

**Table 1E**  
**Academic/Intellectual Activities by Income Level**

	Year	<i>"High" Participation Rate <sup>1</sup></i> <i>(Percentage reporting "often" or "very often")</i>				UCSD Total	Research University Norms
		High >\$87K	Med. High \$58K-\$87K	Med. Low \$29K-\$58K	Low <\$29K		
<b>Course-related activities</b>	1999	65%	65%	63%	56%	63%	57%
	1994	61%	57%	61%	56%	60%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Writing activities</b>	1999	56%	54%	57%	52%	56%†	48%
	1994	53%	49%	48%	50%	50%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Science and Quantitative-related activities</b>	1999	37%	38%	37%	41%	39%†	27%
	1994	35%	31%	30%	32%	31%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Computer and Technology-related activities</b>	1999	39%	36%	38%	38%	38%	NA
	1994	NA	NA	NA	NA	NA	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Library Use</b>	1999	19%	23%	19%	22%	21%	21%
	1994	16%	17%	18%	14%	19%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Interaction with faculty</b>	1999	20%	18%	18%	17%	19%†	20%
	1994	9%	10%	14%	12%	13%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	

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

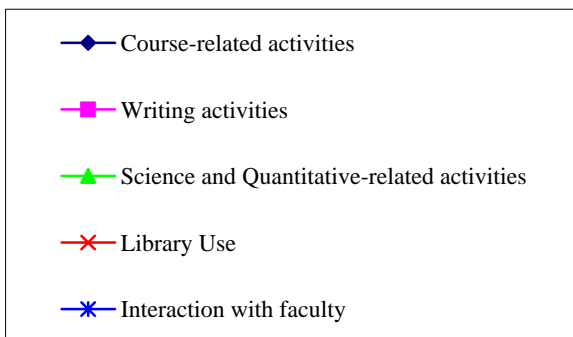
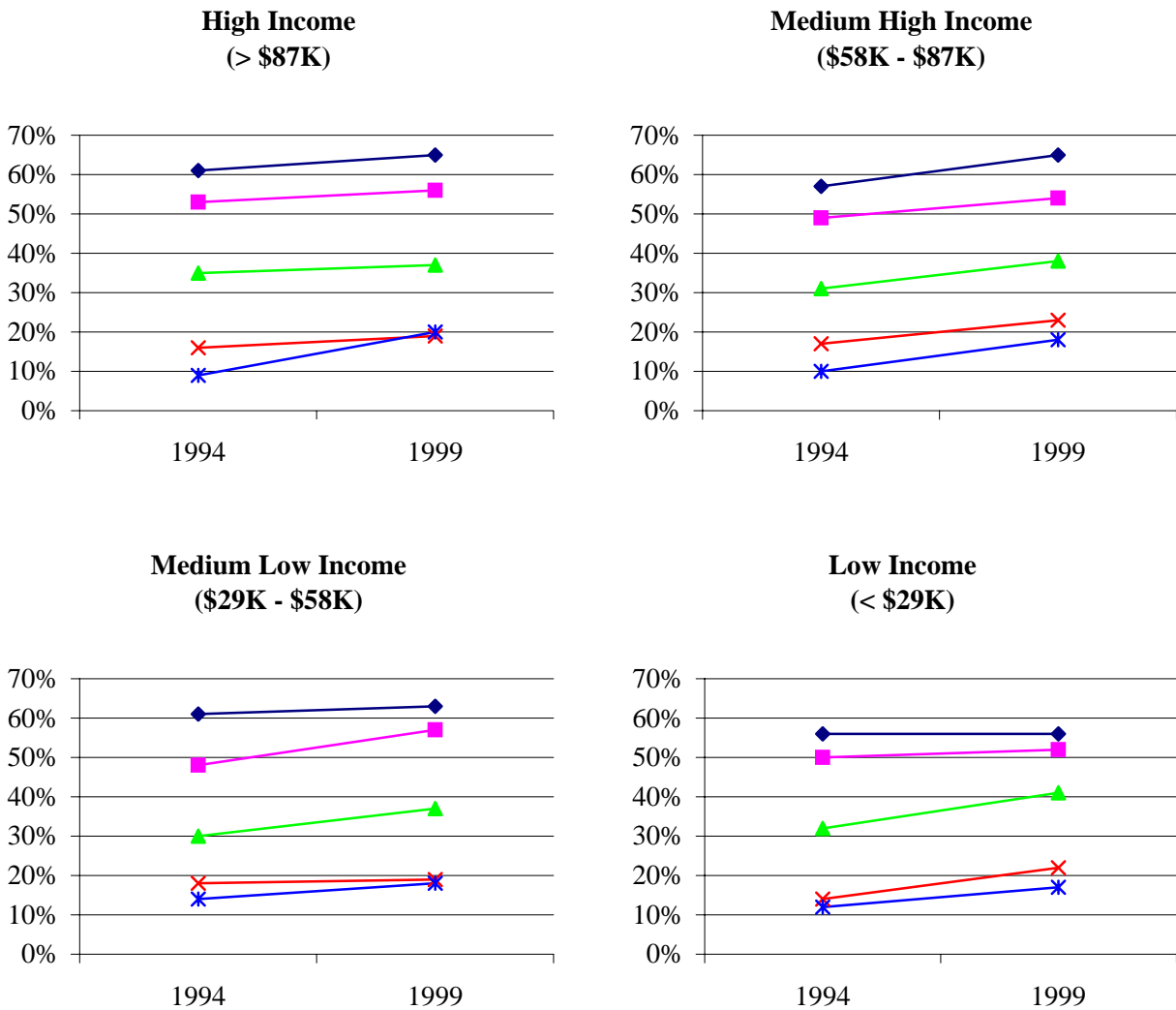
<sup>1</sup> Response options to the question:

"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 1E: Academic/Intellectual Activities: 1994-1999



**Table 2E**  
**Co-Curricular Activities by Income Level**

	Year	<i>"High" Participation Rate<sup>1</sup></i> (Percentage reporting "often" or "very often")				UCSD Total	Research University Norms
		High >\$87K	Med. High \$58K-\$87K	Med. Low \$29K-\$58K	Low <\$29K		
<b>Exposure to art/music/theater</b>	1999	36%	28%	30%	30%	32%†	14%
	1994	14%	19%	13%	13%	14%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Campus Facilities</b>	1999	38%	34%	28%	30%	33%†	NA
	1994	23%	23%	20%	21%	21%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Activities related to personal adjustment</b>	1999	49%	43%	46%	41%	45%†	35%
	1994	40%	38%	37%	42%	36%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Clubs and organizations</b>	1999	29%	25%	21%	17%	22%	23%
	1994	24%	21%	22%	17%	21%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Activities related to student acquaintances</b>	1999	54%	52%	52%	47%	51%	47%
	1994	44%	47%	51%	52%	47%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	

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

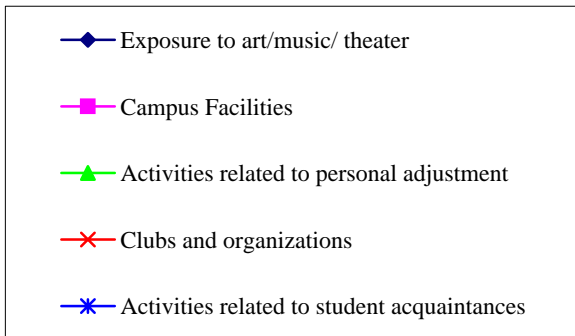
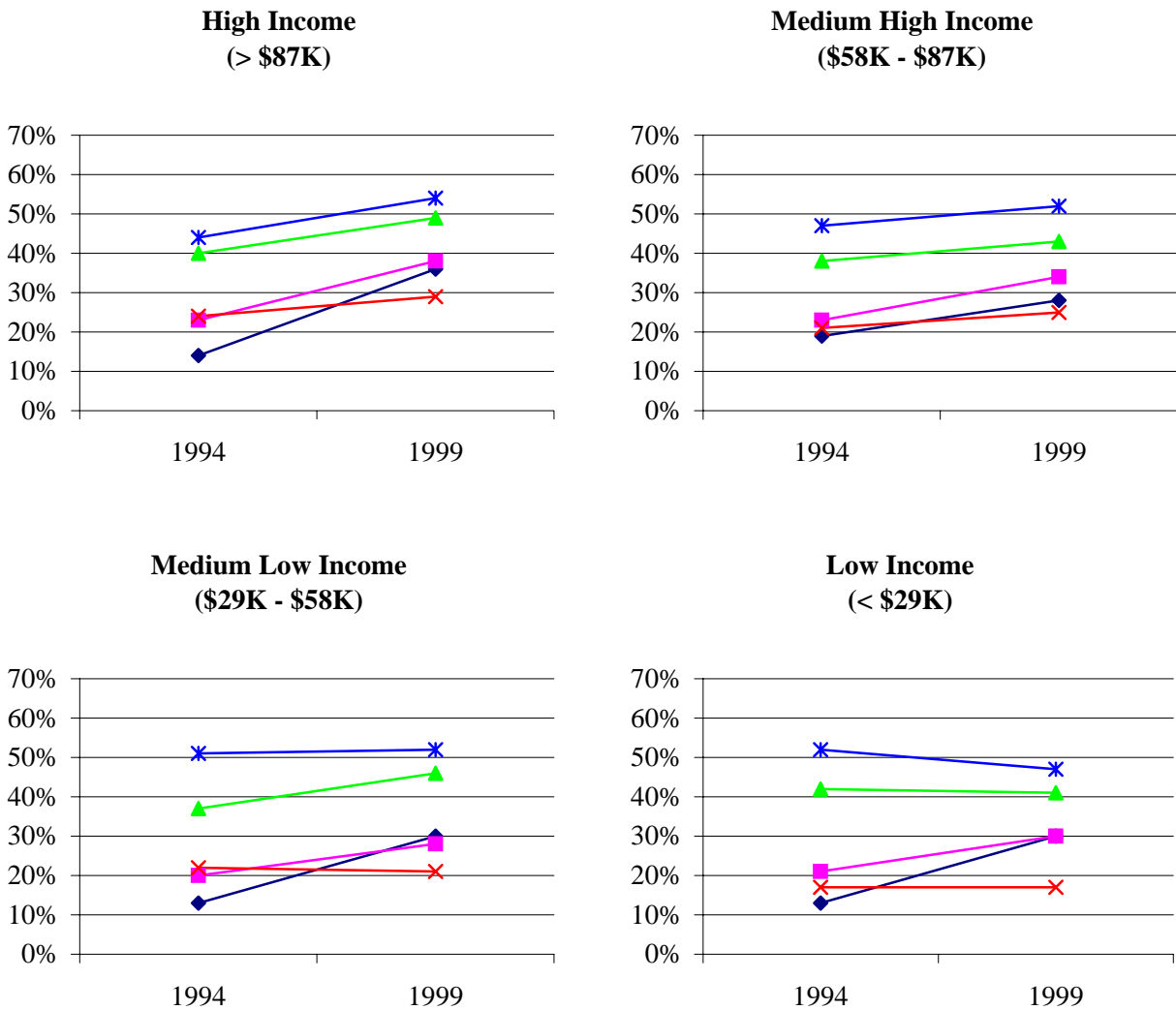
<sup>1</sup> Response options to the question:

"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 2E: Co-Curricular Activities: 1994-1999



