

Table 1C
Academic/Intellectual Activities by Disciplinary Area

	Year	"High" Participation Rate ¹ (Percentage reporting "often" or "very often")						UCSD Total	Research University Norms
		Arts	Humanities	Engineering	Science/ Math	Social Science	Undeclared		
Course-related activities	1999	59%	70%	61%	62%	64%	61%	63%	57%
	1994	56%	69%	50%	61%	61%	62%	60%	
	1991	54%	66%	53%	58%	60%	58%	58%	
	1988	61%	68%	61%	66%	68%	65%	65%	
Writing activities	1999	59%	59%	48%	55%	57%	61%	56%†	48%
	1994	45%	57%	37%	51%	53%	51%	* 50%	
	1991	48%	45%	64%	49%	56%	46%	52%	
	1988	51%	59%	44%	49%	52%	50%	50%	
Science and Quantitative-related activities	1999	9%	19%	55%	53%	25%	34%	* 39%†	27%
	1994	16%	12%	53%	46%	17%	19%	* 31%	
	1991	7%	12%	49%	42%	15%	18%	* 28%	
	1988	14%	20%	48%	37%	20%	21%	* 31%	
Computer and Technology-related activities	1999	39%	33%	47%	36%	36%	36%	38%	NA
	1994	NA	NA	NA	NA	NA	NA	NA	
	1991	NA	NA	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	NA	NA	
Library Use	1999	32%	34%	19%	20%	23%	15%	* 21%	21%
	1994	21%	25%	17%	16%	21%	22%	19%	
	1991	23%	19%	16%	16%	21%	15%	18%	
	1988	23%	19%	13%	15%	16%	14%	15%	
Interaction with faculty	1999	23%	29%	19%	18%	19%	13%	* 19%†	20%
	1994	20%	17%	12%	11%	13%	17%	13%	
	1991	18%	17%	11%	11%	14%	9%	12%	
	1988	26%	18%	11%	10%	11%	13%	12%	

† Indicates a significant difference (≥ 5%) between 1994 and 1999 sample populations.

* Indicates a significant difference (≥ 10%) between subgroups.

¹ Response options to the question:

"In your experience at this institution during the current school year, about how often have you done each of the following?"

Response options:

- 4) Very often
- 3) Often
- 2) Occasionally
- 1) Never

Figure 1C: Academic/Intellectual Activities: 1994-1999

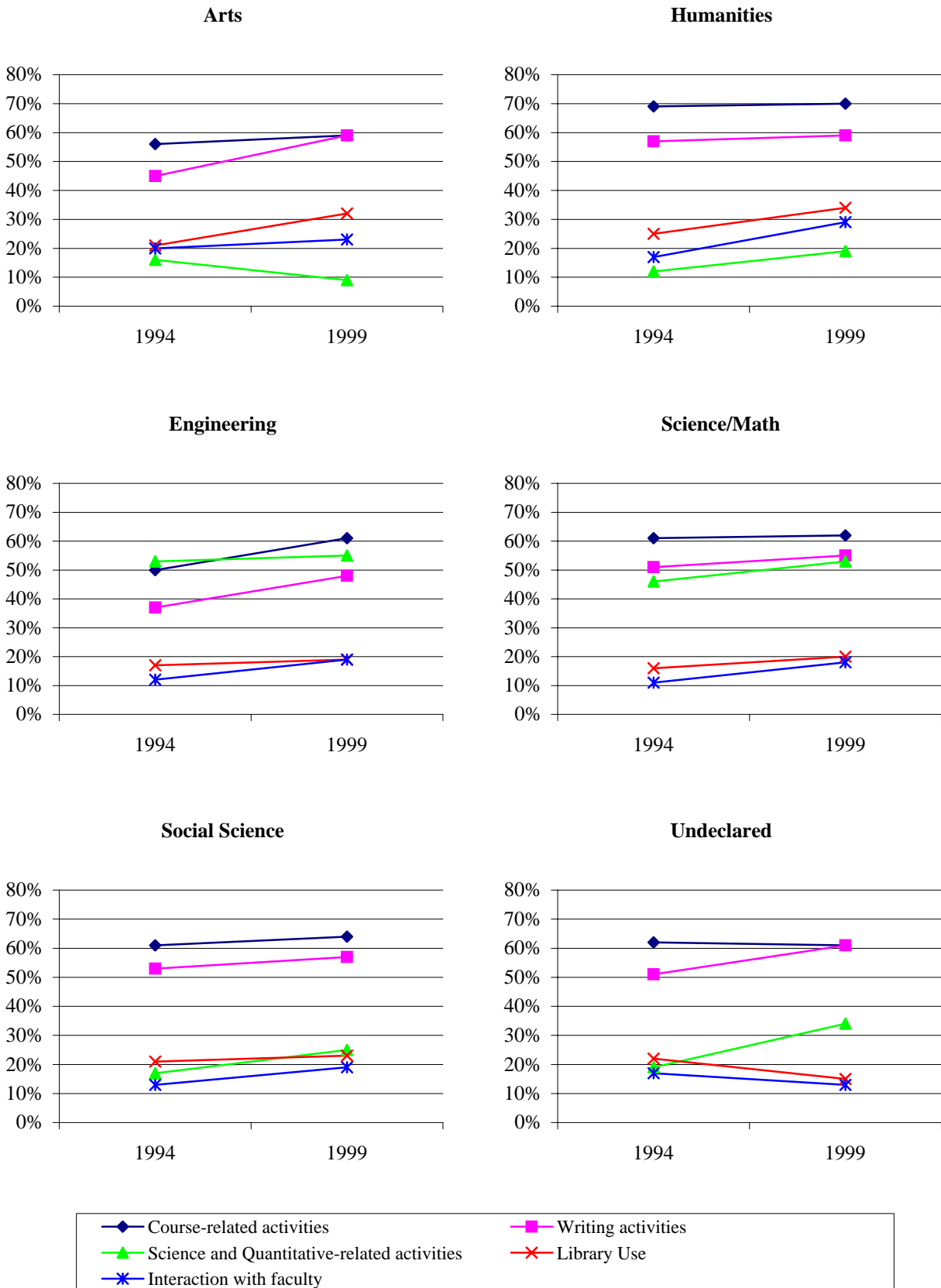


Table 2C
Co-Curricular Activities by Disciplinary Area

	Year	"High" Participation Rate ¹ (Percentage reporting "often" or "very often")						UCSD Total	Research University Norms
		Arts	Humanities	Engineering	Science/ Math	Social Science	Undeclared		
Exposure to art/music/theater	1999	61%	34%	30%	29%	33%	33%	* 32%†	14%
	1994	38%	14%	10%	12%	12%	14%	* 13%	
	1991	45%	18%	12%	14%	15%	15%	* 16%	
	1988	48%	22%	8%	9%	12%	18%	* 13%	
Campus Facilities	1999	18%	23%	34%	35%	31%	38%	* 33%†	NA
	1994	13%	16%	22%	24%	20%	19%	21%	
	1991	26%	26%	24%	23%	27%	21%	25%	
	1988	12%	17%	14%	18%	20%	21%	18%	
Activities related to personal adjustment	1999	39%	47%	39%	42%	49%	47%	45%†	35%
	1994	39%	35%	26%	38%	39%	33%	* 36%	
	1991	39%	37%	28%	32%	41%	31%	36%	
	1988	38%	39%	24%	32%	37%	37%	33%	
Clubs and organizations	1999	8%	25%	20%	24%	25%	14%	* 22%	23%
	1994	20%	22%	16%	19%	23%	21%	21%	
	1991	20%	26%	15%	22%	26%	14%	22%	
	1988	22%	16%	18%	18%	20%	16%	18%	
Activities related to student acquaintances	1999	41%	52%	45%	52%	54%	49%	51%†	47%
	1994	50%	51%	38%	46%	49%	44%	46%	
	1991	48%	49%	43%	45%	51%	41%	46%	
	1988	45%	49%	38%	42%	46%	49%	44%	

† Indicates a significant difference (≥ 5%) between 1994 and 1999 sample populations.

* Indicates a significant difference (≥ 10%) between subgroups.

¹ Response options to the question:

"In your experience at this institution during the current school year, about how often have you done each of the following (e.g., attended a concert or other music event)?"

Response options:

- 4) Very often
- 3) Often
- 2) Occasionally
- 1) Never

Figure 2C: Co-Curricular Activities: 1994-1999

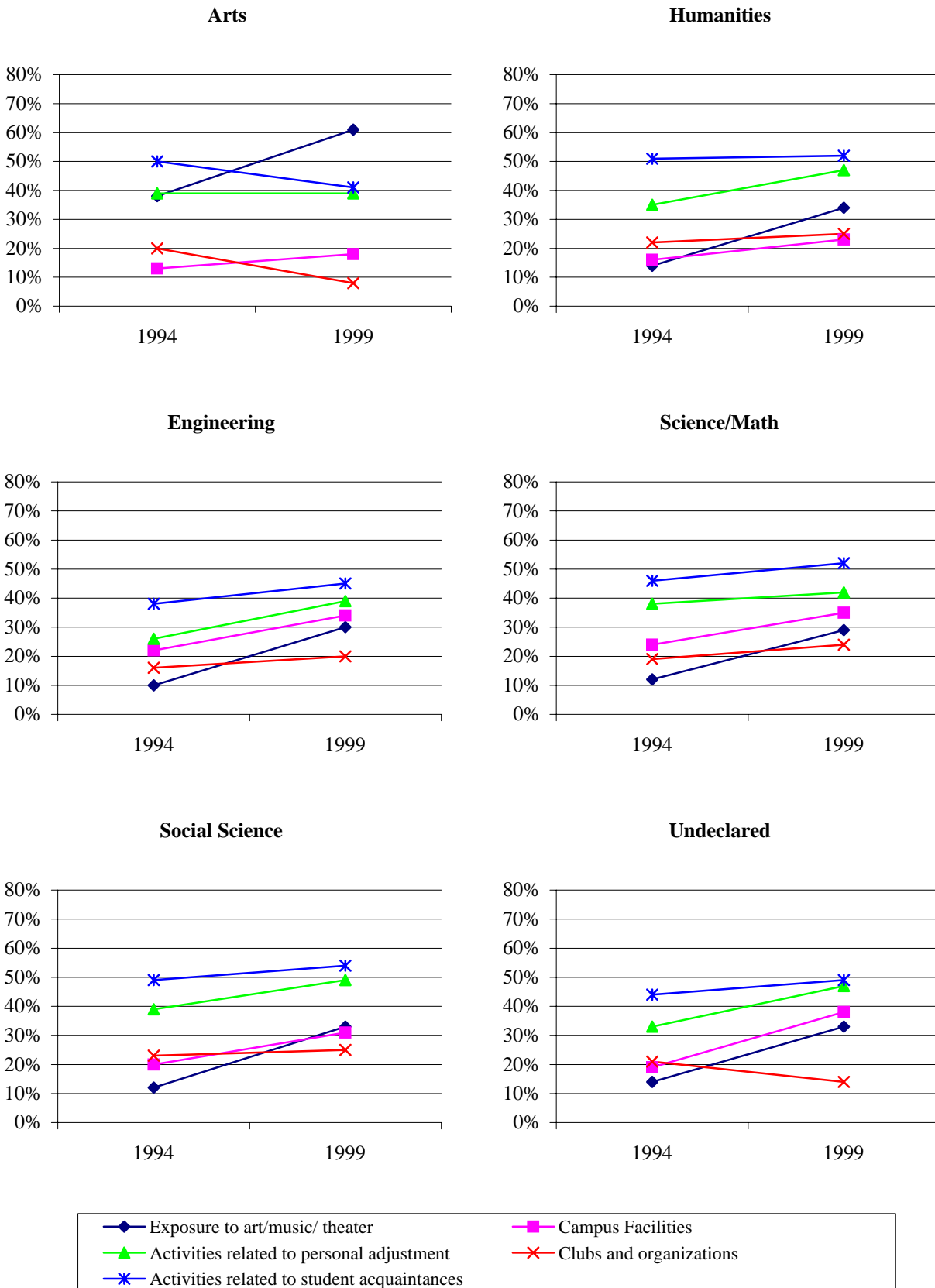


Table 3C
Perceptions of UCSD's Emphasis on Areas of Student Development by Disciplinary Area
(The College Environment)

<i>University</i> <i>Strongly</i> <i>Emphasizes:</i>	<i>Year</i>	<i>Percentage Reporting "Strong Emphasis" ¹</i>							<i>UCSD Total</i>	<i>Research</i> <i>University</i> <i>Norms</i>
		<i>Arts</i>	<i>Humanities</i>	<i>Engineering</i>	<i>Science/ Math</i>	<i>Social Science</i>	<i>Undeclared</i>			
Academic, scholarly and intellectual qualities	1999	73%	95%	88%	91%	92%	92%	*	91%	78%
	1994	79%	89%	88%	90%	86%	90%		88%	
	1991	78%	89%	84%	93%	92%	84%	*	89%	
	1988	85%	94%	90%	94%	89%	86%		91%	
Critical, evaluative and analytical qualities	1999	68%	89%	76%	79%	84%	80%	*	81%	70%
