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 2016-Fall 2016)</td>
</tr>
<tr>
<td>Description</td>
<td>Your answers to the following survey questions will only be used in the aggregate to assess our performance and make improvements except for the following: Your email address and employment information will be used by UCLA Engineering and UCLA External Affairs to stay in touch with you, and if you indicate that you want to be an alumni mentor, we will contact you about that as well. The School will contact respondents who ask to receive information about job opportunities. We expect this survey to take about 10-20 minutes. 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 <a href="mailto:seascommencement@seas.ucla.edu">seascommencement@seas.ucla.edu</a>. 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 <a href="mailto:seascommencement@seas.ucla.edu">seascommencement@seas.ucla.edu</a>.</td>
</tr>
<tr>
<td>Status</td>
<td>Ended</td>
</tr>
<tr>
<td>Anonymous</td>
<td>No</td>
</tr>
<tr>
<td>Fill Ratio</td>
<td>95.9% (165/172)</td>
</tr>
</tbody>
</table>

★ 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? ★ [download item]

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>
</tr>
</thead>
<tbody>
<tr>
<td>a. Overall curriculum</td>
<td>20 (12.1%)</td>
<td>86 (52.1%)</td>
<td>40 (24.2%)</td>
<td>15 (9.1%)</td>
<td>4 (2.4%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Question</td>
<td>Description</td>
<td>N</td>
<td>30.3%</td>
<td>46.7%</td>
<td>20.6%</td>
<td>1.2%</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>---</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>b.</td>
<td>Ability of faculty in your major to challenge you intellectually</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>c.</td>
<td>Quality of faculty instruction for courses that you took offered by your</td>
<td>28</td>
<td>17%</td>
<td>44.8%</td>
<td>29.1%</td>
<td>6.1%</td>
</tr>
<tr>
<td></td>
<td>major department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Quality of TA instruction for courses that you took offered by your major</td>
<td>14</td>
<td>8.5%</td>
<td>35.8%</td>
<td>40.6%</td>
<td>9.1%</td>
</tr>
<tr>
<td></td>
<td>department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Quality of faculty instruction for courses that you took offered by HSSEAS</td>
<td>16</td>
<td>9.7%</td>
<td>43%</td>
<td>35.2%</td>
<td>7.3%</td>
</tr>
<tr>
<td></td>
<td>departments other than your major department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Quality of TA instruction for courses that you took offered by HSSEAS</td>
<td>17</td>
<td>10.3%</td>
<td>36.4%</td>
<td>40%</td>
<td>9.7%</td>
</tr>
<tr>
<td></td>
<td>departments other than your major department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Accessibility of faculty outside of class</td>
<td>22</td>
<td>13.3%</td>
<td>50.3%</td>
<td>27.9%</td>
<td>4.8%</td>
</tr>
<tr>
<td>h.</td>
<td>Availability of courses in your major required for graduation</td>
<td>27</td>
<td>16.4%</td>
<td>36.4%</td>
<td>30.9%</td>
<td>9.1%</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 (51 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>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>
</tr>
</thead>
<tbody>
<tr>
<td>a. Quality of faculty instruction in Chemistry</td>
<td>14 (8.5%)</td>
<td>32 (19.4%)</td>
<td>27 (16.4%)</td>
<td>18 (10.9%)</td>
<td>11 (6.7%)</td>
<td>6 (3.6%)</td>
<td>57 (34.5%)</td>
</tr>
<tr>
<td>b. Quality of TA instruction in Chemistry</td>
<td>14 (8.5%)</td>
<td>33 (20%)</td>
<td>30 (18.2%)</td>
<td>20 (12.1%)</td>
<td>4 (2.4%)</td>
<td>4 (2.4%)</td>
<td>60 (36.4%)</td>
</tr>
<tr>
<td>c. Quality of faculty instruction in Mathematics</td>
<td>22 (13.3%)</td>
<td>62 (37.6%)</td>
<td>48 (29.1%)</td>
<td>14 (8.5%)</td>
<td>11 (6.7%)</td>
<td>4 (2.4%)</td>
<td>4 (2.4%)</td>
</tr>
<tr>
<td>d. Quality of TA instruction in Mathematics</td>
<td>23 (13.9%)</td>
<td>62 (37.6%)</td>
<td>50 (30.3%)</td>
<td>16 (9.7%)</td>
<td>8 (4.8%)</td>
<td>2 (1.2%)</td>
<td>4 (2.4%)</td>
</tr>
<tr>
<td>e. Quality of faculty instruction in Physics</td>
<td>33 (20%)</td>
<td>59 (35.8%)</td>
<td>40 (24.2%)</td>
<td>14 (8.5%)</td>
<td>7 (4.2%)</td>
<td>3 (1.8%)</td>
<td>9 (5.5%)</td>
</tr>
<tr>
<td>f. Quality of TA instruction in Physics</td>
<td>28 (17%)</td>
<td>57 (34.5%)</td>
<td>50 (30.3%)</td>
<td>14 (8.5%)</td>
<td>4 (2.4%)</td>
<td>4 (2.4%)</td>
<td>8 (4.8%)</td>
</tr>
<tr>
<td>g. Quality of faculty instruction in GE courses offered by the College of Letters and Science</td>
<td>32 (19.4%)</td>
<td>75 (45.5%)</td>
<td>35 (21.2%)</td>
<td>12 (7.3%)</td>
<td>3 (1.8%)</td>
<td>2 (1.2%)</td>
<td>6 (3.6%)</td>
</tr>
<tr>
<td>h. Quality of TA instruction in GE courses offered by the College of Letters and Science</td>
<td>31 (18.8%)</td>
<td>74 (44.8%)</td>
<td>40 (24.2%)</td>
<td>10 (6.1%)</td>
<td>1 (0.6%)</td>
<td>2 (1.2%)</td>
<td>7 (4.2%)</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 (33 comments)

5. What is your current cumulative GPA? ★

Question type : Single answer -- Radio Button

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 2.00</td>
<td>0 (0%)</td>
<td></td>
</tr>
<tr>
<td>2.00 - 2.49</td>
<td>4 (2.4%)</td>
<td></td>
</tr>
<tr>
<td>Grade Range</td>
<td>Count (Percentage)</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>2.50 - 2.99</td>
<td>24 (14.5%)</td>
<td></td>
</tr>
<tr>
<td>3.00 - 3.49</td>
<td>65 (39.4%)</td>
<td></td>
</tr>
<tr>
<td>3.50 - 3.74</td>
<td>39 (23.6%)</td>
<td></td>
</tr>
<tr>
<td>3.75 - 4.00</td>
<td>33 (20%)</td>
<td></td>
</tr>
</tbody>
</table>

6. What is your expected year of graduation? ★

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>1 (0.6%)</td>
</tr>
<tr>
<td>2016</td>
<td>160 (97%)</td>
</tr>
<tr>
<td>2017</td>
<td>1 (0.6%)</td>
</tr>
<tr>
<td>2018</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2019</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2020</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2021</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2022</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2023</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2024</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2025</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2026</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2027</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2028</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2029</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2030</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2031</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2032</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2033</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2034</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2035</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
7. What is your expected graduation term? ★

Question type: Single answer -- Radio Button

<table>
<thead>
<tr>
<th>Term</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>28 (17%)</td>
</tr>
<tr>
<td>Winter</td>
<td>15 (9.1%)</td>
</tr>
<tr>
<td>Spring</td>
<td>115 (69.7%)</td>
</tr>
<tr>
<td>Summer</td>
<td>7 (4.2%)</td>
</tr>
</tbody>
</table>

8. Tell us about your time-to-degree since entering UCLA as a Freshman (Do not include summers or quarters in which you did not enroll in your number of quarters to degree) ★

Question type: Single answer -- Radio Button

<table>
<thead>
<tr>
<th>Choice</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not come to UCLA as a Freshman</td>
<td>12 (7.3%)</td>
</tr>
</tbody>
</table>
I came to UCLA as a Freshman and graduated in 12 quarters or fewer | 111 (67.3%)
---|---
I came to UCLA as a Freshman and graduated in 13 quarters | 22 (13.3%)
I came to UCLA as a Freshman and graduated in 14 quarters | 5 (3%)
I came to UCLA as a Freshman and graduated in 15 quarters | 8 (4.8%)
I came to UCLA as a Freshman and graduated in 16 quarters | 3 (1.8%)
I came to UCLA as a Freshman and graduated in 17 quarters | 3 (1.8%)
I came to UCLA as a Freshman and graduated in 18 quarters | 1 (0.6%)
I came to UCLA as a Freshman and graduated in 19 quarters or more | 0 (0%)

9. If you came as a freshman and took more than 12 quarters to graduate, tell us more by choosing the best response below: ⭐

*Question type: Single answer -- Radio Button*

| I graduated in 12 or fewer quarters or I did not come as a Freshman | 121 (73.3%) |
---|---
| I took longer than 12 quarters because I changed my major | 11 (6.7%) |
| I took longer than 12 quarters because I chose to take a lighter load | 19 (11.5%) |
| I took longer than 12 quarters because I could not enroll in one | 1 (0.6%) |
or more classes when I needed to

<table>
<thead>
<tr>
<th>I took longer than 12 quarters because I delayed a course to get a different instructor</th>
<th>0 (0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my opinion it is not possible to enter as a freshman and complete this degree in 12 quarters</td>
<td>1 (0.6%)</td>
</tr>
<tr>
<td>I took longer than 12 quarters for a different reason (explain below)</td>
<td>12 (7.3%)</td>
</tr>
</tbody>
</table>

10. If you selected "I took longer than 12 quarters for a different reason," please explain:

*Question type: Short-answer*

*Answer at the bottom page (14 comments)*

11. Tell us about your time-to-degree in since entering UCLA as a Transfer (Do not include summers or quarters in which you did not enroll in your number of quarters to degree)

*Question type: Single answer -- Radio Button*

<p>| I did not come to UCLA as a Transfer | 154 (93.3%) |
| I came to UCLA as a Transfer and graduated in 6 quarters or fewer | 1 (0.6%) |
| I came to UCLA as a Transfer and graduated in 7 quarters | 4 (2.4%) |
| I came to UCLA as a Transfer and graduated in 8 quarters | 2 (1.2%) |</p>
<table>
<thead>
<tr>
<th>I came to UCLA as a Transfer and graduated in 9 quarters</th>
<th>3 (1.8%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I came to UCLA as a Transfer and graduated in 10 quarters</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>I came to UCLA as a Transfer and graduated in 11 quarters</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>I came to UCLA as a Transfer and graduated in 12 quarters</td>
<td>1 (0.6%)</td>
</tr>
<tr>
<td>I came to UCLA as a Transfer and graduated in 13 quarters or more</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

12. If you came as a transfer and took more than 6 quarters to graduate, tell us more by choosing the best response below:

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>I graduated in 6 or fewer quarters or I did not come as a transfer</th>
<th>152 (92.1%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I took longer than 6 quarters because I changed my major</td>
<td>2 (1.2%)</td>
</tr>
<tr>
<td>I took longer than 6 quarters because I chose to take a lighter load</td>
<td>1 (0.6%)</td>
</tr>
<tr>
<td>I took longer than 6 quarters because I could not enroll in one or more</td>
<td>2 (1.2%)</td>
</tr>
<tr>
<td>Reason</td>
<td>Count (Percentage)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>I took longer than 6 quarters because I delayed a course to get a different instructor</td>
<td>1 (0.6%)</td>
</tr>
<tr>
<td>In my opinion it is not possible to enter as a transfer student and complete this degree in 6 quarters</td>
<td>5 (3%)</td>
</tr>
<tr>
<td>I took longer than 6 quarters for a different reason (explain below)</td>
<td>2 (1.2%)</td>
</tr>
</tbody>
</table>

13. If you selected "I took longer than 6 quarters for a different reason," please explain:

Question type: Short-answer

Answer at the bottom page (4 comments)

14. Did you ever have trouble getting into a MATH course you needed for your engineering degree? Choose the best response below:

Question type: Single answer -- Radio Button

<table>
<thead>
<tr>
<th>Response</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was always able to enroll on my own in MATH courses I needed to make timely progress towards my degree.</td>
<td>132 (80%)</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in MATH classes I needed, but I completed the enrollment consideration request (ECR) form and either got into the class or was advised of an alternative plan</td>
<td>16 (9.7%)</td>
</tr>
</tbody>
</table>
Sometimes I could not enroll on my own in MATH classes I needed, I did not complete the ECR form, but I talked to a counselor at OASA and either got into the class or was advised of an alternative plan.

<table>
<thead>
<tr>
<th>Sometimes I could not enroll on my own in MATH classes I needed, I did not complete the ECR form, but I talked to a counselor at OASA. It didn’t help.</th>
<th>0 (0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes I could not enroll on my own in MATH classes I needed, I filled out the ECR form but it didn’t help.</td>
<td>2 (1.2%)</td>
</tr>
<tr>
<td>Sometimes I could not enroll in MATH classes I needed. I don’t know what the ECR form is, and I never asked for help from an OASA counselor.</td>
<td>5 (3%)</td>
</tr>
<tr>
<td>My situation is not captured by any of these choices.</td>
<td>3 (1.8%)</td>
</tr>
</tbody>
</table>

15. **Did you ever have trouble getting into a CHEMISTRY course you needed for your engineering degree? Choose the best response below:**

*Question type : Single answer -- Radio Button*

| I was always able to enroll on my own in CHEMISTRY courses I needed to make timely progress | 112 (67.9%) |
towards my degree.

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes I could not enroll on my own in CHEMISTRY classes I needed, but I completed the enrollment consideration request (ECR) form and either got into the class or was advised of an alternative plan through OASA.</td>
<td>3</td>
<td>1.8%</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in CHEMISTRY classes I needed, I did not complete the ECR form, but I talked to a counselor at OASA and either got into the class or was advised of an alternative plan.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in CHEMISTRY classes I needed, I did not complete the ECR form, but I talked to a counselor at OASA. It didn’t help.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in CHEMISTRY classes I needed, I filled out the ECR form but it didn’t help.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes I could not enroll in CHEMISTRY classes I needed. I don’t know what the ECR form is, and I never asked for help from an OASA counselor.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>My situation is not captured by any of these choices.</td>
<td>50</td>
<td>30.3%</td>
</tr>
</tbody>
</table>
16. Did you ever have trouble getting into a PHYSICS course you needed for your engineering degree? Choose the best response below: ★

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was always able to enroll on my own in PHYSICS courses I needed to make timely progress towards my degree.</td>
<td>130</td>
<td>78.8%</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in PHYSICS classes I needed, but I completed the enrollment consideration request (ECR) form and either got into the class or was advised of an alternative plan through OASA.</td>
<td>11</td>
<td>6.7%</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in PHYSICS classes I needed, I did not complete the ECR form, but I talked to a counselor at OASA and and either got into the class or was advised of an alternative plan.</td>
<td>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in PHYSICS classes I needed, I did not complete the ECR form, but I talked to a counselor at OASA. It didn’t help.</td>
<td>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in PHYSICS classes I needed, I did not complete the ECR form, but I talked to a counselor at OASA. It didn’t help.</td>
<td>6</td>
<td>3.6%</td>
</tr>
</tbody>
</table>
classes I needed, I filled out the ECR form but it didn’t help.

Sometimes I could not enroll in PHYSICS classes I needed. I don’t know what the ECR form is, and I never asked for help from an OASA counselor. 5 (3%)

My situation is not captured by any of these choices. 11 (6.7%)

17. Did you ever have trouble getting into an ENGINEERING (this includes Computer Science) course you needed for your engineering degree? Choose the best response below:

*Question type : Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was always able to enroll on my own in ENGINEERING courses I needed to make timely progress towards my degree</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in ENGINEERING classes I needed, but I completed the enrollment consideration request (ECR) form and either got into the class or was advised of an alternative plan through OASA.</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in ENGINEERING classes I needed, I did not complete the ECR form, but I talked to a counselor at OASA and and either got into the class or was advised of an alternative plan.</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in ENGINEERING classes I needed, I</td>
</tr>
</tbody>
</table>
did not complete the ECR form, but I talked to a counselor at OASA. It didn’t help.

| Sometimes I could not enroll on my own in ENGINEERING classes I needed, I filled out the ECR form but it didn’t help. | 17  
(10.3%) |
| --- | --- |
| Sometimes I could not enroll in ENGINEERING classes I needed. I don’t know what the ECR form is, and I never asked for help from an OASA counselor. | 0  
(0%) |
| My situation is not captured by any of these choices. | 2  
(1.2%) |

18. Please use this space to comment more (if needed) about the ease or difficulty of getting the classes you needed to graduate. If you selected "My situation is not captured by any of these choices" for one or more of the questions above, please elaborate here. For us to make real improvements, we need to know the specific course(s) identified by offering department and course number to investigate further.