**Table 3E**  
**Perceptions of UCSD's Emphasis on Areas of Student Development by Income Level**  
**(The College Environment)**

<i>University</i> <i>Strongly</i> <i>Emphasizes:</i>	<i>Year</i>	<i>Percentage Reporting "Strong Emphasis" <sup>1</sup></i>				<i>UCSD Total</i>	<i>Research</i> <i>University</i> <i>Norms</i>
		<i>High</i> <i>&gt;\$87K</i>	<i>Med. High</i> <i>\$58K-\$87K</i>	<i>Med. Low</i> <i>\$29K-\$58K</i>	<i>Low</i> <i>&lt;\$29K</i>		
<b>Academic, scholarly and intellectual qualities</b>	1999	95%	94%	86%	87%	91%	78%
	1994	94%	86%	91%	82%	88%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Critical, evaluative and analytical qualities</b>	1999	85%	79%	76%	81%	81%	70%
	1994	89%	79%	81%	84%	83%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Personal relevance and practical value of courses</b>	1999	35%	34%	36%	43%	38%	56%
	1994	51%	37%	41%	37%	41%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Vocational and occupational competence</b>	1999	32%	32%	29%	43%	34%	54%
	1994	39%	28%	36%	31%	33%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Developing information literacy skills</b>	1999	59%	64%	51%	71%	* 64%	NA
	1994	NA	NA	NA	NA	NA	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Developing an understanding and appreciation of human diversity</b>	1999	60%	57%	54%	56%	56%	NA
	1994	NA	NA	NA	NA	NA	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	

