Displaying Survey Results

**Title**
Computer Science ABET/CSAB Exit Survey

**Sub Title**
For HSSEAS Graduating Seniors (Winter 2017-Fall 2017)

**Description**
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 seascommencement@seas.ucla.edu. Subject: I wish to opt out of HSSEAS Senior Survey, Name: [your full name], UCLA Student ID#: [your 9-digit UID], and then wait for further directions which will be emailed to you from seascommencement@seas.ucla.edu.

**Status**
Ended

**Anonymous**
No

**Fill Ratio**
89.3% (167/187)

★ 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>Question</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>26 (15.6%)</td>
<td>83 (49.7%)</td>
<td>39 (23.4%)</td>
<td>16 (9.6%)</td>
<td>3 (1.8%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Rating</td>
<td>Satisfaction</td>
<td></td>
<td></td>
<td></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>41 (24.6%)</td>
<td>89 (53.3%)</td>
<td>33 (19.8%)</td>
<td>3 (1.8%)</td>
<td>1 (0.6%)</td>
</tr>
<tr>
<td>c.</td>
<td>Quality of faculty instruction for courses that you took offered by your major department</td>
<td>19 (11.4%)</td>
<td>75 (44.9%)</td>
<td>54 (32.3%)</td>
<td>13 (7.8%)</td>
<td>6 (3.6%)</td>
</tr>
<tr>
<td>d.</td>
<td>Quality of TA instruction for courses that you took offered by your major department</td>
<td>17 (10.2%)</td>
<td>60 (35.9%)</td>
<td>63 (37.7%)</td>
<td>20 (12%)</td>
<td>6 (3.6%)</td>
</tr>
<tr>
<td>e.</td>
<td>Quality of faculty instruction for courses that you took offered by HSSEAS departments other than your major department</td>
<td>22 (13.2%)</td>
<td>64 (38.3%)</td>
<td>63 (37.7%)</td>
<td>10 (6%)</td>
<td>8 (4.8%)</td>
</tr>
<tr>
<td>f.</td>
<td>Quality of TA instruction for courses that you took offered by HSSEAS departments other than your major department</td>
<td>17 (10.2%)</td>
<td>71 (42.5%)</td>
<td>58 (34.7%)</td>
<td>17 (10.2%)</td>
<td>3 (1.8%)</td>
</tr>
<tr>
<td>g.</td>
<td>Accessibility of faculty outside of class</td>
<td>23 (13.8%)</td>
<td>92 (55.1%)</td>
<td>44 (26.3%)</td>
<td>6 (3.6%)</td>
<td>2 (1.2%)</td>
</tr>
<tr>
<td>h.</td>
<td>Availability of courses in your major required for graduation</td>
<td>24 (14.4%)</td>
<td>75 (44.9%)</td>
<td>46 (27.5%)</td>
<td>10 (6%)</td>
<td>9 (5.4%)</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 (55 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>16 (9.6%)</td>
<td>25 (15%)</td>
<td>43 (25.7%)</td>
<td>7 (4.2%)</td>
<td>2 (1.2%)</td>
<td>4 (2.4%)</td>
<td>70</td>
</tr>
<tr>
<td>b. Quality of TA instruction in Chemistry</td>
<td>9 (5.4%)</td>
<td>32 (19.2%)</td>
<td>38 (22.8%)</td>
<td>10 (6%)</td>
<td>5 (3%)</td>
<td>0 (0%)</td>
<td>73</td>
</tr>
<tr>
<td>c. Quality of faculty instruction in Mathematics</td>
<td>25 (15%)</td>
<td>65 (38.9%)</td>
<td>50 (29.9%)</td>
<td>13 (7.8%)</td>
<td>9 (5.4%)</td>
<td>2 (1.2%)</td>
<td>3</td>
</tr>
<tr>
<td>d. Quality of TA instruction in Mathematics</td>
<td>25 (15%)</td>
<td>65 (38.9%)</td>
<td>50 (29.9%)</td>
<td>16 (9.6%)</td>
<td>7 (4.2%)</td>
<td>0 (0%)</td>
<td>4</td>
</tr>
<tr>
<td>e. Quality of faculty instruction in Physics</td>
<td>19 (11.4%)</td>
<td>68 (40.7%)</td>
<td>45 (26.9%)</td>
<td>17 (10.2%)</td>
<td>6 (3.6%)</td>
<td>3 (1.8%)</td>
<td>9</td>
</tr>
<tr>
<td>f. Quality of TA instruction in Physics</td>
<td>15 (9%)</td>
<td>67 (40.1%)</td>
<td>54 (32.3%)</td>
<td>13 (7.8%)</td>
<td>7 (4.2%)</td>
<td>1 (0.6%)</td>
<td>10</td>
</tr>
<tr>
<td>g. Quality of faculty instruction in GE courses offered by the College of Letters and Science</td>
<td>34 (20.4%)</td>
<td>66 (39.5%)</td>
<td>41 (24.6%)</td>
<td>10 (6%)</td>
<td>3 (1.8%)</td>
<td>1 (0.6%)</td>
<td>12</td>
</tr>
<tr>
<td>h. Quality of TA instruction in GE courses offered by the College of Letters and Science</td>
<td>31 (18.6%)</td>
<td>60 (35.9%)</td>
<td>51 (30.5%)</td>
<td>7 (4.2%)</td>
<td>3 (1.8%)</td>
<td>1 (0.6%)</td>
<td>14</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 (34 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</td>
<td>0%</td>
</tr>
<tr>
<td>2.00 - 2.49</td>
<td>6</td>
<td>3.6%</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</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>2016</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td>2017</td>
<td>164</td>
<td>98.2%</td>
</tr>
<tr>
<td>2018</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>2019</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2020</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>2021</td>
<td>0</td>
<td>0%</td>
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<td>2022</td>
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<td>0%</td>
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<td>2023</td>
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<td>0%</td>
</tr>
<tr>
<td>2024</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2025</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2026</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2027</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2028</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>2029</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>2030</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>2031</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2032</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>2033</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2034</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2035</td>
<td>0</td>
<td>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</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>19</td>
<td>11.4%</td>
</tr>
<tr>
<td>Winter</td>
<td>21</td>
<td>12.6%</td>
</tr>
<tr>
<td>Spring</td>
<td>121</td>
<td>72.5%</td>
</tr>
<tr>
<td>Summer</td>
<td>6</td>
<td>3.6%</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>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not come to UCLA as a Freshman</td>
<td>15</td>
<td>9%</td>
</tr>
</tbody>
</table>
I came to UCLA as a Freshman and graduated in 12 quarters or fewer 123 (73.7%)

I came to UCLA as a Freshman and graduated in 13 quarters 12 (7.2%)

I came to UCLA as a Freshman and graduated in 14 quarters 3 (1.8%)

I came to UCLA as a Freshman and graduated in 15 quarters 6 (3.6%)

I came to UCLA as a Freshman and graduated in 16 quarters 1 (0.6%)

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 2 (1.2%)

I came to UCLA as a Freshman and graduated in 19 quarters or more 2 (1.2%)

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 136 (81.4%)

I took longer than 12 quarters because I changed my major 11 (6.6%)

I took longer than 12 quarters because I chose to take a lighter load 8 (4.8%)

I took longer than 12 quarters because I could not enroll in 0 (0%)
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

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not come to UCLA as a Transfer</td>
<td>153</td>
<td>91.6%</td>
</tr>
<tr>
<td>I came to UCLA as a Transfer and graduated in 6 quarters or fewer</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td>I came to UCLA as a Transfer and graduated in 7 quarters</td>
<td>4</td>
<td>2.4%</td>
</tr>
<tr>
<td>I came to UCLA as a Transfer and graduated in 8 quarters</td>
<td>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>I came to UCLA as a Transfer and graduated in</td>
<td>5 (3%)</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>9 quarters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I came to UCLA as a Transfer and graduated in</td>
<td>2 (1.2%)</td>
<td></td>
</tr>
<tr>
<td>10 quarters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I came to UCLA as a Transfer and graduated in</td>
<td>0 (0%)</td>
<td></td>
</tr>
<tr>
<td>11 quarters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I came to UCLA as a Transfer and graduated in</td>
<td>0 (0%)</td>
<td></td>
</tr>
<tr>
<td>12 quarters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I came to UCLA as a Transfer and graduated in</td>
<td>0 (0%)</td>
<td></td>
</tr>
<tr>
<td>13 quarters or more</td>
<td></td>
<td></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>153 (91.6%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I took longer than 6 quarters because I changed my major</td>
<td>1 (0.6%)</td>
</tr>
<tr>
<td>I took longer than 6 quarters because I chose to take a lighter load</td>
<td>4 (2.4%)</td>
</tr>
<tr>
<td>I took longer than 6 quarters because I could not enroll in one or more</td>
<td>1 (0.6%)</td>
</tr>
</tbody>
</table>
classes when I needed to

I took longer than 6 quarters because I delayed a course to get a different instructor 0 (0%)

In my opinion it is not possible to enter as a transfer student and complete this degree in 6 quarters 6 (3.6%)

I took longer than 6 quarters for a different reason (explain below) 2 (1.2%)

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 (7 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

I was always able to enroll on my own in MATH courses I needed to make timely progress towards my degree. 133 (79.6%)

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 18 (10.8%)
<table>
<thead>
<tr>
<th>Plan through OASA.</th>
<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 and either got into the class or was advised of an alternative plan.</th>
<th>3 (1.8%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>0 (0%)</td>
<td></td>
</tr>
<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>5 (3%)</td>
<td></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>2 (1.2%)</td>
<td></td>
</tr>
<tr>
<td>My situation is not captured by any of these choices.</td>
<td>6 (3.6%)</td>
<td></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*
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was always able to enroll on my own in CHEMISTRY courses I needed to make timely progress towards my degree.</td>
<td>100</td>
<td>(59.9%)</td>
</tr>
<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 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 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>
</tbody>
</table>
My situation is not captured by any of these choices.

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 (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>134 (80.2%)</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>12 (7.2%)</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>5 (3%)</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>0 (0%)</td>
</tr>
<tr>
<td>Option</td>
<td>Frequency</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>OASA. It didn’t help.</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes I could not enroll on my own in PHYSICS classes I needed, I filled out the ECR form but it didn’t help.</td>
<td>2</td>
</tr>
<tr>
<td>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.</td>
<td>2</td>
</tr>
<tr>
<td>My situation is not captured by any of these choices.</td>
<td>12</td>
</tr>
</tbody>
</table>

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>Option</th>
<th>Frequency</th>
<th>Percentage</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>
<td>81</td>
<td>48.5%</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>
<td>56</td>
<td>33.5%</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</td>
<td>5</td>
<td>3%</td>
</tr>
</tbody>
</table>
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 ENGINEERING 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 ENGINEERING classes I needed, I filled out the ECR form but it didn’t help.</td>
<td>20 (12%)</td>
</tr>
<tr>
<td>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.</td>
<td>3 (1.8%)</td>
</tr>
<tr>
<td>My situation is not captured by any of these choices.</td>
<td>2 (1.2%)</td>
</tr>
</tbody>
</table>

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 (40 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 | 56 (33.5%) |
| California, but not southern California | 55 (32.9%) |
| USA but not California | 18 (10.8%) |
20. **What do you plan to do after graduation?**

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Option</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown at this time</td>
<td>13 (7.8%)</td>
</tr>
<tr>
<td>Work in industry related to engineering</td>
<td>138 (82.6%)</td>
</tr>
<tr>
<td>Work in industry unrelated to engineering</td>
<td>1 (0.6%)</td>
</tr>
<tr>
<td>Attend graduate school in engineering</td>
<td>9 (5.4%)</td>
</tr>
<tr>
<td>Attend medical school</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Attend law school</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Attend other graduate/professional school</td>
<td>2 (1.2%)</td>
</tr>
<tr>
<td>Other</td>
<td>4 (2.4%)</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 (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying in southern California</td>
<td>50 (29.9%)</td>
</tr>
<tr>
<td>Staying in California, but not southern</td>
<td>73 (43.7%)</td>
</tr>
<tr>
<td>California</td>
<td></td>
</tr>
<tr>
<td>Staying in the USA, but not California</td>
<td>41 (24.6%)</td>
</tr>
<tr>
<td>Leaving the USA</td>
<td>3 (1.8%)</td>
</tr>
</tbody>
</table>

22. **What is your residency status?**

*Question type: Single answer -- Radio Button*
23. Have you accepted a position at a company for a job after graduation? 💫

*Question type: Single answer -- Radio Button*

| Yes | 99 (59.3%) |
| No  | 68 (40.7%) |

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 (88 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 | 152 (91%) |
| I have accepted an admissions offer | 10 (6%) |
| I am deciding on my admissions offer | 3 (1.8%) |
| I am waiting to hear my admissions offers | 2 (1.2%) |

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*
<table>
<thead>
<tr>
<th>Degree</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>7</td>
<td>4.2%</td>
</tr>
<tr>
<td>MS</td>
<td>15</td>
<td>9%</td>
</tr>
<tr>
<td>MA</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MBA</td>
<td>7</td>
<td>4.2%</td>
</tr>
<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>9</td>
<td>5.4%</td>
</tr>
<tr>
<td>NR</td>
<td>129</td>
<td>77.2%</td>
</tr>
</tbody>
</table>

28. If you selected "Other," for your intended degree please specify:

*Question type: Short-answer*

*Answer at the bottom page (12 comments)*

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

*Question type: Single answer -- Radio Button*

- I have my plan in place for the next year. **104** (62.3%)
- I don’t have a plan in place, but I am not currently exploring opportunities. **10** (6%)
- I am looking for a full-time position related to engineering. **47** (28.1%)
- I am looking for a full-time position unrelated to engineering. 0 (0%)
- I am looking for a part-time position related to engineering. 0 (0%)
- I am looking for a part-time position unrelated to engineering. 0 (0%)
<table>
<thead>
<tr>
<th>Question</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am looking for an internship position related to engineering.</td>
<td>6 (3.6%)</td>
<td></td>
</tr>
<tr>
<td>I am looking for an internship position unrelated to engineering.</td>
<td>0 (0%)</td>
<td></td>
</tr>
<tr>
<td>I am looking for a fellowship.</td>
<td>0 (0%)</td>
<td></td>
</tr>
<tr>
<td>I am looking for a volunteer opportunity.</td>
<td>0 (0%)</td>
<td></td>
</tr>
<tr>
<td>I am taking a gap year to travel.</td>
<td>0 (0%)</td>
<td></td>
</tr>
<tr>
<td>I am exploring joining the armed forces.</td>
<td>0 (0%)</td>
<td></td>
</tr>
</tbody>
</table>

30. When did you begin your search for a job or graduate school?  

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Fall 2014</td>
<td>4 (2.4%)</td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>5 (3%)</td>
<td></td>
</tr>
<tr>
<td>Winter 2015</td>
<td>5 (3%)</td>
<td></td>
</tr>
<tr>
<td>Spring 2015</td>
<td>3 (1.8%)</td>
<td></td>
</tr>
<tr>
<td>Summer 2015</td>
<td>6 (3.6%)</td>
<td></td>
</tr>
<tr>
<td>Fall 2015</td>
<td>21 (12.6%)</td>
<td></td>
</tr>
<tr>
<td>Winter 2015</td>
<td>11 (6.6%)</td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>74 (44.3%)</td>
<td></td>
</tr>
<tr>
<td>I plan to start this month</td>
<td>12 (7.2%)</td>
<td></td>
</tr>
<tr>
<td>I plan to start this summer</td>
<td>14 (8.4%)</td>
<td></td>
</tr>
<tr>
<td>I plan to start at a later date</td>
<td>12 (7.2%)</td>
<td></td>
</tr>
</tbody>
</table>

31. Would you like us to contact you with job opportunities in engineering?  

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>109</td>
<td>65.3%</td>
</tr>
</tbody>
</table>
3. How was your experience with the Office of Academic and Student Affairs?

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*

- Yes 162 (97%)
- No 5 (3%)

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

*Question type: Single answer -- Radio Button*

- 0 17 (10.2%)
- 1 21 (12.6%)
- 2 24 (14.4%)
- 3 32 (19.2%)
- 4 26 (15.6%)
- 5 15 (9%)
- 6 or more 32 (19.2%)

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*

- Ashley Benson 0 (0%)
- Erkki Corpuz 2 (1.2%)
- Mary Anne Geber 0 (0%)
- Alina Haas 76 (45.5%)
- Vanessa Hernandez 1 (0.6%)
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: 84 (50.3%)
- Satisfied: 52 (31.1%)
- Somewhat Satisfied: 14 (8.4%)
- Somewhat Dissatisfied: 1 (0.6%)
- Dissatisfied: 0 (0%)
- Very Dissatisfied: 0 (0%)
- N/A: 16 (9.6%)

36. Identify the frequency of your communication with OASA counselors via email and/or message center:

*Question type: Single answer -- Radio Button*

- Never: 32 (19.2%)
- Seldom: 118 (70.7%)
- Frequent: 17 (10.2%)

37. How was your email/message center communication with OASA Counselors? (Select N/A if you have not communicated with OASA Counselors via email)

*Question type: Single answer -- Radio Button*
38. Please comment on the benefits you received from OASA advising and feel free to make suggestions for improvement.

