graduate school, so the benefits for me have been enormous, as that will be a large part of my career. It was easier to get research than I originally thought, but trying research early might be helpful for other students.
I found it very valuable, especially in proceeding to graduate school. I gained experience developing and collaborating with a fellow software developer. As the project was autonomous, we learned to set deadlines for ourselves. I thought it was very interesting & useful, esp. to work closely with graduate students and get a sense of what graduate work is like. It has helped me realize which fields in computer science interest me and which fields do not interest me as much. It also enabled me to talk to graduate students and understand what the life of a graduate student is like. Finally, it has motivated me to search for an area of interest for myself and revealed the benefits and hardships of being a graduate student.

It's been awesome so far. I'm working with two other amazing grad students. One is definitely a genius. I'm currently writing a genetic algorithm and I'm going to construct a neural net afterwards.

None, really. I had free time for those two quarters and the subject did not apply to my major.

Really enjoyed it.

The real world experience was incredible. I was working on real software with real people.

Think outside the box and experience real world applications.

Use of my mathematical knowledge in a computer science related field.

Very beneficial.

Working in a lab is great, as I am able to apply what I have been learning in classes to something real. I definitely think it is important for those thinking about getting into research to try it out as an undergraduate first and see how they feel about it.

31. Please explain why you did or did not sign up for a 199 directed research course.

Felt like it?
Finding opportunities was pretty difficult, and a lot of the research opportunities seemed quite unorganized.

Had free time.

I actually haven't yet. I plan to sign up for it for Fall 2014. Perhaps with Sarrafzadeh because I have a friend working under him right now and I'm very interested in the research. He's been working with FPGA's to wirelessly transmit (HDMI-like) video.

I didn't see the benefit.

I felt it was a better use of time and credits than other CS electives (there are only so many relevant electives)

I felt like my work merited 4 units of CS upperdivision credit.

I have never heard of this course.
I needed the units that quarter and also used it as an elective to graduate. Also since I was doing the work, I wanted to have proof on paper of my involvement in case I did not get published.

I signed up for a 199 directed research course to formalize my research and received credit towards my major.

I signed up for the 199 directed research course as it was a good opportunity to continue developing and extending the home automation platform that my friend and I developed.

I took it because I thought it would be worth it to get some class credit for the research I was doing, though I probably would have done research regardless.

I took the research class for elective credit.

I wanted to get credits for my work.

I was able to get class credit towards my degree for 199, which is why I signed up for it.

I was still considered underclassman, so it was 99

Not enough time

Summer

There was not need to / I would have to petition

To take one less elective

Well, the research I did with Dr. Walker was paid, so that wasn't really a 199. The 199 that I took with him wasn't really directed research, it was more of an informal class.

34. If you selected "Other" on the previous question, please enter the name of the company below:

1) The Port of Los Angeles 2) Art and Science Labs

A*STAR

Adobe Systems

Amazon

Amazon

Amazon

Amazon

Amazon

amazon

Amazon
> HTC Taiwan
> Hulu, Facebook
> Industrial Technology Research Institute, Taiwan
> Intel Corporation
> LinkedIn
> LinkedIn
> LinkedIn
> LinkedIn
> LinkedIn
> Massive Joe Studios, United Software Associates
> Microsoft
> Microsoft
> Microsoft
> NASA Ames Research Center
> NetApp
> Netgear, Inc.
> Novacoast
> NSA
> PSI Consulting
> Shopzilla Inc.
> Shopzilla Inc., Microsoft Corp., Amazon.com Inc.
> SpaceX
> SQL Fusion
> Symantec, Apple
> Treyarch
> Tribune Inc. (Los Angeles Times)
> UC Hastings College of the Law
> UCLA
35. What was the specific title of your internship position?