	1994	83%	85%	83%	82%	84%	75%		82%	
	1991	67%	88%	76%	86%	86%	82%	*	84%	
	1988	79%	84%	83%	85%	85%	84%		84%	
Personal relevance and practical value of courses	1999	31%	47%	44%	37%	35%	43%		39%	56%
	1994	39%	47%	37%	44%	41%	35%		41%	
	1991	20%	32%	30%	38%	36%	41%	*	36%	
	1988	33%	39%	36%	44%	39%	31%		39%	
Vocational and occupational competence	1999	21%	32%	44%	37%	27%	36%	*	34%	54%
	1994	19%	29%	40%	41%	29%	14%	*	33%	
	1991	20%	23%	39%	40%	34%	40%	*	36%	
	1988	28%	39%	40%	45%	30%	27%	*	37%	
Developing information literacy skills	1999	55%	51%	73%	63%	64%	54%	*	64%	NA
	1994	NA	NA	NA	NA	NA	NA		NA	
	1991	NA	NA	NA	NA	NA	NA		NA	
	1988	NA	NA	NA	NA	NA	NA		NA	
Developing an understanding and appreciation of human diversity	1999	50%	60%	60%	46%	60%	68%		56%	NA
	1994	NA	NA	NA	NA	NA	NA		NA	
	1991	NA	NA	NA	NA	NA	NA		NA	
	1988	NA	NA	NA	NA	NA	NA		NA	