Answer at the bottom page (27 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? ★

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

41. How helpful were the meetings? ★
It was nice to meet with my advisor and I got some really good advice. 26 (15.6%)  
It was nice to meet with my advisor. 82 (49.1%)  
The meetings were not helpful. 59 (35.3%)  

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 (46 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>(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>0 (0%)</td>
<td>3 (1.8%)</td>
<td>8 (4.8%)</td>
<td>64 (38.3%)</td>
</tr>
<tr>
<td>b. An ability to design and conduct experiments, as well as to analyze and interpret data</td>
<td>1 (0.6%)</td>
<td>11 (6.6%)</td>
<td>33 (19.8%)</td>
<td>66 (39.5%)</td>
</tr>
<tr>
<td>c. An ability to design a system, component, or process to meet desired</td>
<td>0 (0%)</td>
<td>2 (1.2%)</td>
<td>17 (10.2%)</td>
<td>63 (37.7%)</td>
</tr>
</tbody>
</table>
needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

d. An ability to function on multidisciplinary teams

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>13 (7.8%)</td>
<td>58 (34.7%)</td>
</tr>
</tbody>
</table>

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

<p>| | | | | |</p>
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</thead>
<tbody>
<tr>
<td></td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>5 (3%)</td>
<td>54 (32.3%)</td>
</tr>
</tbody>
</table>

f. An understanding of professional and ethical responsibility

<p>| | | | | |</p>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 (0%)</td>
<td>6 (3.6%)</td>
<td>23 (13.8%)</td>
<td>52 (31.1%)</td>
</tr>
</tbody>
</table>

g. An ability to communicate effectively

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 (0%)</td>
<td>1 (0.6%)</td>
<td>6 (3.6%)</td>
<td>35 (21%)</td>
</tr>
</tbody>
</table>

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 (0%)</td>
<td>7 (4.2%)</td>
<td>44 (26.3%)</td>
<td>62 (37.1%)</td>
</tr>
</tbody>
</table>

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 (0%)</td>
<td>2 (1.2%)</td>
<td>14 (8.4%)</td>
<td>60 (35.9%)</td>
</tr>
</tbody>
</table>

j. A knowledge of contemporary issues

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 (0%)</td>
<td>8 (4.8%)</td>
<td>34 (20.4%)</td>
<td>61 (36.5%)</td>
</tr>
</tbody>
</table>

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>10 (6%)</td>
<td>50 (29.9%)</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>Question</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>a. An ability to apply knowledge of mathematics, science, and engineering</td>
<td>1 (0.6%)</td>
<td>4 (2.4%)</td>
<td>22 (13.2%)</td>
<td>93 (55.7%)</td>
<td>47 (28.1%)</td>
</tr>
<tr>
<td>b. An ability to design and conduct experiments, as well as to analyze and interpret data</td>
<td>2 (1.2%)</td>
<td>15 (9%)</td>
<td>47 (28.1%)</td>
<td>72 (43.1%)</td>
<td>31 (18.6%)</td>
</tr>
<tr>
<td>c. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability</td>
<td>3 (1.8%)</td>
<td>21 (12.6%)</td>
<td>47 (28.1%)</td>
<td>68 (40.7%)</td>
<td>28 (16.8%)</td>
</tr>
<tr>
<td>d. An ability to function on multidisciplinary teams</td>
<td>4 (2.4%)</td>
<td>26 (15.6%)</td>
<td>48 (28.7%)</td>
<td>54 (32.3%)</td>
<td>35 (21%)</td>
</tr>
<tr>
<td></td>
<td>An ability to identify, formulate, and solve engineering problems</td>
<td>1 (0.6%)</td>
<td>7 (4.2%)</td>
<td>27 (16.2%)</td>
<td>84 (50.3%)</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------</td>
<td>---------</td>
<td>----------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>f.</td>
<td>An understanding of professional and ethical responsibility</td>
<td>1 (0.6%)</td>
<td>11 (6.6%)</td>
<td>37 (22.2%)</td>
<td>68 (40.7%)</td>
</tr>
<tr>
<td>g.</td>
<td>An ability to communicate effectively</td>
<td>8 (4.8%)</td>
<td>18 (10.8%)</td>
<td>37 (22.2%)</td>
<td>64 (38.3%)</td>
</tr>
<tr>
<td>h.</td>
<td>The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context</td>
<td>7 (4.2%)</td>
<td>21 (12.6%)</td>
<td>47 (28.1%)</td>
<td>62 (37.1%)</td>
</tr>
<tr>
<td>i.</td>
<td>A recognition of the need for, and an ability to engage in life-long learning</td>
<td>4 (2.4%)</td>
<td>14 (8.4%)</td>
<td>37 (22.2%)</td>
<td>63 (37.7%)</td>
</tr>
<tr>
<td>j.</td>
<td>A knowledge of contemporary issues</td>
<td>10 (6%)</td>
<td>36 (21.6%)</td>
<td>50 (29.9%)</td>
<td>45 (26.9%)</td>
</tr>
<tr>
<td>k.</td>
<td>An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice</td>
<td>4 (2.4%)</td>
<td>9 (5.4%)</td>
<td>29 (17.4%)</td>
<td>82 (49.1%)</td>
</tr>
</tbody>
</table>

### 6. Research

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

*Question type: Single answer -- Radio Button*

|   | Yes | 28 (16.8%) | No  | 139 (83.2%) |

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>2 (1.2%)</td>
<td>2 (1.2%)</td>
<td>3 (1.8%)</td>
<td>1 (0.6%)</td>
<td>9 (5.4%)</td>
</tr>
<tr>
<td>b. 2nd year</td>
<td>4 (2.4%)</td>
<td>6 (3.6%)</td>
<td>7 (4.2%)</td>
<td>6 (3.6%)</td>
<td>6 (3.6%)</td>
</tr>
<tr>
<td>c. 3rd year</td>
<td>11 (6.6%)</td>
<td>8 (4.8%)</td>
<td>11 (6.6%)</td>
<td>6 (3.6%)</td>
<td>4 (2.4%)</td>
</tr>
<tr>
<td>d. 4th year</td>
<td>8 (4.8%)</td>
<td>5 (3%)</td>
<td>5 (3%)</td>
<td>1 (0.6%)</td>
<td>6 (3.6%)</td>
</tr>
<tr>
<td>e. 5th year</td>
<td>1 (0.6%)</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>7 (4.2%)</td>
</tr>
<tr>
<td>f. after 5th year</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>6 (3.6%)</td>
</tr>
</tbody>
</table>

47. Please identify the professor(s):

*Question type: Short-answer*

*Answer at the bottom page (27 comments)*

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

*Question type: Short-answer*

*Answer at the bottom page (27 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 (21 comments)*

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

*Question type: Short-answer*

*Answer at the bottom page (13 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 (18 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

<table>
<thead>
<tr>
<th>Option</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16 (9.6%)</td>
</tr>
<tr>
<td>No</td>
<td>14 (8.4%)</td>
</tr>
<tr>
<td>NR</td>
<td>137 (82%)</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 (21 comments)

7. Internships

54. Have you had at least one internship experience? ⭐

Question type: Single answer -- Radio Button

<table>
<thead>
<tr>
<th>Option</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>137 (82%)</td>
</tr>
<tr>
<td>No</td>
<td>30 (18%)</td>
</tr>
</tbody>
</table>

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. [download item]

Question type: Multiple answer -- Check Box

<table>
<thead>
<tr>
<th>Quarter</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>2 (1.2%)</td>
<td>2 (1.2%)</td>
<td>1 (0.6%)</td>
<td>31 (18.6%)</td>
<td>14 (8.4%)</td>
</tr>
<tr>
<td>b. 2nd year</td>
<td>1 (0.6%)</td>
<td>2 (1.2%)</td>
<td>2 (1.2%)</td>
<td>76 (45.5%)</td>
<td>7 (4.2%)</td>
</tr>
<tr>
<td>c. 3rd year</td>
<td>2 (1.2%)</td>
<td>3 (1.8%)</td>
<td>5 (3%)</td>
<td>114 (68.3%)</td>
<td>3 (1.8%)</td>
</tr>
<tr>
<td>d. 4th year</td>
<td>4 (2.4%)</td>
<td>5 (3%)</td>
<td>5 (3%)</td>
<td>15 (9%)</td>
<td>16 (9.6%)</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>18 (10.8%)</td>
</tr>
<tr>
<td>f. after 5th year</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>18 (10.8%)</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

-- Please select --

47 (28.1%)
<table>
<thead>
<tr>
<th>Company</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amgen</td>
<td>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>Aerospace Corporation</td>
<td>2</td>
<td>1.2%</td>
</tr>
<tr>
<td>Blizzard Entertainment</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Boeing</td>
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<td>0%</td>
</tr>
<tr>
<td>Chevron</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Cisco Systems, Inc.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Conoco Phillips</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Diaz Yourman and Associates</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Englekirk &amp; Sabol Consulting Engineers, Inc.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Exponent Failure Analysis Associates</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Exxon Mobile Corporation</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Foxconn Electronics Inc.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Fugro West</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Geosyntec Consultants--MMI Engineering</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Google</td>
<td>7</td>
<td>4.2%</td>
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<tr>
<td>Hitachi</td>
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</tr>
<tr>
<td>Honeywell Aerospace</td>
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<td>0%</td>
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<tr>
<td>Juniper Networks</td>
<td>0</td>
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<tr>
<td>Kennedy/Jenks Consultants</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>Kiewit Pacific Co.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>KPFF</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Lockheed Martin</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Mentor Graphics</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Mitsubishi Heavy Industries America, Inc.</td>
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<tr>
<td>NanoIVD, Inc.</td>
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<td>0%</td>
</tr>
<tr>
<td>Company</td>
<td>Votes</td>
<td>Percentage</td>
</tr>
<tr>
<td>---------------------------------</td>
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<td>------------</td>
</tr>
<tr>
<td>Nokia</td>
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<td>0%</td>
</tr>
<tr>
<td>Northrop Grumman</td>
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<tr>
<td>Panasonic</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Praad Geotechnical, Inc.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Pratt &amp; Whitney/Rocketdyne</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Qualcomm</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>Raytheon</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Samsung</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sequence</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Shimmick Construction</td>
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<td>0%</td>
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<tr>
<td>Sony</td>
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<tr>
<td>Oracle</td>
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<td>0%</td>
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<tr>
<td>Symantec Corp.</td>
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<td>2.4%</td>
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<tr>
<td>Synopsys</td>
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<td>0%</td>
</tr>
<tr>
<td>Teradata</td>
<td>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>Van Beveren &amp; Butelo</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>ViaSat</td>
<td>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>Weidlinger Associates, Inc.</td>
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<td>0%</td>
</tr>
<tr>
<td>Yahoo!, Inc.</td>
<td>3</td>
<td>1.8%</td>
</tr>
<tr>
<td>Other</td>
<td>99</td>
<td>59.3%</td>
</tr>
<tr>
<td>NR</td>
<td>0</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 (100 comments)

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

   Question type : Single-Line-answer
   Answer at the bottom page (117 comments)
59. How did you learn about the internship?

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

- Please select -- 47 (28.1%)
- OASA Internship/Job Clearing house website 3 (1.8%)
- Weekly UCLA Engineering e-mail 3 (1.8%)
- Internship/Jobs e-mail blasts 3 (1.8%)
- Student Organization event: Tech Talk, Information Session, etc. 8 (4.8%)
- A career fair by sponsored by the career center or by a student organization 45 (26.9%)
- My own research 41 (24.6%)
- Referral from friend or engineering colleague 20 (12%)
- NR 0 (0%)

60. How well did the company treat you?

*Question type: Single answer -- Radio Button*

- Extremely well 71 (42.5%)
- Well 38 (22.8%)
- Neutral 11 (6.6%)
- Poorly 1 (0.6%)
- Very poorly 0 (0%)
- NR 46 (27.5%)

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*
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*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
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<td>108 (64.7%)</td>
<td>12 (7.2%)</td>
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<tr>
<td>NR</td>
<td>47 (28.1%)</td>
<td></td>
</tr>
</tbody>
</table>

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 (89 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 (91 comments)

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
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<td></td>
<td>83 (49.7%)</td>
<td>28 (16.8%)</td>
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<tr>
<td>NR</td>
<td>56 (33.5%)</td>
<td></td>
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</tbody>
</table>

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

Answer at the bottom page (65 comments)
67. If the company were to offer you a full time position, would you accept the offer?

*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>53 (31.7%)</td>
<td></td>
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<tr>
<td>No</td>
<td>59 (35.3%)</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>55 (32.9%)</td>
<td></td>
</tr>
</tbody>
</table>

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

*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>64 (38.3%)</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>50 (29.9%)</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>53 (31.7%)</td>
<td></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 (60 comments)*

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

*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>98 (58.7%)</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>14 (8.4%)</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>55 (32.9%)</td>
<td></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 (78 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 (79 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*

*Answer at the bottom page (49 comments)*

8. UCLA Summer Sessions

74. Please choose the most accurate response about summer offerings.

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Option</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The available summer offerings in my major were adequate.</td>
<td>64</td>
<td>38.3%</td>
</tr>
<tr>
<td>I don't care about summer offerings.</td>
<td>68</td>
<td>40.7%</td>
</tr>
<tr>
<td>I wanted more classes in my major available in summer.</td>
<td>35</td>
<td>21%</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>Option</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer before my first academic year at UCLA</td>
<td>6</td>
<td>3.6%</td>
</tr>
<tr>
<td>1st summer after my first academic year at UCLA</td>
<td>54</td>
<td>32.3%</td>
</tr>
<tr>
<td>2nd summer after my first academic year at UCLA</td>
<td>45</td>
<td>26.9%</td>
</tr>
<tr>
<td>3rd summer after my first academic year at UCLA</td>
<td>27</td>
<td>16.2%</td>
</tr>
<tr>
<td>4th summer after my first academic year at UCLA</td>
<td>8</td>
<td>4.8%</td>
</tr>
<tr>
<td>5th or later summer after my first academic year at UCLA</td>
<td>3</td>
<td>1.8%</td>
</tr>
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</table>
9. Student Organizations

76. How did you enter UCLA? ⭐

*Question type : Single answer -- Radio Button*

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<thead>
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<th>I entered as a freshman</th>
<th>153 (91.6%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I entered as a transfer student</td>
<td>14 (8.4%)</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: [download item]

*Question type : Multiple answer -- Check Box*

<table>
<thead>
<tr>
<th></th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th or later year</th>
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<tr>
<td>a. American Indian Science and Engineering Society</td>
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<td>2 (1.2%)</td>
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<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>3 (1.8%)</td>
<td>4 (2.4%)</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>c. American Institute of Chemical 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>d. American Society of Civil Engineers</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>e. American Society of Mechanical Engineers</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>f. Arab American Association of Engineers and Architects</td>
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<td>0 (0%)</td>
<td>0 (0%)</td>
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<tr>
<td>g. Association for Careers in Technology</td>
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<tr>
<td>h. Association for Computing Machinery</td>
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<td>13 (7.8%)</td>
<td>19 (11.4%)</td>
<td>20 (12%)</td>
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</tr>
<tr>
<td>----------------------------------------</td>
<td>---------</td>
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<td>------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>i. Building Engineers and Mentors</td>
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<tr>
<td>k. Bruin Amateur Radio Club</td>
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<td>0 (0%)</td>
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<td>m. California Geotechnical Engineering Association</td>
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<td>o. Engineering Ambassador Program</td>
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<td>1 (0.6%)</td>
<td>0 (0%)</td>
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<tr>
<td>p. Engineering Society, University of California</td>
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<td>8 (4.8%)</td>
<td>5 (3%)</td>
<td>4 (2.4%)</td>
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<tr>
<td>q. Engineers Without Borders</td>
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<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
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<tr>
<td>r. Eta Kappa Nu</td>
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<td>5 (3%)</td>
<td>5 (3%)</td>
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<tr>
<td>s. Forum for Energy Economics and Development</td>
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<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>t. Institute of Electrical and Electronics Engineers</td>
<td>9 (5.4%)</td>
<td>14 (8.4%)</td>
<td>6 (3.6%)</td>
<td>1 (0.6%)</td>
<td>0 (0%)</td>
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<tr>
<td>u. Institute of Transportation Engineers</td>
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<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
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<td>0 (0%)</td>
<td>0 (0%)</td>
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<td>3 (1.8%)</td>
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<tr>
<td>---------------------------------------------------</td>
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<td>--------</td>
</tr>
<tr>
<td>w. Linux Users Group</td>
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<td>2 (1.2%)</td>
<td>2 (1.2%)</td>
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</tr>
<tr>
<td>x. Materials Research Society</td>
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<tr>
<td>y. National Society of Black Engineers</td>
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<td>0 (0%)</td>
<td>0 (0%)</td>
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<tr>
<td>z. Phi Sigma Rho</td>
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<tr>
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<tr>
<td>. Renewable Energy Club</td>
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<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
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<tr>
<td>. Robotics Club</td>
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<td>0 (0%)</td>
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<tr>
<td>. Senior Class Campaign</td>
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<td>. Society of Latino Engineers and Scientists</td>
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<td>37 (22.2%)</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

- Strongly Agree: 52 (31.1%)
- Agree: 71 (42.5%)
- Neutral: 16 (9.6%)
- Disagree: 4 (2.4%)
- Strongly Disagree: 1 (0.6%)
- NR: 23 (13.8%)

79. HSSEAS students respect each other regardless of the differences described above.

Question type: Single answer -- Radio Button

- Strongly Agree: 44 (26.3%)
- Agree: 72 (43.1%)
- Neutral: 23 (13.8%)
- Disagree: 4 (2.4%)
- Strongly Disagree: 0 (0%)
- NR: 24 (14.4%)

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

Question type: Single answer -- Radio Button

- Strongly Agree: 42 (25.1%)
- Agree: 64 (38.3%)
- Neutral: 28 (16.8%)
- Disagree: 6 (3.6%)
- Strongly Disagree: 0 (0%)
- NR: 27 (16.2%)
81. HSSEAS students are tolerant of others with different beliefs.