*Question type: Long-answer*

*Answer at the bottom page (39 comments)*

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

19. Where did you come from before you joined UCLA? ★

*Question type: Single answer -- Radio Button*

| Southern California | 76  
(46.1%) |
| California, but not southern California | 39  
(23.6%) |
| USA but not California | 10  
(6.1%) |
| Outside the USA | 40  
(24.2%) |
20. What do you plan 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>10</td>
<td>6.1%</td>
</tr>
<tr>
<td>Work in industry related to engineering</td>
<td>125</td>
<td>75.8%</td>
</tr>
<tr>
<td>Work in industry unrelated to engineering</td>
<td>3</td>
<td>1.8%</td>
</tr>
<tr>
<td>Attend graduate school in engineering</td>
<td>23</td>
<td>13.9%</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>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

21. 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>71</td>
<td>43%</td>
</tr>
<tr>
<td>Staying in California, but not southern California</td>
<td>50</td>
<td>30.3%</td>
</tr>
<tr>
<td>Staying in the USA, but not California</td>
<td>41</td>
<td>24.8%</td>
</tr>
<tr>
<td>Leaving the USA</td>
<td>3</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

22. What is your residency status? ✫

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>118</td>
<td>71.5%</td>
</tr>
<tr>
<td>USA but not California</td>
<td>9</td>
<td>5.5%</td>
</tr>
<tr>
<td>International</td>
<td>38</td>
<td>23%</td>
</tr>
</tbody>
</table>
23. Have you accepted a position at a company for a job after graduation? ⭐
   Question type: Single answer -- Radio Button
   Yes 95 (57.6%)
   No 70 (42.4%)

24. If you answered yes to the previous question, please enter the name of the company:
   Question type: Single-Line-answer
   Answer at the bottom page (77 comments)

25. Regarding graduate school (Choose the best response): ⭐
   Question type: Single answer -- Radio Button
   I am not planning to attend graduate school at this time 136 (82.4%)
   I have accepted an admissions offer 17 (10.3%)
   I am deciding on my admissions offer 3 (1.8%)
   I am waiting to hear my admissions offers 9 (5.5%)

26. If you have accepted an admissions offer, please enter name of school/institution:
   Question type: Single-Line-answer
   Answer at the bottom page (16 comments)

27. If you are planning to attend graduate school, select your intended final degree:
   Question type: Single answer -- Radio Button
   PhD 8 (4.8%)
   MS 31 (18.8%)
   MA 0 (0%)
   MBA 5 (3%)
28. If you selected "Other," for your intended degree please specify:

*Question type: Short-answer*

*Answer at the bottom page (4 comments)*

29. Are you currently exploring opportunities for the next year?

*Select the best option.*

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have my plan in place for the next year.</td>
<td>109</td>
<td>66.1%</td>
</tr>
<tr>
<td>I don't have a plan in place, but I am not currently exploring</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am looking for a full-time position related to engineering.</td>
<td>40</td>
<td>24.2%</td>
</tr>
<tr>
<td>I am looking for a full-time position unrelated to engineering.</td>
<td>4</td>
<td>2.4%</td>
</tr>
<tr>
<td>I am looking for a part-time position related to engineering.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>I am looking for a part-time position unrelated to engineering.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>I am looking for an internship position related to engineering.</td>
<td>6</td>
<td>3.6%</td>
</tr>
<tr>
<td>I am looking for an internship position unrelated to engineering.</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>JD</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MD</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DDS</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>6</td>
<td>3.6%</td>
</tr>
<tr>
<td>NR</td>
<td>115</td>
<td>69.7%</td>
</tr>
</tbody>
</table>
工程。

我正在寻找一个奖学金。

0 (0%)

我正在寻找一个志愿者机会。

0 (0%)

我正在一年休假旅行。

1 (0.6%)

我正在探索加入武装部队。

0 (0%)

30. 当你开始为工作或研究生院搜索时？

**Question type : Single answer -- Radio Button**

- Before Fall 2014: 12 (7.3%)
- Fall 2014: 7 (4.2%)
- Winter 2015: 5 (3%)
- Spring 2015: 8 (4.8%)
- Summer 2015: 26 (15.8%)
- Fall 2015: 70 (42.4%)
- Winter 2015: 13 (7.9%)
- Spring 2016: 5 (3%)
- I plan to start this month: 6 (3.6%)
- I plan to start this summer: 8 (4.8%)
- I plan to start at a later date: 5 (3%)

31. 你希望我们与你分享工程领域的就业机会吗？

**Question type : Single answer -- Radio Button**

- Yes: 106 (64.2%)
- No: 59 (35.8%)

3. 你的体验与学术和学生事务办公室如何？
32. 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>Yes</th>
<th>163 (98.8%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2 (1.2%)</td>
<td></td>
</tr>
</tbody>
</table>

33. How many times have you met with an OASA counselor, including summer orientation? ★

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>0</th>
<th>11 (6.7%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18 (10.9%)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>29 (17.6%)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>36 (21.8%)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>17 (10.3%)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>12 (7.3%)</td>
<td></td>
</tr>
<tr>
<td>6 or more</td>
<td>42 (25.5%)</td>
<td></td>
</tr>
</tbody>
</table>

34. Did you have a specific counselor that you worked with in the Engineering Office of Academic and Student Affairs? If so, please identify that person from the following list:

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Ashley Benson</th>
<th>0 (0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erkki Corpuz</td>
<td>2 (1.2%)</td>
</tr>
<tr>
<td>Mary Anne Geber</td>
<td>6 (3.6%)</td>
</tr>
<tr>
<td>Alina Haas</td>
<td>63 (38.2%)</td>
</tr>
<tr>
<td>Kristy Ho</td>
<td>3 (1.8%)</td>
</tr>
<tr>
<td>Jan Labuda</td>
<td>13 (7.9%)</td>
</tr>
<tr>
<td>Azadeh Moayeri</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
35. 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*

- Very Satisfied: 72 (43.6%)
- Satisfied: 59 (35.8%)
- Somewhat Satisfied: 14 (8.5%)
- Somewhat Dissatisfied: 4 (2.4%)
- Dissatisfied: 3 (1.8%)
- Very Dissatisfied: 0 (0%)
- N/A: 13 (7.9%)  

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

*Question type: Single answer -- Radio Button*

- Never: 35 (21.2%)
- Seldom: 116 (70.3%)
- Frequent: 14 (8.5%)  

37. How was 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*

- Very helpful: 56 (33.9%)
- Helpful: 64 (38.8%)
38. 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 (29 comments)*

4. How was your experience outside the classroom with faculty in your major?

39. 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>132 (80%)</td>
</tr>
<tr>
<td>Second year</td>
<td>21 (12.7%)</td>
</tr>
<tr>
<td>Third year</td>
<td>12 (7.3%)</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>0 (0%)</td>
</tr>
</tbody>
</table>

40. How many times did you meet with your faculty advisor? ★

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 (0%)</td>
</tr>
<tr>
<td>1 (5.5%)</td>
</tr>
<tr>
<td>2 (10.3%)</td>
</tr>
<tr>
<td>3 (28.5%)</td>
</tr>
<tr>
<td>4 or more (55.8%)</td>
</tr>
</tbody>
</table>

41. How helpful were the meetings? ★

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Comment</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was nice to meet with my advisor and I got some really good advice.</td>
<td>35 (21.2%)</td>
</tr>
<tr>
<td>It was nice to meet with my advisor.</td>
<td>82 (49.7%)</td>
</tr>
</tbody>
</table>
The meetings were not helpful. 48 (29.1%)

42. Use the space below to provide any positive or negative feedback about the faculty advising system.

*Question type: Long-answer*

*Answer at the bottom page (39 comments)*

5. ABET Evaluation

43. The following is a list of abilities expected of engineering graduates, in accordance with the ABET accreditation guidelines. 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>Ability</th>
<th>(1) Not Important at All</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5) Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. An ability to apply knowledge of mathematics, science, and engineering</td>
<td>1 (0.6%)</td>
<td>3 (1.8%)</td>
<td>17 (10.3%)</td>
<td>55 (33.3%)</td>
<td>85 (51.5%)</td>
</tr>
<tr>
<td>b. An ability to design and conduct experiments, as well as to analyze and interpret data</td>
<td>4 (2.4%)</td>
<td>10 (6.1%)</td>
<td>43 (26.1%)</td>
<td>58 (35.2%)</td>
<td>46 (27.9%)</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,</td>
<td>1 (0.6%)</td>
<td>8 (4.8%)</td>
<td>17 (10.3%)</td>
<td>52 (31.5%)</td>
<td>83 (50.3%)</td>
</tr>
<tr>
<td>Item</td>
<td>Rating Count</td>
<td>Percentage Count</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. An ability to function on multidisciplinary teams</td>
<td>0 (0%)</td>
<td>4 (2.4%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 (2.4%)</td>
<td>18 (10.9%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>59 (35.8%)</td>
<td>80 (48.5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. An ability to identify, formulate, and solve engineering problems</td>
<td>1 (0.6%)</td>
<td>3 (1.8%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11 (6.7%)</td>
<td>44 (26.7%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>102 (61.8%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. An understanding of professional and ethical responsibility</td>
<td>3 (1.8%)</td>
<td>4 (2.4%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24 (14.5%)</td>
<td>60 (36.4%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70 (42.4%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. An ability to communicate effectively</td>
<td>1 (0.6%)</td>
<td>2 (1.2%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 (3.6%)</td>
<td>48 (29.1%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>104 (63%)</td>
<td></td>
<td></td>
<td></td>
<td></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>4 (2.4%)</td>
<td>11 (6.7%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28 (17%)</td>
<td>63 (38.2%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>55 (33.3%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. A recognition of the need for, and an ability to engage in life-long learning</td>
<td>1 (0.6%)</td>
<td>4 (2.4%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16 (9.7%)</td>
<td>52 (31.5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>88 (53.3%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. A knowledge of contemporary issues</td>
<td>2 (1.2%)</td>
<td>8 (4.8%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>34 (20.6%)</td>
<td>58 (35.2%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>59 (35.8%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice</td>
<td>1 (0.6%)</td>
<td>2 (1.2%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 (6.1%)</td>
<td>50 (30.3%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>98 (59.4%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

44. 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?

Question type: Single answer -- Radio Button

<table>
<thead>
<tr>
<th></th>
<th>(1) Not Prepared at All</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5) Extremely Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> An ability to apply knowledge of mathematics, science, and engineering</td>
<td>2 (1.2%)</td>
<td>10 (6.1%)</td>
<td>29 (17.6%)</td>
<td>67 (40.6%)</td>
<td>53 (32.1%)</td>
</tr>
<tr>
<td><strong>b.</strong> An ability to design and conduct experiments, as well as to analyze and interpret data</td>
<td>6 (3.6%)</td>
<td>15 (9.1%)</td>
<td>41 (24.8%)</td>
<td>74 (44.8%)</td>
<td>25 (15.2%)</td>
</tr>
<tr>
<td><strong>c.</strong> 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>2 (1.2%)</td>
<td>20 (12.1%)</td>
<td>56 (33.9%)</td>
<td>56 (33.9%)</td>
<td>27 (16.4%)</td>
</tr>
<tr>
<td><strong>d.</strong> An ability to function on multidisciplinary teams</td>
<td>6 (3.6%)</td>
<td>23 (13.9%)</td>
<td>49 (29.7%)</td>
<td>55 (33.3%)</td>
<td>28 (17%)</td>
</tr>
<tr>
<td><strong>e.</strong> An ability to identify, formulate, and solve engineering problems</td>
<td>1 (0.6%)</td>
<td>7 (4.2%)</td>
<td>29 (17.6%)</td>
<td>74 (44.8%)</td>
<td>50 (30.3%)</td>
</tr>
<tr>
<td><strong>f.</strong> An understanding of professional and ethical responsibility</td>
<td>5 (3%)</td>
<td>15 (9.1%)</td>
<td>39 (23.6%)</td>
<td>67 (40.6%)</td>
<td>35 (21.2%)</td>
</tr>
<tr>
<td></td>
<td>g. An ability to communicate effectively</td>
<td>h. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context</td>
<td>i. A recognition of the need for, and an ability to engage in life-long learning</td>
<td>j. A knowledge of contemporary issues</td>
<td>k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>6 (3.6%)</td>
<td>21 (12.7%)</td>
<td>38 (23%)</td>
<td>72 (43.6%)</td>
<td>24 (14.5%)</td>
</tr>
<tr>
<td></td>
<td>21 (12.7%)</td>
<td>16 (9.7%)</td>
<td>49 (29.7%)</td>
<td>67 (40.6%)</td>
<td>22 (13.3%)</td>
</tr>
<tr>
<td></td>
<td>38 (23%)</td>
<td>49 (29.7%)</td>
<td>60 (36.4%)</td>
<td>60 (36.4%)</td>
<td>43 (26.1%)</td>
</tr>
<tr>
<td></td>
<td>72 (43.6%)</td>
<td>72 (43.6%)</td>
<td>72 (43.6%)</td>
<td>72 (43.6%)</td>
<td>72 (43.6%)</td>
</tr>
<tr>
<td></td>
<td>24 (14.5%)</td>
<td>24 (14.5%)</td>
<td>24 (14.5%)</td>
<td>24 (14.5%)</td>
<td>24 (14.5%)</td>
</tr>
</tbody>
</table>

6. Research

45. Have you performed research for at least one professor? ∗

*Question type : Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Yes</th>
<th>34 (20.6%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>131 (79.4%)</td>
</tr>
</tbody>
</table>

*If you answered "no" to question #45, please skip to question #54.*

46. When did you perform research for a professor? Check all that apply. [download item]

*Question type : Multiple answer -- Check Box*

<table>
<thead>
<tr>
<th></th>
<th>Fall quarter</th>
<th>Winter quarter</th>
<th>Spring quarter</th>
<th>Summer</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 1st year</td>
<td>0 (0%)</td>
<td>2 (1.2%)</td>
<td>2 (1.2%)</td>
<td>0 (0%)</td>
<td>4 (2.4%)</td>
</tr>
<tr>
<td>b. 2nd year</td>
<td>1 (0.6%)</td>
<td>3 (1.8%)</td>
<td>4 (2.4%)</td>
<td>4 (2.4%)</td>
<td>3 (1.8%)</td>
</tr>
</tbody>
</table>
c. 3rd year
4 (2.4%)  4 (2.4%)  7 (4.2%)  6 (3.6%)  5 (3%)
d. 4th year
10 (6.1%)  9 (5.5%)  12 (7.3%)  4 (2.4%)  4 (2.4%)
e. 5th year
3 (1.8%)  4 (2.4%)  3 (1.8%)  0 (0%)  4 (2.4%)
f. after 5th year
0 (0%)  1 (0.6%)  1 (0.6%)  0 (0%)  4 (2.4%)

47. Please identify the professor(s):

Question type : Short-answer
Answer at the bottom page (26 comments)

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

Question type : Short-answer
Answer at the bottom page (21 comments)

49. 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)

50. Please list any publications/presentations/awards during your undergraduate studies from research.

Question type : Short-answer
Answer at the bottom page (7 comments)

51. How well did your program prepare you for research position(s)? Please provide details, such as topics from courses.

Question type : Short-answer
Answer at the bottom page (12 comments)

52. Did you sign up for any directed research courses related to your undergraduate research such as a departmental 99 or 199 course or Engineering 87?

Question type : Single answer -- Radio Button

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19 (11.5%)</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>9 (5.5%)</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>137 (83%)</td>
<td></td>
</tr>
</tbody>
</table>
53. Please explain why you did or did not sign up for a directed research course.
   Question type: Short-answer
   Answer at the bottom page (19 comments)

7. Internships

54. Have you had at least one internship experience? 
   Question type: Single answer -- Radio Button
   Yes 125 (75.8%)
   No 40 (24.2%)

If you answered "no" to question #54, please skip to question #74.

55. When did you perform an internship at a company? Check all that apply.
   Question type: Multiple answer -- Check Box

<table>
<thead>
<tr>
<th></th>
<th>Fall quarter</th>
<th>Winter quarter</th>
<th>Spring quarter</th>
<th>Summer</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 1st year</td>
<td>0 (0%)</td>
<td>1 (0.6%)</td>
<td>4 (2.4%)</td>
<td>31 (18.8%)</td>
<td>8 (4.8%)</td>
</tr>
<tr>
<td>b. 2nd year</td>
<td>4 (2.4%)</td>
<td>6 (3.6%)</td>
<td>6 (3.6%)</td>
<td>65 (39.4%)</td>
<td>4 (2.4%)</td>
</tr>
<tr>
<td>c. 3rd year</td>
<td>4 (2.4%)</td>
<td>3 (1.8%)</td>
<td>6 (3.6%)</td>
<td>93 (56.4%)</td>
<td>2 (1.2%)</td>
</tr>
<tr>
<td>d. 4th year</td>
<td>8 (4.8%)</td>
<td>6 (3.6%)</td>
<td>7 (4.2%)</td>
<td>27 (16.4%)</td>
<td>8 (4.8%)</td>
</tr>
<tr>
<td>e. 5th year</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (0.6%)</td>
<td>10 (6.1%)</td>
</tr>
<tr>
<td>f. after 5th year</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (0.6%)</td>
<td>10 (6.1%)</td>
</tr>
</tbody>
</table>

56. Please select one company where you interned to provide some detailed feedback in the following questions.
   Question type: Single answer -- Drop Down Menu

<table>
<thead>
<tr>
<th>Company</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amgen</td>
<td>54 (32.7%)</td>
</tr>
<tr>
<td>Aerospace Corporation</td>
<td>1 (0.6%)</td>
</tr>
<tr>
<td>Blizzard Entertainment</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Boeing</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Company</td>
<td>Count</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Chevron</td>
<td>0</td>
</tr>
<tr>
<td>Cisco Systems, Inc.</td>
<td>0</td>
</tr>
<tr>
<td>Conoco Phillips</td>
<td>0</td>
</tr>
<tr>
<td>Diaz Yourman and Associates</td>
<td>0</td>
</tr>
<tr>
<td>Englekirk &amp; Sabol Consulting Engineers, Inc.</td>
<td>0</td>
</tr>
<tr>
<td>Exponent Failure Analysis Associates</td>
<td>0</td>
</tr>
<tr>
<td>Exxon Mobile Corporation</td>
<td>0</td>
</tr>
<tr>
<td>Foxconn Electronics Inc.</td>
<td>0</td>
</tr>
<tr>
<td>Fugro West</td>
<td>0</td>
</tr>
<tr>
<td>Geosyntec Consultants--MMI Engineering</td>
<td>0</td>
</tr>
<tr>
<td>Google</td>
<td>7</td>
</tr>
<tr>
<td>Hitachi</td>
<td>0</td>
</tr>
<tr>
<td>Honeywell Aerospace</td>
<td>0</td>
</tr>
<tr>
<td>Juniper Networks</td>
<td>0</td>
</tr>
<tr>
<td>Kennedy/Jenks Consultants</td>
<td>0</td>
</tr>
<tr>
<td>Kiewit Pacific Co.</td>
<td>0</td>
</tr>
<tr>
<td>KPFF</td>
<td>0</td>
</tr>
<tr>
<td>Lockheed Martin</td>
<td>1</td>
</tr>
<tr>
<td>Mentor Graphics</td>
<td>0</td>
</tr>
<tr>
<td>Mitsubishi Heavy Industries America, Inc.</td>
<td>0</td>
</tr>
<tr>
<td>NanoIVD, Inc.</td>
<td>0</td>
</tr>
<tr>
<td>Nokia</td>
<td>0</td>
</tr>
<tr>
<td>Northrop Grumman</td>
<td>1</td>
</tr>
<tr>
<td>Panasonic</td>
<td>0</td>
</tr>
<tr>
<td>Praad Geotechnical, Inc.</td>
<td>0</td>
</tr>
<tr>
<td>Company</td>
<td>Count</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Pratt &amp; Whitney/Rocketdyne</td>
<td>0</td>
</tr>
<tr>
<td>Qualcomm</td>
<td>1</td>
</tr>
<tr>
<td>Raytheon</td>
<td>0</td>
</tr>
<tr>
<td>Samsung</td>
<td>0</td>
</tr>
<tr>
<td>Sequence</td>
<td>0</td>
</tr>
<tr>
<td>Shimmick Construction</td>
<td>0</td>
</tr>
<tr>
<td>Sony</td>
<td>2</td>
</tr>
<tr>
<td>Oracle</td>
<td>1</td>
</tr>
<tr>
<td>Symantec Corp.</td>
<td>8</td>
</tr>
<tr>
<td>Synopsys</td>
<td>0</td>
</tr>
<tr>
<td>Teradata</td>
<td>0</td>
</tr>
<tr>
<td>Van Beveren &amp; Butelo</td>
<td>0</td>
</tr>
<tr>
<td>ViaSat</td>
<td>2</td>
</tr>
<tr>
<td>Weidlinger Associates, Inc.</td>
<td>0</td>
</tr>
<tr>
<td>Yahoo!, Inc.</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>85</td>
</tr>
<tr>
<td>NR</td>
<td>0</td>
</tr>
</tbody>
</table>