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

<sup>1</sup> 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"

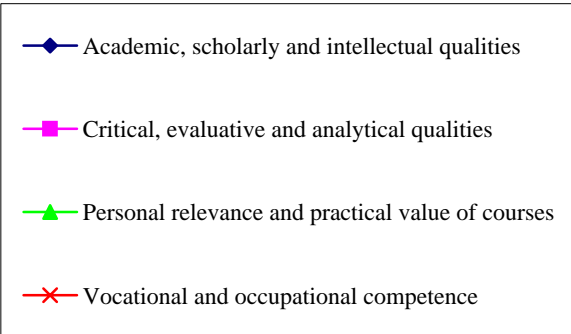
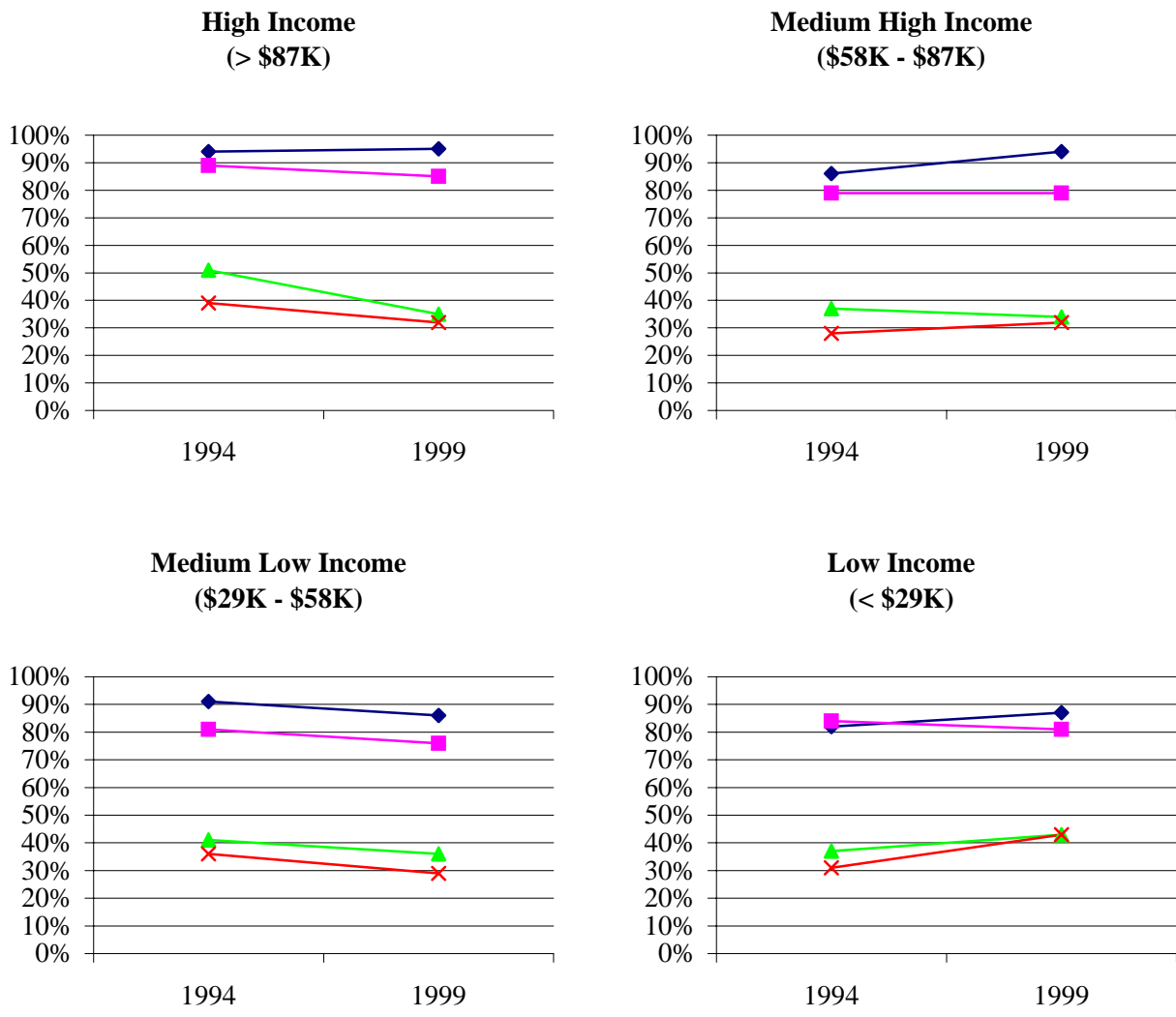
Response options:

5-7) "Strong"

4) "Neutral"

1-3) "Weak"

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



**Table 4E**  
**Quality of Relationships Between Students, Faculty, Administrative Personnel**  
**by Income Level**

	Year	Percentage Reporting "Positive" <sup>1</sup> Relationships				UCSD Total	Research University Norms
		High >\$87K	Med. High \$58K-\$87K	Med. Low \$29K-\$58K	Low <\$29K		
<b>Students:</b> Friendly, Supportive, Sense of Belonging vs. Sense of Alienation	1999	65%	61%	65%	68%	64%	76%
	1994	71%	58%	66%	60%	61%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Faculty:</b> Approachable, Helpful, Understanding vs. Remote, Discouraging	1999	56%	58%	51%	53%	55%†	63%
	1994	38%	36%	56%	49%	45%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Administrative Personnel and Offices:</b> Helpful, Considerate, Flexible vs. Rigid, Impersonal	1999	44%	43%	41%	46%	46%†	43%
	1994	27%	32%	36%	35%	34%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	

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

<sup>1</sup> 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

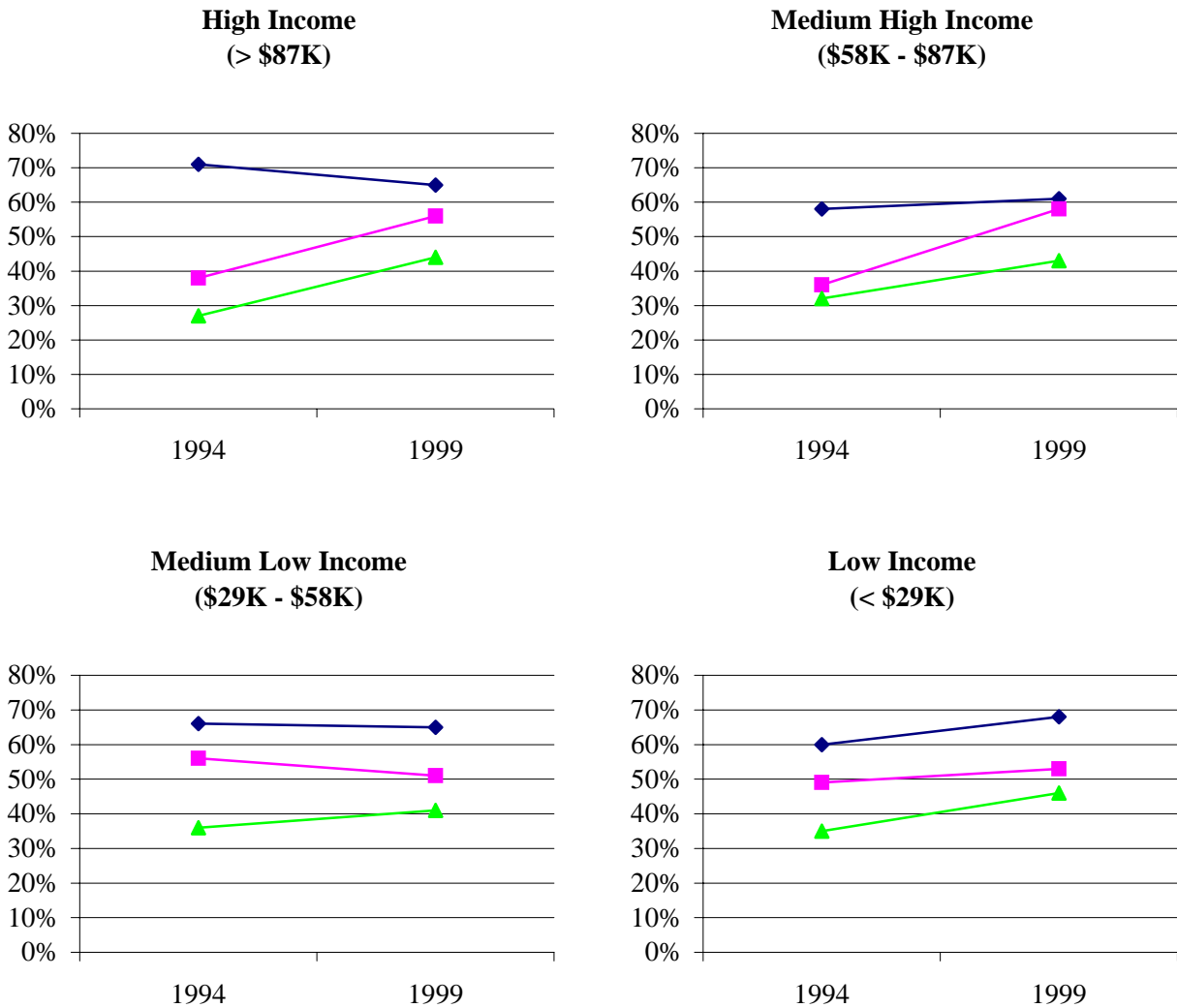
Response options:

5-7) "Positive"

4) "Neutral"

1-3) "Negative"

Figure 4E: Quality of Relationships: 1994-1999



◆ Students: Friendly, Supportive, Sense of Belonging vs. Sense of Alienation

■ Faculty: Approachable, Helpful, Understanding vs. Remote, Discouraging

▲ Administrative Staff and Offices: Helpful, Considerate, Flexible vs. Rigid, Impersonal



**Table 5E**  
**Student Development: Estimate of Gains by Income Level**

	Year	<i>"Substantial" Gains<sup>1</sup></i> (Percentage Responding "Quite a Bit" or "Very Much")				UCSD Total	Research University Norms
		High	Med. High	Med. Low	Low		
		>\$87K	\$58K-\$87K	\$29K-\$58K	<\$29K		
<b>Intellectual Development</b>	1999	68%	69%	72%	71%	70%	63%
	1994	69%	64%	62%	65%	66%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>General Education Gains</b>	1999	45%	42%	44%	46%	44%	42%
	1994	43%	45%	42%	44%	45%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Science/Technology Development</b>	1999	45%	50%	44%	51%	48%†	38%
	1994	38%	42%	32%	34%	38%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Personal/Social Development</b>	1999	60%	61%	60%	65%	61%	59%
	1994	57%	56%	52%	58%	56%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
<b>Vocational/Career Development</b>	1999	47%	55%	50%	57%	52%†	49%
	1994	53%	46%	42%	43%	47%	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	