- Android Developer
- Application development intern
- Application Security Intern
- Associate Application Developer Intern
- Associate Software Developer Intern
- Associate Software Engineering Intern
- Creative Cloud Developer Intern
- Data Desk Intern
- Database Contractor
- Developer Intern
- Engineer Intern
- Enterprise Information Systems Intern
- Explorer Intern, Software Development Engineer Intern
- Front-end Development Intern
- Front-end Engineer
- I.T. Systems Temp
- Information Technology Intern
- Intern
- Intern
- Intern
- Intern
> Intern - software developer
> IT Engineering Intern and Software Engineer
> Member of Technical Staff Intern
> Program Manager
> Programming and Marketing Intern
> QA Engineering Intern
> R&D Render Intern
> Research Assistant
> Research Intern
> SDE
> SDE
> SDE
> Security Technology And Response (STAR) Intern
> Software Developer
> Software Developer Engineer
> Software Developer Engineering intern
> Software Developer Intern
> Software Development Engineer
> Software Development Engineer Intern
> Software Development Engineer Intern
> Software Development Engineer Intern
> Software Development Engineer Intern
> Software Development Engineer Intern
> Software Development Engineer Intern
> Software Development Engineer, Intern
> Software Development Engineering Intern
> Software Development Intern
> Software Development Intern
Software Development Intern
Software Engineer
Software Engineer Intern
Software Engineer Intern
Software Engineer Intern
Software Engineer Intern, and Intern
Software engineer; QA engineer
Software Engineering Intern
Software Engineering Intern
Software Engineering Intern
Software Engineering Intern
Software Engineering Intern
Software Engineering Intern
Software Engineering Intern
Software Engineering Intern
Software Engineering Intern
Software Engineering Intern
Software Engineering Intern
Software Engineering Intern
Software Engineering Intern, Program Manager Intern, SDE Intern
Software Engineering Intern, Software Engineering Consultant, Software Engineering Intern
Software Intern
Software Programmer
What type of skills do you feel you were able to develop during this internship?