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

   Question type: Single-Line-answer
   Answer at the bottom page (85 comments)

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

   Question type: Single-Line-answer
   Answer at the bottom page (107 comments)

59. How did you learn about the internship?

   Question type: Single answer -- Drop Down Menu

   -- Please select -- 55 (33.3%)
<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OASA Internship/Job Clearing house website</td>
<td>4 (2.4%)</td>
</tr>
<tr>
<td>Weekly UCLA Engineering e-mail Internship/Jobs e-mail blasts</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Student Organization event: Tech Talk, Information Session, etc.</td>
<td>4 (2.4%)</td>
</tr>
<tr>
<td>A career fair by sponsored by the career center or by a student organization</td>
<td>43 (26.1%)</td>
</tr>
<tr>
<td>My own research</td>
<td>34 (20.6%)</td>
</tr>
<tr>
<td>Referral from friend or engineering colleague</td>
<td>25 (15.2%)</td>
</tr>
<tr>
<td>NR</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

### 60. How well did the company treat you?

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Response</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely well</td>
<td>65 (39.4%)</td>
</tr>
<tr>
<td>Well</td>
<td>40 (24.2%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>5 (3%)</td>
</tr>
<tr>
<td>Poorly</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Very poorly</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>NR</td>
<td>55 (33.3%)</td>
</tr>
</tbody>
</table>

### 61. 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>Usage Breakdown</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%/80%</td>
<td>47 (28.5%)</td>
</tr>
<tr>
<td>40%/60%</td>
<td>38 (23%)</td>
</tr>
<tr>
<td>50%/50%</td>
<td>8 (4.8%)</td>
</tr>
</tbody>
</table>
62. Do you feel you were given meaningful tasks that helped you prepare for a career in this industry?
*Question type: Single answer -- Radio Button*

| Yes  | 102 (61.8%) |  
| No   | 8 (4.8%)   |
| NR   | 55 (33.3%) |

63. Please provide the professional responsibilities of your internship and describe your role within your professional team.
*Question type: Short-answer*

Answer at the bottom page (80 comments)

64. What type of skills do you feel you were able to develop during this internship?
*Question type: Short-answer*

Answer at the bottom page (78 comments)

65. Did the company provide you with feedback on your performance?
*Question type: Single answer -- Radio Button*

| Yes  | 73 (44.2%) |
| No   | 33 (20%)   |
| NR   | 59 (35.8%) |

66. If yes, how was that feedback beneficial to you?
*Question type: Short-answer*

Answer at the bottom page (45 comments)

67. If the company were to offer you a full time position, would you accept the offer?
*Question type: Single answer -- Radio Button*
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58 (35.2%)</td>
<td>45 (27.3%)</td>
<td>62 (37.6%)</td>
</tr>
</tbody>
</table>

68. Did the company offer you a full time position after graduation?

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56 (33.9%)</td>
<td>47 (28.5%)</td>
<td>62 (37.6%)</td>
</tr>
</tbody>
</table>

69. 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 (47 comments)*

70. Would you recommend an internship at this company to fellow UCLA students?

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93 (56.4%)</td>
<td>12 (7.3%)</td>
<td>60 (36.4%)</td>
</tr>
</tbody>
</table>

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

*Question type: Short-answer*

*Answer at the bottom page (75 comments)*

72. How well did your program prepare you for internship position(s)? Please provide details, such as topics from courses.

*Question type: Short-answer*

*Answer at the bottom page (70 comments)*

73. We can only collect detailed feedback about one company, but if you have additional internships, please identify all of your other internship companies:

*Question type: Short-answer*
8. UCLA Summer Sessions

74. Please choose the most accurate response about summer offerings. ⭐
*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The available summer offerings in my major were adequate.</td>
<td>51</td>
<td>(30.9%)</td>
</tr>
<tr>
<td>I don't care about summer offerings.</td>
<td>67</td>
<td>(40.6%)</td>
</tr>
<tr>
<td>I wanted more classes in my major available in summer.</td>
<td>47</td>
<td>(28.5%)</td>
</tr>
</tbody>
</table>

75. When did you take classes during UCLA summer session? Check all that apply. ⭐
*Question type: Multiple answer -- Check Box*

<table>
<thead>
<tr>
<th>Selection</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>summer before my first academic year at UCLA</td>
<td>8</td>
<td>(4.8%)</td>
</tr>
<tr>
<td>1st summer after my first academic year at UCLA</td>
<td>59</td>
<td>(35.8%)</td>
</tr>
<tr>
<td>2nd summer after my first academic year at UCLA</td>
<td>53</td>
<td>(32.1%)</td>
</tr>
<tr>
<td>3rd summer after my first academic year at UCLA</td>
<td>29</td>
<td>(17.6%)</td>
</tr>
<tr>
<td>4th summer after my first academic year at UCLA</td>
<td>7</td>
<td>(4.2%)</td>
</tr>
<tr>
<td>5th or later summer after my first academic year at UCLA</td>
<td>0</td>
<td>(0%)</td>
</tr>
<tr>
<td>never</td>
<td>64</td>
<td>(38.8%)</td>
</tr>
</tbody>
</table>

9. Student Organizations
76. How did you enter UCLA?  
*Question type : Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I entered as a freshman</td>
<td>155</td>
<td>93.9%</td>
</tr>
<tr>
<td>I entered as a transfer student</td>
<td>10</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

77. Please specify which of the following clubs you were a member of during each of the indicated years at UCLA:  
*Question type : Multiple answer -- Check Box*

<table>
<thead>
<tr>
<th>Club</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th or later year</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. American Indian Science and Engineering Society</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>b. American Institute of Aeronautics and Astronautics</td>
<td>1 (0.6%)</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>c. American Institute of Chemical Engineers</td>
<td>2 (1.2%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>d. American Society of Civil Engineers</td>
<td>2 (1.2%)</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>e. American Society of Mechanical Engineers</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>f. Arab American Association of Engineers and Architects</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (0.6%)</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>g. Association for Careers in Technology</td>
<td>0 (0%)</td>
<td>1 (0.6%)</td>
<td>1 (0.6%)</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>h. Association for Computing Machinery</td>
<td>4 (2.4%)</td>
<td>8 (4.8%)</td>
<td>25 (15.2%)</td>
<td>23 (13.9%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>i. Building Engineers and Mentors</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>j. Biomedical Engineering Society</td>
<td>0 (0%)</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>k. Bruin Amateur Radio Club</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>l. California Geoprofessionals Association</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>m. California Geotechnical Engineering Association</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>n. Chi Epsilon</td>
<td>0 (0%)</td>
<td>1 (0.6%)</td>
<td>1 (0.6%)</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>o. Engineering Ambassador Program</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
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<td>q. Engineers Without Borders</td>
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<td>t. Institute of Electrical and Electronics Engineers</td>
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<td>3 (1.8%)</td>
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<td>u. Institute of Transportation Engineers</td>
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<td>Society for Biomaterials</td>
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</tr>
<tr>
<td>Society of Biomaterials &amp; International Society for Pharmaceutical Engineering</td>
<td>0 (0%)</td>
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<td>Society of Latino Engineers and Scientists</td>
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<td>40 (24.2%)</td>
<td>38 (23%)</td>
<td>3 (1.8%)</td>
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10. Diversity

The following questions address the diversity climate in HSSEAS in terms of inclusiveness and fostering interaction and mutual respect across differences. The diversity climate can be considered with respect to various forms of diversity (difference) including gender, race, accent, economic background, sexual orientation, religion, and certain disabilities.

78. HSSEAS allows each of its students to thrive while at UCLA regardless of the differences described above.

*Question type: Single answer -- Radio Button*
79. HSSEAS students respect each other regardless of the differences described above.

<table>
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<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
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<td>38.2%</td>
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<tr>
<td>Neutral</td>
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<td>12.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1.8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>NR</td>
<td>29</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

80. In their classwork and club activities, HSSEAS students interact freely across the differences described above.

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<thead>
<tr>
<th>Response</th>
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<th>Percentage</th>
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<td>12.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>NR</td>
<td>29</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

81. HSSEAS students are tolerant of others with different beliefs.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>46</td>
<td>27.9%</td>
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</tbody>
</table>
82. Through appropriate use of language, humor, examples, and practices HSSEAS instructors create classroom and laboratory environments that are inclusive of the diverse groups regardless of the differences described above.

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Response</th>
<th>Count (Percentage)</th>
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<tr>
<td>Agree</td>
<td>66 (40%)</td>
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<tr>
<td>Neutral</td>
<td>20 (12.1%)</td>
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<tr>
<td>Disagree</td>
<td>5 (3%)</td>
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<tr>
<td>Strongly Disagree</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>NR</td>
<td>30 (18.2%)</td>
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</tbody>
</table>

83. HSSEAS instructors respect each student and treat each student fairly regardless of the differences described above.

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Response</th>
<th>Count (Percentage)</th>
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<td>Agree</td>
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<td>21 (12.7%)</td>
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<td>Disagree</td>
<td>1 (0.6%)</td>
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<tr>
<td>Strongly Disagree</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>NR</td>
<td>31 (18.8%)</td>
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</table>

84. I see myself as part of the HSSEAS Community.

*Question type: Single answer -- Radio Button*
85. With regard to the above question, Why or why not?

    Question type : Long-answer
    Answer at the bottom page (47 comments)

86. Thinking about inclusiveness and interaction across differences, what problems have you observed during your time at HSSEAS?

    Question type : Long-answer
    Answer at the bottom page (45 comments)

87. What suggestions do you have for HSSEAS to address the problems you described in the previous question or to otherwise improve inclusiveness, interaction, respect, and tolerance across differences?

    Question type : Long-answer
    Answer at the bottom page (36 comments)

11. Conclusion

88. Would you be interested in mentoring current junior and senior students on preparing for life after graduation? ★

    Question type : Single answer -- Radio Button

    Yes  41 (24.8%)  ★
    No  124 (75.2%)  ★

89. 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 (165 comments)
90. What is your likelihood of recommending your current UCLA Engineering major to a prospective student? ★

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Likelihood</th>
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<tr>
<td>20%</td>
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<td>0.6%</td>
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<tr>
<td>40%</td>
<td>7</td>
<td>4.2%</td>
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<tr>
<td>60%</td>
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<td>80%</td>
<td>72</td>
<td>43.6%</td>
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<tr>
<td>100%</td>
<td>61</td>
<td>37%</td>
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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.

> - Please try as much as possible to prevent class conflicts (overlap). Consider what classes typical students take together in the same quarter, and quit overlapping them (e.g. CS 132 and CS 137B in S16) - Enrollment caps (classes getting full) are inevitable, but just remain aware it's still an annoying problem.

> 1c: Quality of faculty instruction is very inconsistent across the CS department, even for faculty teaching the same course number, and across different quarters. I subscribe to Professor Sherstov's policy that the quality of a course and how well you do in it should not depend on the quarter you took it in. In my experience I have also found that the best professors are the ones who are not only passionate about their field, but also love to teach. These are the professors who will devote time to making their courses great and making sure students learn something.

> A lot of technologies we learned in class have been outdated. While it is nice to experience old programming languages and see how concepts have evolved in newer programming languages, it is not very applicable to current industry practices. An example of such is CS144 Web Applications. It would be nice to get exposure to more modern programming practices and languages.

> A minor in video game design would be a good addition to the curriculum. CS TA instruction was hit or miss; I didn't care for those that simply reviewed what the professor talked about, since I can do the same at home and be more effective since I can focus on the parts I didn't understand. The good TAs walked us through interesting examples that built upon lecture material (still reviewing things that students didn't understand of course), or helped get us going on the class projects.

> As more prereqs are added, many of which don't feel necessary seeing as most classes are all interrelated rather than building on top of one another, it gets harder to sign up for classes since there's less flexibility in the classes than can be taken.

> Class size is so small that sometimes it is hard to get in.
Especially towards the end, frustrating to put 2 courses in the future course planner, and then find that they are scheduled at the same time. Actual instructors were excellent, and classes were amazing.

I am a CS major, but classes I took in the EE department had professors with terrible teaching abilities. Also, due to the number of students in CS, it was difficult to get the classes I had wanted.

I don't know if it's easy to fix this but having some classes offered only 1 out of 3 quarters makes planning pretty difficult especially if it's a prereq for another class (that might also only be offered 1 out of 3 quarters).

I feel like the quality of professors and TAs within the CS department is very mixed. Especially with TAs, it can be very hit or miss. I've had a lot of experiences with TAs who don't seem to care or know the class subject matter.

I feel that overall the quality of professors are amazing, but there are some that are not up to par.

I felt that in a lot of cases the computer science courses could have been a lot better. Numerous professors made it clear to the class that they were there for research before teaching which seems backwards to me. There were many courses where I felt that the professors could have put a lot more effort into the class.

I felt that the largeness of the classroom took away a lot from my satisfaction of the courses. When I was in courses with 50 students or less I felt like I was able to connect better with my instructor and have a more enriching learning experience.

I had several TAs who struggled to communicate well in English; the language barrier made it difficult to get much out of the discussion sections. Also, there should be more classes that emphasize practical programming applications, not simply concepts.

I have found the quality of instruction in the College of Letters and Science to be better than in HSSEAS. In the College of Letters and Science, lectures are more interesting and engaging and evaluation is more holistic, rather than based on one or two exams.

I love my school, so it has been an honor to be at UCLA surrounded by amazing staff, faculty and students. The biggest improvements I could think of in the future are the following: 1. Reduce the size of incoming classes in the future. Too many classes are over-sized, and in computer science classes, there is 0 individual interaction with the professor. It is too hard to cultivate a solid relationship with professors for recommendation letters. In addition, making the admission process more selective will improve the appeal of UCLA. Why are we not quite as reputed as UC Berkeley when more students apply to UCLA than UC Berkeley? We have a larger pool of candidates so we should get more talents. The problem is when UCLA is easier to get in, people automatically choose to go to the more selective school that they got in. Selectivity is the No. 1 factor when people consider where to go. There is just no doubt about that. It is simply human nature. Berkeley is always going to beat at us if we don't improve our reputation and image. And selectivity is the main component that makes up of this impression. Finally, smaller size means more confidence in current UCLA student body. Why are we not putting more confidence and investment in each individual of UCLA and instead enroll too many people which dilutes the resources for everyone? Smaller size means pride, freedom, personal space, etc. I know UCLA is a state school, but let the less qualified ones go to UC Merced or UC Irvine or whatever other UCs. That's why they exist, not why UCLA exists. I am serious. 2. Foster a stronger hacking and entrepreneurship environment at UCLA for computer science majors. This comes hand in hand with increased selectivity. Brilliant people don't get judged by grades. They have their own ideas about what to do.
and how to do things. And grades are in their way because the grades define how they are "supposed" to behave. Grades are exactly for average or above-average schools because that's the level that requires judgement on students' performance to motivate them to move on. The result is the school produces great workers, not so great initiators. Hacker mentality and entrepreneurship is essentially creativity. Creativity is a very important standard of excellence in practical computer science. More department-hosted hackathons, more department collaboration with industry leaders, more individuals who don’t care about grades but rather crave for creations (get these people by increasing selectivity), will certainly make UCLA a much more fun place to study computer science. UCLA is already filled with creative people. I am saying we get more and better, on par with Stanford and UC Berkeley. All in all, the main improvement I think that matters is getting more resources for each individual student. A truly great school needs intimacy and pride among its student body, and large size is not going to make that happen, like ever. Finally, I want to thank the engineering school and the computer science department, especially for their true commitment in our education. I always got in the classes I really wanted to take, even though the process took longer. There was not a time I felt I was denied an opportunity. I even got in the graduate-level machine learning course as an undergraduate, when the class was really really full. The SEAS office counselors worked really hard to ensure my graduation eligibility, moved classes around, and listened to student opinions. The same goes for the CS department. Just a few examples on top of my head. Alina and Vicky in the SEAS office rushed my documents when I was in need, and answered questions and replied emails quickly. Professor Korf truly cares about student education because he listens to student opinions. Professor Smallberg and Reimann are friendly and helpful and committed really hard work into education. I know we are a big school, so things are hard to maneuver, but everybody did a great job to make the best possible things happen. So thank you guys.

> I think the curriculum for CS majors should not include chemistry or technical breadth classes. These classes should be replaced with CS electives, and more CS electives should be offered in different current CS topics besides just CS 188 which limits students to only two total.

> I think the curriculum of CS undergraduate study should become more flexible. Specifically, courses with more practical and trending topics such as data mining, machine learning and web development should be added. After all, despite the fact that UCLA is a major research institute, the majority of CS undergrads still go to industry after graduation.

> I think there is much possible improvement for TA's since many of them didn't seem to care about the students and sometimes would just want to quickly fulfill their duties and move on. I had plenty of instances where some class's TA's actually gave out answers to questions because it was easier than explaining it - while some other TA's didn't do that. It didn't seem fair and it wasn't helpful in terms of learning.