* Indicates a significant difference ($\geq 10\%$) between subgroups.

¹ Response options to the question:

"Thinking of your experience at this institution, to what extent do you feel that each of the following is emphasized?"

"Strong Emphasis 7 6 5 4 3 2 1 Weak Emphasis"

Response options:

5-7) "Strong"

4) "Neutral"

1-3) "Weak"

Figure 3C: Perceptions of the Academic Environment: 1994-1999

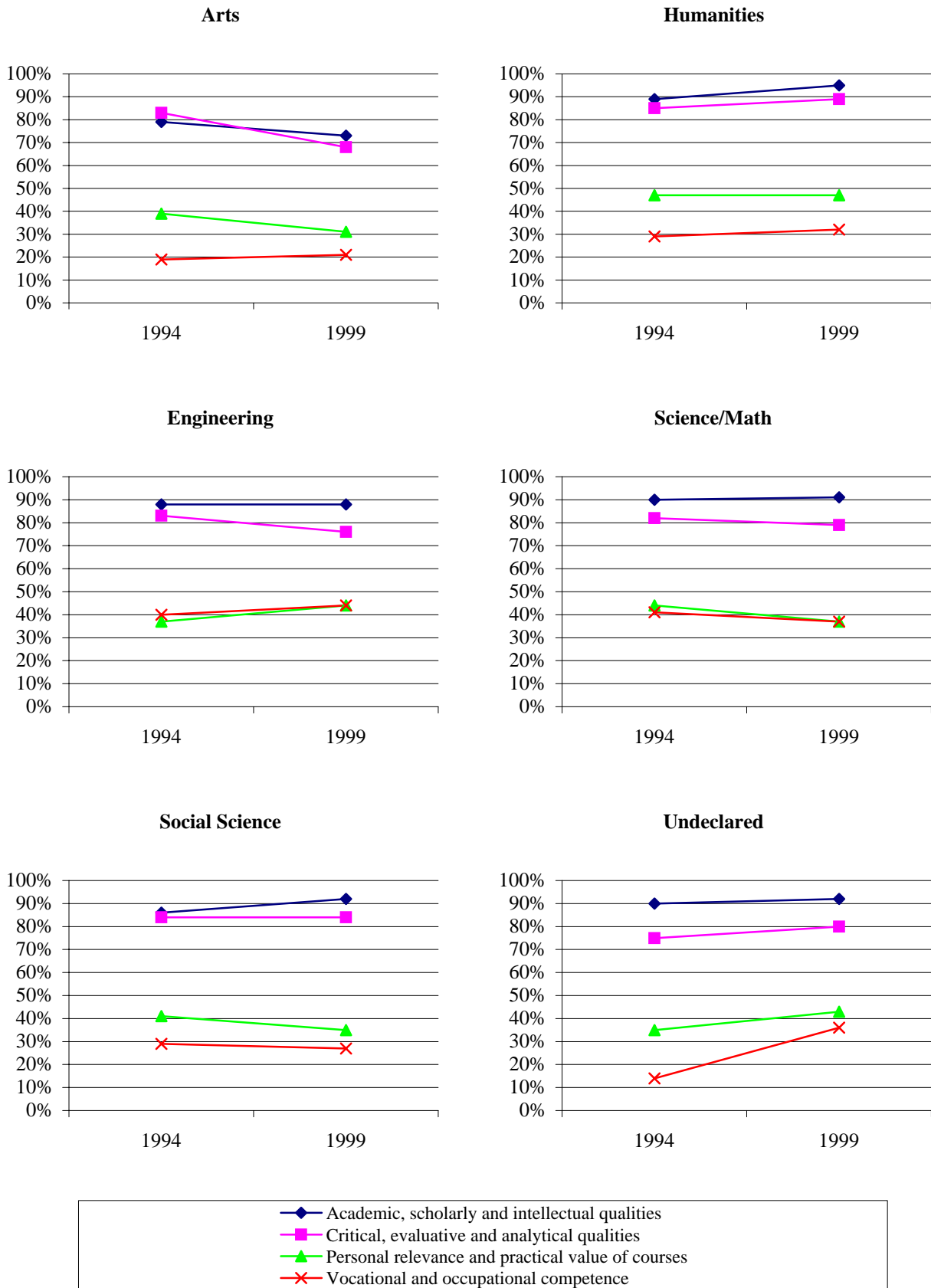


Table 4C
Quality of Relationships Between Students, Faculty, Administrative Personnel
by Disciplinary Area

	Year	Percentage Reporting "Positive" ¹ Relationships							UCSD Total	Research University Norms
		Arts	Humanities	Engineering	Science/ Math	Social Science	Undeclared			
Students: Friendly, Supportive, Sense of Belonging vs. Sense of Alienation	1999	56%	58%	62%	62%	66%	68%	64%	* 61% * 66% 63%	76%
	1994	69%	54%	69%	61%	62%	50%			
	1991	47%	63%	61%	68%	70%	54%			
	1988	56%	69%	59%	64%	63%	70%			
Faculty: Approachable, Helpful, Understanding vs. Remote, Discouraging	1999	52%	67%	54%	52%	56%	54%	* 55%†	* 45% * 44% * 46%	63%
	1994	54%	60%	43%	45%	40%	50%			
	1991	47%	55%	38%	40%	51%	37%			
	1988	56%	59%	45%	46%	40%	50%			
Administrative Personnel and Offices: Helpful, Considerate, Flexible vs. Rigid, Impersonal	1999	41%	58%	48%	41%	45%	53%	* 46%†	* 34% 41% * 42%	43%
	1994	44%	40%	28%	34%	34%	35%			
	1991	50%	38%	40%	38%	43%	45%			
	1988	54%	50%	36%	45%	35%	50%			

† Indicates a significant difference ($\geq 5\%$) between 1994 and 1999 sample populations.

* Indicates a significant difference ($\geq 10\%$) between subgroups.

¹ Response options to the question:

"Please rate the quality of your relationships with students, faculty, administrative personnel on each of the following scales:"

Competitive									Friendly
Remote	1	2	3	4	5	6	7		Approachable
Rigid"									Helpful

Response options:

5-7) "Positive"

4) "Neutral"

1-3) "Negative"