- ability to learn programming languages on the fly, different development cycles, all aspects of a product release, communication skills, politics at work, etc
- Ability to quickly learn and use other programming languages (C#, VB.NET) Knowledge of late binding (this wasn't mentioned at UCLA) Practice with algorithms and optimization
- All types: learning from codebase, coding style, process, testing, experiments
- Basic front-end website structure
- Better code writing, better understanding of goals and objectives at a job.
- Better programming and software design skill.
- Coding discipline in testing and writing quality software with high scale.
- Communication / Software Engineering work skills
- Communication skills, a look at the industry from a non-developer's viewpoint
- communication skills, web dev skills, java skills
- Communication with other fields, working at large scales.
- Communication, Problem solving in industry, Integration into the workplace
- Cope with stress
- Dealing with politics.
- Dipping toes in the industry and learning to communicate with those who are much smarter than you in an effective way so you can learn from them.
> enterprise software, test driven development, continuous testing integration, agile planning
> Everything from learning tools of the trade to how to work with different personalities in a work environment.
> Familiarity with specific higher education database (Datatel) using a legacy language (UniBasic)
> Gained valuable experience honing my web development skills through the full stack. Gained knowledge about the business of IT consulting. Became familiar with working as a full time software developer.
> Good software engineering practices.
> How to work in a huge corporation. How to work on a codebase shared with various other team members (and some who aren't available any longer). How to work effectively with writers, designers, and other programmers in making successful projects.
> I developed testing and design skills.
> I did multiple presentations in both internships, organized an cross-departmental intern event, and was integrated into a senior-level team and expected to do the same work.
> I feel that I took initiative to learn some of the skills in advance, which is why I did well in the internship. But the programming projects I did were helpful. I think some students don't think they are, but the lessons are there if you pay attention.
> I learned how to be a model employee and build relationships with coworkers. The tasks I was given were only mildly related to software engineering, so while the job was mostly technical, it was not directly related to the work I want to perform in the future.
> I learned how to write code in a work environment, including how to adapt to requirements changes from management. I also learned IT skills, and was partially responsible for managing computer networks for small businesses.
> I was able to apply what I learned in class, but most importantly, I was working with real people. Learning how to collaborate was definitely one of the most important things for me.
> I was able to develop skills specifically in algorithm approaches, object-oriented construction, user interface optimization, unit testing, and error checking. On a social aspect, I strengthened my skills in problem discussion and formulating solutions in a presentable manner.
> I was able to help develop a REAL software system.
> I was able to improve my coding, teamwork, and communication skills.
> I worked on several projects in both web and mobile fields.
> Identification and analysis of faulty bureaucracy in a large corporation
> Independence, design architecture, real world experience.
> Industry development experience, industry general practices, agile/scrum programming
> Knowledge of the practical usage of databases in an enterprise context, as well as experience with how to interface on a regular basis with clients.
> Learn new tools quickly and work within a large team
> Learned Java extensively. Byte level programming. Team work. Communication.
> Learned new programming languages and the process of software development.
> Learned practical Web application development skills that I had not yet learned in Computer Science
> Learning about larger software projects and how they work, learning how meetings and companies function, learning that I need to put myself out there more.
> Learning things that weren't taught at UCLA.
> Loved the internship. Learnt a lot about android app dev and this has helped me get so many interviews.
> Managing a software development schedule, designing software systems, and working on a software development team.
> Manual-writing skills
> Mostly, my internship helped prepare me for the interpersonal relations you have in a career.
> My first internship helped me learn more about web development and working independently. My second internship helped me learn more about computer vision and gaming which I did not learn in school.
> Object model design
> Ownership of my work and the skills to maintain a system for a longer period than a school project would. Skills for working in a team and communication with management. Better coding practices.
> Partake in a real world project.
> Presentation, communication, real-world software engineering practices, code quality
> Problem analysis and industrial level software development
> Programming in Python. Some technologies used in industry.
> project management, software engineering and testing
> Real world programming conventions, algorithms Big project development processes
> Relations with management, use of proprietary penetration testing software, python automation
> Security knowledge
> software development, working with PMs and designers
> Software Engineering Skills
> Team work and Agile Development
> Teamwork
> Technical Communication, Software Engineering
Technical industrial techniques
> Testing, Development, Communication
> The ability to pick up new things.
> Time management, collaboration with other departments, learning new things with a deadline, other topics related to my major I may not have learned in my classes.
> Web design and back-end design.
> Web development, general software design and implementation.
> Work environment experience.
> Working in a professional setting, experiencing corporate culture, collaborating in teams, developing a software product end to end.
> Working in a team, meeting deadlines
> Working will real teams on real problems. Facing industry deadlines.
> Working with a team
> Working with a team, how to use source control management software,
> Working with real tools (not outdated ones that the school uses), how to ask meaningful questions, managing my time in a real work environment, being able to present my ideas and projects

42. If yes, how was that feedback beneficial to you?

> Able to mention it to other companies I applied to.
> Confidence that I was ready for the industry.
> Gave me a offer
> Gave me good constructive criticism and areas to grow in halfway through the internship
> Good opportunity to reflect on self.
> helped me grow.
> Helped me improve in areas I was lacking in.
> Helped me know what I was doing right
> Helped me realize my strengths and weaknesses, and also the important aspect of knowing how others see your work.
> Helps me understand my mistakes.
> Honest
> I got a job.
> I got positive formal feedback, which didn't really help. During the internship I interacted with my manager/mentor on daily basis which helped me to mature as a developer.

> I learned how to improve myself and my communication skills.

> I need to Google and look at stack overflow before asking a question.

> It allowed me to understand what areas I needed to work on when I returned to school

> It gave me areas where I could improve

> It helped me gain a better understanding of my strengths and weaknesses

> It helped me improve the product, speed up development, improve design choices, improve readability and maintainability. It got me used to programming for other people to read.

> It helped me learn from mistakes.

> It helped me to see what I need to improve

> It improved my skills as a programmer

> It let me know how to improve my work in future industry jobs.