> I was most displeased with how impacted courses were each quarter. I felt like it was a struggle to get the courses I wanted, and I don't think the experience should be this stressful. I understand that engineering majors are becoming more and more popular, but I feel like this should be accompanied by a growth in faculty, allowing for more courses offered each quarter.

> I was not a fan of the curriculum overall for CS due to a bigger lack of hands on classes.

> I would have preferred if professors had office hours on two separate days instead of just one block every week, as it was common for me to have to email them almost weekly to schedule appointments. It was very difficult to get into certain courses especially with
certain lecturers: for instance CS 32 with professor Nachenberg was filled before my first pass began.

I'm frustrated with the overall curriculum in the sense that Chemistry 20A is in it as well as, to a lesser extent, Physics 1A to 1C and 4AL and 4BL. For Computer Science, I find these classes not entirely applicable, yet I do realize that they are needed for ABET reasons. If possible, I fully believe that Chemistry 20A can be phased out without much loss overall. Also, I strongly feel as if many of the TA's I have had do not care about student learning much more than getting good reviews at the end; I have had a few that go the extra mile and really understand undergraduate worries, but some are too wrapped up in their graduate studies (which I understand are very, very, very difficult) to really care much about student worries and fears. That said, they do what they can in most cases.

I'm not a fan of large class sizes, and I wish all of my classes, or at least a majority of them were podcasted.

In general I've been quite satisfied with my academic experience here. I feel like I've learned an immense amount and am well prepared entering the professional world. Overall, the quality of professor has been very high. A few of my favorites are Professor Smallberg, Sarrafzadeh, Reinman, and Millstein. There were a few classes I disliked, namely Stats 100A, CS 112, and CS 118. Of the three Stats 100A was by far the worst. Stats 100A with Sanchez was truly a disaster.

It feels like Computer Science courses are pretty outdated - we learn C/C++, and there isn't an undergraduate machine learning course.

It was always hard for me to enroll in certain classes that filled up really quickly, as I was an international student with no incoming units from high school.

Many professors do not lecture well. More game-related courses should be added to the course list for computer science majors.

Much of the CS curriculum is interesting, but it would perhaps be nice to see different paths that you could choose in regards to subject matter. For example, if someone is particularly interested in Mobile Application development, it would make sense to provide courses that supplement that particular path. In addition, the majority of faculty are good at their research, but could use help in assisting students outside of class. A good example of an instructor who is good at both is Professor Amit Sahai.

Need more CS courses but not writing!

Oftentimes, I feel like courses in the CS major emphasize difficulty or complexity of a project, which prevents students from truly learning the material. If students could create their own projects which required thinking in the design space of the field, I feel that they would find it easier to engage with the subject matter presented in each course.

Overall I am satisfied with the education I've received. An area of improvement is to expand our pool in computer science elective courses. We have no mobile app development classes and our web dev (CS144) class doesn't introduce us to technologies that are widely used in the industry.

Overall many professors in the engineering department do not know how to teach the material. Although they may be great at their research, they don't know how to explain the material well. All the students talk about who the bad professors are and purposely wait out quarters to avoid taking classes with them because they know it'll be very difficult to understand the material which will then hurt them in future classes that required it as prereqs. Yes the material is hard and yes there are officer hours and TAs (who are also hit or
miss) but there are many professors that present the material in a very confusing or unhelpful manner. A lot of my courses at UCLA I spent learning the material from online sources because I could not learn from the professors and that was very upsetting. There are some great professors but many mediocre or just bad ones. I think professors should also be considered for their teaching abilities when being hired or when deciding if they should be kept on faculty. UCLA is a research school but also one of higher education that exists to help the students and it's not fair to students who pay $10,000s of tuition for education that frankly was learned from the internet.

> Overall, I think that coming into UCLA without any knowledge in Computer Science and starting in industry right after graduating underscores UCLA's strong Computer Science program. There are a few core professors who are inspiring and teach the material very well. Smallberg, Nachenberg, Reinman, Eggert, Cho, Potkonjak.

> Please remove the Science Technology electives and the Technical breadth. I felt that I could have used my time better if it was spent on core classes.

> Prefer software engineering classes over computer science / theoretical classes. CS 188 classes or classes where we build projects of our own choosing were much more rewarding and engaging (and therefore I feel like I learned a lot more.)

> Professors who care about undergraduate education are a dime in a dozen. There are a handful of excellent professors, but also a bunch who could care less about undergraduate classes. Teaching assistants, for the most part, were hard to understand because of language barriers.

> Sometimes it is quite obvious that a TA is not suitable for teaching student materials. Maybe better teaching training problems would help. They do however usually make themselves available to help with materials in class.

> TA's sometimes were very hard to understand.

> TAs within the CS department tend to have a very hands-off approach and simply review the lectures while quickly going over the homework. Very few TAs added anything new to the material.

> The curriculum could benefit from more practical development of software engineering skills in freshmen and sophomore years to prepare students for internships.

> The few standout CS professors skew this since I remember positive experiences more easily than negative ones.

> The introductory CS curriculum is in heavy need of an overhaul. Teaching C++ first in 2016 is almost as bad as teaching FORTRAN.

> The TAs often did not have adequate communication or English-speaking skills.

> There were select classes where I felt the professor did not connect with the student very well.

> There were some CS classes in which the professor obviously did not care, or the class was very disorganized.

> UCLA has a very good CS education reputation and it deserves it. CS courses' are very well structured. TA is really an different issue with a very wide range of qualities.
> Very good intellectual challenges. CS courses could serve to be more connected to modern software engineering. Would prefer other Engineering courses to better integrate a logical and Computer Science-oriented mindset.

> Very wonderful experience. Thank you, UCLA.

> we have only 10 weeks per for each course. It is not enough to learn any subject in deep.

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.

> - Remember you're an educational institution, not just a research facility. Hire people who can and are willing to teach. - Don't fall into the common university trend of abusing adjuncts.

> Chem 20A was probably the hardest class I ever took, I understood nothing.

> Corbin is an awesome professor, I hope he continues to teach the 1A-C series.

> Greatly appreciated Letters and Sciences classes taken.

> I am very satisfied with the quality of faculty and TA instructions here at UCLA

> I enjoyed the GEs that I took. I felt like my lower division Math and Physics classes were just theoretical tests beyond the difficulty of the material taught, resulting in mere curve battles. My opinions against college exams are well summarized here: https://www.quora.com/Why-do-professors-teach-1+-1-and-then-ask-you-19-8--76-in-exams/answer/Ethan-Anderson-8. The issues I had with college are not unique to UCLA, and improvement to the system would require a completely radical shift, which I don't see happening any time soon, unfortunately.

> I felt like I was jumping through hoops for most of the physics and math requirements. These classes emphasized solving problems and tests over a truly deep understanding of the subject matter. I feel that most of the learning I took out of these courses was internally motivated, and my inner curiosity/interest about math and science wasn't encouraged in these classes.

> I found my math and physics courses to be taught at a superb level, and some of my favorite instructors ever have been from those departments. The rigor of those courses inspired me to take on some of the hardest academic challenges I've faced, and I came out feeling proud of my achievement.

> I found my physics experience to be very, very poor with the exception of one professor--who happened to be only an adjunct professor--who really cared about students. The TA's I have had do not use discussion time in an efficient manner; I find that they only really solve edge case issues when really I would prefer a more comprehensive overview of the basics. In essence, I find that a lot of the teaching never starts from the ground up; most just assume you already know the fundamentals and will immediately go into more complex problems, which I find counterintuitive.

> I had Chem 20A with Baugh which was pretty mediocre. The quality of the lower division math courses was solid, no complaints really. I really enjoyed all of the GEs I took, especially History 1A and Classics 50B with Langdon and McConnell respectively. Excellent classes. I'm not a huge fan of Physics, but the quality of the classes was good overall. My professors for 1A and 1C were
great, but I disliked my 1B professor; it evens out I guess. I guess a more broad question would be why as a Computer Science student I need to be taking Chemistry and Physics. I understand the need for Math, but the other two not so much. I guess you can argue that it's beneficial to be well rounded, but I think the field of Computer Science is so large it's most beneficial to be well rounded within the field. I think such additions as an intro python class, modern web development class, and a mobile development are something students could benefit from.

> I had the same physics TA twice; he seemed to have a tepid grasp of the material at best. The chemistry TA had a similar problem.

> I really liked Corbin for physics (El Alaoui was cool too), and Aliki and Weisbart for math. Most of my TAs for these subjects seemed very knowledgeable and worked hard to have productive sessions.

> I thought especially in Physics, the TAs and Professors excelled at making themselves available for questions and help, but I think that I got especially lucky with my choice of Physics professors. Similarly in most GEs I took, the TAs were very helpful and passionate about the subject matter. The Math professors I had were very hit-or-miss. I've had amazing math professors and also horrible math professors.

> I'm biased because I don't like chem.

> I've found the Linguistics department to have the best quality of instruction.

> It can be difficult to follow along and keep up with the instructors in the departments. It isn't enough to have someone lecture on a board for 1-2 hours and have the students write all of it down. I'm not looking to be the be note-taker in the world.

> It is good enough.

> It was appropriate

> Many G.E. courses, since they are introductory courses designed for freshmen and sophomores, are very easy and interesting.

> Most of the mathematics/physics/chemistry courses are useless for computer science careers.

> My GEs were fine and my physics and chemistry were a ton of fun. The quality of math professors I took was really lacking and aside from my Math 32A course, I was extremely dissatisfied with my professors ability to teach.

> n/a

> Nice GE courses.

> No one will probably read this, but just sit in on a couple classes and you'll realize very few professors and TAs care. It seems like no thought is put into the curriculum, assignments, grading, or really any other aspects of the class. Just sit in and you'll understand.

> No suggestions

> Overall they were good.

> Overall, I had a better experience taking GE courses than HSSEAS courses. Faculty were much more engaging and seemed to care about the topic in question much more than HSSEAS faculty
Physics classes did not have enough funding to hire graders - thus, in one class, we had online homework, which was OK, and another we graded in class, which was quite bad. Lectures themselves were fine.

Physics labs were the most annoying classes that I have taken at UCLA. There were not particularly helpful in exploring the topics, and the lab reports were unnecessarily cumbersome. There were not enough resources to help students write good lab reports like sample reports, nor were the lab materials clear in instructions and topics. It was a troublesome mix of topics exploration and writing reports, and neither were sufficiently done.

Professor Li from Chem 20A was one of the best professors I ever took at UCLA. You cannot find another professor who cares more for her students. I cannot say anything about other classes or professors in Chem. Math professors I found to have the same problem as CS professors, i.e. not good at teaching the material in a way understandable to students. Suggestion: If they simply did more examples in class and less theories, it would be so much more helpful.

Some TA discussion lectures could be better structured

TA should be better!

The quality of the classes taken at UCLA generally depends on the teaching quality of the professor. It is needless to say there is a very wide range of quality. I understand that UCLA mainly hire professors who is good at researching. It would be real nice if all teachers are provided some training about teaching before giving a class.

10. If you selected "I took longer than 12 quarters for a different reason," please explain:

> A combination of the fact that I changed Majors and bureaucracy is causing me to take more than 12 quarters. Because of bureaucratic obstructions, none of my courses from my first quarter at UCLA were eligible to satisfy GE requirements, even though at least one of them is clearly GE worthy. Additionally, a research project (CS 199) that I undertook during Summer 2015 was deemed only worth 2 units instead of 4, and thus I needed to take an additional 2 unit class. This adherence to bureaucracy without actually investigating the educational value of these instances is one of my major sources of dissatisfaction with UCLA as a whole.

> Double majored in business economics and minored in accounting.

> I am a member of Air Force Reserve Officer Training Corps, completing AFROTC and my CS major concurrently in 12 quarters seems infeasible

> I came in as a transfer.

> I entered the Departmental Scholars program, taking an extra year to get my Masters. I would have graduated in 11 or 12 quarters otherwise.

> I failed too many classes.

> I had a student visa issue and was unable to come back to the states in time for a quarter. Otherwise I could have finished it in 12 quarters.

> I have depression and ADHD, which made it difficult for me to study. Therefore I took a lighter load.
I wanted to minor in Asian Languages: Korean but also take a lighter load some quarters. Even if I didn't minor, I believe it would've still been very difficult to graduate in 12 quarters without overloading myself with heavy course loads.

I wanted to take more computer science classes.

I was sick for more than one year and took some quarter off as a break. As a result, I did spread workload across more quarters.

N/A

Retook courses

took a minor; and took some courses later realized not necessary

13. If you selected "I took longer than 6 quarters for a different reason," please explain:

Certain classes weren't available in certain quarters, or overlapped with other required classes. I delayed courses to get a different instructor. I was also injured in a vehicular accident which set me back.

N/A

Not a transfer student, but still have to fill out this question - Please ignore

Prerequisites for CS classes make it hard for transfer students to choose classes. I finished GE classes in community college and could only take 3 required classes per quarter because of prerequisites. It would be nice if the school lets students file petition to enroll without prereq so that they can graduate faster.

18. Please use this space to comment more (if needed) about the ease or difficulty of getting the classes you needed to graduate. If you selected "My situation is not captured by any of these choices" for one or more of the questions above, please elaborate here. For us to make real improvements, we need to know the specific course(s) identified by offering department and course number to investigate further.

By far the hardest classes to get are Physics 4AL and 4BL. I was forced to take 4BL over the summer.

By no means was it easy to get into all of the classes I needed, but with enough effort and persistence, it worked out fine.

CSM151A, Physics labs, Ethics
did not have to take chem class

ECR's were always good to me.

ECS has helped me enroll in multiple Computer Science courses. I had no problem enrolling in lower division math and physics courses since I had a high class standing from AP credit.

I did not have a problem enrolling the courses I needed.
I did not have to take a chemistry class so I filled out "My situation is not captured by any of these choices". Some CS classes got full quickly but the ECR almost always helped.

I did not need to take a chemistry class because my high school AP Chemistry score satisfied this requirement.

I did not take any chemistry classes.

I did not take chemistry. Other than that, I never had any issues getting the classes I needed to fulfill my degree requirements.

I didn't need to take any Chemistry courses at UCLA.

I didn't need to take any Chemistry courses.

I had priority enrollment.

I never needed to take any chemistry courses because of AP Chemistry credit. I tried enrolling in Math 32A during freshman orientation and was unable to get into the class. I was instead advised to take Math 33A instead. This was not the ideal situation, since that's one of the most difficult math courses in the 30 series, and I was just starting out at UCLA. I think that availability of Math 32A for incoming freshman should be a priority.

I personally did not have much trouble getting in to my lower division classes, but I know several other students who did. Classes fill up incredibly quickly, and I simply got lucky with my pass times most of the time. I realize that there are too many students and too few rooms or faculty members for classes, as is the case at most other universities. But I don't see why classes that are incredibly hard to get into are the only classes a student can take to satisfy a requirement. For example, lab classes like CSM152A, or Physics labs, have very few spots and high demand for enrollment, yet every student must take them to graduate. Either open up more spots or have other classes satisfy the requirement. The latter solution is problematic because one class will inevitably be a better option than the alternative, and so the enrollment war continues. I am sure these concerns have been voiced several times before, and I have not seen much progress towards a good solution. I understand that it is difficult, but UCLA prides itself as one of the best public universities in the world.

I started with Sophomore standing, and generally I was either able to get the courses I wanted for my first choice or compensate a little bit while staying on track. I don't think there's ever been such a difficulty that it impaired my ability to graduate on time.

I think the class management at UCLA is not a big problem. ECR usually get people in. The office works really hard to ensure class availability, which is really easy to tell. The problem is the student body is over-sized, and sometimes some students are not so qualified. We need to reduce class size in order to give more individual growth space and resources.

I took Chemistry in a local community college during the summer.

I was unable to get into CS 181 fall quarter senior year, which made my schedule more difficult for the year. However, I was still able to complete all the required courses, at the cost of taking the advanced offering of CS 181 with Professor Sahai, which was really challenging to the point of it being a little painful. Most enrollments have been pretty good, but the unit count and academic standings usually makes it difficult to choose good courses I really wanted to take.
In experience, as long I did not choose all popular classes it was easy to get the classes I wanted.

In general, the competition for physics lab spots was pretty intense.

It is not difficult to obtain the classes required to graduate per se, but it is extremely difficult a majority of the time to obtain the classes that students are extremely interested in taking. For example, CS 161 always fills up, and it seems like the administration could use past information to adapt accordingly.

It was never a real issue getting classes that would count towards my degree. I just needed to plan it in advance, which is where I believe a lot of people encounter issues--when they don't plan. That said, there have been times where conflicts in my schedule created scenarios where I couldn't take a class I wanted that particular quarter, and obviously there have been times I got less-than-ideal classes. However, the ECR is an absolutely awesome resource, and I always benefited from it.

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Lab courses (eg physics) and Stats 100A are notoriously difficult to get into. I was forced to take these in the Summer, as the class filled up before my first pass each time. I forget whether or not I filled out the ECR form for these courses. Most other courses could be gotten on the first pass, but would fill up before second pass.

My biggest problem was that my year was overenrolled and I came in with no high school AP units, so I had lower class standing than my peers and was consistently hosed. I've noticed in my time here that SEASOASA has gotten better with dealing with enrollment issues (the ECR form has definitely help). Also, UCLA as a whole has stopped counting high school AP units towards class standing, which I think is a massive improvement even though it was a little too late for me. I would like to specifically call out STATS 100A as being the worst class to get enrolled in. After I did finally manage to enroll in STATS 100A, the statistics department dropped me from it without notice a couple days later. When I talked to Glenda Jones at the statistics department about it, she was more than incredibly rude, dismissive, and unhelpful. I still curse her name (and I know others that do too). SEASOASA couldn't help me with this issue either.

My Science-Technology electives are math. However, the popular upper division courses in math departments were always filled up when my second pass was active. It was quite frustrating at times but I understand that math department is supposed to satisfy their own students need first.

Never had a problem. Even if I didn't get into a class initially, spaces always opened up in the beginning of the quarter.

Overall, it is great! Engineering ethics is a little hard to get into. But enough though I get into this class, it is not very pleasant.

Personally I think the CS department has done a great job helping me enrolling in classes. Enrolling in lower division math/physics classes taught by a good professor as a freshman can be a pain sometimes.