*Question type: Single answer -- Radio Button*

<table>
<thead>
<tr>
<th>Response</th>
<th>Count (Percentage)</th>
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<tr>
<td>Agree</td>
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<td>Neutral</td>
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<tr>
<td>Disagree</td>
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</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>NR</td>
<td>26 (15.6%)</td>
</tr>
</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>
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<th>Count (Percentage)</th>
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<tr>
<td>Agree</td>
<td>77 (46.1%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>14 (8.4%)</td>
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<td>1 (0.6%)</td>
</tr>
<tr>
<td>NR</td>
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</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>
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<td>Agree</td>
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<td>1 (0.6%)</td>
</tr>
<tr>
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<td>28 (16.8%)</td>
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</table>
84. I see myself as part of the HSSEAS Community.

Question type: Single answer -- Radio Button

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<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
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<td>Strongly Agree</td>
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<tr>
<td>Disagree</td>
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<td>3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>0.6%</td>
</tr>
<tr>
<td>NR</td>
<td>26</td>
<td>15.6%</td>
</tr>
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</table>

85. With regard to the above question, Why or why not?

Question type: Long-answer
Answer at the bottom page (57 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 (61 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 (50 comments)

11. Technical Breadth Area

88. What technical breadth area did you choose?

Question type: Single-Line-answer
Answer at the bottom page (129 comments)

89. Do you think that three more courses in your major would be more or less valuable to you than the three technical breadth area courses?

Question type: Single answer -- Radio Button
90. Do you think the technical breadth requirement should be broadened to a breadth requirement that did not require the courses to be technical?

*Question type: Single answer -- Radio Button*

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<thead>
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<tr>
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12. Conclusion

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

*Question type: Single answer -- Radio Button*

<table>
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<tr>
<td>No</td>
<td>114 (68.3%)</td>
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92. 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 (167 comments)

93. What is your likelihood of recommending your current UCLA Engineering major to a prospective student?

*Question type: Single answer -- Radio Button*

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<th>Option</th>
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<td>40%</td>
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<td>60%</td>
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</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.

> A good amount of the TA's and professors are not very good at explaining or teaching the material.
> although classes required for graduation were readily offered, some non required but interesting classes were not offered as much, offered once a year if at all.
> Biggest issue was availability of courses in major required for graduation. If you use the CS Sci-Tech Elective route, you sort of run out of options for upper div CS classes by the end of your senior year. That is really my only big issue with the curriculum.
> classes focus too much on memorization and not enough on individual thinking and creativity. We aren't rewarded nearly enough to push outside the box; just to stay inside comfortably and do as we're told. Huge classes, lacking intimacy, taught by professors whose interests don't necessarily align with the students'. How is that not a recipe for disaster? The only courses I could reasonably enjoy were those taught by Professor Eggert - he turned a large class small, made somewhat interesting subjects far more compelling, and tested us harshly but creatively.
> Computer science courses are offered almost every quarter so that makes enrollment an easy process.
> Concerning TA's, I almost never went to discussion unless it was mandatory. If I really needed to, I often had to go to different discussion to see which TA was the best, since the quality tended to be drastically different. I also put I was somewhat dissatisfied with the quality of faculty instruction other than my major because my tech breadth in TECH MGMT could have been better.
> CS curriculum can be immensely improved by adding new courses such as machine learning, natural language processing, web development classes, etc. Hiring new and qualified faculty is also a good idea.
> EE faculty are pretty awful, math faculty are amazing
> Good profs and good classes are impossible to get into if you get a bad pass time.
> I feel like there should be more professors in the CS department. As a senior, I still have to struggle with enrolling in classes that I want because there isn't enough room for enrollment. Also it would be great if there are more classes that teach you technical skills that will be applicable to employment. Although theory classes are important, technical skills are important as well.
> I feel there's room for improvement in most TA's the courses of I took at UCLA.
> I felt that though many TAs were likely very smart and good at CS, they were not good at teaching and communicating.
> I really was not a fan of most of my professors. Smallberg and Nachenberg were a great start but they took a nosedive after that. I think the only upper div professor I liked was Reinman. Most of the others just could not teach, like Cho or Lu, or were just
exceedingly dry, like Reiher. Of course, Eggert is probably the devil himself too. The quality of TAs varied wildly so that's hard to comment on.

> I was disappointed by the Computer Science curriculum overall. I felt like I dislike the field more compared to before I came to UCLA. The assignments are very strict in the sense that they do not allow you to be creative (very minimal open-ended projects) although they do challenge me intellectually. Moreover, there are very few good professors in the major so most of the time lectures feel like a waste of time. Maybe they should enforce some English language requirements for the Professors because sometimes it is very difficult to understand what they are saying, on top of that the classes are already challenging enough by itself so it is made needlessly harder by this. I took a handful of classes from the Math department, they have the same problem with the professors but the TAs are really helpful.

> I wish there were more web-based classes for CS, or at least ones relevant to industry today. It was mainly limited to CS 188.

> I'm marking 'Satisfied' for some of the options, because I think there's always work that could be done, but I want to say that I'm happy with the courses I took for my CS degree. The best experiences I had were with professors and TAs who had some freedom to create unique classes with engaging projects, and I had many of them at UCLA! Some of the most interesting courses I took were not required, so of course students create their own experiences as well.

> In rare but memorable cases, TAs were technically proficient but seemed untrained in teaching, leaving requests for questions going for multiple minutes, or merely putting a solution on the board as opposed to explaining.

> Interests clash against availability of classes. Some TAs are not knowledgeable about the course and can't communicate properly.

> It is too hard to get into classes...

> It was often almost impossible to get the classes I wanted to take each quarter with the "good" professors. Almost every quarter I had to try to petition in or get into classes through a challenging and uncertain process instead of easily being able to enroll. This is what I found most frustrating about my engineering experience. I would rather have bigger classes with more Das to avoid this struggle, and if one professor is so much better than another than maybe the lesser professor should not be teaching the class.

> Majority of CS professors were good, but overall the CS curriculum could be less conceptual and more concrete/applicable to industry work.

> Many classes such as Physics 4AL/4BL are not necessary for a computer science major. I hope the class selection could be more flexible. The projects and course contents, such as CS 144, are also somewhat out-to-date. The evaluation of a student's ability also shouldn't largely based on exams but should be based on projects or research paper, which is more practical and can make student dive much deeper in to the courses, instead of worrying if he can get a good score in 2 hours. I also felt unwelcome by the design of the courses. Punishing a student because his projects have some minor bugs or he makes some mistakes in the courses is discouraging, whereas in the real world, everyone makes mistakes and encouraging us to try out new things can only help us in the long run. In industry, people collaborate all the time, but the school's distrust in students' integrity and intelligence to collaborate hinders students to learn collaboration and leadership.
Most Computer Science professors seemed to not care very much about teaching.

Overall I am satisfied. I think maybe I would have liked more practical courses and less theoretical courses? But then again, I probably could have done much more to explore the course catalog in order to get cool classes.

Overall, I enjoyed my time in UCLA CS. The professors I had were all very talented and inspiring. I have just 3 points of potential improvement: First, I felt that most CS class sizes were way too big. My friends in other majors all got to know their peers very well through small elective classes (e.g. <= 40 people), while my classes were almost entirely 100+ students. Of course, I understand that this is hard to achieve in a public university in an extremely popular major. Another point of improvement I would like is for either more sequence courses taught by one professor (e.g. A/B/C on one topic). I really liked my upper division math/physics classes that had this structure, where I could develop much stronger relationships with my peers/professors. Finally, I felt that engineering classes have unnecessarily long lecture/discussion times. I think I learned just as much in each upper division math class I took (3 hrs lecs / 1 hour discussion per week) as in my engineering class (4 hours lecs / 2-3 hours discussion). Specifically, engineering classes were often very repetitive (e.g. I learned propositional logic 4 times, in 4 different classes - CS M51A, 161, 143, 131 - a waste of >10 hours lecture time!!). It would have been nice to cut a few hours away from the lecture/discussion times, and post some of the material online so that people can review it if necessary.

Overall, I'm satisfied with my course experiences here at UCLA. There were only a couple of times when I felt that something about the curriculum could be improved, but those experiences were outweighed by the better experiences I had.

Overall, the curriculum felt a bit dated at times and more importantly, it was far far too theoretical. I understood going into the major and school that we were studying the theory of Computer Science, but I felt there could have been a better balance of industry/practical courses and theoretical. The CS 188s were very, very helpful, and I think they should be more available and not just slotted into an upper division elective spot. I found that the majority of my professors were knowledgeable and extremely helpful, but it could very greatly vary, as other professors were less than inspiring. Some professors (Nachenberg, Smallberg, Reinmen, Mutz) were all phenomenal whereas others (Eggert, Mekha) tended to be too harsh and a bit more obscure. I understand this applies at all colleges, so overall I was satisfied with the instruction as many of the professors were very impactful. The TA's tended to vary as well, some being extremely helpful, others being subpar. I found that my GE TA's were overall more passionate and enthusiastic about their courses, so I really enjoyed them. That being said, GE professors were a bit more questionable and less clear with what their lessons
would be. Overall, while I enjoyed my classes, I may have to really think if I were to recommend this overall CS curriculum to prospective students. It definitely has shortcomings in that it is very theoretical and not practical enough.

> Preface: Please pay attention to this comment because it reflects a sentiment that many of peers have also expressed. A huge issue with the quality of the education in this department is that many professors do not speak English as a first language. This makes lecture very difficult to understand. Another issue is that it seems as though most professors are only teaching because they have to and not because they are passionate about it - this leads to very dry lectures. The few professors that were charismatic and engaging were Smallberg, Nachenberg, Reinman, Eggert, and Campbell.

> Provide more classes

> Some classes are outdated and should be updated to reflect the often changing software trends. CS143 comes to mind specifically

> Some of the professors aren't that great at teaching. It can be hard to understand them either because they aren't clear, don't speak clearly enough, or are not organized.

> Something I think could be improved in the Computer Science curriculum is incorporating more classes that are more relevant to being a software engineer in today's world. I felt like in order to be competent at internships and job interviews I had to do a lot of self-learning and that much of what I learned in my Computer Science classes was not relevant. It would have been nice to be taught some of the more recent technologies and programming languages used in software engineering today.

> Stop worrying about "academic excellence", "rigor", or "rankings" and start worrying about making sure that faculty have at least as much pedagogical training as a kindergarten teacher.

> TA's in general were pretty bad throughout my 4 years here. Half of them can't speak English properly and so communication is extremely hard. Other times, they expect you to know things and are unwilling to help out with some basic things.

> TAs were often hit or miss in terms of providing value in helping out with the courses. The curriculum for Computer Science can be updated as I feel it is a bit outdated or not as applicable to industry for software engineering with some of the classes offered - more diversity and real-world practices in newer courses will help to keep the major fresh with the ever changing industry. Often, I struggled with enrolling for computer science classes as well because heavily contested classes were taken right away throughout all my 4 years.

> The biggest shortcoming for me (as a computer science major) was the heavy emphasis on test-based assessment rather than projects. I strongly believe this is not reflective of the real world. To make sure I was ready to apply any knowledge developed in school to practical situations, I had to continually pursue side projects throughout my 4 years. It would be better for all if project-based learning was more deeply integrated into the curriculum. Also, projects need to be updated much more often, as people cheat 24/7. I realize this may require more capital, but it's well worth it. Those who don't cheat are put at a serious disadvantage otherwise.

> The computer science department can use a lot of work in terms of teaching the students a lot more effectively and thoroughly.

> The Computer Science professors and overall program at UCLA is strong and I learned a lot. Some of the Das left much to be desired though.
The English of some TAs was too poor for good communication.

The overall computer science curriculum at UCLA is too highly theoretical. I have learned essentially zero relevant industry skills within the courses here on campus to properly prepare me for experiences outside the university. Almost all skills I gained were done through clubs, internships, and self-learning. It is unfortunate that after four years, the majority of our graduates leave with no preparation for the real world. UCLA has great academics, but the assumption here is that everybody is looking to graduate school and a career in academics. This is not only false but opposed to what the vast majority of students are looking for. We need to drastically transform the curriculum and opportunities on this campus to more accurately match the expectations of students. This was perhaps my greatest disappointment during my four years here, the only fortunate thing is I was able to meet and interact with incredibly bright and talented students that collectively we were able to learn from each other. It is the student groups on campus that are making the greatest impact on this school, and the department needs to make a lot of improvements.

The program's ok. More often than not professors were great, others could have been more enthusiastic, others could have been more organized.

The requirement of classes are less in update for what the world needs a CS student to be - if it is intent to train students with theoretical foundation, it isn't deep enough; if it is intent to make students follow the latest progress and think creatively, it is too conservative. UCLA CS seriously needs some reform to be a top notch program in the nation - our professors are good enough to meet the need for a program structure, but the decision makers can not stay old fashioned and conservative. It matters to generations of students' future.

The TAs don't speak English, which is strange. Some of the CS professors are very good, such as Reiher, Smallberg, Reinman, Millstein. The curriculum is too theoretical. UCLA needs to offer more practical classes and update their curriculum. For instance, change CS 144 to teach MEAN instead of Java.

There are few jobs that look for people who know how to code in C/C++, yet we spent a ton of time learning it.

There are some courses that only offered in a particular quarter, thus I don't have the opportunity to take those classes. I really want to take CS 144 Web development course, but it is only offered during winter quarter and I could not take that course last winter because I have not completed the prerequisite courses. It would be great if popular classes could be offered more often.

There are some occasions where we would get professors/TAs that are not very fluent in speaking in English. Though this may be something that has a lot of room for improvement, I feel like they should at least be able to grasp the English language as we are in America. If they do not speak well, there's a chance that sometimes they do not understand what we're trying to ask. Also, there are some courses that are only offered once in specific quarters. This make me feel like I am limited in the choices of classes I can take (as a transfer student).

With the exception of a few TAs, discussion sections were mostly not useful.

With the recent proliferation of "data science", I think the stats sci-tech should be a default available option (I had to petition for it, and the stats department didn't seem too happy about having CS students needing PTEs). I would have liked to see more machine
learning classes as well, but this is my personal preference.

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.

> As I've previously mentioned before, the TAs and professors should be able to speak and understand English very well.
> As mentioned before, course selection should be more flexible. Chemistry 20A, physics 1A-1C, and Math 31, 32 have NO use for preparing me for CS classes and contains lots of formula memorization which lots of students just forget after the exams. The school could just encourage instead of mandating people to take the classes that do not really help and waste their time. I understand UCLA is just following the requirement of the accredit program but education should be helping people to love and explore the knowledge. We have thus fewer opportunities to explore GE classes which typically let us meet people with diversity and help us in the long run.
> Chemistry is N/A because I changed to the 2016/17 catalog for CS where they dropped chem.
> Did not take chemistry, but mathematics and physics especially were focused on their specific majors. GE's were a very different culture/discussion style, but understandable.
> Didn't take Chemistry here. Mathematics is very well organized and the professors and TAs are very good at explaining the math they teach as well as making sure the students understand. Physics was good but slightly less so, as professors occasionally weren't as focused on the material that would be tested. The College of Letters of Science was just as good as Mathematics.
> For students with care for humanity issues, they can always find great GE courses in UCLA. But engineering school doesn't have a good culture to promote that.
> GE's didn't really add much to my curriculum as they were chosen based easiness and not practicality.
> I feel like the Physics instructors (TAs and professors) were not great in explaining the fundamentals in the courses and as a result, I struggled immensely when it came to exams.
> I wasn't a big fan of most of the math and physics professors. The one exception is Will Conley. He may be the best professor I've ever had. I don't know what UCLA is paying him, but it isn't enough.
> Joshua Samani is by far one of the best professors I have ever taken period. Physics - a subject that I've had a very low aptitude for and one that I've had zero interest in thanks to bad teachers during my school time - has become such a huge interest of mine thanks to him. His incredible, should-be-standard grading scheme offered ample opportunities to build their grade by putting in effort in various different avenues of the class and not simply cramming the day before a midterm. Honestly, his grading scheme is what most, if not all, engineering classes should provide - or some equivalent standard. I have never seen such a large class so consistently motivated and engaged. One of the best here by miles.
> My same comment applies. Some of the professors aren't that great at teaching. It can be hard to understand them either because they aren't clear, don't speak clearly enough, or are not organized. However the GE's I have taken in Letters and Science both had good teaching overall.
Never took chemistry, so does not apply. Math was hit and miss. Conley was arguably the best math teacher I have ever had in my life, whereas Tova Brown was very disorganized and subpar. The TA's were always knowledgable and willing to help. Physics was also hit and miss. Some of the professors taught mostly for the test, some tried to just get concepts across, and some felt somewhat unfair in their teachings/tests. GEs were overall solid from professors, but the TAs really shined. They were passionate, expressive, and really cared about students. That being said, they felt somewhat unnecessary outside of padding GPA as students simply look for the easiest A.