> It provided me what I needed to work on.

> It reaffirmed what I had identified as weak points in my performance.

> It showed me where I was weak and needed improvement.

> It taught me a lot about my weaknesses, my mentor told them to me without hesitation and that was very valuable to me.

> It taught me a lot about what my strengths are, as well as what I need to improve on.

> It told me what I needed to work on, and what I excelled in, which is nice to know.

> It was all positive, so I guess I knew I was doing the right thing.

> It was helpful in pointing out what I was doing right, and what I could use a little work on. These were more non-technical skills not taught at UCLA, such as people interaction, attitude, and learning ability

> It was very encouraging.

> It wasnt that helpful

> Let me know how I stand compared to my peers.

> Let me know the areas I could improve in and what areas I excelled in.

> Made clear to me that though I was very technically competent, I may need to work on my communication

> Made me look at strengths and weaknesses

> Made me more conscientious about my coding practices.
> My boss was very encouraging, and also gave me good feedback on ways to improve my performance.
> N/A
> n/a
> NA
> No
> Not much
> Not very beneficial....my manager wasn't very involved during my time so he identified false strengths that I definitely didn't have, and simultaneously offered up as weaknesses some of my greatest personal strengths (that simply were not displayed because of his mismanagement during my internship).
> offered me insight on what I did well and what I can improve on
> Performance report was very useful, it allows me to see what I need to improve on
> See above, learning that I need to put myself out there more.
> Showed me my technical and non-technical strengths nad weaknesses.
> The feedback highlighted my strengths and weaknesses, such as how I could improve my public speaking.
> The feedback identified weaknesses that I was unable to see from my perspective. The feedback also helped to relieve me of some of the self-perceived weaknesses that I need not worry about.
> They told me about my strengths and weaknesses very bluntly, and now that I know them I can work on them.
> Told me what I needed to work on
> very beneficial
> Very beneficial, as it told me i was doing a good job
> very helpful
> Very informative
> Yes
> Yes! My manager talked to me every day and formally every week. He was very good at giving me pointers on how to improve what I was doing.
> Yes, my managers were very helpful in guiding me toward the correct course of action in my specific position, as well as for my career overall.
> Yes, Very beneficial.
46. If you were offered a full time position, why did you or did you not accept the position?

> $$\$$
> .
> Although very interesting, educational, and well worth my time, I do not see myself working there full-time.
> Because I enjoy the work and location.
> Because I enjoyed working with the team.
> Because of the internship.
> better offer
> Did not enjoy my time there
> Good pay, enjoyed working with my team, opportunity to work at a place that will allow me to grow as a software engineer the most
> Great intern program, great pay.
> Have not rejected opportunity. Just curious about other opportunities in the industry.
> I accepted the position as the business of IT consulting interests me. I'm attracted to opportunity that I have to learn the inner practices of other industries and gain different skill sets.
> I accepted the position because it was a good offer, and I enjoyed working during my internship.
> I already had another offer.
> I am going to attend graduate school, so I received an offer for a returning intern
> I am going to grad school, so I couldn't work full time yet. I could have gotten a full time offer if I wanted, but I didn't go through the process because I knew I was going to grad school. I really enjoyed working at Google, but I think my skills and talents would be better utilized in research. I may go back eventually, but if I do it would be for research not software engineering.
> I am not graduating until December. I might accept their offer, but I still want to apply elsewhere to explore my options.
> I did.
> I didn't want to take it.
> I enjoyed working there.
> I felt that I didn't fit in well with my team.
> I had a better offer.
> I had a few options and chose Facebook over Amazon. Facebook's onboarding process (you get to choose your team within the first two months) is much better than Amazon's pre-placement, that is you choose your team before you start.
I had another offer that was in California, and I wanted to stay in California, so I turned Amazon down. I would have no problems working there however.

I had multiple offers from other companies. I decided to take another offer that would place me in California instead of Washington.