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

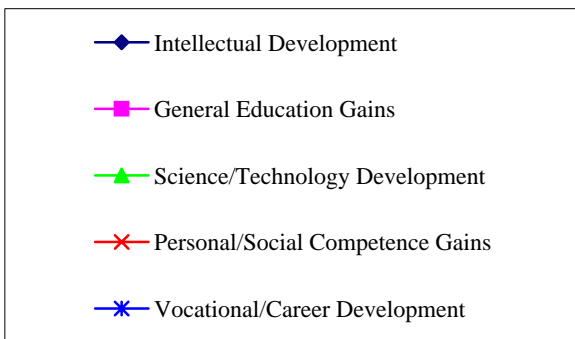
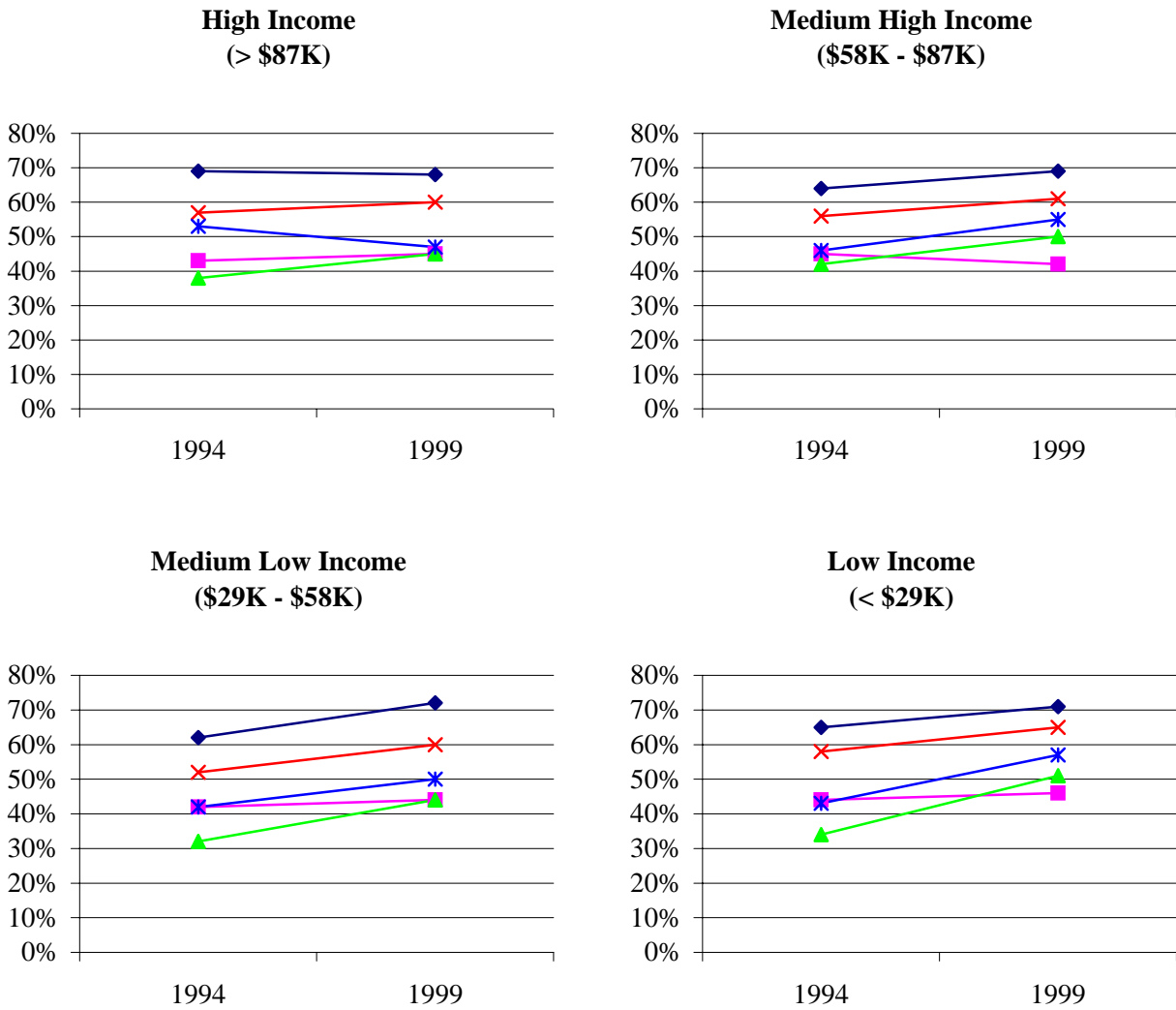
<sup>1</sup> Response options to the question:

"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 5E: Student Development: 1994-1999



**Table 6E**  
**Total Satisfaction Index by Income Level**

Year	Percentage of "Satisfied" Responses <sup>1</sup>				UCSD Total	Research University Norms
	High >\$87K	Med. High \$58K-\$87K	Med. Low \$29K-\$58K	Low <\$29K		
1999	83%	80%	80%	79%	81%	82%
1994	87%	72%	84%	75%	80%	
1991	NA	NA	NA	NA	NA	
1988	NA	NA	NA	NA	NA	

<sup>1</sup> 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 7E**  
**Additional Satisfaction Measures by Income Level**