Figure 4C: Quality of Relationships: 1994-1999

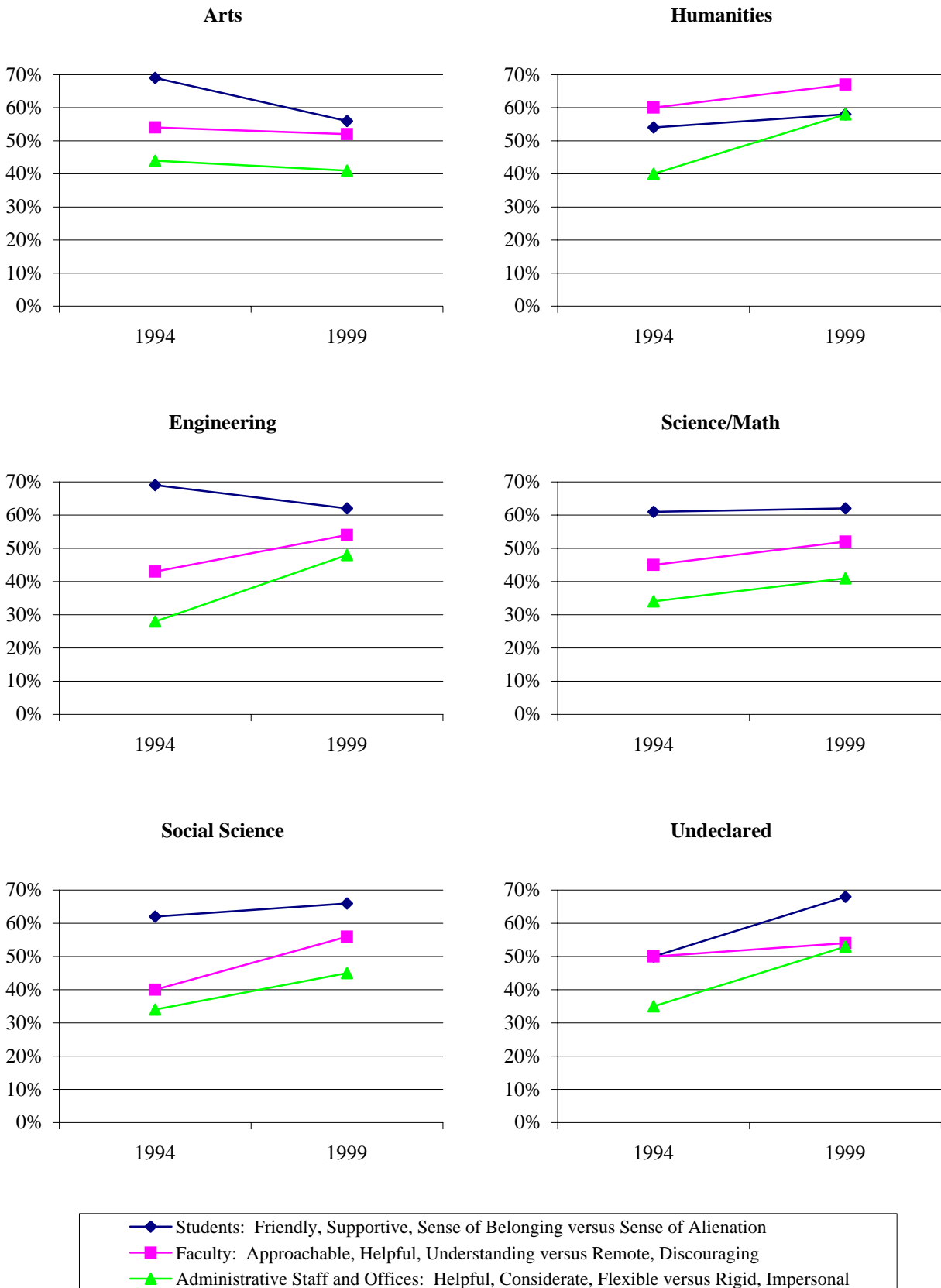


Table 5C
Student Development: Estimate of Gains by Disciplinary Area

	Year	<i>"Substantial" Gains</i> ¹ (Percentage Responding "Quite a Bit" or "Very Much")							UCSD Total	Research University Norms
		Arts	Humanities	Engineering	Science/ Math	Social Science	Undeclared			
Intellectual Development	1999	44%	75%	70%	69%	72%	64%	*	70%	63%
	1994	63%	77%	63%	64%	70%	58%	*	66%	
	1991	68%	71%	67%	62%	71%	58%		66%	
	1988	69%	71%	69%	69%	71%	68%		70%	
General Education Gains	1999	48%	67%	34%	40%	48%	46%	*	44%	42%
	1994	56%	66%	25%	38%	53%	48%	*	45%	
	1991	58%	69%	34%	41%	52%	50%	*	48%	
	1988	64%	66%	36%	42%	48%	47%	*	46%	
Science/Technology Development	1999	11%	30%	60%	60%	40%	39%	*	48%†	38%
	1994	19%	24%	60%	49%	26%	29%	*	38%	
	1991	12%	17%	59%	47%	27%	24%	*	35%	
	1988	21%	25%	62%	52%	30%	19%	*	41%	
Personal/Social Development	1999	52%	59%	55%	61%	65%	58%		61%†	59%
	1994	56%	58%	48%	56%	58%	54%		55%	
	1991	47%	56%	51%	58%	68%	56%	*	59%	
	1988	55%	54%	49%	53%	57%	63%		55%	
Vocational/Career Development	1999	31%	51%	64%	57%	46%	40%	*	52%†	49%
	1994	40%	38%	60%	55%	41%	34%	*	47%	
	1991	25%	33%	58%	49%	40%	35%	*	43%	
	1988	41%	42%	51%	50%	40%	29%	*	44%	

† Indicates a significant difference (≥ 5%) between 1994 and 1999 sample populations.

* Indicates a significant difference (≥ 10%) between subgroups.

¹ Response options to the question:

"To what extent do you feel you have gained or made progress in the following areas?"

Response options:

- 4) Very Much
- 3) Quite a Bit
- 2) Some
- 1) Very Little

Figure 5C: Student Development: 1994-1999

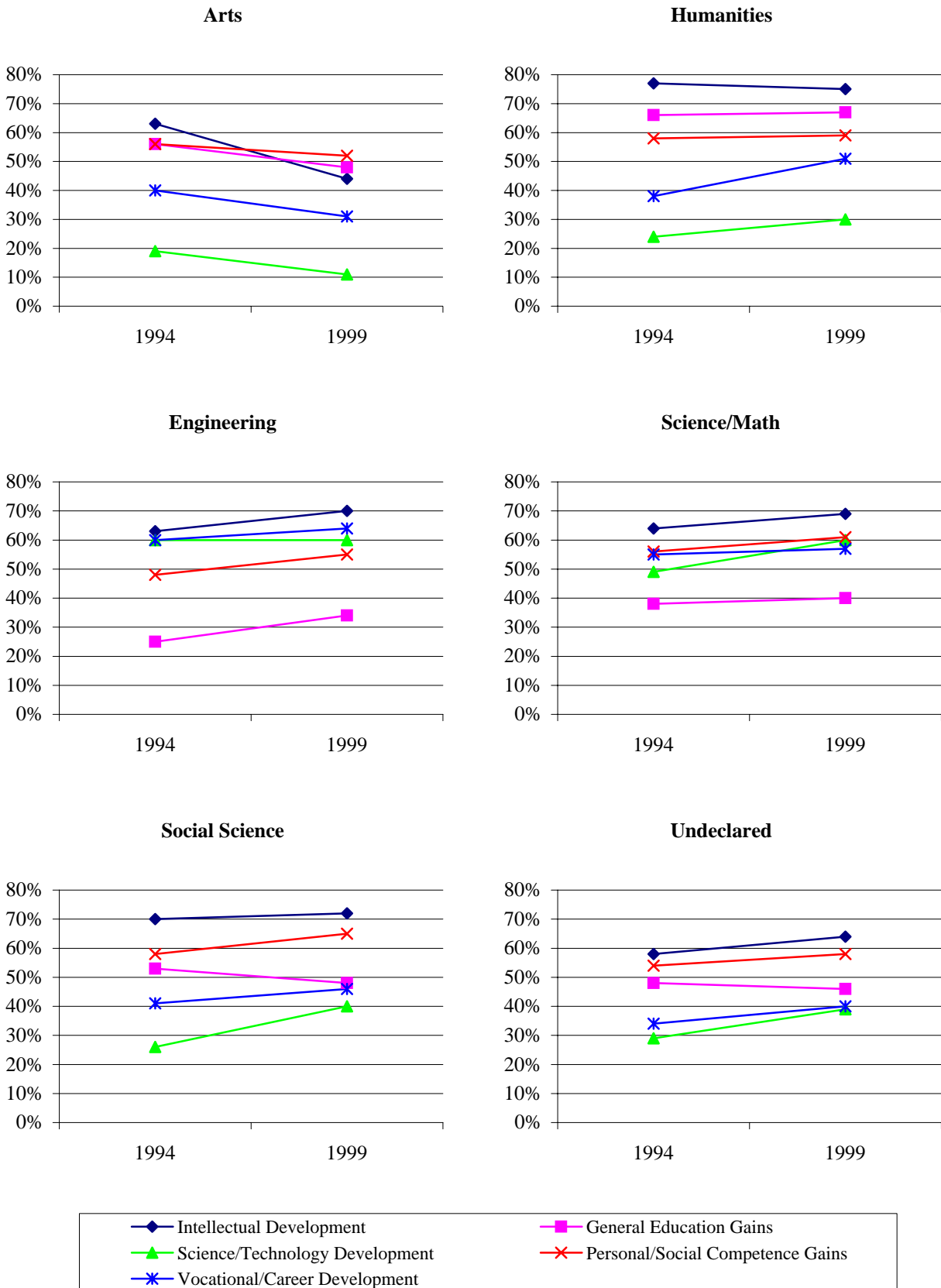


Table 6C
Total Satisfaction Index by Disciplinary Area

Year	Percentage of "Satisfied" Responses ¹						UCSD Total	Research University Norms
	Arts	Humanities	Engineering	Science/ Math	Social Science	Undeclared		
1999	75%	88%	79%	84%	79%	80%	81%	82%
1994	81%	80%	81%	81%	79%	72%	79%	
1991	78%	83%	86%	80%	84%	79%	82%	
1988	78%	86%	84%	85%	77%	79%	82%	

¹ Average of two questions:

- 1) "How well do you like college?" (4="enthusiastic", 1="don't like")
- 2) "If you could start over would you go to the same institution?" (4="yes, definitely", 1="no, definitely")

"Satisfied 8 7 6 5 4 3 2 Dissatisfied"

Response options:

- 6-8) "Satisfied"
- 5) "Neutral"
- 2-4) "Dissatisfied"

Table 7C
Additional Satisfaction Measures by Disciplinary Area

	"Satisfied" Responses ¹ (Percentage reporting "satisfied" or "very satisfied")						UCSD Total
	Arts	Humanities	Engineering	Science/ Math	Social Science	Undeclared	
Would choose same College (Yes)	61%	83%	82%	76%	74%	68%	76%
Satisfaction with College							
Academic Advising	45%	57%	54%	54%	55%	42%	53%
Dean's staff	36%	59%	51%	52%	51%	49%	* 51%
Residential Life Staff	34%	40%	42%	37%	44%	48%	42%
Programs & Activities	30%	44%	42%	44%	39%	39%	41%
Satisfaction with Major Dept.							
Academic Advising	63%	64%	50%	53%	58%	29%	* 53%
Satisfaction with							
Cultural Programs	43%	53%	56%	62%	52%	64%	* 57%
Satisfaction with Social Life	27%	33%	37%	35%	34%	40%	36%

* Indicates a significant difference ($\geq 10\%$) between subgroups.