I like the culture of the company

I liked the culture and the work. I liked the area of the company and I liked the compensation.

I liked working there.

I loved my team!

I plan on staying in school for the Fall and I would prefer working at a larger more well known company after graduating.

I realized I don't want to get into the data journalism field right after graduation and there are better opportunities in the tech industry for me right now.

I took it because I loved working there

I want to go back to Northern California.

I want to pursue other companies.

I wanted to work on more meaningful projects.

I was not offered one

I was offered an extension of my internship that could potentially lead to a full-time position. I feel very at home at Belkin, so I would be very happy to accept a full-time offer from them.

I would accept because I am interested in working there. However, I am also interested in working elsewhere, so it is just one of several possible options.

It paid well and I liked my team.

It was a decent offer and I didn't do very many interviews because I hate searching for jobs.

It's a perfect match for my skill background

Money

N/A

n/a

N/A

NA

Nice company, nice people

Not competitive enough. Will not sponsor my visa
Only offer I had.
The company is great, I liked the people I worked with.
The company was half software development and half electrical engineering. I would prefer to work at a fully software-focused company.
The position I was offered at this company would involve more hardware and network management than software engineering. I'm instead looking for a software development position elsewhere.
Was not offered a full time position

48. Please explain why you would or would not recommend an internship at this company.

A lot of personal attention and a lot of hands on learning.
Amazon is a great place to work, it's a very professional environment but it's still very much like Google and other tech companies in the bay in that they're professional about the work they produce but casual in everything else. Everyone I met there was very smart and I learned a lot from them.
Amazon is based on hard core principles and data-driven process. The internship forced me to have stricter principles and testing patterns as a developer. On the other hand, Microsoft is just horrible. The internship is fun because the company treats the interns very well, but the entire company is still based on the 90s. The development process is old, bureaucratic, demotivating, etc.
Amazon's program is amazing. Also, getting interviews with other companies is really easy once you have an internship at one of the Big 4.
Amazon.com has a fairly impersonal internship experience. I worked by myself on my own project with little feedback from my manager, my teammates, and my mentor. I feel like my time could have been better spent working at a smaller, more personal company, and getting to learn from my coworkers.
Belkin has a ton of opportunities for people of all disciplines. It is a professional work environment, but feels much more informal than other large companies.
Do not recommend the front-end internship. The team was in the middle of restructuring the website, leaving the interns to essentially perform maintenance on the old website. I was promised some front-end development work but the majority of the time, I was simply working on simple bug fixes and copy-and-pasting code.
Good experience, and they are also looking for new graduates to hire.
Good experience, and they have a pretty good internship program. Teams are very welcoming and are always available to help.
Good people, meaningful work
Good projects if joined the right team
Google is one of the best companies in terms of scope and product to work for
Great intern program, great pay.
Great work experience and friendly environment.
Great working experience and environment.
I believe they were good experiences but I do believe other companies would have been better.
I don't mean to be factitious, but it's Google. The company treats its employees very well, has an awesome vision, and works on the cutting edge of computer science. I chose a different path, but it is awesome nonetheless.
I would definitely recommend an internship at this company, I learned about what it's like to work in the real world and apply your CS skills.
I would highly recommend internships at all the companies I interned at. Shopzilla Inc. was a great company for introducing students to software development, in particular web applications.
I would recommend this internship to anyone who is interested in IT consulting. There are a variety of opportunities and skill sets required. The work culture is great as well.
I wouldn't recommend an internship because the company was extremely small, so there weren't as many people around to ask questions and learn from.
It is a great way to get into the field of data-driven journalism and can teach skills about GIS, statistics, design, programming, reporting, and more. Since LA Times is one of the leading teams in the field, it is a great place to get to know how you like the field.
It is a top software company with plenty of opportunities for success.
It is just what the student needs to further promote interest in the field.
It was a great experience, and I had a lot of fun.