Physics 4AL and 4BL labs are hard to get. You basically have to take them whatever quarter you can get them. For some students this is long after they've finished the Physics 1 series. ECRs don't help because too many people need to take them and there simply isn't enough lab space. Nobody drops the class. I opted to take one of the labs during summer school at UCI, instead of waiting a year or two. There are some CS classes where I could not enroll and the ECR form did not help. Most memorably, CS 181 with Professor Sherstov, Spring 2015. I knew people who got into the class and were dropped to make room for graduating seniors that
put the class off so they could take it with him. I don't know whom the other professor was that everyone was trying to avoid, but this wouldn't have happened if quality of instruction were more consistent. This is true in other CS courses as well. Mostly if I could not get into a CS class I needed or planned to take, I enrolled in backup plan CS courses. Of course, this only works if the CS classes don't conflict. There were many quarters where most CS classes conflicted, and I had to take whatever GE would fit in my schedule instead. This meant that I basically took whatever I could get, not necessarily what interested me. It also meant I had fewer GEs to buffer my schedule when taking a heavy course load. I found it impossible to follow the suggested 4 year plan since there were so many students trying to do the same thing.

> Physics labs were super hard to get in (4AL, 4BL). If you had a late pass time, they'd be gone, and sometimes they'd be gone before anyone at your class-level had a chance to enroll. CS35L is always packed as well. I think I may have submitted ECR forms for either physics or math classes before, but I don't remember. I was always able to get on the waitlist and eventually get in though.
> slightly biased due to priority registration
> Sometimes it would be difficult to get into classes because of my standing. Even though I was in a grade above other students, because I didn't come in with AP credits, I would often get later passes than other students and struggle to get into high demand classes like M151B.
> Sometimes it's difficult to get into a course because of spot reservations for other majors. Of course, this is up to departmental policy. However, if I had a graduation requirement that depended on a course, I should be able to enroll in that course.
> The most frustrating classes trying to get were labs because of their small size. If I didn't get lucky, I had to plan multiple schedules to make sure my quarter still played out well whether I got the lab or not.
> There were a few close calls where looking back, I feel like I could have really been set back. The one that stands out the most was CS 33 with Reinman my freshman year spring quarter. The class filled up before my first pass. I filled out the ECR, and they ended up opening another section. Luckily I was checking my email and had access to my laptop when they opened the section, otherwise there's no way I would have gotten in. The additional section filled up in less than 15 minutes. I had close calls with other classes where I was one of the last to enroll, got in on the waitlist, or got in through the ECR. These include CS35L, CS143, Stats 100A, Math 61, and Physics 1A. I'm sure there's at least one more that I'm not remembering at the moment. I think I've been really lucky in getting into classes to be honest; I don't think there's ever been a class where I just couldn't get in, or didn't have an available backup plan. It can be pretty tight, and if you're not on top of it, I think you can get screwed pretty quickly. I took pretty heavy loads my first 3 years and was pretty fortunate getting into classes so my this year I've only had to take 3/3/2 class quarters. I could have afforded to not get into a class a couple of times, but I don't think anyone wants it to come down to the wire like that.
> Whenever I needed to get into a course that was already full, I could fill out an ECR and be successfully placed in.

24. If you answered yes to the previous question, please enter the name of the company:
> A start-up in SF
> Adobe
26. If you have accepted an admissions offer, please enter name of school/institution:

> Carnegie Mellon University
> Carnegie Mellon University
> Cleveland Clinic
> Georgia Tech
> Hong Kong University of Science and Technology
> N/A
> UCLA
> UCLA
28. If you selected "Other," for your intended degree please specify:
   > JD/MBA
   > Master of Entertainment Technology
   > N/A
   > Not attending

38. Please comment on the benefits you received from OASA advising and feel free to make suggestions for improvement.
   > Alina Haas is the best counselor and she is REALLY helpful and willing to help students.
   > Alina helped me figure out how to accommodate my problems with depression and ADHD and plan out a manageable course load.
   > Alina was extremely helpful and gave me so much guidance and counseling. My first few years at UCLA, I did very poorly in all my classes. Alina helped me climb out of a deep spiral, even though classes became much harder. Thank you very much for guiding me all these years, and I wish I had discovered counseling in my first year, instead of during the middle of second year.
   > Communication with counseling should be much more streamlined then it currently is. Throughout my experience at UCLA, I submitted countless paper petitions to take courses outside of the regular curriculum that I was interested in. Since this ends up being more work for the department to approve the petitions, there is little incentive for them to care about them at all. More than half of the petitions I submitted took over 4 weeks to get approved, usually getting lost in the system. To get a petition passed, I would repeatedly need to come in person to the office and complain to the receptionist that my petition had not been approved, or submit a new one because it had gotten "lost". I think it would be helpful to: 1. switch to an online system for petitions- there's no need for mountains of paperwork that is prone to getting lost anymore 2. give some incentive to counselors to help students take classes outside of the regular curriculum they are interested in- maybe along the lines of a monetary bonus.
   > general guidance
Great in general. One complaint I have is an assistant incorrectly confirmed by belief that I was following the right catalog year (I was following 2015 but should have been looking at 2012). I think it was an honest mistake though, and I was able to sort things out relatively easily.

HKN related issues
I did not meet them enough to form a proper opinion.
I found the advising helpful for making sure I was still on track to graduation.
I had a lot of trouble throughout my time at UCLA due to personal circumstances and I was able to get so much help from Jan. She really made a difference in helping me be able to graduate from UCLA.
It was helpful to go through the confusing major requirements.
It was useful information.
It's really hard to get any responses through email, but turning up in person is really helpful.
Michel Moraga has always been extraordinarily helpful and courteous, UCLA is better off for having her as OASA Counselor!
Minor clarifications on degree requirements. I felt comfortable with class planning, so I did not need to seek out extra help.
Ms. Alina Haas was very responsive to my requests for assistance in planning classes, dropping classes, and fixing enrollment problems.
OASA advisers are very helpful and also usually very busy. They are doing a very good job with the amount of workload and they deserve some praises.
OASA advising helped me navigate my degree well. I came to counselors with goals in mind, and my counselors helped me find strategies to implement these goals.
OASA provided great course planning advice and graduation advice.
Occasionally helpful for enrollment questions or about future schedules. Sometimes ignored.
Often times they do not reply to my email and I have to go to Boelter 6246 in person to get my question answered.
Talked about pursuing a minor, but did not end up doing so
The counselors are all very nice and helpful
The e-mail advising was EXTREMELY helpful, and I 100% commend the counselors, specifically Alina, on their rapid and informative replies. I am entirely serious when I say that the e-mail correspondence was top-notch. The one time I came into a physical meeting with my counselor during my freshman year, I was advised strongly to stick with a course that I expressed extreme doubt that I would do well in. At the time, I felt that sticking with it was a mistake, and I still believe it to this day. In my opinion, the class, Physics 1A, was not necessarily crucial to take at that point in my academic career. I just hope that counselors will be open to students taking it in a later quarter as long as it's in their best interest.
They helped me when I was considering graduate school.
They inspired to continue on with engineering and we're always helpful
They were always able to help with whatever questions I had about enrollment and graduation.
They were always available if I had any problems or questions about the curriculum.
When I was trying to switch into CS, I emailed the counselors about problems I had getting into classes. The advise I got wasn't very helpful and I don't think I would have been able to enter the CS major if I had waited to try to get into PIC classes like I was suggested instead of attempting to get into CS 31 and 32.

42. Use the space below to provide any positive or negative feedback about the faculty advising system.

Advisors particularly in CS value GPA/grades too highly when its effects in industry/finding employment have diminished. Many feel like they're only doing advising because they have to, not because they want to. Which is true, but still.

Forcing students to meet with a faculty advisor each year is unnecessary and a waste of both students and professors time. It should be recommended to meet with an advisor, but not required.

Group meetings provided very little intimacy. More like a chore than anything else, and the faculty treated it as such well.

I did not use it enough.

I didn't have anything I wanted to talk to them about, and it was mostly just annoying that I had to complete the requirement every year. I think it should only be necessary the first year, and then people will know what it's like and if they want to go back again another time. Forcing people to take up faculty time when they don't want to is a waste in my opinion.

I didn't really know what to talk about with my advisor especially because I wasn't generally very interested in grad school. But I went once per year because it was required. Some professors like Dyer, seemed to not care about it either and simply marked down you came without even talking to you (which defeats the purpose if we're supposed to be getting advised.) He would talk if you wanted to but had a sort of generally grumpy demeanor like "Don't waste my time unless it's important."

I do not like the record-holding aspect. The punishment should be much less severe.

I don't like being forced to meet with my faculty advisor. It's nice to talk but sometimes I feel I could have something more productive.

I feel like it needs to be better defined as to what these meetings are for. They're very open-ended, and if you don't really have any questions then there's no point.

I felt that the advising system added another stress onto my student life, but in the end, I'm actually very pleased with it. I do think however that this is because I got lucky with a great advisor, Jens Palsberg, who really understood students' points of view. It was enjoyable to get a different view of the school, and I do recommend keeping up with this system.
I have only met with my faculty advisor to fulfill the requirement of meeting with your faculty advisor once a year. When I did meet with them, they just checked me off a list. The meeting usually only lasted a few seconds.

I liked having an assigned faculty advisor that set aside time at the beginning of each quarter where we could go talk to them. I think that is beneficial. I hated that it was mandatory.

I never understood the point of it. I was required (forced even!) to meet with my faculty adviser once a year, but I didn't have the need or desire to do so, nor did my faculty adviser - it was a chore for both of us.

I sat in for the first meeting and consistently watched my faculty advisor tell other students that he didn't know the answer of the questions that they posed, including some things regarding industry and so on. He seemed very much unwilling to provide the time to give advice to the students.

I think faculty advising is only useful for students who want to do research; most of the time I sat in faculty advising there were too many other students, who asked the professor questions about working in industry which he/she could not answer in detail.

I think it's a very helpful program especially for those interested in undergraduate research.

I think what would help is if we were allowed to choose who our advisor was and was encouraged to do so. If we had a list of the advisors and their research areas / background blurbs I think this would really help.

I would say it needs to be more personal/in depth. If it is going to be required, it should make students feel like they get value out of it instead of it being a chore, which many times it felt like that. All I really got was a chance to ask questions, which I can do in Office Hours to professors I became close with.

It is very difficult to make a bond with professors with just one meeting each quarter.

It seemed like a waste of time more often than not.

It should be optional.

It was pleasant to chat briefly but nothing very substantive was discussed.

It would have been helpful to start faculty advising after my sophomore year as I was more confident about my goals and had a better knowledge of my professors.

Meetings with my advisor only really became useful in 3rd and 4th years, when I started looking at industry internships and deciding between industry and a PHD.

My advisor was Professor Palsberg. I really enjoyed meeting with him. He always brought apple juice and cookies and would ask about everyone's experiences from the past year, and their plans for the future. He often shared stories with the group as well. Because he was the chair of the department, I would often get a bit of insight into the inner workings of the department which was neat. I would highly recommend Palsberg to anyone as their advisor.

None of them care.
> Not particularly helpful. Every professor gets like more than a dozen advisees. And each conversation typically lasts for 5 minutes either because the student didn't have questions to ask or because the professor was busy. Sometimes truly useful questions arise during a collaboration period or experiences. An artificial sit down is almost inevitable to just scratch the surface. But, professors are nice people and willing to help. It is just that the practical situation makes the system less helpful.

> not very engaging

> Nothing against my particular faculty advisor, I just found that I did not gain anything out of it. The system should remain in place, but it should be voluntary, not forced for students who do not feel they need it.

> Please ask faculty members who actually want to advise to advise. Songwu Lu is a decent professor, but completely disillusioned me to the faculty advising system (the one time I met him, he did not seem very willing to advise). I switched to Jens Palsberg who is pretty nice, but he was really busy as CS chairman and rarely had time for anything else. Miryung Kim is also very nice, and gave great advice regarding career options and the industry. Advisers like Miryung, I believe, are the ones that are truly helpful.

> Professor didn't really care about you and could not give you any useful and specific feedback. All he could tell me was to improve my GPA.

> Questions 39 and 40 are rather silly considering an academic hold is put on me if I don't go to my faculty advisor. The meetings were pretty unhelpful, and I feel that my advisor was more interested in hunting for research students. Having this requirement set for all 4 years is an absolute waste of my time, and having someone glance at my course load for the quarter and tell me that I need to raise my GPA before checking my name off and dismissing me from his office is not at all helpful to me. I'm still not sure what the advising system is meant to accomplish, and for the most part, professors who are entrenched in academia are not the best suited to advise students who for the most part are planning on going into industry. I'm glad the system exists for the people who have found help in it, but the requirement is unnecessary.

> Some Faculty advisors are researchers and they do not have experience in the work place.

> Some faculty members do not have the right personalities to help advise college students who still are unsure about a lot of things.

> The faculty advising system is fantastic. I got a chance to meet with a lot of members of the CS faculty, and to build a deeper relationship with professors I respect. Unfortunately, sometimes I felt like my advisors could not relate to my situation, and not all faculty meetings were useful, but because it was easy to change advisors, I eventually found a faculty advisor that I think of as a mentor and guide.

> The mandatory meetings were a waste of time for both students and faculty. The faculty advisors are a good resource, but should not be mandatory.

> These meetings were never very helpful for me. With my first advisor, he was unable to help me with decisions about courses to take, what major was right for me, or what I should do post-graduation. With my second advisor (after I changed major), he essentially only told me that I should go to grad school and I should already have a published research paper. This was slightly more helpful, since he could at least tell me something more substantial than "I like working with lasers."
> They didn't really care to give any advice or ask any in-depth questions.

47. **Please identify the professor(s):**

> Adnan Darwiche
> Aydogan Ozcan
> Aydogan Ozcan
> Aydogan Ozcan, Wei Wang, Chi Min Ho (mechanical), Lixia Zhang.
> Di Carlo, Ozcan
> Diana Ford
> Diana Ford
> Diana Ford
> Diana Ford
> eleazar eskin
> Fabien Scalzo
> Fabien Scalzo
> Fabien Scalzo
> Leonard Kleinrock Alan Kay
> Lixia Zhang
> Mario Gerla
> Miodrag Potkonjak Fei Sha
> Miodrag Potkonjak
> Miodrag Potkonjak, Majid Sarrafzadeh
> Prof. Todd Millstein and Prof. Alex Warth on multiple projects
> Professor Alex Vasilescu
> Professor Diana Ford
> Songwu Lu
> Todd Millstein
> Todd Millstein for masters project, Glenn Reinmann for summer architecture project (3rd year) Stefano Soatto for summer computer vision project (2nd year)
Wei Wang

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

- An email blast
- Emailed her.
- Faculty advisor meeting with Demetri Terzopolous
- Friends and freshman seminar
- Friends who are Ph.D. Student
- His CS 188 Medical Imaging class
- I got into my project for Todd thanks to a recommendation from a former TA. I was in Alex's class and worked in his research group, which led to my work with him.
- I spoke with Prof. Ford about the possibility of doing more with the courses I took with her, as her courses were the ones I had the most enjoyment taking at UCLA.
- I took his CS188 class.
- I took two classes with Professor Ford in the Winter and Spring quarters, and she suggested doing research in the Summer
- I was taking Professor Potkonjak's class and he reached out to me after the class
- In class
- in his class
- Meeting with OASA counselor
- Other Students/Prof
- Posters in engineering building
- Professor Vasilescu reached out after I taught an ACM class on OpenCV
- Recommended by another graduate student
- SEAS emails, individual contact (cold call), class, other professor's recommendation.
- Talk to her after taking her class.
- Talking with the professor

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

- Experienced what it's like to do research
- Learned more about computer graphics, which is a field I want to pursue in my career
- Explore topics that interest me
> Gain some experience about research and learn from phd students.
> Gave me experience with something I otherwise would not have done in class or outside of class; gave me experience with working on a real-world application of my knowledge
> Good for Learning new stuff
> Helped me get a job and perform learning in an area that interests me
> I learned about Android
> I've found this experience to be invaluable, and I learned that I want to do research in my career.
> It provided me with some good base experience working with game AI.
> It showed my the importance of interdisciplinary knowledge.
> It was a really good experience learning Matlab and image processing.
> It was shortlived. I seemed to be doing more gruntwork (script writing) than actual research, although I'm sure that would have improved had I stayed with the program for longer than a quarter. I stopped research due to a summer internship, and never ended up restarting it.
> Learned a lot in Computer Network.
> Learned different things
> Research taught me to engage deeply and work on a real project, which no one has solved as of yet. I think that research and the deep thinking it entails is central to my 4 year undergraduate experience and has helped me learn more, not only in the areas my research touched, but also in other areas that at first glance seem unrelated to computer science. I truly think that research helped me learn how to learn and think: the ultimate goal of a 4 year undergraduate degree.
> The research helped me decide on my future graduate work and decision to work for industry. The research also helped me get the extremely generous Rose Hills Foundation scholarship, which paid for my entire 4th year at UCLA.
> This was the first time where I was learning about computer science topics outside of required course material. Doing research was extremely beneficial to my growth as a CS major.
> To know what is like to be a research student and give me some Opinion on grad school

50. Please list any publications/presentations/awards during your undergraduate studies from research.

> -
> improving imputation accuracy by inferring causal variants in genetic studies
51. **How well did your program prepare you for research position(s)? Please provide details, such as topics from courses.**

> Basic programming skill. Basic algorithm.  
> Did well  
> I feel I still have a lot to learn. But now I know how to study new things  
> I had not taken some of the classes that would have helped with my research, such as web applications (CS 144) and distributed systems (CS 133). Many classes I took did help with my research, such as CS 31, 32, 118, and 131.  
> I took a graduate course in programming languages, CS 239.  
> It did not prepare me - I learned all the material involved with the research on my own.  
> Networking Fundamentals  
> Neutral.  
> None  
> Only CS 188 Medical Imaging sort of primed me. Otherwise, my program didn't help me very much.  
> Projects built upon course material covered in classes taught by the same professor.  
> Topics covered in prototyping programming languages (CS137A) and programming language design (CS137B) helped prepare me for research with Alex Warth, but in general, I spent a lot of time learning about subjects and details not covered in courses. Most of my time was spent doing self-directed and group learning, something I found more valuable than most of the large, over-structured CS courses that I had to take for my degree.