	"Satisfied" Responses <sup>1</sup> (Percentage reporting "satisfied" or "very satisfied")				UCSD Total
	High >\$87K	Med. High \$58K-\$87K	Med. Low \$29K-\$58K	Low <\$29K	
<b>Would choose same College (Yes)</b>	<b>77%</b>	<b>77%</b>	<b>77%</b>	<b>71%</b>	<b>76%</b>
Satisfaction with College					
Academic Advising	52%	49%	51%	56%	53%
Dean's staff	57%	48%	51%	46%	51%
Residential Life Staff	50%	39%	41%	43%	42%
Programs & Activities	45%	39%	47%	37%	41%
Satisfaction with Major Dept.					
Academic Advising	54%	48%	54%	56%	53%
Satisfaction with					
Cultural Programs	62%	49%	58%	59%	57%
Satisfaction with Social Life	36%	31%	38%	37%	36%

<sup>1</sup> Response options:

5) Very Satisfied

4) Satisfied

3) Neutral

2) Dissatisfied

1) Very Dissatisfied

**Table 8E**  
**Background Characteristics by Income Level**

	High >\$87K N=1,417*	Med. High \$58K-\$87K N=1,183*	Med. Low \$29K-\$58K N=929*	Low <\$29K N=1,111*	UCSD Total N=5,761*
<i>Female</i>	66%	54%	62%	62%	61%
<i>Male</i>	34%	46%	38%	38%	39%
<i>Asian</i>	36%	39%	45%	53%	39%
<i>White/Other</i>	59%	53%	39%	31%	51%
<i>African American</i>	1%	1%	1%	2%	1%
<i>Hispanic</i>	4%	6%	14%	14%	9%
<i>Native American</i>	<1%	1%	1%	1%	<1%
<i>Freshman</i>	16%	9%	11%	13%	12%
<i>Sophomore</i>	29%	28%	25%	20%	25%
<i>Junior</i>	30%	29%	26%	35%	29%
<i>Senior</i>	25%	34%	39%	33%	34%
<i>Arts</i>	2%	2%	2%	5%	3%
<i>Humanities</i>	5%	6%	4%	4%	5%
<i>Engineering</i>	18%	16%	13%	17%	18%
<i>Science/Math</i>	25%	34%	34%	35%	30%
<i>Social Science</i>	39%	34%	38%	32%	36%
<i>Undeclared/Other</i>	12%	8%	10%	7%	9%
<i>Native Freshmen</i>	93%	90%	86%	85%	84%
<i>Transfers</i>	7%	10%	14%	15%	16%
<i>Revelle</i>	23%	27%	21%	21%	23%
<i>John Muir</i>	21%	25%	20%	23%	22%
<i>Thurgood Marshall</i>	19%	16%	14%	25%	18%
<i>Earl Warren</i>	27%	18%	28%	18%	25%
<i>Eleanor Roosevelt</i>	10%	13%	17%	13%	13%
<i>First Generation</i>	5%	20%	30%	46%	23%
<i>Not First Generation</i>	95%	81%	70%	54%	77%
<b>Number of Work Hours</b>					
<i>None</i>	52%	44%	35%	32%	42%
<i>1-10 hours</i>	23%	19%	16%	32%	22%
<i>11-20</i>	21%	24%	35%	25%	26%
<i>21-30</i>	3%	11%	10%	10%	8%
<i>31-40</i>	1%	3%	4%	2%	3%
<i>&gt;40</i>	1%	0%	1%	0%	<1%
	48%	56%	65%	68%	58%
<b>Highest Degree Objective</b>					
<i>BA/BS</i>	15%	14%	12%	19%	15%
<i>MA/MS</i>	35%	29%	32%	30%	32%
<i>MD/JD</i>	24%	31%	26%	29%	26%
<i>PhD</i>	24%	22%	24%	19%	23%
<i>Certificate</i>	3%	4%	6%	3%	3%
	85%	86%	88%	81%	85%
<b>Career Objective</b>					
<i>Research</i>	7%	10%	9%	10%	10%
<i>Univ. Teaching</i>	7%	6%	7%	2%	6%
<i>Prim/HS Teach.</i>	12%	7%	9%	7%	8%
<i>Self-Employment</i>	8%	11%	5%	9%	9%
<i>Professional</i>	66%	66%	70%	72%	68%

\* Weighted N.