¹ Response options:

- 5) Very Satisfied
- 4) Satisfied
- 3) Neutral
- 2) Dissatisfied
- 1) Very Dissatisfied

Table 8C
Background Characteristics by Disciplinary Area

	Arts N=145*	Humanities N=302*	Engineering N=1,024*	Science/ Math N=1,728*	Social Science N=2,043*	Undeclared N=518*	UCSD Total N=5,761*
<i>Female</i>	61%	55%	33%	64%	72%	62%	61%
<i>Male</i>	39%	45%	67%	36%	28%	38%	39%
<i>Asian</i>	28%	17%	51%	46%	34%	33%	39%
<i>White/Other</i>	48%	66%	41%	44%	57%	58%	51%
<i>African American</i>	1%	0%	1%	1%	2%	1%	1%
<i>Hispanic</i>	23%	16%	7%	8%	7%	8%	9%
<i>Native American</i>	1%	1%	<1%	1%	1%	<1%	<1%
<i>Freshman</i>	8%	4%	5%	10%	13%	34%	12%
<i>Sophomore</i>	17%	12%	31%	23%	19%	58%	25%
<i>Junior</i>	16%	26%	38%	23%	37%	8%	29%
<i>Senior</i>	59%	57%	26%	44%	31%	<1%	34%
<i>Native Freshmen</i>	81%	73%	80%	81%	87%	98%	84%
<i>Transfers</i>	19%	27%	20%	19%	13%	2%	16%
<i>Revelle</i>	7%	12%	21%	38%	12%	29%	23%
<i>John Muir</i>	29%	30%	23%	21%	24%	22%	22%
<i>Thurgood Marshall</i>	20%	13%	15%	16%	23%	10%	18%
<i>Earl Warren</i>	26%	21%	35%	22%	24%	17%	25%
<i>Eleanor Roosevelt</i>	18%	25%	7%	4%	18%	23%	13%
<i>First Generation</i>	18%	27%	33%	24%	21%	11%	23%
<i>Not First Generation</i>	82%	74%	67%	76%	79%	89%	77%
<i>High Income</i>	15%	22%	25%	20%	27%	34%	25%
<i>Med. High Income</i>	16%	25%	19%	23%	19%	18%	21%
<i>Med. Low Income</i>	13%	11%	12%	18%	17%	17%	16%
<i>Low Income</i>	36%	16%	18%	23%	17%	16%	19%
<i>Missing Income Data</i>	21%	26%	27%	16%	19%	16%	20%
Number of Work Hours							
<i>None</i>	43%	32%	52%	42%	35%	53%	42%
<i>1-10 hours</i>	37%	27%	17%	24%	20%	25%	22%
<i>11-20</i>	9%	17%	25%	26%	31%	16%	26%
<i>21-30</i>	9%	13%	6%	7%	9%	4%	8%
<i>31-40</i>	2%	8%	0%	1%	4%	2%	3%
<i>>40</i>	0%	4%	0%	<1%	1%	0%	<1%
	57%	68%	48%	58%	65%	47%	58%
Highest Degree Objective							
<i>BA/BS</i>	21%	12%	22%	9%	18%	13%	15%
<i>MA/MS</i>	60%	21%	37%	19%	37%	42%	32%
<i>MD/JD</i>	3%	20%	22%	42%	20%	20%	26%
<i>PhD</i>	16%	39%	17%	27%	22%	19%	23%
<i>Certificate</i>	0%	8%	2%	4%	2%	6%	3%
	79%	88%	78%	91%	82%	87%	85%
Career Objective							
<i>Research</i>	0%	7%	6%	19%	5%	8%	10%
<i>Univ. Teaching</i>	7%	23%	2%	7%	5%	2%	6%
<i>Prim/HS Teach.</i>	5%	18%	4%	7%	9%	12%	8%
<i>Self-Employment</i>	18%	8%	11%	7%	8%	4%	9%
<i>Professional</i>	70%	45%	77%	60%	72%	74%	68%

* Weighted N.