No comments.

None of these subjects presented major issues

Not a big fan of the large GE requirement and especially the chemistry department, but I can see why ideally it would produce more "well rounded" graduates. However, in my experience the CS majors end up unwillingly taking them and putting in minimal effort anyway; I would say that they should just allow students to take 6 of any GEs instead of 2 from each category to ideally allow for more personal engagement with the GE they choose.

Not much to say. Chayes is a hard professor hahaha.

Not sure

Of all the teachers I disliked, most were in the math department. One of my math teachers, Math 32B, was extremely disorganized, tested on concepts he did not teach, then lowered everyone's grade a week after grades were due without explanation.

overall very good, any scores other than "very satisfied" were due to individual instructors/TAs and not the department as a whole

The instructors were not approachable and usually the class is huge. As an international student, I feel unwelcome in classes.

The math and physics professors are terrible teachers. I don't understand why CS majors need to take Physics 4AL and 4BL.

The math department needs trained, dedicated lecturers, rather than whatever poor, underpaid adjunct is passing by this quarter.
The mathematics faculty was decent and there were definitely two notable professors I had, but in general the approach that the majority of the professors took made going to class seem insignificant if you wanted to do well which I feel is indicative of poor teaching. Physics faculty was a bit disappointing. Perhaps my perspective is bias, but I ended up taking Physics 1A/1B at UCSD over the summer and the TA's over there taught the physics material significantly better than my Physics 1C professor did (there was some overlap of material). If there were not clicker questions I would likely not have attended. The TA's across the departments were good for the most part.

The quality of instruction outside of Computer Science left much to be desired.

When you average a 95-99% on all lab reports in Physics Lab, and still receive an A- because of "relative performance." Physics 4AL isn't supposed to be a hard/weeder class, yet grades are deflated in it. Doesn't make sense at all to grade on a relative scale when nearly everyone in the class is scoring near-perfect scores on their assignments. Why punish a student when they're doing well? That only discourages them and makes them feel like they're doing something wrong.

With the exception of a few TAs, discussion sections were mostly not useful. Many classes had "mandatory" attendance for classes that were not productive.

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

> 1. I wanted an internship after my 4th year 2. 4 classes/quarter is far too heavy a load. Get rid of the physics labs, CS M152A, and sci-tech altogether. They are pointless.
> Double major and a minor!
> Failed some classes, studied abroad at a semester university so could only get credits for 4 classes over the span of two quarters at UCLA
> I took a Summer Session after my first year.
> I took summer courses to expedite the process of graduating.
> I was suffering from (diagnosed) depression for my first 2 years and consequently had trouble completing assignments.
> I was trying to double major unofficially with Economics so I had to take more non-required classes.
> n/a
> n/a
> N/A
> N/A
> none
> Personal health reason
> Took two more minors and another 35 units of classes that don't count for anything.
13. If you selected "I took longer than 6 quarters for a different reason," please explain:

> I came as a freshman (#12 did not have an option for "I did not come to UCLA as a transfer).
> I transferred from out of state and there are some GE courses that are not transferred and lower division courses that I have to retake. For example, I completed two introductory computer science courses in my community college, but we use Java as the main language. At UCLA I have to retake two introductory courses in C++.

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.

> Although I could get into enough classes I needed, it was often not my first choice of classes.
> As mentioned before, I couldn't get into Computer Science courses that were of interest to me. Specially since they were offered once a year like CS145: Data Mining and/or clashed with other courses like CS161: Artificial Intelligence. I had to sacrifice my interests just to graduate on time (12 quarters). Moreover, I couldn't enrol in required classes like CS181 since they were usually full by the time I got my enrolment pass or priority was given to graduate students. I felt there was undue weightage given to people coming in with credits as they got to explore more in college apart from the major while for someone like me who came in with no credits, my focus was just to graduate on time.
> Classes were generally available, though sometimes I wasn't able to get the professor I wanted or specific courses I wanted (i.e. I could sign up for an upper Div CS class I needed, but wasn't able to get another one). Signing up for classes was stressful overall.
> Classes with good professors are impossible to get into if you have a late pass. Getting into classes required before graduation wasn't too hard if you didn't care about professors or which specific upper div electives you were taking. If you did, better hope you have a good first pass.
> Did not take chemistry.
> ECR helped a lot with CS classes. Petitioning tech breadth classes (math in particular) increases class options significantly.
> ECR was useful for getting into CS classes which were full.
> For Chemistry and Physics courses, I did not have to take any of the classes here at UCLA. For Engineering courses, I felt like I
could enroll in all of them because I can switch out one class or another (while ensuring that I complete prerequisites in a timely manner). In addition to that, I feel like there are some CS classes that could've been offered more twice a year rather than once a year (such as CS 144 Web Apps).

> For Chemistry, I waived the requirement, so I did not need to take a course in that department.

> Getting into the ideal classes I wanted to take for a given quarter was frustrating for my first three years of undergrad in engineering as I feel it was heavily dependent on pass times. Many classes across the board for general lower div requirements in Physics and Math were heavily contested and some upper div computer science courses were difficult to get into and there was not as much variety in Computer Science courses as I would have liked.

> Hire more faculty, make course demand prediction easier (MyUCLA's should capture this data automatically from people planning their next quarter once the registrar's schedules are out, rather than relying on the Future Course Planner), and require fewer classes overall.

> I am a computer science major who followed the 2013 pathway. Chemistry 20A was a requirement for us until I believe week 7-9 of Winter quarter 2016. I was enrolled in Chemistry 20A at the time. It would have been nice to get a notification earlier that quarter so I could have dropped that class since it was not necessary for my track anymore.

> I completed chemistry, physics at the community college level.

> I did not have to take chemistry.

> I did not have to take chemistry.

> I did not need to take any chemistry courses.

> I did not take a Chemistry course, because I was able to petition out with AP. Additionally, the Chemistry requirement was removed from the Computer Science curriculum.

> I did not take any Chemistry classes because I switched to the new catalog that did not require Chemistry for my major.

> I did not take physic and chemistry at UCLA.

> I had a priority enrollment pass so nothing was too big of an issue ever

> I had no difficulty getting classes at any time, if I did the ECR system worked very well or counselors were easily accessible to recommend alternatives and keep on track

> I had the regents scholarship, which made getting classes easier for me than most people

> I petitioned out of the chemistry requirement by AP credit and did not have to go through the enrollment process. I also had access to a priority pass, and had a much easier time of enrolling in contentious classes.

> I was generally able to get the classes I needed after doing an ECR.

> I was unable to get into Math31A when I was a freshman. But that was when I was not in the school of engineering, therefore I couldn't use the ECR to get into that class.
I've had virtually no issues getting classes I needed, or at least no problem that couldn't be solved by rearranging my projected schedule.

Issues were often a matter of wanting to take a specific course with a specific professor. Some prominent examples are COM SCI 131 and 181, with professors Millstein and Sherstov respectively. Knowing how high demand is for those professor-course pairs, it'd be great to offer those classes in bigger classrooms or with higher enrollment.

It was incredibly difficult to get into some CS classes to graduate. It should not be so hard to simply satisfy major requirements. It is only towards your senior year where you're able to effectively get into the classes you want to, and this is quite unfortunate. Even in the spring quarter of my junior year, I wasn't able to get into CS classes I wanted to get into.

n/a

n/a

N/A

N/A

N/A

none

Nothing to add

Question 15: I did not need to take a Chemistry course after the requirement was removed from the CS major curriculum. Math courses were probably the courses that were more difficult to get into due to sheer number as well as the earlier CS courses. In general I did not have too much trouble enrolling in the courses I wanted.

Situation for Chemistry is simply because I never had to enroll in a chemistry class.

Taking the statistics sci tech was awful since they restricted enrollment of non statistics majors until everyone had had their second pass, and it was very stressful to get into these classes.

The only reason I was able to get all my classes to graduate on time was because of AP credits being counted and my getting a slightly better pass time. If I didn't have the AP credits, I would have been unable to get my classes. It was harder my junior/seniors years to get classes because of that.

There are obviously more popular teachers who teach classes, so often people will delay a class until that quarter and then there will be a lot of competition between people trying to enter that class.

24. If you answered yes to the previous question, please enter the name of the company:

Adobe

Adobe Systems

Amazon
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Amazon
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Amazon LLC
Amazon.com, Inc.
American Express
Apple
Apple
Arista Networks
Beachbody
Bloomberg
Bloomberg
Capital One
Cisco
Color Genomics
Cru
Darktrace
Dropbox
26. If you have accepted an admissions offer, please enter name of school/institution:
   > CMU
   > CMU
   > Harvard University
   > n/a
   > n/a
   > N/A
   > N/A
   > N/A
   > none
   > santa clara university
   > UCLA
   > UCLA
   > UCLA
   > UCLA
   > UCLA
   > UCLA
   > UCLA
   > University of California, Los Angeles

28. If you selected "Other," for your intended degree please specify:
   > Considering MBA, but currently not moving forward with it.
   > misclick
   > n/a
   > n/a
   > N/A
   > N/A
   > n/a
   > N/A
   > NA
> none
> note: I'm not going immediately to grad school but will probably apply next year
> Will potentially pursue a MS in computer science or MBA in the future

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

> Advising was great. I think the email based advising system should be explained to freshman directly because it is super useful and easy and lightens the load on advisers having to set up meetings to answer simple trivial questions.
> Alina Haas really helped me come around from my academic troubles. She was not condescending and although I did not really take much course advice from her, it really helped more than my previous counselor who treated me as if I was incapable of engineering, when in fact I was struggling with mental health.
> Alina was a great resource for helping me plan my major switch and graduation. She's an amazing counselor.
> Alina was one of the best parts of being a CS student at UCLA. She was constantly on top of things, helped me plan my schedule very well, and was a huge reason I was able to graduate early. She deserves a huge raise and more benefits.
> Counselors have consistently been knowledgeable and compassionate
> Emails were responsive and the receptionist was usually sufficiently helpful for what I needed when I went.
> Great guidance and help through lots of (somewhat intimidating) administrative processes :) 
> helped a lot with petitioning classes, resolving transfer credits issues
> I didn't receive any advising.
> I mainly met with counselors to discuss study abroad in engineering and then later on to make sure I was on track for my degree.
> I mainly went to counseling when I was looking to double major. Alina and the other counselors were very helpful made the process of adding the second major very easy.
> I really appreciated the help offered by the OASA advising (especially with Alina Haas whom I was in contact with most frequently out of all the counselors).
> Managed to clear up questions, confirm courses of action, etc. Attended a "Transferring into HSSEAS" infosession (for me, CSE to CS), a quick question session at front would have spared me some time listening to Letters&Sciences focused details.
> Maybe be better at email communication regarding counseling questions, that way students don't have to come in every time just for small questions.
> n/a
> n/a
> N/A
N/A

Need more staff to handle requests

none

Nothing to add

OASA was great regarding handling petitions promptly, answering any questions via phone/email/in person and scheduling appointments for the same. The only suggestion I have is making the petition system online by allowing scanned documents or digital forms that can receive digital signatures unless a physical copy needs to be returned (at which point you can charge the student for the online petition instead of in-person). Would save everyone involved a ton of time.

The CS counselors were always very prompt and helpful through email. I transferred into the engineering school, and Alina Haas was extremely helpful with the process of applying for the transfer.

The Message Center is hopelessly buried in MyUCLA. Move it to some place more prominent and introduce a modern messaging system, please. Consider Intercom!

They are very helpful, many times I just didn't have time to prepare for requirements or was just not clear on certain matters related to my major, every time they would always try to help me whether it was possible or not.

Two counselors gave me different answers for something. I believe it was scheduling of my classes needed to graduate. I can't remember necessarily though.

Whenever I went in to the office or emailed a question I always received immediate, helpful responses. I was having some personal issues at the end of my Junior year and the counselors were very understanding of my situation.

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

Adnan Darwiche greatly helped me narrow down my choices for graduate school.

Didn't use much, but it was ok.

Faculty advisers have to juggle meetings with so many undergraduate students that no meaningful interactions can take place, unless private appointments are made.

Faculty advising was overall a positive experience, but not necessarily helpful. The talks were re-assuring, but felt impersonal simply because my advisor knew very little of me outside of my transcript. Seems unnecessary to force students to meet with them every year, but I can see the benefits overall.

Faculty advisors did not give meaningful advice that could have just been sent in an email.

I did not find it very helpful because I plan to go straight to work after graduation rather than graduate school. I think it would have been helpful if I needed advice for research opportunities or graduate school but it was not very helpful for thinking about my post-graduation work plans. It might be more helpful if I could meet with a tech company engineer or executive since they would have a
better grasp of what I should do to be on track in getting a great job.

> I didn't really need any help/advice in meeting with my faculty advisor.

> I didn't understand what the purpose was.

> I do not believe it should be required to meet with a faculty advisor. Having the option is likely useful for some people, but requiring students to go in makes it more of a chore and less of a help.

> I don't have anything against these meetings, I just don't think I chose the correct faculty advisor.

> I don't think it should be mandatory

> I feel there should be less restrictions and more opportunity to change your faculty advisor. Maybe it was different in my case since I was changing majors, but when I was a Bioengineering major switching into Computer Science, I would have been more interested in meeting with computer science faculty advisors.

> I had no idea what to talk about. "so uhh do you recommend grad school?"

> I never really took advantage of having a faculty advisor, and instead just went in to meet the requirement of meeting with a faculty advisor each year. However, I did find that once I started doing research with a professor, talking to that professor was very helpful and spurred me to apply to graduate school.

> I originally had Gafni, and went to one meeting with him. It was pretty bad. The next year I switched to Sherstov. He is really chill, but I always just went to meet the requirement, not for an actual meeting.

> I should have changed advisors from the start.

> I think it is a great idea, but it should not my forced upon. Instead it would be awesome if the faculty got together and arranged quarterly meetings for some topic they wanted to discuss, and we could sign up for things like that. I think they themselves are not too motivated because the system is forced. It should be optional for someone to want a mentor.

> I usually go just to get the requirement out of the way.

> I went to required meetings with them once a year.

> it is not clear to students how to choose an advisor that suits them. Students with different personalities and career pursuits, and some professors can't help some types of students very much. Suggestions: 1, the department can create a survey that best match students with suitable professors 2, the department can explicitly encourage students to meet different advisors unless they are very sure that professor is the right one for him. (engineering students can be shy and feel bad to change advisors frequently)

> It was nice to meet with my adviser and get their insight. However since I am interested in industry my faculty adviser was not super helpful. I wish they had more insight or understanding into the interview process and current technologies. I understand they are busy though and are focused on their research. If I was into Academia I could see meeting with my adviser to be super useful.

> It was nice to meet with Yuval, but did not really contribute to my decision making.

> It was ok, but felt a little forced. I there's not always chemistry.
Mainly helpful just for academia related questions
> Maybe a short bio about the professor, what they teach/have worked on, some sort of guide rails/suggestion for a student to sit in on and listen to if they dont have any specific questions beforehand.
> Most of the times I went, I didn't have any questions and just met to meet the requirement.
> My faculty advisor wasn't able to answer a lot of my questions so I don't really think this system was worth anything to me.
> My first faculty advisor had his office hours for us to check in and two weeks in a row did not show up for the entire hour he wrote in his email. Thus, I switched faculty advisors.
> My first/primary faculty advisor did not seem to be able to help me with any of my questions about potential courses to take and how I can further my interests in specific areas both inside and outside of academics within UCLA. I don't blame him, I think he wasn't fully aware of how to help me in those specific cases. Otherwise, he was very supportive of my decisions/course of actions.

Not sure; it was definitely good but maybe because it was forced, it seemed less personal or something? Mm but I think the system is going in a good direction :)
> Nothing to add
> Pretty useless. I didn't really gain anything from this.
> Removing this would probably be more effective. Students who are interested in talking to faculty will naturally find them during office hours. Similarly professors interested in talking to students will seek them out or be accessible. But the system forces a meeting between two parties that are not necessarily interested in talking to each other. This is not the most productive use of time.