53. **Please explain why you did or did not sign up for a directed research course.**

> As I'm pursuing a career in the video game industry, and UCLA has very sparse engineering resources on that front, I thought it would be a relevant way to fulfill one of my CS Sci Tech requirements. However, the course was only accepted for 2 units instead of 4 when I petitioned it, which rendered the experience next to worthless academically, so I would not recommend another student on this course.  
> Earn some units  
> Getting units for the research I'm doing is satisfying.
> I have enough credits.
> I took the required amount of upper div CS courses already.
> I want to get credit for research.
> I wanted an opportunity to perform hands on research and delve deeper in to AI and ML
> I wanted to do what the research group was doing.
> I wanted to: - Experienced what it's like to do research - Learned more about computer graphics, which is a field I want to pursue in my career - Get course credit
> I would love to use it as an elective
> It was a great way to conduct research in areas I am really interested in. It is a nice opportunity to learn things that cannot be learned inside of class rooms.
> Mostly for degree progress reasons
> My professor asked me to.
> No real reason. I just felt like doing research with him.
> The above research with Prof. Ford was as part of CS199
> To get credit for the research I was doing
> To use it towards degree requirement
> Want to have a research experience before I graduate!
> Yes, to gain course credit for doing research, and have 4 units of research satisfy a major field elective.

57. If you selected "Other" on the previous question, please enter the name of the company:
> Acumen group
> Adobe
> Amazon
> Amazon
> Amazon.com
> AppFolio
> Arkaive
> ArtiGen Corp
> Bank of America Merrill Lynch
> Bloomberg LP
> Bluebeam Software Inc.
> CCLE
> CGI Group Inc.
> Cymer
> DealerSync, Inc.
> DIRECTV
> DIRECTV
> DIRECTV
> ESPN
> eyesFinder, Taboola
> Facebook
> Facebook
> Facebook
> Facebook
> Facebook
> Facebook
> Factual
> Fandango
> FarApp
> Frame Health
> Hewlett Packard
> Hodge Products, Inc.
> IBM
> Keysight Technologies
> Laserfiche
> Liferay
> Linked Corporation
> LinkedIn
58. What was the specific title of your internship position?

> Application Developer Intern
> Application Engineer Intern
> Associate Software Engineer
> associate software engineer intern
> Associate Software Engineer Intern
> Associate Software Engineering Intern
> Big Data Intern
> Business Analyst
> Business Engineering Intern
> Core Scala Engineering Intern
> Cybersecurity Engineering Intern
> Data Scientist Intern
> Endpoint Protection Intern
> engineer (software)
> Explorer Intern/ Software Engineering intern
> Frontend Dev.
> Global services intern
> Information Systems Intern
> Interim Engineering Intern
> Intern
> Intern programmer
> Intern programmer
> IT Security Engineer
> Java Development Intern
> Junior Application Developer Intern
> Mobile Engineering Intern
> Product Development Intern
> Programmer Analyst Intern
> QA & iOS engineer intern
> QA Intern
> QA intern
> QA Technical Analyst Intern
> R&D Software Engineer Intern
> Security Operations Engineer
> Security Technology & Response Intern
Software development intern
Software Developer Intern
Software Developer intern
Software Developer Intern
Software Development Engineer Intern
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Software Engineering Intern
63. Please provide the professional responsibilities of your internship and describe your role within your professional team.

> -
> - Fix bugs with product - Communicate with users about features
> - Refactoring and writing new code - Engaging in software design meetings - Presenting project results at the end of the internship
> agile C# development, general testing
> Analyze data and building a machine learning model on the data provided. I handled a lot of the system administrative stuff and helped with machine learning.
> As a software QA intern in the QA team I was supposed to design/execute tests for the company's product. However it turned out that the QA team, especially the manager, did not have a concrete plan for my role. They were busy testing out a brand new product that was about to be released soon and they just picked up whatever tasks left and gave them to me.
> At LinkedIn, I worked as a Software Engineering Intern on the Growth team, where we focus on building products to assist LinkedIn's user growth and growth of user's LinkedIn network. Specifically, our team focused on collecting our users' phone number and working on various projects with those phone numbers. Some people might ask why our team is focusing on users' phone...
numbers. However, adding a phone number not only gives a user another layer of security as a phone number could serve as a unique verification method but it also optimizes easy and rapid growth of users' LinkedIn network. During my 12-week internship experience, I worked on creating phone collection splash page for LinkedIn's Android App and optimizing Address Book Import in terms of the response time for LinkedIn's Android App.

> Automation scripts in Python, and unit testing.
> Create a daily automated anti-virus performance test systems with virus update informations. Work on an agile team with another intern to complete this project.
> Design an error logging system.
> Design auto suggest web service for retail website and create a mock website to test its functionality.
> Designed and built a webGUI with another intern. Met with other developers on the larger project as well as other people within the company to determine design requirements and solicit feedback.
> Designed and implemented a machine learning system
> Designing, reviewing, developing from the ground up, presenting specifications
> Develop an internal web application tool to be used for integration.
> Develop image fraud detection software
> Develop new functionality and debug of the system.
> Developed a backend server for device authentication, and wrote a chrome extension to interface with it.
> Developed a network visualization nodejs application using d3.js. Was part of a team of 3 interns, created the product from research, to design, to implementation.
> Developed internal web app
> Developed new features for a mobile application, wrote automated tests, peer reviewed code.
> Developing a full stack web application to analyze the cloud access data. The project was entirely on a two-man team, me and another intern.
> Developing software, participating in team meetings, working with product managers to develop, etc
> Developing systems that handled big data.
> Development websites, build applications, & databases designs.
> Essentially everything I picked up from CS136 and CS118.
> First summer: Assist the Broadcast Systems Engineering's Advanced Program Guide (APG) Database team by developing useful testing applications with C++, Python, and Bash scripting to analyze and optimize the contents of internal databases. Second summer: Accepted return offer with DIRECTV to
assist the Cloud Architecture group within Broadcast Software in the Broadcast Systems Engineering department with developing an internal web application to display all the applications deployed in company cloud environments and their associated details in an easy-to-use GUI. Technologies and languages in the tool chain that make up the application include Spring Boot, AngularJS, Java, CliQr, Couchbase, Splunk, Javascript, HTML, CSS, and Twitter Bootstrap.

> Fix codes, wrote more function, integration
> For this internship I worked on automated software qa testing.
> Front end implementation
> frontend web engineer
> Help build public facing tools on the website; refactor old server code
> Help my team gather data and build a model using disambiguation techniques.
> Help the team fix an existing problem. Create a simulation environment to aid decision making for the team.
> I built a video streaming player from the ground up.
> I built data services, microservices, and core Scala libraries for use in those services. I was responsible for monitoring and updating services.
> I designed the company's search engine in Microsoft Sharepoint. Performed task tracking and implemented workflows. Performed rapid spreadsheet manipulation.
> I developed a database API layer that shipped with the portion of the product my team was responsible for delivering
> I developed several admin tools for my manager using R, javascript and MySQL.
> I don't know if my tasks were that meaningful to the company, but I thought I learned valuable information like how to use Hive or learning machine learning techniques. I worked on creating an experimental classifier on different platforms using a large set of test data.
> I performed the role of a business analyst on the communications team. The team dealt with messaging and email within the company. They gave me a small project to lead where I had meetings with people to learn how to do my job as well as to ensure that tasks were accomplished.
> I refactored a Ruby on Rails API to a functional language, Clojure.
> I was a front-end software developer on the AdWords team. I developed the ad status diagnostic hover, a key feature for advertisers to see whether an ad is currently being served and why, for the next-generation release of AdWords. My responsibilities included client-side UI, RPC protocol, server-side code, and backend configuration, using Dart / Angular 2, SCSS, HTML, and Java, as well as numerous Google-specific frameworks.
> I was a part of three different teams: 1. UI Testing in Bing Ads Online Editor 2. Middle Tier Database Team for Bing Ads 3. Analysis & Experimentation
I was assigned to work on an intern project, collaborating with other interns and each assigned to a different role. We were to deliver a product assigned by our mentor and present it to higher-ups by a deadline. My role in the project was to implement the front-end of the software, working closely with the UI/UX and backend teams.

I was given a project that made improvements to my team's product. I worked relatively independently, but I often needed assistance from team members to complete my project.

I was tasked with creating a connector that integrates MongoDB into the Apache Spark workflow. I was overseen by two mentors of the Drivers team. The mentors were the team lead and the lead developer on the Java driver. I developed most of the application, with guidance provided by my mentors.

I was treated like the full time engineers on my team. We worked on a feature together and split the tasks amongst ourselves to reach the final product. We had meetings to discuss our progress and what is next for the team.

I worked as one of 2 developers in a team of 5, working on creating the company's upcoming website. The other developer and I were in charge of coding, testing, and deploying the website.

I worked on one project by myself with the help of a mentor, then worked on another project with a different mentor and with another intern to help, then finally worked on a third project by myself with the help of the original mentor. My role was mostly to write code to solve problems. I wasn't really a team member except for on the second project, where the mentor, other intern, and I all worked together to design and write the software then run some tests.

I worked on some improvements to how data is stored in the database. The project was stand-alone, but I needed help from my team for some confusing portions.

I worked on the Service Infrastructure Team on LinkedIn's open-source API framework called rest.li. My task was migrating the server-side from HTTP/1.1 to HTTP/2.0.

I wrote Python scripts to add new functionality to their code base.

Industry research, valuation of technology companies

Like a regular analyst

Lots of coding and documentation as part of an engineering team member. Regular meetings to discuss ideas and work delegation.

Maintaining code in the system, create analytic tools for CEO to use, fulfillment operations.

My role was to fix problems with an existing project as well as develop a test suite, trying to produce quality code in a reasonable time frame.

One of a group of 7 that worked on a complex web application.

Optimize SQL queries to expedite search and query process, created load balancer to distribute workload across 150 servers, wrote bash scripts to automate converting dynamic XML data to formatted excel sheets.
> Performed sales lead mapping and excel programming in support of Oracle's Linux support sales team. Organized the translation of various sales documents with a third party translation company.

> QA testing of PLM software, manual unit testing

> QA Testing, verifying bug fixes, checking videos had the correct text in them.

> Redesigned and improved the GUI of the primary 3D software written in Java and the Spring Framework. Created a unit testing framework capable of code generation and verification of hundreds of message handlers.

> Redesigned Yahoo Sports Website

> Refactored internal interview tool to better suit the needs of non-engineering departments, rewrote feedback backend to accept quick metrics rather than free-form text fields, increased overall productivity of recruiters and drove down average recruiter feedback delay. Maintaining internal pages related to the recruiter tools as a full member of the team.

> Researching and implementing necessary tools to enhance the user experience of a mobile application

> Static code analysis

> System team. Doing disjointed projects here and there. Many tasks were even temporary make-ups. Symantec system team really sucks with providing meaningful projects with interns.

> To assist the data analytics team with code-heavy projects as well as to work on my proposed individual projects

> To help develop for the Java webservices portion of the cloud services division of HP. I worked alongside another intern and a mentor, and my largest task of the internship was to ensure that there was no downtime during a large server migration.

> Web Developer.

> Web service developing

> Worked as an engineering intern and designed/implemented a feature on Skype for Business

> Worked on an intern project that was assigned to me. I basically worked on the same exact assignments assigned to other software engineers on the team.

> Worked on data quality.

> Worked with the iOS team on the real product.

> Working as part of a software team developing and maintaining automation software.

> Working on a team building a software feature.

> Write web application.

**64. What type of skills do you feel you were able to develop during this internship?**

> - Technical skills, primarily to do with detailing with large codebases (e.g. reading code, code review) - Interpersonal skills such as
team communication

> - Understanding requirements and user needs - Cooperating with teammates to understand/scope/handle tasks
> Ability to read and adapt to large, existing codebases, using technologies developed internally, working in large teams, going through code review and peer review.
> Ability to tackle real problems under the context of current technologies or business environments.
> Ability to work in a industry environment. Ability to build production software. Ability to work on teams.
> Actual useful development skills.
> agile C# development
> Agile devleopment skills Software Engineering skills Get exposure to a variety of languages including Java, Powershell, Visual Basic, etc.
> Agile workflow, working with teams and clients, technical skills (python, c#, and various tools such as git and Jenkins)
> Bash, SQL, networking
> Better understanding of security and hands-on experience with several industry tools (WAF, IPS/IDS, etc.)
> Coding in a corporate environment, working with a giant code base, designing and writing software on a small team, and working with unfamiliar languages.
> Coding in C#, SQL Server
> Coding skills with real industry tools, working on a team, communication
> Coding, communication, robustness, data analysis
> Communication and ability to write proper production-level code.
> Communication skill, and learning ability.
> Communication skill.
> Communication skills, interpersonal skills, troubleshooting skills
> Database knowledge
> Definitely programming skills and communication skills.
> Developing in an industry environment
> Development, debugging, understanding large code bases
> Everything. School was always a year behind where I needed to be for my internships.
> Excel
> Familiarity with engineering designs and practices, communication and teamwork, technical skills and practice
Getting involved in a large code base

How to navigate through corporate bureaucracy and deal with legacy code bases

I developed an understanding of how a large corporate company such as HP functions, along with coding practices used in industry that I was not exposed to at UCLA.

I developed better software engineering skills and also better soft skills in working with other engineers.

I developed knowledge of enterprise technologies and development processes used daily in software engineering.

I developed mostly business skills.

I gained an immense amount of technical skills that allowed me to better understand the computer science theory behind the technology I worked with. I learned the importance of quality assurance and integration testing. I developed my communication skills by working with a team and documenting and presenting my work.

I learned a great deal about software development, code review, and software engineering in general.

I learned about technologies and tools in the industry that were not introduced at UCLA. Also got to code an extensive amount in a functional language.

I learned everything about modern web development over the course of the summer.

I learned how to develop software in an environment with new and experimental technology (esp. Angular 2), follow good code review practices, and do good UX design.

I learned skills in software engineering such as version control and work flow of working in an industry setting. I also learned how to use my resources around me to complete a technical task, such as how to use Microsoft Virtual Studio effectively, how to search up and utilize useful libraries.

I learned some skills related to Oracle's sales software such as how to assign sales leads to sales representatives. I learned how to work with a professional team.

I learning machine learning techniques, Hive, Spark, and improved on my Python skills.

I was able to develop work ethic and interpersonal skills.

I was able to learn how software engineers really work. Technically speaking, I learned so many new (and refined) technologies and had an idea of how they work in a business setting.

Interpersonal skills and bonding with coworkers, as well as a greater focus on work. Also, a greater ability to read code and understand what was to be accomplished.

Interpersonal skills and knowledge of Python

Interpersonal skills, adaptability to the working environment.

Javascript and modern web frameworks.
> Learned C# programming language, web development, MVC architecture
> Learned new programming languages (Objective-C and Swift) Working in teams Popular software development methodology and practices
> Learned new skills, such as JavaScript and Node.js
> Learned new technical skills, learned how to work as part of a larger team, learned to work closely with another person, learned to interact with older professionals.
> Learning things from scratch, a better understanding of some common web app structure and logistics, communicating with people in a working environment.
> Machine learning
> Mostly technical skills in applying techniques in natural language processing and machine learning.
> Node.js web development skills, experience navigating a large codebase, professional experience.
> Object oriented design principles, machine learning algorithms, effective communication skills
> Organize and screen through relevant data in the technology industry, value companies
> Programming skills as well as lots of soft skills that would help me in a full time position.
> Programming skills.
> Programming, completing a project, interpersonal skills.
> Python Skills, Meeting/communication skills
> QA Engineering
> QA skills, communication with coworkers
> Soft skills, design skills
> software development skills, communication skills
> Software Engineering
> Software engineering skills (code design, review, and clean implementation). Team collaboration skills (communication, planning).
> Some programming practice knowledge. Software development management knowledge.
> Team and communication skills, as well as solid engineering practices and techniques.
> Team communication
> teamwork and independent work
> Teamwork, communication, technical
> Tech skills
- Technical and Interpersonal Skills.
- Technical knowledge and communication skills
- Technical skills and communication skills
- Technical skills and web development, also working within a team
- Web design skills, general database knowledge, HTML5/CSS/Java.
- Web development skills, communication skills, and teamwork skills primarily.

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

- Provided me insight into how I prioritize things and communicate with people
- Gave me meaningful advice on how to be more productive, and apply my strengths to the tasks at hand.
- Helped me develop in areas I was lacking in.
- Helped me feel confident.
- Helped me grow as a developer and person.
- Helped me learn how to take criticisms.
- Helped me understand how I was performing relative to expectations.
- Helped me recognize my strengths and weaknesses.
- I learned my strengths and weaknesses in a group professional setting.
- I learned that my contribution was significant and actually made an impact to the company.
- I learned what skills were most useful for a software engineering job.
- Improve the various aspects of my skillset
- It encouraged me to work in this area.
- It gave me spots to improve and spots to know to continue doing.
- It helped me better understand the variety of experiences the industry has to offer, and to understand where I fit in the software industry in general. It also helped me identify my own shortcomings that need work.
- It helped me focus in specific areas to work on.
- It helped me identify my strengths and weaknesses.
- It helped me improve for the remainder of the internship.
- It helped me know that I was performing above expectations.
> It helped me realize how I could improve.
> It helped me reflect on what I could focus on to improve on my weaker points.
> It let me know where I needed to improve in the future. But the company sucks because the corporate culture was stiff and complacent.
> It made me feel validated that I could survive in this industry.
> It provided an honest and specific view of what I am good at and what I can improve upon to become a better engineer.
> It told me what they thought my strengths and weaknesses were. It was nice to get an honest perspective from others.
> It was mostly just that I had done a good job across the board, which I agree with, so I guess it was just good reassurance.
> It was ok
> Just very general feedback from my supervisor. More like a good job than pointing out specific things I did well on or things that I could improve on.
> know where I stand
> Made me feel good
> N/A
> Not only the feedback, but also the daily standup that allowed me to see where I could improve or should ask for help and learn properly.
> Offered both at the midpoint and end, as well as throughout the internship, the feedback provided an opportunity to modify my behavior to better perform as a member of the team.
> Point out what my problem is
> Somewhat beneficial.
> The feedback allowed me to correct any errors in my behavior or engineering, as well as motivated me to continue to do the best work possible when the feedback was positive.
> The feedback clearly identified the areas in which I'm strong, while also identifying the few areas in which I can improve.
> The feedback confirmed that my work met their expectations for me as an intern, and helped me improve throughout the summer.
> The midpoint review gave me good insight on my weaknesses in communication and how to improve.
> They gave me tips on improving as a developer
> To be more vocal about my progress
> Very encouraging for the future.
Well it wasn't formal feedback, just weekly informal feedback as well as code review feedback. It helped me stay on track to complete my project and to improve my code quality.