It was a great introduction to working on a small team where your work will be meaningful.
It was a very good experience learning about the software engineering industry and having a large single project to work on that you could take real ownership of.
It was an enjoyable working experience with interesting projects.
It was insightful to work in a large company
It's a fun environment and demanding and worth it.
It's a good company to put on your resume.
It's a large company and every bruin could find their position in that company
It's too big.
Just filed for an IPO... enough said.
LinkedIn is a young and quickly growing company, with a lot of young, new hires. It has a vibrant atmosphere, and moves quickly.
> Lots of good work, great company vibe
> Majority of CS students are interested in web or mobile development, but don't realize that there is a vast world in computer science beyond web and mobile apps. A lot of people like to work for startups, but interning for a larger company is also a good experience. They have the funds to spoil interns, but most of all you get to see what it's like to work on large-scale projects and hopefully make a contribution of your own
> Massive Joe I would recommend, however, the company has broken up since I worked there. United Software Associates did not really give me anything to do.
> Nice company, nice people
> Office is close to UCLA so interns can do part-time work as a full-time student.
> On a personal basis, I have a strong distaste for their technologies, and spending time with the company only further reinforced that (it took their own IT dept over a week to get my PC working). However, more importantly, I think that Microsoft faces a gargantuan task in that they grew to such a large size as a company so long ago, and as a result have older corporate structures and practices deeply engrained in their culture. However, since they started, new programming paradigms and software development methodologies have arisen that have proven extremely effective (agile, scrum, etc). Microsoft as a company is struggling a lot with adapting to these newer methodologies that newer companies have been able to apply with much more success (because of their relative lightness as a corporation). Given the choice, I think that going with a more agile company (Facebook, Google, Yahoo, even smaller companies like Github) would be a much more beneficial choice. Microsoft has a lot of corporate scar tissue they are working to heal right now, better not be a part of that painful rehabilitation process with the beginning of your career...
> Pays well, treats well.
> Personal preference
> Quickly get you in shape for the real world
> The company allows students to take part in prestigious research and development.
> The company offers a wide selection of technologies to work with and is especially helpful with web technologies.
> The internship involves work on a highly interesting project in Northrop Grumman's defense program, and allows students to delve into Java front-end programming.
> The internship program at SpaceX is very well thought-out and organized, as well as actually doing meaningful, challenging work.
> The people are very friendly, you actually work on software, and the pay is generous.
> The people at Shopzilla are some of the nicest you'll ever meet, and they gave me a lot of challenging, fun work to do.
> The people were nice and the small size of the company allowed me to have a closer relationship with people working on vastly different projects than mine. I was able to have a much wider view of the company and code base than I would have had at a larger company. Their software is an interesting combination of applied mathematics (linear/nonlinear optimization) and computer science.
It is a lot of fun to work on for people who are mathematically inclined. While they are a nice place to intern at, I don't think they will be offering full time positions very often as they are a small company and don't need more programmers.

> They give you rigorous projects and have lots of cool perks.
> They have incredible benefits. Also - depending on what division you get in - you have a great opportunity to learn a lot.
> They treat their interns quite well. I didn't love my team or the work that I was doing, but if you're psyched about it it's a good gig.
> This internship involved a wide range of problems to solve, and I would recommend it to other students as a way to broaden their skill set.
> This is not the place if looking to work with modern object-oriented programming languages.
> Treats interns very well
> Very good intern feedback.
> Workday is a good environment to hone your programming skills, and you learn a lot about proper practices when working in the industry.
> Yahoo is turning around and there a lot of interesting challenges to solve.
> You do real work that impacts the company or customers.
> You learn a lot. Great work culture.
> You will learn a lot, it's a fun company to work for, and the pay is very fair.
> You're provided with projects that show you how your major is applied, while at the same time making sure not to overwhelm you.

51. Please provide us with an email address so that we may contact you in the future. This is important whether or not you are interested in the mentoring opportunity described in the previous question. ★

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