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## GENDER

**SUMMARY:** Differences in the university experiences of men and women are explored in this section of the CSEQ. Using survey findings of the past as “benchmarks,” we found that women in today’s academic environment are significantly more involved in science/quantitative activities than were women in the past<sup>1</sup>. Because of their greater involvement, and for the first time since 1988, we found no substantial difference in the “quality” of men and women’s experiences as they relate to science/quantitative activities. Nor, did we find gender differences in any other area of student experience. And, while men and women in all prior administrations of the CSEQ reported a significant difference in science/technology development, we found no such difference in the current survey sample.

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### I. The Academic and Co-Curricular Experiences of Students by Gender

- ◆ There are no significant differences between men and women in the amount of time and effort devoted to academic-related activities. Compared to 1994, however, we found a significant increase in the proportion of women who participate in Science/Quantitative related activities (26% in 1994 compared to 36% in 1999).
- ◆ Women tend to engage more frequently than men in activities related to Personal Adjustment. Beyond this gender related activity, there are no significant differences between men and women in the degree to which they are involved in the co-curricular life of the campus (see Table 2A).

### II. Perceptions of the Campus Environment by Gender

- ◆ **Institutional emphasis on the academic, personal, social and vocational development of students:** We found no meaningful differences in men and women’s perceptions of the academic environment at UCSD. For both sexes, the university environment is perceived as one that strongly emphasizes or promotes the academic, scholarly, and critical development of students.
- ◆ **Quality of relationships between students, faculty, and administrative personnel.** There are no significant differences between men and women in the quality of their relationships with students, faculty or administrative offices. When compared to the views of their 1994 counterparts, however, men in today’s academic environment see faculty as being significantly more “approachable” and “helpful” (59% in 1999 compared to 44% in 1994).

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<sup>1</sup> Since 1994, female enrollments in Science/Math have increased by more than 30% (from 1,074 to 2,697) while male enrollments have remained flat. Currently, women are in the clear majority (i.e., 57%) among Science/Math majors at UCSD. Only in Engineering are women outnumbered by men (i.e., 3 to 1).

### **III. Student Development by Gender**

- ◆ There are no differences in the self-reported developmental gains of men and women in the areas of intellectual, personal, social, or vocational development. Compared to past administrations of the CSEQ, however, we found a significant increase in the proportion of women who report substantial gains in Science/Technology development and Vocational/Career development. For example, while 33% of the women in the 1994 administration of the CSEQ reported substantial gains in areas of Science/Technology development, 44% of the current sample of women reported such gains.

### **IV. Student Satisfaction Ratings by Gender**

- ◆ Men and women are equally satisfied with UCSD in general. Women, however, report greater satisfaction than men with College residential life and with the campus's cultural programming in general.