Yes, it boosted my self esteem and helped realize areas where I need growth or improvement.

69. If you were offered a full time position, why did you or did you not accept the position?

A really good offer comparable to other offers I received, especially as an international student. Am comfortable with the company culture, location and the network that I already have there.

After taking part in several internships, I realized that application software development is not for me, and that I'd like to specialize and develop more skill before considering industry employment.

Amazon is a good company for my future career path.

Couldn't accept because I am pursuing graduate school.

Coworkers were friendly, office is nice, location is convenient, work environment is positive.

Did not accept. 2 reasons: I felt the compensation package was very low and I could do better; most importantly, my family/girlfriend are in norcal so I wanted to be in the bay area.

Excellent opportunity and fantastic salary.

Excellent starting salary, stock options, and benefits.

Great start-up. The CEO has dreams of making the company as big as Google and Amazon one day

I accepted because the work place culture was phenomenal, the pay and bonuses were good, the location was good, and the work was very fulfilling.

I accepted it because I enjoyed the internship, the salary was decent, it was close to home, and I didn't have any other offers at the time.

I accepted it because it had great benefits and I felt like it was a more interesting type of work than what my other offer entailed (the other offer was technical consulting, which I felt was not quite right for me).

I accepted it because it was a good offer and I liked the company and position. I had also built relationships there during my internships the past 2 summers. It also saved me the trouble and stress of trying to apply for jobs.

I accepted it primarily because I enjoyed the company culture and knew I would have important and relevant work to do. Furthermore, their financial package was competitive with my other offers.

I accepted the offer as I was exposed to a lot of opportunities at the company during the internship and expect that to continue when I enter full-time. I was a good fit with the people who worked there as well.

I accepted the position because I believe there is a lot of potential for me to work with many projects and companies.

I accepted the position because I enjoyed working with my team in the past and would work with them again if possible.
I accepted the position because I love working at the company - it has a great environment for both social and engineering activities. I also enjoy the location of the company; the main office is located in New York City.

I accepted the position since I was happy with the internship experience and felt excited about returning to the company.

I accepted, because it seems like a place that offers a lot of mentorship and help for new grads.

I did not accept because I accepted a different company, although it was a very difficult choice because LinkedIn was fantastic.

I didn't accept the position to go to graduate school.

I felt the Facebook offer was (very very slightly) more suitable.

I greatly enjoyed the atmosphere at Symantec, and the respect they have for their employees. The starting salary was quite good, and the benefits are fairly good as well.

I have a better offer elsewhere.

I like the team dynamic and the location of the company. The team provided interesting challenges during the internship and promised me a lot of opportunities for technical and career growth in the company.

I liked the project I worked on and my team.

I plan to go to grad school and pursue other opportunities.

I really enjoyed working with my team and I'm very interested in the project my team is working. I look forward to gaining more experience with machine learning and natural language processing.

I think there is room to grow within the company. Employees are friendly and helpful to each other. Approve of the CEO. Like the location.

I wanted to try a smaller company.

I was not satisfied with the salary.

I was offered a return internship. I did not take it because I interned elsewhere.

I was offered return internships for two years, but was unable to complete the internship during the third summer due to personal circumstances. I was offered an instant final round interview for a full time offer since I was unable to complete the final internship. I ended up pursuing a different opportunity because I do not personally use Facebook very much.

I was offered to return for another internship but I went to Amazon.

I'd rather work for a big company or a very small startup.

It's a good company that pays well and is in a good location.

Moved on to a different internship and company.

Not really interested in QA.
> Offer was good. The work is challenging. I believe I can learn a lot in this job.
> Personally I prefer to work in a start-up company
> The company treated me well, and I built a very strong network of friends and connections there.
> They wanted to offer me a full time position, but were unsure if they would have the proper funding. I would have only accepted if it was my best offer.
> They're Google
> Too far
> Took another job

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

> -
> - Great example of SV culture (all of its positives and negatives) - Gain professional and technical experience
> - Well scoped projects - Rigorous, well-designed processes are great for personal development.
> A really wholesome internship experience with lots of perks including fully paid housing and other fun activities. Lovely and inclusive work culture and a great location to be in for the summer.
> Although it was a nice experience to be involved in a project outside of classes, I felt that there wasn't a significant focus on software engineering.
> Amazon does a good job at getting interesting and impactful projects to interns. There is a lot of opportunities to learn and also to get to know other engineers.
> Awesome people, fun work, I never felt pessimistic about having to go to work. Truly an enjoyable experience. Also Bluebeam is in Pasadena which is an amazing place.
> Bloomberg is a fantastic company that has a great culture and offers students challenging projects. I truly believe that anyone that does an internship with them will come out better at what they do because of it.
> Coworkers were friendly, office is nice, location is convenient, work environment is positive.
> Enough the salary is bad, the experience is good. Real skill for could be learnt.
> Excellent development opportunity in a real, unsheltered work environment. Excellent pay.
> Excellent opportunity and fantastic salary.
> Experience outweighs a lot of the computer science courses here.
> Gives a good taste of what working in the modern industry is like, at a company with a huge amount of resources at its disposal. Good to try to see if you like large companies.
Good company, friendly and smart people, close to UCLA.
Good company, nice people.
Good for anyone who want to learn outside of their classrooms.
Good learning experience
Good start point for industrial career.
Google is an excellent place to learn more about coding and computer science, and they treat their employees very well.
Great company. I just found the work to be a little boring.
Great opportunity to apply what you learn in school
Great people there
Great way to get several hours of professional experience in a short amount of time. Steep learning curve.
Great, modern company, but I ended up on the wrong team
Hand-on. Very engaged lead dev.
He/She will learn a lot outside of school stuff coverage.
Highly recommend; I had a great time.
I don't know about the experiences of other interns at other locations of this company, but my experience overall is not good. My coworkers are nice person, but it was either bad timing, or they did not prepare for my role at all that they simply didn't care about my work.
I got to do some really interesting projects, so it wasn't just grunt work. The people were really nice, and the hours were flexible.
I had a great time interning at Factual. Everyone there is encouraging and welcoming, and I never felt inferior just because I was an intern.
I learned a lot working for them.
I think it is a valuable kicking off point, the work itself was just not that exciting to me. A lot of UCLA students intern at Symantec and you can learn a lot about what it is like to work at a tech company. I also really liked the people there and enjoyed my time as a summer intern. They are also very flexible and it is nice that they encourage you to continue working during the school year.
I would highly recommend because they treat their interns very well and are very helpful - it really depends on what team you end up on though because there are good and bad teams.
I would recommend an internship at Visa Inc. The people I met are nice and they are always able to inspire me. The work is challenging but my supervisors can usually answer my questions promptly even when they are incredibly busy.
I would recommend the Symantec internship for students who are experienced with coding (eg, 3rd year, have taken CS 111, CS 131). With this level of experience, Symantec has interns work on tasks with clear importance to the company.

I would recommend this internship because they have a very good and organized internship program. You actually work on real projects and not menial tasks so you actually gain good experience.

Interns are assigned features to work on. You feel like you are actually working on the product. The team I worked on was very cooperative and inclusive of me.

Internships teach you about being a software engineer, whereas most classes at UCLA teach you about computer science. Good computer scientists often make good software engineers, but the material may be boring or uninteresting compared to modern technologies that software engineers enjoy learning about and working with.

It is a good company to gain experience of the field and to get familiar with daily life.

It provides a fantastic step in the door, and the work atmosphere is nice enough to encourage you to do your best but also not incredibly stressful.

It really depends on your interests. Synopsys has a very particular focus for the company.

It was a good experience as it was my first introduction to the professional world; however, I did not have very many responsibilities and felt like my time could have been used better. The team I was with was great but they just did not have enough things that I could assist with.

It was a good experience to have. Although it does not line up with my goals for after college, it was good to get a more business perspective on the industry.

It was a good experience to see what a big company is like, and see how things are run. Technically speaking, I would not recommend it though.

It was a great experience, but the company is very small and has poor name recognition.

It was both a lot of fun and challenging

It was good

It was overall good experience. Small company with nice people, but the experience would be highly dependent on the specific team and supervisor as usual.

It's a good company and the internship involves solving interesting problems.

It's a good learning experience but it can be a little less interesting since it's a large company.

It's good money and you have a playground of data and technology to work with.

It's good to have some experience in industry

It's in India
> Legacy codebase and bureaucratic hierarchy is becoming outdated in today's industry
> Linkedin has a pretty mature internship program. The projects are fun and challenging and they're known for their good benefits.
> LinkedIn is just amazing period.
> Not great management of tasks. If you look for projects that are great on your resume, you may or may not get it because sometimes they just assign crappy meaningless work to you and do not let you change it, even if you win 1st place in their cyberwar competition.
> Results will depend on your project and team, but overall great support for interns, excellent pay and perks, and you work on real projects with the regular employees.
> Startup is dead now
> Symantec has a good environment for UCLA interns as they are familiar with the curriculum here and have taken a lot of UCLA interns before. They have sufficient amount of projects, and involve you in real-world projects pretty quickly.
> The application development team is still quite small and the internship was more experimental for the company.
> The internship is pretty practical. Working in a startup company can teach you lots of things.
> The internship was fairly good, it simply not the industry that I really wanted to be in. I think I would recommend the company to someone more interested in a career in web development
> The projects worked on by interns at this company were not very structured and engaging. There are other companies that provide more structured intern programs where they will learn a lot more.
> The team was composed of highly intelligent and genuine people. Everyone at the company cared greatly for the work they were doing. The company is in an interesting growth phase between a smaller startup and an industry leader in databases.
> they are great
> They give a lot of freedom with projects
> They treat their interns like full-time employees, which means that interns receive effectively the same tasks that the other engineers do. In other words, interns will work on important and relevant tasks. In addition, the teams are very interested in making sure each intern is up to speed and gets the attention they need, so it will overall be a good environment for learning.
> They're Google
> Tumblr was a fun summer in the amazing city of New York. I learned a lot and made some great friends while I was there. I also greatly improved my skills as an engineer.
> While HP's salary for software engineers is not competitive compared to a lot of other companies in the Bay Area, the team was very nice and helped teach me a lot about industry practices.
> Workday has a well organized internship program that was not only fun, it taught me so much about the professional world. Pay was
good too.
> You learn very practical work skills, and the culture is very respectful and enjoyable

72. How well did your program prepare you for internship position(s)? Please provide details, such as topics from courses.

> -
> A lot of the things I did at my internship was once covered in my courses so I simply needed a refresh. UCLA prepared me well.
> Accounting minor classes were useful in accelerating the learning process on the job.
> All computer science courses helped prepare me, and I was prepared very well. I had to teach myself about databases before taking CS 143, and I was still able to complete the given task.
> Basic CS classes somewhat prepared me for a good foundational CS understanding. However, most success came from preparation and side projects I pursued outside the classroom.
> Basic CS fundamentals were handy.
> Besides general computer programming knowledge, courses mostly just prepared me to be able to quickly learn to technology and apply it to solving problems.
> C++ introductory classes were enough knowledge.
> Computer science classes taught me how to program and various background knowledge. Class projects that require a lot of programming helped the most since they better acquainted me to programming.
> CS 130 would have been really helpful because of the design patterns and practice coding on a team, but I didn't take it until after the internship. Mostly the classes where I had to write code helped me become more prepared for coding, but my physics knowledge (waves) and modulation knowledge from M117 was really important since I was working on signal generators and analyzers and using IQ modulation.
> CS 131 and CS 180 prepared me very well for the interviews, other classes gave me knowledge that I needed for the actual work.
> CS 143 and CS 144.
> CS 143, CS144, CS118, CS111 are super important and well prepared me for the internship.
> CS 31 and CS 32 were helpful in teaching core programming skills, but everything after that mostly teaches respect for the field as a science instead of skills I actually need for real life work. I believe the majority of CS projects / homework have difficulty that lie in an already established algorithm or specific API / function calls, and don't actually challenge students to build a project from start to finish.
> CS 31, 32, 35L for basic C++ and programming skills. CS 174A for graphics concepts, as I worked in the graphics division.
> CS 31,32,33,143
> CS 32 Data Structure and Algorithms was really useful for this internship.
> cs143 was very helpful
> CS31, CS31 - Since I was working in C++ all summer, these courses definitely helped. The other courses just taught me how to work on projects/solve problems.
> CS35L prepared me for working with Python. Many classes introduced me to parallel programming and working on teams.
> CS35L taught us about software version control software (e.g. Git), which was used extensively at work. CS131 taught a lot about types of programming languages and common features of programming languages, which helped me quickly learn new languages on the fly. Finally, other project-heavy classes (i.e. CS31, CS32, CS35L, CS111, CS131) helped give me practical programming experience that helped improve my productivity at work.
> Database Class (CS143) was really helpful. So was CS31, 32, CS161.
> Decently. A lot of what I used was just basic programming principles that we learned from CS31/32.
> Everything from operating systems to databases to languages was very helpful for me when I went over to Google. The most important thing was a strong familiarity with Unix tools, which CS 35L and CS 111 are good for.
> Fairly well as far as the basics go. My internship was entirely web development though and no course at UCLA (including CS 144) is particularly helpful for modern web development.
> Fundamentals of coding were very crucial. CS 31 and 32 were very, very helpful, and learning Git from 35L was quite useful as well.
> I entered college with strong fundamentals that were cemented with practice in the form of coursework and assignments. While I did not learn any of the skills I used for the first time at UCLA, I had an opportunity to put in consistent work to cement my skills here.
> I thought C++ and Python were useful skills I needed for the workplace. So CS 31, CS 32, CS 35L were all useful to the internship.
> I was not prepared for this internship. Our data mining course was completely theory-based when I took it. There needs to be projects for us to practice applying the theory into actual implementations.
> In terms of skills needed on a day-to-day routine basis for work, my prior internships were my best preparation. Courses (esp. CS 32 and 180) were very helpful to prepare for the interviews needed to get internships.
> It did not.
> It didn't.
> It didn't. Nothing taught in the program would be of any practical use in an entry level software engineer position, at least for the purposes of the internship. The only two classes that helped me pass the interviews were CS 31 and 32, the very first two computer science classes taken.
> It helped me work on my technical skills to be an adequate level in order to be able to function in the workplace.
> It mostly helped with knowledge of the language (C++) and for the interview itself.
It prepared me reasonably well with algorithm and programming experience.

It was very helpful. Especially CS143 & CS144.

Little to no preparation. I learned most things on the job. Some background in Computer Networking (CS118) helped to put context into what I was building, but that was just for my own edification. From class I mainly learned how to Google. Had I taken M117 before I would have had more context. Had I taken CS144 before, I think that would have been helpful.

My classes for the technology management technical breadth were most useful, especially ENGR 112. It helped me get an idea of what to expect from a business in terms of their goals and what they wanted from me.

My internship basically did not require any technical skills I learned at UCLA.

My program did not really prepare me for this internship because the tasks I did were not very related to my coursework.

No courses in particular, but the breadth of the CS curriculum provided good insight into systems I would have otherwise not understood. I would have benefited greatly from Professor Kim's CS130 had I taken it during my Junior Spring.

Not at all.

Not quite well. Current courses have no emphasis on modern web frameworks. Javascript as a important web programming language is not emphasized enough for students to start web development using the modern tool. Courses like CS144, CS174A and CS143 are related, but not particularly helpful because some of their content are either obsolete or too specific to other topics to be useful.

Not really that much. UCLA CS courses rarely promoted team cooperation, nor any of the practical industry tools and problems. I guess a general understanding of computational limitations, algorithms, networking, OS are always useful.

Not really. The undergrad CS program does not offer courses in machine learning or natural language processing. It's possible to take related courses in the graduate program or from the stats department but I personally didn't do it. I'm otherwise very satisfied with the breadth of the electives in the undergrad CS program but it would be nice to provide related courses in the future as it is a valuable toolset to have in this day and age.

Not very well

Not very well, to be honest - the only security-specific class at UCLA is CS136.

OOP

Pretty good. Materials concerning web applications all came in pretty handy. Specifically CS 143, 144, 188-Scalability of Web Apps.

Pretty well. CS 31, 32, 33, and 35L helped a huge amount. Much of my knowledge was external.

Pretty well. CS35L does most of the job. However, I think CS35L should be expanded to two classes and develop each topic deeper.

Seemingly disjointed.

Several classes were highly helpful, such as programming languages and automata theory.

Shell programming, and operating system are helpful.
> Skills were irrelevant to internship, learned more technical skills than needed.
> Taught me how to code & effectively use data structures and algorithm analysis.
> Technical knowledge required for the program is developed
> The class that came closest to my work was CS 130, which I took after the internship
> The CS program in general helped teach me how to code and how to approach coding difficulties. Most of the hard skills I learned myself outside of class.
> The most helpful courses were CS143 (Database Systems) and CS144 (Web Development), as those were most related to the work that was assigned to me during the internship.
> The most relevant courses to internships are CS32, some parts of CS35L, CS111 (depending on the position), and CS131. Other than that, the courses I took were very theoretical. Sometimes I felt like my internship prepared me for some courses.
> The program prepared me fairly well for the position. Classes like CS 111, CS 118, and CS 188 (Scalable Internet Services) were challenging and applicable to my given project. However, MongoDB is a NoSQL database, so it would have been nice to have CS 143 cover alternatives to the traditional SQL databases in more depth. I would have also liked to learn more about distributed systems in the program, but I attribute that to not taking the class on distributed systems.
> The program taught me basics like system design and data structures/ algorithms, and I picked up the rest during the internship.
> The program was not too helpful in preparing me for the internship, and it was relatively challenging to handle a corporate project many times larger than any class project I've had to code in CS. There was a lot of skills that I had to learn, such as refactoring well, that could not be feasibly taught within a 10-week course. CS 32 and CS 131 were probably the most helpful courses from the CS curriculum, along with CS 130 which I'm currently taking.
> The UCLA program prepared me well, especially CS131 Programming Languages and having a background in OO vs. functional languages.
> UCLA prepared me very little for my internships. Most of my experience came from personal projects outside of class.
> Very well- the spread of theoretical and applicable courses at UCLA were a good mix for industry.
> Very well. Use of version control is extremely important in real world application, and courses at UCLA makes sure that you are comfortable with it.
> Very well; I learned a lot about working with teams, and am definitely going to apply there after I graduate.