The faculty advising system (at least for me) seemed a bit forced. I met with my advisor simply because I had to, and even when I went the meetings were small talk. I can see how the system could be helpful for some other students, but for me it was not.
> The faculty advising system is great. I loved my adviser and generally had a great experience talking to him and talking to my fellow students during his hours. His name is Jens Palsberg and he has been one of my favorite professors in the entire program.
> The faculty meetings are a waste of time.
> They didn't add much but it was nice to spot in and chat with Professor Eskin.
> They should not make it mandatory, it is great if you are really interested in the field or personally admire the advisor. But I find that after my first meeting it was really a waste of time for both the advisor and I. If they were to keep doing this then perhaps they
should give a guideline on what to talk about.
> This well-intended program just became a formality where you go in and the advisor just check you in and you leave. The faculty is too small at UCLA, so we often feel disconnected from the faculty as a undergraduate even if we have researches.
> To be honest, I didn't learn much from my meetings, likely because my track of interest was not the same as that of my advisor. Perhaps having a listing of advisors based on what their field of study is, or something like that, would make the meetings more meaningful and relevant.
> very hit or miss

47. Please identify the professor(s):
> Carlo Zaniolo
> Diana Ford
> Dino Di Carlo (Bioengineering) Eleazar Eskin (Bioinformatics/Computer Science)
> Dr. Akihiro Nishi
> Dr. Diana Ford Dr. Jesse Rissman Dr. Zili Liu
> Eleazar Eskin
> Fabien Scalzo
> Jacob Schmidt
> Lixia Zhang
> Majid Sarrafzadeh
> Mario Gerla
> Michael Shin (Geography)
> n/a
> N/A
> none
> Pamela Douglas
> Peter Reiher
> Prof. Kang Wang
> Prof. Song-Chun Zhu
> Prof. Song-Chun Zhu
> Professor Gaurav Sant
> Professor Gerla
> Professor Guy Van Den Broeck
> Professor Joe DiStefano
> Research done outside of UCLA. Prof. Luming Duan - Tsinghua IIIS/University of Michigan, Ann Arbor Prof. Zhenghan Wang - Microsoft Station Q
> Zhu, Son-chun Fabien Scalzo
> Zhu, SongChun

48. How did you first find out about this(these) research opportunity(opportunities)?
> Contact professor
> Email and browsing the internet
> Eng 87
> Ford - through class and classmates (also took CS 188 - Advanced Game Development for Virtual Reality) Rissman - through taking Psych 85 and talking during office hours / getting to know his grad students Liu - connection from one of Rissman's grad students, referred me to help with programming
> Friends
> From a friend
> From Ruolin Fan, who is a Phd student of Professor Gerla, and my friend.
> GCURSP
> Google
> He had advertisements posted in Boelter Hall
> I asked her for openings in her research group.
> I believe it was through the faculty advisor meeting
> I emailed one of Prof. Song-Chun Zhu's PhD students, and was connected from there.
> I saw CS199 on the CS worksheet
> I took CS CM124, where he was the professor. He announced that he was looking for undergraduate researchers so I followed up with him.
> I took her class, CS 188
> I was interested in quantum computing, so I searched around for some of the best places (in US and internationally) for this particular discipline of research.
I was one of the only few Computer Science students in the GE Geog7 - Introduction to GIS. I was fascinated by GIS and went beyond what was required of me in my projects. My exceptional TA, Nick, who was the closest to the professor took note of my interest and talked with me a lot about how I can further myself in this field. Through him, I met the Professor and they appreciated my work and my skillset and after taking 2 more summer courses with them they invited me to a short-term research team they put together.

**Internships Weekly Summary**

- n/a
- N/A
- none
- other students
- Searched through UCLA faculty myself
- The first was from my friend who worked in the same lab. The second was a continuation of work I did during a summer program at UCLA.
- Through Faculty Mentor
- Took his class

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

- Develop a good relation with a faculty member, as well as learn in a more open and professional environment
- Good practical experience - helped me decide what I'd like to do after graduation
- Helped me see how research at an academic institution takes place and helped influence my career decisions.
- I enjoyed conducting research as an undergraduate; it gave me a new perspective on what I can do with my Computer Science education.
- I get to spend time doing interdisciplinary work.
- I got a good chance to apply pretty diverse parts of what I learned
- I got to get more experience in the field I liked.
- I learned a TON through research. I focus mainly on VR experiences and technologies, so seeing VR being applied in different contexts and disciplines fascinates me and inspires me to work with VR for years to come.
- It helps me to make my resume stands out and get internship opportunities related to my research.
- It led me to further my interest in GIS related software applications, which in turn caught the eye of a senior at the R&D Lab at ESRI (leader in GIS), who then invited me for an internship!
It was an interesting contrast to industry and provided some good perspective.

It was good preliminary experience working and as a resume builder, but I decided it was ultimately not what I was interested in doing (the field itself, and research).

learned a lot about object recognition

Looked good on a resume.

My undergraduate studies convinced me to apply to graduate school.

n/a

N/A

none

These opportunities were invaluable to me. I feel very lucky to have such an early exposure to research. These allowed me to get into all my top choice grad schools, and find some of my future interests to pursue (I hope to become a professor eventually).

To meet professors, work on related/useful and cutting-edge projects

very enlightening, made me realize I did not want to do research

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

Scholarship One of 252 national recipients of 2016 Barry Goldwater Scholarship for Excellence in Research (only recipient from UCLA, and one of only 6 recipients majoring in Computer Science) One of 200 young researchers (undergraduates, graduates, and postdoctoral fellows) worldwide invited to the September 2016 Heidelberg Laureate Forum Featured in Fall 2016 UCLA Engineer for national/international recognitions and outstanding research Recipient of 2016 HSSEAS Boeing Scholarship in Computer Science


> I contributed to the work for the paper "Profiling adaptive immune repertoires across multiple human tissues by RNA Sequencing": http://biorxiv.org/content/early/2016/11/22/089235

> I think I was involved in some of the publication for the iridium satellite research, but I never saw the final product.

> INTERLO: An Interference-Aware RSSI-Based Localization and Sybil Attack Detection Mechanism for Vehicular Ad Hoc Network GHOST: Concealing Vehicular Botnet Communication in the VANET Control Channel - Acknowledgement

> N/A
> n/a
> N/A
> N/A
> N/A
> none

> Nova Narratives was one of our projects. We also made a few maps in creative ways. This was a new research group or a fellowship rather.

> Unsupervised learning of fluents from human demonstrations, NIPS 2016 Learning Human Utility from Video Demonstrations for Deductive Planning in Robotics, IJCAI 2017
51. How well did your program prepare you for research position(s)? Please provide details, such as topics from courses.

> Besides the fundamental courses cs 31/32 which taught me programming skills, none, as I recall, really help. I learned when I did the research
> CS 31, 32, and CS118 were good. In fact, the first summer I was fine before even taking CS118 even though it was a networking lab.
> Having a thorough knowledge of computer science allowed me to write efficient and effective code for these positions. One especially notable topic was parallelism and without it, it would've taken ages to run the machine learning algorithms for these lab positions.
> I had the opportunity to take graduate courses in Computer Science, most notably CS 260: Machine Learning Algorithms.
> I was well prepared with regards to coding and using a command line interface in unix. I was not as well prepared for working in a research area that kind of combines multiple disciplines. Primarily, my background knowledge of life science was poor. This is kind of an anomaly because I happened to choose to pursue research in a more bioinformatics area of study, but I think I wish I had realized that I enjoyed a more multidisciplinary field earlier.
> It gave me a better understanding of what it meant to find direction on an open ended project.
> Most of the material was taught in CS143.
> My program really prepared me for my first summer research internship at Tsinghua where I was working on quantum algorithms with Prof. Luming Duan - specifically, I used a lot of material I learned from CS 180 / Math 61. My second research internship was much more mathematics/physics. The lower division physics requirements were definitely really important for that (and I had great professors there that prepared me), but another important factor was all the great upper division math professors from classes that I had taken for fun.
> n/a
> N/A
> N/A
> none
> None, besides basic programming knowledge.
> Not at all
> Not too well. I was doing research in a neuroscience lab, so much of what I was doing was learned there.
> Our fellowship was unconventional than most research positions so I don't think it directly applies.
> Reasonably well, especially the basic CS courses (CS 31/32), algorithms (CS 180), and the bioinformatics electives I took (CS 121 and 124). A lot of what I'm currently doing is directly related to exercises in sequence alignment that we were assigned in CS 124.
> Very little, most things were learned on the spot
53. **Please explain why you did or did not sign up for a directed research course.**

- Because then I would be charged for taking units over the summer, and that would probably cost more than my research stipend.
- Decided I wasn't interested in research as much as going into industry and pursuing a track in data science.
- Desired class credit for work I was doing.
- Didn't need the credit; so I did it all as a volunteer.
- For the credit
- I discovered it too late.
- I don't know what those are.
- I enjoyed seeing that my research work can count for units and credits.
- I signed up for 199 as it was required.
- I took a 199 at UCSB when I was there (to get some student access)
- I wanted course credit for my work so I wouldn't have to take another CS elective
- I wanted the units to go toward my GPA
- I was doing the work for it, and figured why not take the units.
- I was working in the lab already and I needed 12 units worth of courses
- It is outside the department and more for volunteer/learning experience.
- n/a
- N/A
- none
- Part of Grand Challenges course
- Provided units and made it more official
- Recommended by CEED.

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

- Amazon
- Amazon
- Amazon
- Amazon
- Amazon
> Amazon
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> Amazon
> Amazon
> Amazon.com, Inc.
> American Express
> American Express
> American Express
> AppFolio
> Apple
> AT&T
> Beachbody
> Blackrock
> BliBli
> Bloomberg
> Bluebeam Software Inc, and Workday Inc
> Blur Studio
> CarLabs
> CCLE
> ClickSoftware Technologies
> Connexity
> Delta Electronics
> Electronic Arts
> Ericsson
> Esri
OpenX
Optiver US LLC
palantir
Palantir
Palo Alto Networks
PayPal
PDG Consulting
PrestoSoft LLC
Principal Development Group Company
Principal Development Group Consulting
Principal Development Group Consulting
PwC
Sandia National Laboratories
Sandia National Labs
Silvus Technologies
Supportpay
Taboola
Thales Group
TheLatest.com
Thermo Fisher Scientific
Thomson Reuters
Ticketmaster
Twitter
Twitter
Uber
UCLA CCLE
UCLA Health
UCLA Heart BD2K Center for Excellence
> Unity Technologies
> Veritas Technologies
> Verizon
> Western Digital
> Western Digital
> Workday
> Workday
> Workday
> Workday
> Workday
> Xerox
> Zillow Group

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

> Application Developer Intern
> Associate Application Developer Intern
> Associate Data Scientist Intern
> Computer Vision Researcher
> Cybersecurity Architecture Risk and Engineering Mobile Intern
> Digital Intern
> Engineer Intern
> Forward Deployed Engineer
> Frontend Developer
> Intern
> Intern
> Intern
> Intern
> IT & Pipeline Intern
> Producting Engineering Intern
> Production Engineer Intern
QA Software Intern
Quality Assurance Intern
Research Consultant
Research Intern
SDE internship
Security Engineering Intern
Software Developer
Software Developer Engineer Intern
Software Developer Intern
Software Developer Intern
software development engineer
Software Development Engineer Intern
Software Development Engineer Intern
Software Development Engineer Intern
Software Development Engineer Intern
Software Development Engineer Intern
Software Development Engineer Intern
Software Development Engineer Intern
Software Development Engineer Intern
Software Development Engineer Intern
Software Development Engineer Intern
Software Development Engineering Intern
Software Development Intern
Software Development Intern
Software Development Intern
Software Development Intern
Software development intern
Software Eng
Software Engineering Intern
Software Engineering Intern, Core iOS
Software Engineering Internship
Software Engineering Internship
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> Software Intern
> Software Intern
> STAR Intern
> STAR Intern
> STAR Intern
> Student Developer
> Student Developer
> Student Engineer
> Student Intern
> Student Intern at the Applications Prototype Lab
> Systems Analyst Intern
> Technical Consulting Intern
> Technology Intern
> Technology Intern
> Web Developer R&D Intern, and later Software Development Technical Year-round Intern
> Workbench Technical Intern

63. Please provide the professional responsibilities of your internship and describe your role within your professional team.

> Android development Testing scripts Performance boosting
> As collaboration between Unity Technologies and the UCLA Real Time Lab, I worked on a project exploring algorithmic techniques in creating guided experiences in VR. Used a C# wrapper of the Fast Artificial Neural Network (FANN) library as a plugin to the Unity game engine in order to activate predictive cues that would grab the viewer's attention. The NN was trained on a variety of data from the scene, including player camera angle and focal point position. Presented our final VR guided narrative demo, Busking for Change, at SIGGRAPH Anaheim, a conference on computer graphics and interactive techniques.
> Assigned tickets like the rest of the team, also given an intern project to work on something the company really wanted done, but the full time employees were too busy with other stuff to get done. Attend and contribute to meetings
> Attend weekly meetings, prepare progress updates and provide deliverables for a coding project.
> Bug fixing and web development for CCLE
> Build innovative mobile applications and web applications. Interact with new technologies. Present my work effectively to managers.

> build internal tool

> Code reviews, threat modeling, developer communication

> Collaborate with a group of other interns to create a mobile app.

> Conducted diagnostic experiments on their current ML model, and also added some features to the model. There were a couple of presentations we had to give to PMs as well to convey the results of our work.

> Data engineering that help an organization grow. Contribute to open source software

> Design and implement a website from a set of requirements.

> Design and implement software project

> Design, write and test real software while partnering with a select group of experienced software development engineers. Articulate technical challenges and solutions. Handle ambiguous or undefined challenges through abstract thinking

> Designing and Testing software

> Develop a web application and communicate with a team to effectively finish the project.

> Develop extensions to full-time team's tools or proposed tools to showcase uses of such tools.

> Develop prototypes working in a collaborative team with another intern, run simulations and present them to a large team of employees, and develop an application working in a small team of employees and interns.

> develop test tools

> Developed a new billing and rating system for Microsoft's Azure cloud platform. Made use of Microsoft's proprietary big-data system Cosmos to analyze terabytes of data and wrote scripts to ensure the integrity and accuracy of transfer of data across the pipeline. Built a tool to save storage space on Azure, Used this tool to save the Azure Usage team ~$120,000 per annum in Azure storage costs.

> Developed internal tool

> Developing a website that uses software tools developed by other researchers

> developing and maintaining website both front-end and back-end, bug fixing, adding features

> Developing web applications such as a bitcoin blockchain analysis prototype for the Department of Homeland Security and also developing front-end visualizations such as org charts and scatterplots/bar charts in response to smoke detector data.

> Evaluating existing code and porting it to be usable on one or more different platforms. Worked in a team of about 5 engineers, but mainly cooperated with the only other intern in the team on the part of the project I mentioned earlier.

> Every standard responsibility of a software engineer
> Frontend Dev
> Frontend Development Experience Software Engineering Experience Team Player Experience
> Full time intern working on software projects
> Full-stack web developer, treated the same as other developers on the team
> Help clients brainstorm and implement customized products.
> I developed an independent software project that was deployed to Amazon AWS.
> I had a few projects to complete by the end of internship. I worked along with other members of the software team to accomplish these tasks. Most of the work was independent but I worked with 3 other interns in the process.
> I had my own project to complete and also integrated with my team's agile workflow
> I implemented tracking algorithms in MATLAB, and submitted two papers to two conferences.
> I spent the summer of 2015 in New York City, learning from the best at Tumblr's headquarters. With the Core iOS team, I worked on projects in the production app, and gave multiple technical presentations on projects and best strategies in iOS development. I also found an apartment in Brooklyn and attended public events put on by my company, and had a wonderful experience
> I was assigned to develop several different projects, almost all of them from scratch by myself as my mentor appreciated my fast development speed and my creative prototyping. These projects ranged from web applications to hybrid mobile apps to hardware device programs (Amazon Echo, bluetooth sensors). .etc.
> I was given a full stack project where I designed a Database schema and created a web interface that allowed users to view and manipulate the database data as well as perform statistical analysis. I mainly worked on this project on my own, with tips and help from my mentor.
> I was given a variety of tasks. I interfaced with other interns and occasionally full time employees. I had full time employees there for help/advice but they were unfortunately not always available due to their schedules.
> I was given multiple projects to work on that were mostly front-end or web development. I worked under the head of UI for the company and he mentored me through the projects. My final project involved creating a hybrid mobile application for the company that allows users to communicate and send their location and pictures to technicians.
> I was given two projects to complete over the summer, both of which I was able to finish and see make it to production. I worked with my coworkers to get help or advice, but also was able to take a lot of responsibility for what my work entailed.
> I was in charge of writing some automated tests as well as making sure quality of our software was optimal.
> I was placed on a team working on a client site. I made presentations and learned business process modeling.
> I was responsible for creating a web application that would monitor applications and services that AT&T used in their data centers.
> I was responsible for developing a new application. My role was as a developer who was responsible for creating both the front and
I was tasked in working on a two man team in order to develop a more secure web application for their record retention schedule. I also acted as a Business Analyst within the company.

I was tasked with working on software the the team was working on. Specifically I was working on tablet software that the team had developed previously. My project was to develop new features for it and show that they worked so that the team could later implement them in production. I was essentially making a prototype that would be demonstrated to the higher ups in the company, and if they liked it, the features would be launched. I was treated as an equal on the team and had all the responsibilities of other team members, like attending meetings and working on a time table.

I worked on an internal dashboard using ember.js for the frontend, Django for the backend, and PostgreSQL for the database.

Implement internal APIs

Intern

Join scrum team, become developer, learn ins and outs of the software my department worked on. Build API services using Java Spring and attend daily stand up meetings. Schedule and attend meetings relevant to my specific user stories, assigned in 2 week sprints along with the rest of the team.

Just a normal computer science internship. Build out a project.

Learn and use company specific applications. Fulfill basic tasks assigned by manager. Write some scripts to automate certain tasks.

Learned ReactJS Front end development of the website

Led weekly meetings to discuss a product we were potentially going to license, building a web app for internal purposes

Maintaining and developing features mainly for the back end of a website.

My main project was implementing an anomaly detection algorithm which determine if a Twitter metric was experiencing any unusual activity. I worked with different teams, data scientists, and my team in order to build this feature.

My main role was to design and contribute to the core automation framework the company maintained.

My project was to create an internal tool for my team in the Amazon Marketing Services to better keep track of certain tasks that had to be scheduled.

