
Executive Summary

Students who are close to graduation can provide a unique perspective into their programs. To capitalize on this fact, the Office of Institutional Research conducts surveys of graduating students. This summary presents the results from surveys fielded to students who were graduating in Spring or Summer quarters of 2010, 2011, 2012, 2013, and 2014. Each year, students who filed for graduation were asked to complete the survey; response rates were 43.7% (2,252 respondents), 45.8% (2,483), 40.5% (2,104), 48.0% (2,215), and 35.6% (1,740) respectively. The major findings of the surveys are as follows:

Sample vs. population demographics

Demographics were examined for both the sample and population of graduates with respect to gender, ethnicity, and primary school at graduation. The sample and population demographics remained relatively stable over the past five years. The sample is representative of the population in terms of both ethnicity and primary school at graduation, but there is a larger proportion of females (and consequently a smaller proportion of males) in the sample than in the population.

Primary plans after graduation

- Across each of the past five years, the majority of students (over 60%) planned to work right after graduation, and students most often planned to work full-time in for-profit companies in California.
  - Students who already accepted a position:
    - Planned to work in the same field as, or a field related to, their major. Accounting, Business, Computing, Education, and Engineering were among the most popular occupational fields across the years;
    - Felt their education made them competitive or very competitive in the job market. Additionally, the proportion who felt that campus services were important in finding a job has increased, from 27% in 2010, to 44% in 2014.
  - Students who were still searching for employment:
    - Planned to work in the same field as, or a field related to, their major. Education, Engineering, and Health Care were among the top fields of employment;
    - Felt their education made them competitive or very competitive in the job market. Additionally, the proportion who felt that campus services were important in finding a job has increased, from 42% in 2010, to 49% in 2014.
- Over one-quarter of students each year planned to continue their education directly after graduation, and:
  - Of these, most planned to continue on to graduate or professional school, but approximately one-quarter planned additional undergraduate coursework to prepare for graduate school.
    - Of those pursuing graduate school or vocational training, 35-40% were pursuing a master’s degree, 22-26% were pursuing a doctorate, 10% were pursuing a law degree, and 10% were pursuing a medical degree.
  - The most commonly cited fields for further education included allied health, public health, and health services; biological and biomedical sciences; legal professions and studies (law); and medicine. Recently, psychology has increased from 5% up to 9%.

---

1 Sample sizes differ slightly because students who responded “No” to the survey question “Will you be graduating in Spring or Summer?” were excluded and because of item-specific nonresponse.
In 2014, 19% of students planned to continue their education at UC Irvine, which was twice as popular as the second destination USC (8%) and more than four times as popular as UCLA (4%).

- Of the students who were not pursuing paid employment or education, internships, volunteering, traveling, and time off were the most common activities.

Future educational plans

- The vast majority (Between 77 – 81%) of graduating students planned to continue their education within the next five years, with most planning to get one additional degree.

- Students who planned to get only one additional degree:
  - Most often planned to pursue a master’s degree (over 50%) and begin their program of study within two years of graduation;
  - Over the past five years, students cited business, management, marketing, and related support services; law; medicine; and psychology most often as their intended fields of study. Allied health, public health, and health services has increased in popularity over the past three years.

- Students who planned to get more than one additional degree:
  - Most often planned to get a master’s degree followed by a doctoral degree, and planned to start their first degree within a year and start their second degree three to five years out;
  - In more recent years, students cited health related areas (allied health, public health, and health services; and medicine), business areas (business, management, marketing, and related support services); education; Law; and psychology most often for their first degree fields; and planned to get their second degree often in business, management, marketing, and related support services; medicine; or psychology. In 2014, allied health, public health, and health services increased to 8.4% of respondents.

Educational assessment

- Over 60% of students felt that their educational experiences made them either more likely or much more likely to attend graduate school; few (less than 10%) felt otherwise.

- While the majority of students (between 57% and 66%) agree or somewhat agree that their education was worth the financial cost, disagreement with that statement is up from five years ago (about 17% disagreed or somewhat disagreed in 2010 as opposed to 21% in 2014).

- On average, about one-third of students reported no debt upon graduating; though having some student debt is trending up over time (from 55% in 2010, to 63.9% in 2014). However, across the last five years, 63% of students graduated with less than $20,000 in debt and only about one in ten students graduated with more than $40,000 in debt.

- In general, most students have said they felt at least moderately well prepared to:
  - Use the knowledge, ideas, or perspectives from their major (over 85%);
  - Acquire new skills (over 85%);
  - Think analytically and logically (about 85%);
  - Judge the value of information, ideas, actions and conclusions (about 83%);
  - Get along with people of diverse backgrounds and perspectives (about 80%);
  - Use information technology (over 77%);
  - Write effectively (over 75%) and communicate orally (over 70%);
• Work as a team or group (over 75%);
• Evaluate and choose between alternative courses of action (over 73%);
• Understand and apply quantitative principles and methods (about 72%);
• Understand the scientific method (over 72%);
• Be aware of contemporary issues in society, technology, and the world (over 68%);
• Understand international perspectives on economic, political, and social/cultural issues (about 65%);
• Gain an understanding of and appreciation for the arts (over 55%).

• While about two-thirds of students did not choose UCI as their first campus, the majority said that they would recommend UCI to a friend or relative (over 80%) and would attend UCI again if they could do it over (over 75%), choosing UCI as their first choice campus (more than 53%).

• Last year, additional educational assessment questions were added to the survey. Most students said:
  • In terms of their major, they were either satisfied or very satisfied with the number of courses offered in their major (about 70%), the ease of obtaining classes (64%), the intellectual challenge offered by their courses (about 77%), the integration of concepts in their courses (76%), the overall quality of instruction (74%), and the overall quality of their education (over 80%).
  • They were satisfied with their academic counselor (56%), but fewer were satisfied with their peer advisors (39%) and their faculty advisors (about 45%) (though, fewer students used these advising services).

Usage and perception of video lectures at UCI

• Starting in 2014, several questions were included to address student usage and perceptions of video lectures at UCI. In 2014, 61% of respondents had used video lectures while at UCI, with many students having used YouTube (67%) and UCI Replay (66%) to study for classes.

• Students used video lectures to study for an exam (74%), review a class after lecture (70%), and to view a lecture that was missed (63%).

• When using the video lectures to study for a UCI course, the vast majority of students found the video lectures to be effective or very effective (83%).