73. We can only collect detailed feedback about one company, but if you have additional internships, please identify all of your other internship companies:
> -
> - Symantec - JPL
> All 3 internships were similar roles at Facebook.
> > AltiGen Communications
> > Amazon
> > Ark Inc (startup--probably dead now)
> > Arkaive, Inc.
> > Broadway Edu
> > Cisco, Comcast
> > Griffin Labs
> > I also had an internship with Viavi Solutions as an IT intern.
> > I also interned at Amazon.
> > I also interned at Pinterest, where I will be returning full-time. I was recruited through an infosession I helped organize through Eta Kappa Nu (HKN). The projects I worked on at Pinterest were very interesting and hands-on, I worked on tasks that other full-time employees would be assigned. I would recommend internships at Pinterest to my colleagues!
> > I also interned at Samsung.
> > I interned at DirecTV the summer after my Sophomore year. I learned a decent amount, but didn't enjoy it that much.
> > I was also an intern at Symantec.
> > I will be interning at Facebook this upcoming summer.
> > I worked at companies in India: 1. Mumbai Angels 2. Prequate Consulting
> > iDTech
> > Informatica, Brandboom, i2finance
> > Jet Propulsion Laboratory, Summer of 2012.
> > Johnson & Johnson Shanghai Business IT Department Intern as an assistant.
> > KPMG
> > Martian Watches
> > N/A
> > N/A
> > NO other intern.
> > None
> > None
> Paypal, Responsys (Oracle), Uber
> Pinterest
> Qualcomm (freshman year), At the Pool/Yeti (sophomore year)
> Qualcomm for two summers.
> Skillshare, MongoDB
> Spokeo
> Symantec Corp
> Symantec Corp. (Winter, Spring of 2015)
> Symantec Corporation
> Symantec Corporation, Naval Postgraduate School Physics Laboratory
> Symantec, Netapp
> Tensor Vision Technologies, IPOMO
> The Daily Bruin
> Tonite LLC. (startup)
> Two more summer internships at a now failing company called Quixey

85. With regard to the above question, Why or why not?
> - Good integration of faculty with student groups - Generally inviting, non-cutthroat atmosphere.
> A good number of people know who I am and I know who they are.
> At least for Computer Science, I feel that there is too much focus on the "software engineering tech bubble" and that students tend to neglect the actual world of people outside them. I do not want to be a part of this.
> Because I had many shared experiences with other students.
> CS students form their own cliques to do projects together in every class.
> I am
> I am very well integrated with engineering organizations, mainly Theta Tau. I have a solid network within the engineering discipline and see myself as part of the HSSEAS community.
> I believe it takes each person to contribute to the diversity and climate of HSSEAS. I see myself as a part of the community, because I got involved with interacting with other students and feel respected among my peers. For example, I felt that as a women myself, it was my responsibility to get involved and include myself in the cause to create the community and be a part of the community, which I was able to find at HSSEAS.
I came to college seeking a diverse learning experience, both in engineering (my strong point) and social sciences, sciences and the arts. I feel that much of the HSSEAS community was not as intellectually diverse or curious about fields outside those directly related to study for me. I therefore spent a great deal of time seeking out experiences and relationships that would grow a holistic understanding about the world beyond a technical one. This includes civics, history, the arts and design.

I cherished the many opportunities to work alongside other engineering students. I did not involve myself in engineering as much as I could have, I joined social organizations instead. I don't really feel like it's a community with an identity rather than just a bunch of engineers.

I enjoyed being in this communication. I feel like a part of the community because I have been learning here and interacting with a small subset of people. I feel like I tried to diversify myself in college, and by doing so I distanced myself from the HSSEAS community. I felt a sense of community from my club, but not really from my professors. Some of them seemed disengaged even in office hours. I finally made HSSEAS friends in my last few years.

I have always felt very welcome in all regards during my time at UCLA. I’ve never felt discriminated against or really seen anyone else be discriminated against. I think UCLA does a great job of being a very inclusive community. I have been able to find and connect with others who share similar attitudes and passions in the HSSEAS community, making it more of an enjoyable experience.

I have interacted and built a network with many students within HSSEAS. However, I did not interact as much with professors. I have never really faced discrimination within HSSEAS. People only really look towards your work and technical ability. I interact with other engineering students whenever I want to; I’ve befriended many throughout my four years here. I interact with professors and TA’s, and can access them whenever. I feel like I am definitely a part of the SEAS community.

I just feel like an average student at the engineering school. I learned and grew as a person during my time at HSSEAS.

I more strongly identify with other groups I'm part of, such as my Greek life organization. However, I still feel included in the HSSEAS community.

I never felt alienated as a student here at UCLA.

I never really took part in extracurricular activities related to HSSEAS.

I see myself as part of the community as I have a leadership role in Upsilon Pi Epsilon, so I am very involved in the CS community. I think engineers in general bond over the difficulties of classes, so we have a strong community, mostly within our majors though.

I spent four years trying to improve the quality of Computer Science education through helping grow the Association of Computing Machinery. There is a certain attachment that comes with that role.
> I tend to be more introverted.
> I was always too busy with course work and AFROTC to participate in clubs relevant to HSSEAS or attend HSSEAS events.
> I wasn't that involved in many aspects of HSSEAS besides classes.
> I'm involved with the Linux Users Group and am acquainted with some people from ACM and UPE, so I feel like I am in the loop regarding going-ons in at least the CS community. From experience and from observing freshmen however, I find it somewhat common for students to feel left out because they're afraid of reaching out, and also because of the already large time commitment to classes. I don't know how to encourage them, but it may be related to how much UCLA CS emphasizes on theoretical knowledge rather than applications.
> I'm just not a very social person. I'm friends with people who are also part of HSSEAS but I'm not sure I'd call it a community.
> In my experience, other students I have met in HSSEAS are all very accepting of gender, race, and beliefs. I hope others have the same experience I had in HSSEAS
> Met people, worked with them, played with them. That's community to me.
> NO problem.
> Overall, I liked the people I met at UCLA, both as friends and as students/faculty.
> Personally, I elected to not get involved in too many extracurricular activities. As such, I've met only a small and selective portion of the HSSEAS community, so it is hard for me to say that I feel like I am a part of the HSSEAS community. This isn't necessarily a bad thing, as I feel that I would be accepted if I chose to take the initiative to meet more people.
> The first year or two I did not. Now I feel that I do. Frankly when your major is 90% male and you are a female, it's hard to make friends. In my first year here the only other engineers I was friends with were people I met at orientation or people that lived on my floor, and even most of those people were males. I was actually the only CS girl in my orientation. I tried joining SWE but didn't really meet any CS people. Most people I met at this school did not believe I was a CS major. I'm pretty sure I should be offended by that but they make it sound like a compliment. I feel like I had to prove myself to my fellow classmates in order to gain any respect or just so people would talk to me. I feel like I have to dress a certain way when I go to class so that others see me as a fellow colleague and not for my gender. Now that I'm a senior I think that I've just gotten used to it or I don't care as much anymore. I've made a few friends and met classmates that look past gender and see I belong in this major and I work hard. This answer only applies to classmates. The faculty for the most part has been great. ACMW should be in the club list in 77. CS girls need a place where they can meet other girls. I think it would definitely help freshman and sophomores feel more comfortable in their classes.
> The HSSEAS community is a group of people who have a lifelong goal and hunger for knowledge. They are always on the edge of new discoveries, and I have learned so much from the engineering school.
> Throughout my 4 years here in UCLA I've been able to receive help when I need it and I've been given the opportunity to contribute back to the community.
> UCLA engineering is a great place with lots of resources to offer. But one most really work for them. There is no complain about that.
> Ultimately I've made friends and connections within the CS and engineering community so that I feel connected to it.
> Very large culture of superiority to other majors and inability to interact socially apart from with other engineers. Very close-minded individuals, generally. I have many friends in HSSEAS but I consider all of those individual connections with outstanding individuals, not as being part of the community at large.
> We need to have more inclusivity for women and underrepresented minorities at UCLA HSSEAS!! I feel that students are not very inclusive either, though we have made much progress toward this over my time at UCLA
> Yeah, I'm part of the engineering community!

86. Thinking about inclusiveness and interaction across differences, what problems have you observed during your time at HSSEAS?

> A disclaimer, I am a white male so I did not feel personally discriminated against. However, I felt that a lot of professors referred to all their students as being male and there was a bit of gender discrimination in the way that they spoke. I think that it wasn't on purpose nor was it done with poor intentions, but I do believe that it has an impact on subconscious perceptions about engineering and it perpetuates gender discrimination.
> As a female I often feel out of place in classes where I can be THE only girl or one of 5 in a class of 100. For example, when I raise a question, the entire class will turn back to locate the female voice in the crowd. I have also been approached by several classmates who would make ignorant comments or snide remarks about my abilities to perform well as an engineer because of my gender. In freshman year, I was in a dining hall and was approached by a classmate who recognized me from a CS class -- he said something along the lines that I should pursue a medical career instead as a female if I had abilities in math and science, instead of engineering which is more of a "guy thing". Of course, I was deeply offended and questioned why he thought that way. I have been in many other similar situations throughout my time in UCLA and I'm not surprised if other females have felt the same way.
> Cliques are easily formed, and newcomers may feel left out at times.
> Engineering in general feels very much like a boys club. As a girl, I feel like I have extra pressure to do well since I feel that my actions will be seen as representative of women in engineering as a whole, and I feel that I've let down my entire gender when I fail to do that. There are a lot of microaggressions towards females, and I feel that that is something that is difficult to change, since by definition, microaggressions are actions that people consider small or a joke and don't take seriously. It also really sucks to struggle as a female in engineering and sit in class where I can count the number of other girls on one hand, and then have to listen to the masses of males complain about all the "extra perks" I get as a female in CS, and how it must be "so much easier for me to get a job" since companies are searching for diversity hires to up their numbers. I want to be recognized for my accomplishments and not just brushed off as someone who succeeded in a certain area "because companies are desperate to hire women."
> Foreign language students and english first-language students do not seem to interact much.
> Foreign TAs often fall back to native tongue to talk with other foreign students. This leaves an atmosphere of confusion for other students who don't speak that language.

> Groups tend to self-segregate, likely because of language barriers.

> Haven't really observed an problems

> I didn't notice many, except that different cultures tended to avoid interaction with each other.

> I do think that unfortunately some people are still prejudiced against women in engineering. It just takes some female students and faculty a little more to gain the respect of others, and I see this as a societal issue rather than an HSSEAS-centric issue. That said, it never has been that bad - just something I became aware of, sadly.

> I don't believe most HSSEAS students have problems dealing with diverse groups of people. Rather, the core problem is that the demographics of HSSEAS are not particularly conducive to a diverse environment.

> I don't really pay much attention to that sort of thing.

> I feel like people still group in classes by nationality. I especially notice a separation between international and local students, although that is not true for everyone.

> I have not seen any problems directly - I have heard stories of problems, but never experienced them myself.

> I honestly did not really experience any issues regarding inclusiveness at HSSEAS.

> I noticed that all the international students often grouped together because their English isn't up to par, and would speak to each other in their native tongue. It isn't really a problem, but just an observation

> I observed that there is a majority of males and racially, Asians and white. However, I found the atmosphere to be very inclusive despite the reality of the demographics. Most students in HSSEAS have been very helpful and friendly in my interactions with them.

> I've had many students make terrible comments about "being a girl" being equivalent to "not being able to code". I've had a professor treat me differently from the male students and I have also heard a professor say that women should just prance around in lipstick instead of coding during Maria Klawe's talk

> It's engineering. Majority of CS students are male, of Indian, East Asian, or European decent. The female to male ratio is around 1 to 9. This can make you feel more at home or isolated depending on who you are. Nevertheless, I encountered many backhanded sexist, racist, or otherwise discriminatory regards made by students and TAs during my time here. It makes for a very uninviting climate in HSSEAS if you're not already an Asian/Caucasian male, which I fortunately am. Perhaps these problems aren't unique to HSSEAS, but they contribute to the status quo. More regretably, not enough people call bigots out when they make these comments/jokes.

> Just the major campus incidents that drew widespread attention, but I only really heard about them from the letters from the Chancellor.

> Lack of gender/racial diversity, although my personal belief and understanding is that this is more of a systemic issue not directly in the university administration's control.
Multiple classrooms have no left-handed desks

My biggest problem was the transition phase from high school to college. I found high school to be too easy and was near top of my class. Coming to UCLA I went in with too much confidence and ended up performing poorly, as I did not pick up good study habits or motivation from high school.

N/A.

No problems.

No problems.

NO.

None.

None.

Not enough practical education in early years.

Nothing.

People tend to form exclusive groups. They're not very tolerant of people who think differently.

People tend to hang out within groups of people very much like them. There is no diversity and inclusiveness. There are students I've met who could not speak English because they spend all their time with their friends that speak the same language. What a wasted opportunity.

See 85.

Specifically within CS, there is very little diversity. Many students are from overseas and there is definitely a language barrier that exists for them interacting with fellow students or professors. I have had trouble communicating with a few students due to their accent. Overall, the CS community is very homogenous. The majority of students it seems are international or Asian American. We do not have a large diversity of students which does psychologically affect you as a student. It's more of a personal desire to have more diversity as it makes the learning environment more enjoyable to see people of different ideas and backgrounds coming together. Thankfully, I don't think there's an issue of discrimination across racial lines.

TAs and students that speak a language other than English will often converse in that language during office hours. This makes it difficult for other students to gain insight from questions asked in a language they do not understand.

There are cultural barriers between foreign students and American students, often due to a language barrier.

There are indeed cliques that naturally form. i.e. ethnic groups. This is something that you can't really fully prevent.

There haven't been explicit problems that I have observed, but in the CS department, there is a lack of diversity.
There is a tendency for Asian international students to group in class and explain materials to each other. Sometimes professors do not understand that they are helping each other and scold them for that.

There's still a lack of females in CS classes.

This issue frankly isn't brought up in HSSEAS, so unless that inherently is a problem (does HSSEAS actually care about this?), there is no issue here.

We need some more African American students. The percentage has dropped from last year, which was already small.

While HSSEAS is a racially and culturally tolerant establishment, I feel that I was not challenged to think differently by my professors and most of my peers. If teaching computer science students a particular language or a particular tool constitutes learning, HSSEAS does well. But, if growth is what a student seeks, I feel like she is left on her own by the social milieu of HSSEAS.

87. What suggestions do you have for HSSEAS to address the problems you described in the previous question or to otherwise improve inclusiveness, interaction, respect, and tolerance across differences?

> Be aware of problems but don't immediately capitulate the moment somebody gets offended.
> Be more outgoing.
> Broader reaching programs to middle and high school students.
> Does HSSEAS do outreach to encourage females and minorities to enroll? All I see are efforts from SWE.
> Encourage all engineering students to participate in more diversity related events. Maybe have professors give extra credit for students who participate in such events, or have them as part of orientation. These skills and knowledge are also really helpful for the workplace, where there is even greater diversity.
> Encourage the underrepresented minorities to join clubs like ACM so that we can improve diversity. Talk to professors and make them aware how important it is to be inclusive.
> good enough.
> I don't think HSSEAS should address the problems, as they are minor.
> I don't think it's an HSSEAS problem, it's a problem with how those people were raised. For the most part, programs to teach people about tolerance or whatever won't change the people with hateful beliefs in my opinion. They won't stop being racist because you tell them racism is bad and that they should respect their peers.
> I have none. You can't force people to change. The culture of exclusivity is a bad one and isn't likely to change soon.
> I haven't had any problems with my experience. Keep rocking on HSSEAS.
> It is quite tough to say. There are some female-targeted engineering clubs on campus that do help with this gap, and I would say to branch that out more.
It would be nice if HSSEAS worked more to implement interdisciplinary or social studies classes into the curriculum. Learning only about computer science theory does not usually explore these topics.

It's a subtle change that requires a great deal of work, but I think that a good step towards changing the nature of interaction in HSSEAS would be to hire professors with knowledge and expertise across fields, not just in computer science.

It's messy when dealing with purposely admitting less qualified students simply due to their race or ethnic background but that's what it might come down to. Admit more students of different backgrounds or offer scholarships to minorities to encourage them to come to CS.

Keep supporting students in their endeavors and clubs! I think the clubs play a key role in promoting inclusiveness.

Maybe just more mixed project groups for classes will get us to meet more people we don't usually talk to.

More exposure to behavior studies of people form different cultures to both faculty and students.

Networking and social events could be of more abundance to fix this problem.

No suggestions.

No suggestions.

None

None

None, my problem was a personal issue.

None.

Not many suggestions, HSSEAS has a great tolerance across differences; there just simply isn't much diversity.

Not really sure what can be done about that.

Nothing.

Possibly more assigned group projects so that students can't get by all 4 years knowing 3 other people.

Require the language of instruction to be English during official office hours, discussion sections, and lectures.

See comment about ACMW in 85. I think the Computer Science department could do a little more to emphasize that CS isn't just for males. The ratio is seriously awful. See Harvey Mudd for ideas for improvement.

Smaller lecture sizes. Having large lectures prevents interactions with other students. I know that the discussion is supposed to provide such opportunities; however, TA's for discussion are generally not of quality of the professors, and students recognize that.

Start teaching more practical programming skills like web dev or mobile dev or game programming.

Talk about inclusiveness and tolerance more rather than just announcing this on a poster.

The only area that is lacking is interaction. This may be improved by requiring non-trivial group interactions in discussions sections. Most discussion sections tend to just summarize lecture, whereas a true group discussion may be more valuable. Also, some students
have severely limited knowledge of the English language. This is fine, but does make interaction more difficult.

> The only real solution I can think of is to somehow encourage more students from different backgrounds to enter the engineering program.

89. 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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