NDA

Not disclosed

Participate in biweekly meetings to discuss and plan tasks for the next 2 weeks. Pick tasks to work on and complete them. Train another intern in web development for the project.

Perform research on topological quantum computation with gapped boundaries.

Perform tasks given to me by my supervisor, which included coding for the company's wireless radio product.
> random computer tasks
> Responsible for developing software used internally by various sales teams. Had to collaborate with many team members and report to a project manager regularly.
> Software development
> Software development, Website security testing.
> Switch databases and the code that accessed this database for the software provided by my team.
> To develop a machine learning system over the course of 12 weeks.
> user interface design
> Was assigned a project that would benefit the team.
> Was in charge of building infrastructure for the company.
> Was put on an application developer team to work on a specific part of the payroll platform. As a part of this team, I participated in the agile development process and worked on solving issues critical to the platform.
> We, as a team of interns, built a web application that help manage a lifecycle of media production that dealt with budgeting, taxes, reports, etc.
> Work on algorithms for helping simplify the development team's role
> Work on real-time aggregation systems.
> Worked in the infrastructure portion of the Newsfeed team at Facebook. I was responsible for building a framework that facilitated story generation for Newsfeed.
> worked on a Disney website
> Worked on a project that I led with my host as a adviser.
> Worked on a research project for my team to get cross-compiling between TypeScript and JavaScript set up in the Bloomberg internal IDE and dev environment
> Worked on the build tools team and had to communicate with others for a pre-existing projects and created a new idea for a new project. Role was to constantly implement new functionalities for these new tools and present them in a working state by the end of my internship.
> Worked on the quoting team in order to make improvements upon Optiver's Java/C++ quoting application, MQI. Redesigned client to server messaging allowing multiple clients to communicate with the server on a single thread.
> Worked with the video player of Beachbody
> Working on the code base for the launch of the product.
> working well with others, making sure to run tests thoroughly so i wouldn't push buggy code
Working with team of interns to implement web application, all of us were full stack.
> write three APIs for their new software
> Wrote software in C++ and Python. Wrote tests and documentation.

64. **What type of skills do you feel you were able to develop during this internship?**
> Ability to learn about new topics (such as a programming language) to help me complete new tasks.
> Ability to understand official and unofficial/barebones APIs and documentation, identify insertion points in build processes and workflows, and bridge the two using various programming languages depending on team preference.
> Actual programming knowledge that is used in industry as opposed to what I learned at UCLA.
> AngularJS, JavaScript, Java, Web Development
> basic programming, business experience
> Basic security, company communication skills
> Better software management skills, and how to operate in a professional environment.
> coding knowing big corporations is not right for me
> coding
> Coding and communication.
> Coding skills, communication skills.
> coding, professional report writing, presenting, team work
> Communication skills, responsibility, necessity of taking initiative, and some basic technical experience.
> Communication, debug, design thinking
> communication, objective c & swift
> Data Science Skills
> Effective communication skills and better coding style
> Effective communication with various stakeholders of a platform, C#, big data analytics, working across various product pipelines
> Flexibility, People Skills
> Front End Programming
> Front-end web development and user interaction (HTML/CSS/JS - D3.js visualizations, Angular2, jQuery, Bootstrap) and some back-end work with Neo4j, Node.js, ExpressJS, ZeroMQ, Java/JSP etc.
> full stack web development
> Full-stack web development
> How to be a professional software engineer, good design practices, modern technologies, how a team functions, what goes into design decisions
> HTML/CSS, Javascript
> I developed an interest for machine learning research and computer vision research. This internship helped me obtain an undergraduate research position at UCLA's Vision, Cognition, Learning, and Autonomy Lab (VCLA).
> I developed strong skills in writing a long research paper, and lots of mathematical and physics skills.
> I developed technical skills as well as soft skills through interacting with members of my team and other teams to iron out the details of my project and integrate it within the existing codebase.
> I developed web development skills, specifically with Javascript and CSS.
> I learned a lot about working in a team as an equal, and how to work with others. I also learned a lot of technical skills, such as how to navigate large codebases and work in a large company.
> I learned a new programming language and how to connect different technologies together to solve a particular problem.
> I learned about the many challenges that the industry faces
> I mostly gained experience working in the agile development process which was very new for me. This included daily scrum, where I would have to report my progress on whatever I was working on. I also gained experience working with a product manager, trying to create the best possible product for the customers.
> I was able to develop both my problem solving skills, as well as my communication skills.
> I was able to develop more technical skills as I was working on software platforms that I did not have much experience working with.
> I was able to learn some technical skills that were being used in industry, but UCLA did not teach about. I was able to work on soft skills such as being a better team player and communication.
> I was able to see how teams worked in the industry, including AGILE and sprints.
> I was regularly assigned tasks involving material that I was not familiar with at first; this internship helped me speed up the rate at which I learn new things to accomplish a task.
> Industry communication
> Interpersonal skills and software development skills
> Interpersonal skills and software development skills.
> Interpersonal skills, communication skills (I had to pitch ideas to the CEO, to the head of the R&D department..etc), software
development skillsskills.
> Knowledge of specific web technologies and software development practices
> Learned many software development skills, particularly in Python. Also learned how a general build system at a large corporation
works and how to utilize it properly, while thinking of ways to improve it as a build tools engineer.
> Learning how to plan projects and go through the process of software development
> More software related skills, learned more programming languages
> Navigating a large code base, researching online for solutions.
> Neural Network experience in a practical setting (game engines). VR narrative guidance techniques. VR best practices.
> Passion for Product Management away from Software development was clear to me.
> PHP, Symfony framework, Team organization
> Practical skills
> Presentation skills, making nice looking powerpoints, accounting
> Presentation skills, working in a team environment
> Professional communication skills, software development skills
> Professional software engineering bureaucracy navigation. Working on large scale software projects. Working in conjunction with
other teams.
> Programming in other languages, working with a team on a big project.
> Programming, programming on a team
> Python Android Development Good coding practices Agile
> Reaching out to other teams, understanding a large code base, and taking initiative.
> Real experience in the industry.
> Real world software engineering experience. The ability to interact with a team. Responsibility and taking initiative.
> Real world work experience
> Research skill, Communication skill
> Soft Skills
> Soft skills, industry skills
> software development
> software engineering skills, interpersonal communication skills
> Software engineering, business/clientelle skills
> Strong understanding of object-oriented programming, understanding of software development frameworks, getting familiar with agile development environment
> Stronger communication skills, sharpening my Web Development skills, and just the overall of experience of having a full time job.
> Team communication, working in a team, writing reports, testing
> Teamwork, communication, software development process as a whole (agile), web development, debugging, problem solving
> Technical + interpersonal
> Technical coding knowledge and professional communication.
> Technical communication skills, technical presentations.
> Technical Skills
> Technical skills, software development, professionalism, communication, public speaking, life skills
> Technical, Leadership, Social
> Understanding of the software engineering pipeline, working in larger teams, ability to decide what is important to deal with alone vs what I should talk to a supervisor about.
> Was able to work in a fast-paced environment Learned ReactJS and several other languages
> Web application development skills, communicating technical topics
> Web Development Presentation Skills
> web development
> Web development, front-end software engineering, communication about code, general workplace communication.
> Web development, project management, time estimation for tasks.
> Working independently
> Working on a large codebase and writing stable, tested code.
> Working with new languages quickly and effectively, presentation skills, knowledge about statistics (data science), agile development
> working with others, web development, github

66. If yes, how was that feedback beneficial to you?
> Affirmed
> Affirmed what I knew about myself.
allowed me to improve
Allowed me to understand what I need to work on.
Encouraged me to focus on certain areas.
Encouraging.
Feedback helped guide me to what is expected within the workplace, while also providing a boost in terms of things I was doing right.
Feedback included the summary of my role within the intern team and how much they see I've progressed from the start
Gave me an idea of my strengths and weaknesses.
Gave me confidence in my engineering ability
Helped me better myself
helped me fine-tune my attitude and stance towards career
helped me grow as engineer
Helped me identify what I was doing well and what areas to work on
Helped me improve as a professional
Helped me improve my technical skills
Helped me understand my strengths and weaknesses.
I learned how to improve my technical and career development skills.
I learned my strengths and weaknesses.
I received a lot of positive feedback for my work, which kept me motivated to keep working diligently throughout the internship.
Identified own workflow, pace, and situations where it would be beneficial to ask for additional tasks on completion of the last versus doing additional work on same task, or vice versa.
Improved SWE skills
In general I was gratified about the amount/quality of work I did, but should make more of an effort to meet people and other teams around the office just to build a wholesome understanding of the product and get to know others as well.
Incredibly so.
It allowed me to see what I was doing well and what I could work on
It boosted my confidence in my abilities and truly helped me to hone my interpersonal skills and technical skills in an applied setting for problems that matter to the government. They supported me every step of the way and offered so many opportunities to nurture and develop my technical skills in software engineering. They helped me to find my passions in more front-end software engineering
and I am now exploring some back-end work as well.

> It demonstrated the correct way to thrive in industry
> It emphasized that I need to show more personality in a professional setting as well as emphasize my technical skills more.
> It helped me get a full-time offer from the company
> It helped me grow as a programmer
> It helped me grow as a software engineer & identify things I needed to work on
> It helped me identify what was good and bad about my practices and my skills (soft and hard) and how I can improve myself further.
> It let me know I was on the right track
> It let me know what I was doing well and in what areas I could improve.
> It showed me what I needed to work on to become a better employee.
> It told me that I should ask for help more often when I am stuck instead of trying to fix things all by myself.
> It was beneficial specifically after my first internship because I was quite nervous, especially being the youngest/least experienced person at the company so to receive positive feedback helped me develop my confidence as an engineer, they also told me to be more bold and take risks in the features I take on.
> It was useful to know I was performing well
> Know what skills I have and what I could improve
> Made clear my strengths and weaknesses.
> Made me more aware of some bad habits that I had.
> My manager was honest and specific about what my weaknesses and strengths were.
> No feedback was given
> Not to significant benefits
> Showed me what I was doing well and where I had to improve
> The feedback helped me gauge my productivity relative to other interns and let me know if I was on track for a full time offer.
> The feedback helped me identify my strengths and weaknesses and quantitatively evaluated my performance and efficiency.
> The feedback was all positive
> Their feedback helped me learn about my strengths and weaknesses
> Their letters of recommendation were very important to me :)
> They analyzed my strengths and weaknesses so that I could improve.
They let me know how my work compared to other interns and that was useful to know how I was standing and to prevent imposter syndrome.

They reviewed my code and gave me tips on how to improve my coding style in the future.

They were able to tell me my strengths and weaknesses, so that I can better apply my strengths and to help work on my weaknesses.

They were trying to convince their interns to accept full time offers, so they were overly complimentary.

Through interning twice at Google, I was able to improve my technical skills and see my improvements between the two internships.

To stand out more in a group.

Very very beneficial

Very beneficial cause it told me what I was doing right and how I could improve.

What to watch out for, what was good

Yes

yes

yes

Yes, on where to focus on my career

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

Accepted because I like my job there

Accepted because of a great team that I worked with and a good offer to back it up.

Accepted, good pay

Better offer

Chose facebook

Did not want to work in southern California. Had larger aspirations for myself.

Explore more

good job opportunity

Got an offer from I company that I felt would be a better place to start my career.

Great work environment, will be great work experience, the company knows what it's doing and has a promising future, and it's close to home.

Had a more desirable position elsewhere.
I accepted a job with Google after interning for them in my 3rd year.
I accepted because I enjoyed my time there.
I accepted because they offered me a highly desirable team placement a very good compensation package.
I accepted due to the great work environment and amazing benefits that Optiver was offering.
I accepted it because I enjoyed my internship and LinkedIn offers lots of perks :)
I accepted it because I liked the location and the work. Also I did not get other competitive offers that I would have chosen over this company.
I accepted it because I liked the team and the work the team does. Also the engineering and social cultures are great
I accepted it because it was a good offer and I really enjoyed working for them.
I accepted the offer because the company seemed like a good fit for me.
I accepted the offer because the pay was very generous and the overall culture of the company was incredible
I accepted the position because I love Apple products.
I accepted the position because it was in line with the work I wanted to be doing after graduation and also had a good compensation package.
I accepted the position since Microsoft is one of the most technologically diverse companies in the industry. Innovating in platforms right from cloud and machine-learning (Azure), to AI, AR/VR, developer tools, and much more, Microsoft offers a plethora of opportunities for young engineers to explore and find their niche.
I accepted. Interesting problems with intelligent people.
I am weighing my options in the fall
I believe I can learn a lot from the Prime Music team I will be joining at Amazon, since I'm interested in joining the music industry.
I decided to go with the second company I interned for (Facebook) instead of the first company I interned for (Bloomberg)
I did because it was my only offer
I did not accept because the offer's compensation was low.
I did not accept the position. I do not feel that being an Associate Consultant would work for me, mainly due to the excessive travel and long work hours. While I liked consulting work, I think it would be better to return to consulting later in my career when I can take a more senior position.
I did not accept this offer, but went with another
I didn't accept it because Facebook gave me a better package and is a better brand-name company.
I enjoyed working at my company, and did not want to deal with the uncertainty of finding another full time position.
> I felt it was time to try something which wasn't in my comfort zone and explore other opportunities
> I felt very comfortable since I interned there twice and was also close to home and was offered a higher starting salary.
> I got a better offer from Adobe.
> I had a great time working there, and I appreciated the amount of effort the company did to schedule intern events and make sure we had a great time.
> I haven't decided yet if I am going to accept the position, I am going to job hunt for other jobs and then decide based on my other options
> I liked the company and also did not want to stress about interviewing my senior year.
> I loved my team & didn't want to interview anywhere else
> I postpone my graduation
> I received an offer for substantially more money at a smaller company (preferable to me) in a location I preferred
> I received other offers I found to be more enticing,
> I think I want to explore more right now, their position would be pretty specific.
> I want a change of scenery.
> I want to work somewhere more lively after graduation
> I wanted to find a company whose product I love more on a personal level
> I was offered another full time position at different company.
> It is an opportunity to learn.
> It was a pretty sweet gig
> N/A
> Pay.
> Poor environment at company
> Still deciding
> The company has good benefits, a friendly culture where I learn much more than at UCLA, and the position pays well.
> The work was not in my area of interest.
> want to go to bigger company
> Wanted to work at another company
> Whole package was right.
71. Please explain why you would or would not recommend an internship at this company.

> Although the company does not have a structured internship program, working directly under a top-level engineer was a great experience and taught me a lot.
> AT&T gave me meaningful work to do as an intern so I was happy to learn a lot on the job.
> Awesome company, great people, good work culture
> Awesome people, relaxed work environment, and pays well.
> Because I had a good experience at this company as an intern
> Consulting is a career field that differs from the norm for many CS students. Getting experience to know if consulting is the right direction to take was extremely valuable for me. If other people do not mind the travel, technical consulting might be a great area. The internship experience was a lot of fun since they were trying to give interns a good experience so they would come back full time. We went to Orlando twice, had trips and intern mixers, and were paid very well.
> Design impactful open source software
> Established internship program, streamlined process of application, orientation, assignment, etc. Highly relevant to CS majors, provides a professional environment while not formal/stifling.
> Everyone is nice and you were given tasks that helped you prepare for employment in the future.
> Excellent support system, interesting project, teaches you the fundamentals used throughout industry.
> Exceptionally nice people and mentorship
> Facebook has a good, structured internship program that emphasizes immersing oneself in an actual software engineering role. This gives you great insight into work in the industry.
> Friendly and productive work environment, had a good experience, fun intern activities
> Good benefits, extremely nice people, learned a lot of new technologies on my team.
> Good lessons and treated well
> Good place to learn.
> Good place to start career and learn as much as possible.
> Great company with great experience.
> Great culture and people. Very supportive and meaningful work. You get to work on live projects which is awesome
> Great experience
> Great internship experience, wonderful mentors, meaningful projects, fun team bonding exercises and social events, good pay and intern housing provided in a fun area to live
> Great learning experience. Interns got to do real work and the company culture is very nice.
Great opportunity to learn more in the industry. Extremely relevant work as it helps Aerospace exploration.

Great work environment, will be great work experience, the company knows what it's doing and has a promising future.

great work/life balance & perks!

Great, fun company with serious software engineers. You really learn a lot there

I had a good time and learned some stuff

I had an absolute blast of a time at Esri. I got to work in an amazing place (the R&D Lab is a world of its own) with brilliant minds and on some really world-impacting projects. I have never felt so passionate about something before. I highly recommend this company to all GIS enthusiasts and in general to anyone with any kind of skillset that can be applicable here. I cannot speak enough about how great a company Esri is.

I learned a lot and had a lot of really great perks, as well as very good compensation. Everyone was very cool and it was a great atmosphere. I also got to do cool and meaningful work.

I think it was a great environment and one which many people would enjoy, however it just wasn't the best fit for me.

I was treated well, it was a great company, and it wasn't in SoCal so I was able to get away for a summer.

I would recommend an internship at this company because the mentors and managerial staff at Sandia truly look out for their interns and provide numerous opportunities to not only work in the summer every year but also to work on projects year-round part-time remotely, which I took part in from summer 2016 to summer 2017. I became exposed to industry practices such as Agile, front-end visualizations, and back-end work with real-world applications used by the company and the government. We had much practice with demos to actual software engineers with amazing feedback, and we were treated as equals in taking ownership of our projects. They provide flexibility for school schedules for part-time work with competitive pay for the hours we work, and I developed great connections with my mentors, fellow interns, and project leaders to the point where I asked them to be my professional references to get my career job at SendGrid in July 2017 as a frontend software engineer. They got my foot in the door of the industry and I am forever grateful for the invaluable experiences they provided for me.

I would recommend Apple because it is an amazing company to work for that makes life-changing products.

I would recommend it to people who are not necessarily looking for a tech heavy job. You are able to network, learn a lot, and overall have an enjoyable experiences as they care for their interns, but the work is slow and a bit underwhelming. Seems some of the managers were unsure of what to do with the interns, but they still tried to engage them. I would recommend this to people looking more for a business analyst role, not a technical role.

I would recommend Symantec as a good option for a first internship, such as after the summer of your freshman year. The office in Culver City is very familiar with the UCLA curriculum, so they are able to design projects that are applicable to what students know, but also are challenging enough to be interesting.

Incredibly useful to work in a real world setting, everything UCLA didn't prepare me for this internship did.
Innovating in platforms right from cloud and machine-learning (Azure), to AI, AR/VR, developer tools, and much more, Microsoft offers a plethora of opportunities for young engineers to explore and find their niche. The internship program also provides interns a whole host of perks, including weekly workshops and fireside chats with top executives, intern offsites to various islands in and around Seattle, as well as the highly anticipated annual intern summer bash.

Intern program was very disorganized, many departments didn't have anything actually planned for interns, and interns would often have to make their own work. Many interns in my year were actually dismissed due to alleged stealing. Full-time employees who came in as interns were treated disrespectfully. Internal company culture was extremely political. Sexual harassment in the company intern projects are very meaningful and essential to teams and are a great learning experience.

Interning at Amazon gives you a taste of working at a corporate heavy company. It's a large company so you'll get all the experience necessary in dealing with bureaucracy and working with not only your team but other teams as well.

It really depends on the student. The particular branch of MSFT research I worked in doesn't have any undergrads typically. I felt like I really benefitted from this internship and really enjoyed it, but you definitely need some prior research experience and lots of course background before you can get started.

It really depends on the students and what they want. This company surely provides an opportunity for practicing software engineering skills and have a peek into the life of a big corporation. But for students with high ambitions and want a vibrant environment, it's not a good fit.

It was a good experience.

It was a great experience, and it is very close to UCLA, so it has the potential for long-term work. I worked part-time at JPL throughout my third year at UCLA as well.

It was a valuable learning experience and they put effort into their internship program. It is generally well regarded, although below the tier of a dedicated tech company internship.

It was an excellent learning experience. I was treated as a full-time employee and during meetings, my opinions held the same weight as the full-time employees. I was given lots of responsibility over the project. The other employees were very supportive and helpful.

It was great!!

It was through a referral and I cannot recommend positions that are not open.

It's a great experience and I learned a lot.

It's a well established company that has the resources to help you transition into the early phase of your industry experience.

It's an experience to work for a smaller/startup-like company, especially for this industry.

It's convenient and at campus, and gives you a good chance to work with a large and open source project.

It's hard to get and they treat you well.
> its Google!
> learn a lot
> Learn a lot, any internship better than no internship
> No meaningful tasks given. Guidance was non-existent.
> Overall it was a great learning experience.
> really awarding and Seattle is a nice place
> Really great learning environment
> Same reason as why I liked it.
> The company is still a very early start up and not well organized
> The company was a startup and it failed.
> The internship felt very representative of as a whole, providing a good test run of the company's culture. In addition, projects were challenging and I learned a lot from only 10 weeks.
> The internship was not super intense or thorough, but the internship is a good stepping stone, and provides some good beginner experience.
> The location (Seattle) is great during the summer. The company also teaches you things that very relevant to what you would be doing once you graduate.
> The people there are very friendly and helpful. It is a well developed company and would be great for those interested in computer security.
> The software jobs were not interesting.
> The work was meaningful and the pay was good and the people were smart and helpful.
> There are better options
> They paid well and were nice to me.
> They underpay their interns/full time engineers.
> Unity has a ton of friendly people and they want to explore the future of VR and game development. Techniques found out in such a research position will contribute to and impact the growing field of VR.
> Very accepting work environment that gives a pretty good idea of what software engineering is like as a career.
> Very Interesting and I learned a lot
> Workday prides itself on having a friendly culture, and this extends to interns as well. The work pace is very manageable and all the coworkers i met were friendly.
Working for the government in a research lab is a unique experience. It's worth seeing if it's agreeable with you.

You were given meaningful or mostly-meaningful tasks. I also like that Aerospace Corporation seems to focus on experimenting and learning - success is derived more from learning instead of getting something to work based on initial assumptions.

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

Algorithm classes and specifically my compiler class was very useful due to my experience programming in Java gained from compilers. Programming languages was also useful. Database systems would have been useful but I had not yet taken it.

All or most of the knowledge I needed to get this internship I learned on my own and at another internship as an iOS developer. I never took a mobile development class at UCLA.

All the technical skills I applied during the duration of my internship were self-taught since prior to college. No course I had taken by that point had anything to do with web development or software development of the practical kind, which is something that I'm disappointed about at UCLA - there are very very few courses that are actually practical for future CS candidates, and some of these contain outdated curriculums. However, it is also a good sign that more modern, practical courses are coming out and older courses are being revamped. Some of the 188s especially are incredibly useful.

Ample exposure to various languages and software development topics.

Any courses related to web development knowledge and skills helped me jump start my internship experience.

Better skills

Classes about general programming, like CS 31 and 32, were instrumental in forming a base of understanding of computer science that aided me in coding projects for my internship. Topics like revision control and basic web programming from CS 35L were helpful too. I also had a learn some web programming on my own though in order to prepare for the internship.

Classes like CS32 and CS180 helped me prepare for internship interviews.

> coding projects

> Computer Graphics, JavaScript, HTML, etc.

Computer Science department did not provide a lot of resources for internship positions, but the coursework was definitely relevant; the student orgs hosted many talks and activities that helped students get internships, but that is also because school is more research-oriented, which makes sense.

CS 130, 31, 32, 180 are helpful, although I took 130 after my internship.

CS 131 in particular was great, since they were using Scala (a functional/imperative mixed language) and python. CS130 would have been useful, which I hadn't taken yet, but wasn't too crucial. CS31, CS31, and CS35L were the most important; I ended up doing a decent amount of bash scripting, which was manageable thanks to CS35L.

CS 131, CS 130, and CS 35L were all helpful.
CS 144 would have been perfect before the internship, and would be great to take in Sophomore year but it is not possible to take it until towards the end of the course.

CS 180, CS 131
CS 188 (Scalable Internet Services) was very helpful for this particular internship since it was related to web development.
CS 31, 32 helped. The upper div courses not so much.
CS 32, CS 180, CS 181
CS111, CS32, etc were all awesome courses. Eggert was an awesome professor for my classes. CS 35L was really helpful as all of my internship work has been only on the linux CLI
CS143 (databases), CS144 (web apps) and CS32 (data structures/algorithms) were all very helpful, since they involved topics that are very often used in modern software systems.
CS31, 32, CS180, Math 31, 32 series, Stats 100
CS32
Databases really helped.
Fairly well. I think I learned everything from CS130 in practice before having taken CS130. It may have been more useful to take as a sophomore so that I could apply my knowledge on the job instead of learning on the job. A lot of the theoretical work is important to know but doesn't help so much in practice. I think a lot of my preparation for internships was built through my own side project and my own readings of software engineering blogs, etc. However, I don't think that it should necessarily be the job of the university to teach the skills that I would learn on the job. The theory gives me a strong background so that acquiring practical skills was painless. However, not everyone shares this trajectory.
Fairly well. I would say CS 32, 35L, 180, and 143 were the most useful.
Gave me good CS background in programming. I took the CS 188 class about distributed systems after the internship, but that would have really helped to take that beforehand.
Gave me ideas about how to look up solutions to potential problems and an idea of how programs work together in different parts of a system.
General coding knowledge was useful.
General programming ability was the most important thing for this internship, which UCLA has provided me well for.
Good deal of work already planned out
Helped provide basic programming skills.
I don't think I was well prepared for a real world internship.
I felt somewhat prepared for the internship, but that was mainly from the lower division physics pre-reqs and the upper division math classes I chose to take (e.g. Math 132H, 133, 170a). Actually, I think I would have been much more prepared if I had taken the math 110 series before the internship.

I felt well prepared mostly because the internships didn't expect me to know exactly how to use their languages/technology but more have an attitude of being willing to learn and push myself and solve problems which was taught throughout all my courses.

I learned most of the stuff I had to do on the job, so it didn't help me too much. Learning the concepts from this program were helpful though.

I mainly worked in MySQL and PHP at Symantec, which were not covered in the courses that I had taken before the internship.

I used concepts from CS31/CS32, CS143, and CS144

It prepared me pretty well.

It provided decent preparation. The classes here helped my CS fundamentals.

Knowledge of neural networks and machine learning techniques helped me. However, these topics weren't thoroughly covered in the CS program here at UCLA. I learned most of this stuff via online courses like Coursera.

Like stated before it was a good stepping stone and taught me how to function in a team environment and communicate with other workers such as my manager. It could have been more code intensive for CS-related positions, though.

Lower division courses at UCLA Computer Science mostly focuses on C++ as the primary language, but it is not the most widely used tool in the industry. As a result, on-boarding as well as preparing for technical interviews were very challenging, since I had to spend extra time learning other programming languages that are more prominent in the industry.

Moderately well. I had never seen such a large code base before. My databases class helped, the networking class helped, the intro computer science classes helped, cs35L helped me just deal with the randomness of tasks that'd be asked of me.

mostly CS 35L and CS 131 and CS32. Shell scripting, Java, software design, encapsulation

Mostly just CS 31,32, maybe also 130. Classes that taught the basics of programming and also good programming techniques.

My courses really weren't all that relevant other than just general development knowledge.

My technical skills improved and HR manager helped us better prepare resume/ talking points.

N/A, winged interviews with no preparation.

N/A. Web development was pretty much my own doing, and I feel UCLA failed to teach me more specific things for industry.

None, since everything that I learned or did during the internship was fairly new from outside my CS curriculum at UCLA.

Not at all except for CS 31 and 32 that taught us the basics.

Not at all in terms of writing javascript, but well in terms of being a good programmer.

Not much programming I learned was applicable to consulting in the entertainment industry.
> Not really, there are a lot of prerequisites before a student can take a web development course.
> not super well because we don't really have ios-specific courses
> Not very well, most of curriculum wasn't closely related. However, Java programming classes (CS 144) and databases (CS 143) were necessary for this internship. Most preparation I did myself.
> Okay...I needed stronger cs fundamentals to pass the end of internship interviews.
> prepared pretty well for the interview process, not many courses on web dev so had to learn a lot on my own, networking class was useful
> Pretty well. CS31,32,143, etc
> Programming courses such as CS 31, CS 32, and CS 118 helped with much of the technical aspects that were needed to do well. The computer science course of CS 130 - Software Engineering allowed me to better understand how to work in a team environment necessary to succeed at Optiver.
> Relatively well, material from CS 31, CS 32, CS 180, and various CS electives provided necessary knowledge
> Some courses helped me prepare but mostly I learned from my internships.
> Somewhat. Software engineering is not totally in line with computer science. CS 130, 143, and 133 are probably the most relevant classes.
> Technically through courses like CS32, CS143, CS180 and for interviews primarily
> The classes CS130 and CSM117 definitely helped me with my internship. I learned things while completing the final project for both courses that helped me in my internship. My CS130 project dealt with Java and using Spring, which helped me understand the development environment at Amazon. CSM117's project had me learn Android development, which helped me work on the actual tablet software.
> The CS curriculum at UCLA is very theoretical and doesn't teach a lot of the practical skills that are required for industry. The only classes I really found useful were 31, 32, 130, and 143. CS 144 is extremely outdated for today's technologies. I feel like I had to learn a lot of stuff on my own outside of class...
> The CS program needs to teach version control (Git) better. One week in CS 35L is not enough. UCLA also needs to teach more about documentation, testing, and sprints.
> The following classes are directly applicable to software engineering: CS 31, 32, 33, 35L, 111, 118, 130, 131, 143, 188 (Scalable Internet Services) That said, they varied highly in how aligned that class was with the real-world. In many cases, it was learning outside of class that brought crucial knowledge.
> The program prepared me to a moderate extent. Classes such as CS 180 (Algorithms) and CS 111 (Operating Systems) were especially helpful in understanding and applying algorithms, evaluating optimization techniques related to OS-level processes, and also quantitatively evaluating various approaches to solving data-related problems.
The UCLA program prepared me slightly in terms of working such as the 144 Web Applications course. Other than this, I felt like I learned a lot more from performing the job in the first place.

UCLA provided great fundamentals in algorithms, software engineering, and overall theory of the lower to higher levels that I applied in my daily work at Sandia. I received exposure to web development from my participation in the Daily Bruin as a general web development intern, and Upsilon Pi Epsilon provided great advice for my career after joining it my third year. I moreso learned outside for full stack web development, but I think the program served its purpose in illustrating a general overview of Computer Science that I would take with me in my software engineering career and I thoroughly enjoyed the management tech breadth classes related to entrepreneurship and product strategy. Those two classes fueled my interest in business management and the world of startups with lots of practice in public speaking and creating a business model.

UCLA's CS program helped me develop relevant technical skills to succeed in my internship, such as various algorithmic topics from CS180 and general coding knowledge from CS31 and CS32.

Unavoidably less than would be desired, as full-time engineers have already completed their degrees (often from UCLA) and work with topics beyond the program's scope. Tools used by the engineers vary by teams, and would not be able to be taught in classes.

Well enough such that I was able to learn things quickly to be able to efficient. I would say that CS 32 and 130 were the two most important courses in preparing me for the position.

Well, schoolwork provided me a sound theoretical foundation.

Wish we had some more industry-level software courses, a lot of this stuff is theory and although it's good to start from a foundation of theory, at the same time it's difficult to work your way up to standard industry practices without outside study.

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

Also worked as a software engineering intern at Symantec after my 2nd year.

AT&T (do not recommend going into tech at AT&T, was offered full time, did not accept).

Avant Credit

Bloomberg was another great internship experience

Cisco, Systems.

Disney, Meitu, Dcard, Mobagel, The News Lens

Doctor On Demand, CarLabs

During the summers of 1st and 2nd year I had an software development internship at Complete Paperless Solutions.
> Electronics For Imaging, Cisco
> Exidea, Inc.
> Facebook internship x2, which turned into full time. Production engineering (software)
> Financial Engines
> FTC
> GEO Semiconductor, NASA JPL
> Google.
> I do know know where this would go but I worked for ELFIN during the school year (starting from freshman year fall quarter), and for two summers (summer after first year at UCLA and summer after second year at UCLA). I learned a lot from this project, working on a team with different disciplines of engineering and learning a lot of different CS topics within. This experience was probably what helped me land an internship at Aerospace Corporation.
> I interned at Corptax twice. It was ok.
> I interned once in Seoul, Korea at a start-up company called IDINCU where I learned Android development.
> Industrial Bank of China: Bank Intern
> n/a
> n/a
> N/A
> N/A
> n/a
> N/A
> N/A, besides high school internship at Naval Postgraduate School research lab involving first use of programming for tangible goal.
> None
> None
> Pacific Gas & Electric Company
> Procore Technologies - Working here soon.
> RightWave, Inc.; Space Systems Loral
> RingCentral
> Sandia National Research Labs
> SendGrid - Summer 2015 - Software Engineering Intern - Orange, CA VersÃ© Innovation - Summer 2014 - UI/UX Engineering Intern - Bangalore, India
> Sensay (startup), Thomson Reuters
> Stripe for Summer 2017
> Symantec and Nvidiа
> Symantec, Twitter.
> Synnex Workday
> Taboola
> Taiwan tech trek
> Teradata and Amazon.
> TestMax, LinkedIn
> Thomson Reuters
> Twitter and Facebook.
> ViaSat
> Viasat, Workday
> Workday, Taboola
> YourMechanic

85. With regard to the above question, Why or why not?
> A lot of CS students are friendly with each other, and by 3rd or 4th year there's always someone you are acquainted with in your CS class.
> Although I consider myself an engineering student, I never really found a sense of community in the engineering school in general--moreso the specific computer science branch. Most of my friends from engineering are computer science majors, or have taken computer science classes with me.
> Although I have not been very active in engineering societies or clubs, I have formed many friendships with people in HSSEAS and feel connected to other engineering students. Through the work I have done in group projects, I have formed bonds with fellow engineers.
> Being one of few girls, I felt like I didn't have much in common with a lot of the people in my CS classes and as a result didn't really involve myself in the CS community much outside of classes.
> HSSEAS students are the most encouraging and open-minded people on campus, and I feel like a part of them.
I am involved in a variety of clubs and initiatives within the HSSEAS Community and enjoy many of the people that make up the community.

I did not engage myself as much as I could have and did not involve myself with any organizations. I did however find a good group of friends and a small network of acquaintances within the HSSEAS community that I had the pleasure of working with.

I did not interact with the very large cross-sections of the HSSEAS community like ACM, SWE, and the few other large clubs. I largely participated in small clubs like LUG, and groups of friends in the department. However, I did always feel welcome in HSSEAS, and felt like if I ever wanted to participate I could make a genuine contribution (I did so this year by helping organize the CTF competition).

I did not join all that many engineering groups, I was a part of Daily Bruin and was exposed to a broad array of students outside the school of Engineering. Despite that I still feel a part of the community due to my friends in the Computer Science major and in other engineering majors.

I did not participate in any group activities, but I do feel like an intellectual peer.

I didn't have much in common with the rest of the students in the CS major.

I didn't notice any direct infractions or offenses to minority groups while at UCLA.

I don't feel connected to the community. I was never in any groups and only focused on my studies and outside orgs.

I don't have many friends in my major (and I'm ok with that), but I do identify strongly as an engineer and know lots of engineers who aren't my major/year through my fraternity.

I don't know what this means.

I don't really understand the question. I am a student in the school of the engineering and have all sorts of friends in the school. It seems like ourselves, the TAs, and the professors are all working hard to learn more.

I don't stay in the loop about a lot of things in the engineering community because I am not very involved with clubs. I know I have the resources to be more involved if I wanted to but most of the time I'm too busy or lazy or content to get more involved.

I feel familiar with my other HSSEAS students.

I feel included in most situations, however I am not part of an underrepresented group.

I feel like I can relate to those around me.

I feel like the Computer Science community was small and a lot of the people knew each other over the years. I made great friends and worked on many projects with them.

I feel that I've made a number of pretty good friends throughout my team in HSSEAS, so I would consider myself a part of the community!

I feel that within my CS classes there is not a competitive atmosphere. Everyone wants everyone else to succeed, and people are helping each other rather than trying to score higher on the curve. I found people to be (on average) very friendly and welcoming.
I had a great time here.
I have never seen any problems occur at UCLA.
I have witnessed no situation in the engineering department where I or others around me were excluded because of the aforementioned reasons.
I participate in the engineering community
I really enjoyed taking my classes at HSSEAS, but I didn't get the time to do research here or participate in clubs --> neutral.
I see myself as a part of the community because I am enrolled in the school of engineering
I switched majors halfway through so I didn't connect long-term with people from any particular department as well as most others, but the sense of community is still there
I was an ACM officer during my junior year and senior year and felt like I had a big impact on the Computer Science community.
I was involved in the community and enjoyed my time here.
I was not particularly involved in the community.
I'm Bruin born, Bruin bred, Bruin 'til the day I'm dead.
I've been involved in Engineering organizations, such as ESUC and UPE, and feel I've generally been fairly well integrated into the HSSEAS community.
I've met people of all backgrounds and become good friends with them.
I've never felt like I was not included in a certain aspect of being a student in HSSEAS or at least I was always given opportunities to participate in these aspects.
In general, I feel comfortable in the HSSEAS community.
It is full of engineers like me.
It's nothing again UCLA - in general I don't consider myself a part of any "engineering" community per se but more an individual thinker/creative who likes to identify as someone interesting in certain parts of computer science, english, education, geography, physics, history..etc. Hence, I've felt a little lost identity-wise because on south campus there wasn't much scope to explore some of these other aspects. GEs helped a lot though.
Limited social interaction opportunities with others across the school
n/a
n/a
N/A
No real connection
none
> Not my main identity group.
> Not sure what the "HSSEAS Community" is, the competitive environment does not feel like a community, rather individual participants in a race.
> Overall, I just felt that I did not fit the general culture of HSSEAS. I definitely made good friends, but my friends seemingly did not fit this culture either. Frankly, people seemed more passionate about engineering topics (coding, math, physics, etc) than I personally did. They took much more pride in their coding than I can say I did, and that somewhat left me out of the entire community. I'm still proud to be able to say I went to HSSEAS, but I don't think I fit as well as others and therefore I did not take out all that I could from the school. While this is largely on myself, I did feel that many of the students felt a bit unwelcoming and isolated. It became very "cliquey," and frankly, I think that division can be seen between the international community and the non-international community. Besides that, there did not seem to be too strong of a division, but I also never felt that it was a close community.
> People are stuck in cliques and lack discussion-based diversity training
> Shared experience.
> Some professors are just racist, or makes fun of people's religions. Overall, they just don't care about the students, but only about their research.
> The HSSEAS community made me feel like I belong to UCLA. Though at first I felt out of place because I was an international student and also a transfer student, Theta Tau bridged that gap and it made me feel like I belong.
> The two student organizations I was involved in, ACM and IEEE, helped me feel integrated to the engineering community with everyone else in the school. I strongly believe these clubs bond everyone and help one another, and because of this I also really want to push for better and more tolerant staff who can support the workings of the clubs.
> There is no real HSSEAS Community at UCLA, we don't really interact with each other or communicate with one another outside of a classroom setting. We go to class all day and that's it. A lot of other schools have this community, but at UCLA it only started up recently particularly in Computer Science. ACM was founded midway through my college career, and it is only through this group where any attempt has been made to create a community at this school. Having been a part of this group, I can see the great work that has been done, but we're still far away from what I would like to call a community. Hopefully, in the years to come, the student groups here will achieve what the department has failed to accomplish.
> unfortunately i did not really join any clubs so the community feel is not there. however, i met some nice people when taking classes.
> Well, proud to be an Engineer from UCLA I guess

86. Thinking about inclusiveness and interaction across differences, what problems have you observed during your time at HSSEAS?
> Again this goes with the above answer but only gets worse if you are a minority. It becomes even harder to find a community and ultimately leads to poor academic performance. If you did not find people to communicate, learn, and grow with, it is much harder to
achieve the same growth as somebody who does. This is evidenced in the incredibly high disproportionate rates of minorities and women in our introductory classes, and the general disconnect between the department and students at this school.

> Certain computer science classes (especially 35L) seem to require students to already have a hobbyist's background in the field.

> Did not see much so I can't really say.

> didn't notice any

> Faculties don't care too much about their students. That is just a fundamental problem

> For starters, I think by nature, the majority of engineering students tend to be more independent and concerned with themselves. I collaborated with others, but at the end of the day, it seemed like these groups tended to keep to themselves while on the surface pretended to be more helpful than they actually were. This is not inherently bad, and it is very understandable. That being said, having visited friends in other schools (namely Cal Poly SLO), the environment there just seemed a bit more friendly. Students tended to be more open and approachable, whereas with here, as previously mentioned, it became just groups of friends who stuck together and never really opened up unless students found themselves in classes without their friends. This is partially due to convenience. When tasked with working in group projects, it is much easier and more comfortable to choose partners you know. The next, seemingly more serious topic, is regarding the international vs non-international divide I felt occurs not only at HSSEAS, but at UCLA in general. I tend to be detached from many of the big politically correctloaded topics, however, it is abundantly clear that international students tend to associate more with international students, which causes the opposite to happen with the non-international students. As a minority myself, I think this is understandable: one would approach the culture they feel most comfortable in. That being said, I think there tends to be some superiority complexes/disdain going around on both ends. This is a hard topic to discuss and a difficult one to overcome, simply because clashing cultures will always be an issue, and in a 4 year time span, it is difficult to make a dent in such a situation.

> For the most part I haven't experienced too many problems except maybe during my first year in Computer Science classes feeling a sexist attitude against women in the courses from other students, hard to explain but just a general vibe of boys not thinking girls as as capable or that they ask other for help too much.

> Groups compete for grades by helping each other along race lines.

> I did hear that some student officers were passive / aggressive towards some other officers who had different methods and philosophies to leading a club.

> I feel like I do not really see much problems but there are probably issues that are actually there. I got a glimpse of this when an anonymous person criticized the females speaking at the first Bruin Space general meeting, complaining how "bubbly" and otherwise "stereotypical" they were acting when speaking and how it is ruining their chances (as a female) to be taken seriously... even though that is how they actually speak and joke in real life. That experience alone shows how complex the circumstances could be, despite there being many different opportunities to address these issues (clubs associated with a certain race/gender and clubs that are for a specific major that does not care about these differences).
> I find people associate with people of similar backgrounds as themselves, and often do not stray away from their own racial groups.
> I have a friend who took some EE class and her TA wanted to ask her out. She said she had a boyfriend and after that the TA just kind of paid little attention to her questions. She was really frustrated because she struggled with that class.
> I have not observed any problems on inclusiveness. There has been interaction difficulties due to language barrier or lack of language mastery, but these can be overcome relatively easily. I did have an experience in which a Chinese TA was required by the department to apologize to our entire laboratory for giving help to one student in the Chinese language. I felt this was exceedingly intolerant of the department and of the student in my lab who complained about the TA. It was clear the TA was not giving the student preferential treatment, but rather discussing with the student in a way they could mutually understand more easily than English. I did not see a problem with that, rather I felt it was inappropriate for the department to require the TA to publicly apologize to our class for such a nonissue.
> I think just the teaching ability of some of the faculty was not good. I have met a lot of great people and friends through classes and some great professors as well, but some professors like Diana Ford were simply not good at teaching.
> I think there is some disconnect between international students and American students. In some of my classes that were based on group projects, it seems like the groups formed were often not very mixed between these two groups.
> I wish there was more diversity. The contrast between north campus/GE classes and engineering classes is pretty stark in terms of the number of women and minorities.
> International students typically hang with each other.
> Isolation between groups, marginalization and lack of support for women + underrepresented minorities
> It is sometimes rare to see diverse groups in classes.
> It's not much of a problem, but students from the same countries or cultures will tend to group together somewhat. Students from India are usually friends with lots of other people from India and so forth.
> Mmmm just the usual social divisions and cliques, but what're you gonna do
> Most connections were made in year 1. I imagine this would be difficult for a transfer student. Most people in my major were overall tolerant, though
> n/a
> N/A
> n/a
> N/A
> N/A
> N/A
> n/a
> Never have observed any problems at HSSEAS.
> No big problems
> No examples come to mind, besides minor frustration when a heavy accent impedes communication.
> No problems.
> None
> None
> None at all
> None identified
> none.
> None.
> None.
> Not really any problems.
> Not too many problems.
> Nothing attributed to HSSEAS, I don't think. Most problems I've seen are caused by our societal standards, etc.
> Nothing notable.
> nothing really
> Nothing really.
> Nothing that I noticed.
> Nothing too bad - I think everyone ultimately gets along great regardless of race, political, economic, social differences. There are no problems I can think of currently that need urgent addressing.
> People tend to stick with people who are of a similar background/race/gender as them.
> SEAS is not really that racially diverse at all. However, this is a complex problem to solve.
> So far, I have not observed any problems at HSSEAS.
> Some types of students are very resolute in their beliefs, usually those with extreme right or left wing ideals. They rarely have any interest in actually discussing things together.
> Sometimes there is a language barrier between the TA's and students, although this usually isn't a terribly dividing issue.
> Students in Computer Science especially tend to have this 'bro-grammer' attitude when it comes to programming. This makes programming environments uncomfortable for students who don't identify with those who are bro-grammers. Their attitudes involve
comparing salaries, seeing who can make the next startup, criticizing each other on coding abilities. While this may all seem to be fun and games for those enjoying it, the environment can be unhealthy for students who are just entering the computer science major or are trying to leap that barrier of entry.

> students still tend to gather as small groups largely based on their race or culture, but it is just a very natural thing people will do.

> The only things I have noticed personally (as a woman) is minor sexism. I think that most of the sexism within HSSEAS is unintentional and not meant to be offensive, but I have unfortunately experienced a few isolated incidents. There is a greater problem outside of the engineering school. I have received too many uncomfortable comments from non-engineers after telling people I am studying Computer Science. While there will always be outliers, within HSSEAS people are as a whole very welcoming and supportive.

> There are still problems with female engineer discrimination.

> There are times where it is difficult to understand TA's that do not speak English fluently.

> There are too many guys and not as many girls. This is a negative reinforcing cycle which creates a poor environment for female engineers.

> There is little interaction between the international and domestic students.

> There seems to be internal segregation of groups - because many activities within classes are individual, there is not much opportunity to promote "inclusiveness" or a "community."

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?**

> A lot of the problems I have noticed in this school can be simply fixed by talking to students. Reach out to student groups particularly for computer science these would be ACM and UPE. Unfortunately, the department with the exception of one or two professors has not been easy to work with, not been receptive to feedback, and largely been a barrier rather than supportive for enacting positive change. Hopefully, these things will be improved in the future.

> everything is fine.

> Given how system works with professors and lecturers, I don't think anything can be done.

> Have more opportunities for collaboration - in class, in clubs, etc.

> HSSEAS should support its student orgs more; in recent years, organizations like ACM-W and SWE have put up great programs to decrease the gender gap in Engineering; a notable example is their Women in Engineering Stayover Program (WESP), which increased the women entering the school of engineering by a considerable percentage. HSSEAS should continue to support these groups, and shy away from generalizing the engineering experience as tough, hard, or weeder. Instead, advertise engineering as more positive, and emphasize the impact and potential this field of study has for our society's future.
I am not really sure what can be done since I feel like there are many opportunities to address these problems. But the students themselves but seek these extracurricular activities (I feel like not much can or should be done in the classroom). Maybe HSSEAS can advertise these opportunities even more?

I don't really see how HSSEAS can address the problem of sexism outside of engineering. I appreciate the work that is being done within the school, especially the opportunity I had to attend Grace Hopper.

I don't think it's inherently problematic, people will connect with those who understand them the most. There might not be lots of cross cultural interaction, but there is plenty of respect and tolerance.

I don't think there's any improvements needed because HSSEAS has provided everything for me.

I have no major suggestions, specific to my previous comment I feel that TA's and professors should be at liberty to interact individually with students in their native language if that is appropriate in the given context.

I don't think there could be more mixers between international students and American students during Freshman year so that there is more understanding between the two groups. In addition, there is a very small number of students from underprivileged minority groups in engineering, so I think HSSEAS could do more to promote engineering in communities that have a small representation in these fields.

I think maybe just more friendliness / warmth; I think people respond a lot better to niceness / kindness than some realize; compassion goes a long way.

I think there could be more mixers between international students and American students during Freshman year so that there is more understanding between the two groups. In addition, there is a very small number of students from underprivileged minority groups in engineering, so I think HSSEAS could do more to promote engineering in communities that have a small representation in these fields.

Improve inclusiveness across UCLA. There have been some fairly well-publicized racial issues affecting UCLA (as a whole, not HSSEAS specifically)

Introduce an diversity class requirement for HSSEAS in the way L&S did. Essentially, designate multiple existing GEs into ones that doubly fulfill this new requirement and the current GE ones. Require that students take at least 1 one of them. We have too many people graduating thinking that racism, sexism, etc. are things of the past rather than very real sufferings of the present. Their ignorance is galling and a danger to us all.

It's tough because a lot of the international students don't try and acclimate to the culture here.

Keep doing what you guys are doing.

Maybe host and promote events which bring together a variety of people who differ by major, ethnicity, country, language, etc to make a community which doesn't feel as fragmented by major.

More objective grades, less competition based performance.

More outreach to underrepresented communities

n/a

N/A

N/A
> No problems, so nothing to change.
> No suggestion.
> No suggestions
> No suggestions. Diversity was great in HSSEAS. The only suggestion I would say is to try to promote more women to join engineering. The male population in HSSEAS was dominant.
> None
> none
> none.
> None.
> Not sure
> Not sure.
> Not sure.
> Nothing notable.
> Nothing.
> Overall, I haven't been around the community as much to see any issues of misconduct in inclusiveness, interaction, respect, and tolerance. Generally, everyone has been pretty nice to me and I have tried to be nice to everyone too.
> right now is pretty good
> Supporting programs to encourage underrepresented groups to pursue engineering is vital for the long term atmosphere to change.
> The staff who works with the club members and officers can be more tolerant with the rules and work to help the students, instead of playing power over students. The staff could also try to listen to the student leaders with open ears to new ideas and suggestions to improve the department inner workings and the school curriculums, etc.
> This is likely impossible to do with the structure of UCLA, but I find that smaller class sizes tend to encourage community building and meeting new friends. For starters, having a smaller class size likely means that you are unable to take a class with multiple friends, and thus, it pushes you to meet new people. I can personally vouch for this, as my lab classes introduced me to some new friends outside of my regular "circle," and it felt very organic. Furthermore, it makes the classes feel more personal with the professor, as he or she can get to know students on a more personal level. This was seen in my 188 classes where the professor knew students better, and students interacted more with one another as there were fewer of them in general. While discussion sections can sometimes help this, having 1-2 hours a week tends to not be enough to build this type of closer community. One consideration to fix this issue is having more long term group projects in which you work more closely with group members which are assigned. This causes you to have more accountability overall in addition to meeting new people. I think a creative solution to not having completely random assignment is having students fill out questionnaires and are then matched according to answers. Obviously friends can choose to answer similarly to hopefully get grouped onto the same team, but I think it is important to have students potentially work with new people if answered honestly.

> Try to make the gender ratio closer to 50-50.

> You guys have done a good job so far, I don't see any changes to the school system that I would want

88. What technical breadth area did you choose?

> Ad-Hoc in Design | Media Arts
> Bioengineering
> Bioengineering
> Bioengineering
> Business and management
> Business Management
> Business Management
> Computer Science
> DESMA
> EE
> Electrical Engineering
> Electrical Engineering
> Electrical Engineering
> Electrical Engineering
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Technical Management
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> Technology Management
92. 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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