### Table 1G

**Academic/Intellectual Activities for Revelle College**

<table>
<thead>
<tr>
<th>Year</th>
<th>Revelle</th>
<th>UCSD Total</th>
<th>Research University Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

*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

1 "High" Participation Rate

(Percentage reporting "often" or "very often")
Figure 1G: Academic/Intellectual Activities: 1994-1999

Revelle

- Course-related activities
- Writing activities
- Science and Quantitative-related activities
- Library Use
- Interaction with faculty
Table 2G
Co-Curricular Activities for Revelle College

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>Revelle</th>
<th>UCSD Total</th>
<th>Research University Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exposure to art/music/theater</strong></td>
<td>1999</td>
<td>31%</td>
<td>32%</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td>11%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>16%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>13%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td><strong>Campus Facilities</strong></td>
<td>1999</td>
<td>32%</td>
<td>33%</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td>21%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>25%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>18%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td><strong>Activities related to personal adjustment</strong></td>
<td>1999</td>
<td>44%</td>
<td>45%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td>35%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>36%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>34%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td><strong>Clubs and organizations</strong></td>
<td>1999</td>
<td>23%</td>
<td>22%</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td>18%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>21%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>20%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td><strong>Activities related to student acquaintances</strong></td>
<td>1999</td>
<td>52%</td>
<td>51%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td>45%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>46%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>47%</td>
<td>43%</td>
<td></td>
</tr>
</tbody>
</table>

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 2G: Personal/Social Activities: 1994-1999

Revelle

Exposure to art/music/theater
Campus Facilities
Activities related to personal adjustment
Clubs and organizations
Activities related to student acquaintances
Table 3G
Perceptions of UCSD’s Emphasis on Areas of Student Development for Revelle College
(The College Environment)

<table>
<thead>
<tr>
<th>University Emphasizes:</th>
<th>Year</th>
<th>Percentage Reporting &quot;Strong Emphasis&quot;</th>
<th>Research University Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Revelle</td>
<td>UCSD Total</td>
</tr>
<tr>
<td>Academic, scholarly and intellectual qualities</td>
<td>1999</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td>93%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>92%</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>Critical, evaluative and analytical qualities</td>
<td>1999</td>
<td>86%</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td>88%</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>88%</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>87%</td>
<td>84%</td>
</tr>
<tr>
<td>Personal relevance and practical value of courses</td>
<td>1999</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>43%</td>
<td>39%</td>
</tr>
<tr>
<td>Vocational and occupational competence</td>
<td>1999</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td>34%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>34%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>Developing information literacy skills</td>
<td>1999</td>
<td>70%</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Developing an understanding and appreciation of human diversity</td>
<td>1999</td>
<td>50%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>1994</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>1988</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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 3G: Perceptions of the Academic Environment: 1994-1999

Revelle

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

1994 1999

- Academic, scholarly and intellectual qualities
- Critical, evaluative and analytical qualities
- Personal relevance and practical value of courses
- Vocational and occupational competence
### Table 4G
Quality of Relationships Between Students, Faculty, Administrative Personnel for Revelle College

<table>
<thead>
<tr>
<th>Year</th>
<th>Students: Friendly, Supportive, Sense of</th>
<th>Belonging vs. Sense of Alienation</th>
<th>Faculty: Approachable, Helpful, Understanding vs. Remote, Discouraging</th>
<th>Administrative Personnel and Offices: Helpful, Considerate, Flexible vs. Rigid, Impersonal</th>
<th>Percentage Reporting “Positive” ¹ Relationships</th>
<th>Research University Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55%</td>
<td>66%</td>
<td>67%</td>
<td>68%</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>64%</td>
<td>61%</td>
<td>66%</td>
<td>63%</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>76%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>46%</td>
<td>45%</td>
<td>44%</td>
<td>46%</td>
<td>43%</td>
<td>43%</td>
</tr>
</tbody>
</table>

¹ Response options to the question:

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

<table>
<thead>
<tr>
<th>Competitive</th>
<th>Friendly</th>
<th>Remote</th>
<th>1 2 3 4 5 6 7</th>
<th>Approachable</th>
<th>Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response options:

5-7) "Positive"
4) "Neutral"
1-3) "Negative"
Figure 4G: Quality of Relationships: 1994-1999

Revelle

- Students: Friendly, Supportive, Sense of Belonging versus Sense of Alienation
- Faculty: Approachable, Helpful, Understanding versus Remote, Discouraging
- Administrative Staff and Offices: Helpful, Considerate, Flexible versus Rigid, Impersonal
<table>
<thead>
<tr>
<th>Year</th>
<th>Revelle</th>
<th>UCSD Total</th>
<th>Research University Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Development</td>
<td>1999 73%</td>
<td>70%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>1994 63%</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991 69%</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1988 71%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>General Education Gains</td>
<td>1999 46%</td>
<td>44%</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>1994 42%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991 45%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1988 56%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Science/Technology Development</td>
<td>1999 55%</td>
<td>48%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>1994 45%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991 42%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1988 48%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Personal/Social Development</td>
<td>1999 62%</td>
<td>61%</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>1994 56%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991 62%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1988 53%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Vocational/Career Development</td>
<td>1999 58%</td>
<td>52%</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>1994 48%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991 49%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1988 46%</td>
<td>44%</td>
<td></td>
</tr>
</tbody>
</table>

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 5G: Student Development: 1994-1999

Revelle
### Table 6G
**Total Satisfaction Index for Revelle College**

<table>
<thead>
<tr>
<th>Year</th>
<th>Revelle</th>
<th>UCSD Total</th>
<th>Research University Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>84%</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>1994</td>
<td>79%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>81%</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>82%</td>
<td>82%</td>
<td></td>
</tr>
</tbody>
</table>

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 7G
**Additional Satisfaction Measures for Revelle College**

<table>
<thead>
<tr>
<th>&quot;Satisfied&quot; Responses 1</th>
<th>Revelle</th>
<th>UCSD Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would choose same College (Yes)</td>
<td>66%</td>
<td>76%</td>
</tr>
<tr>
<td>Satisfaction with College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising</td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Dean’s staff</td>
<td>51%</td>
<td>51%</td>
</tr>
<tr>
<td>Residential Life Staff</td>
<td>36%</td>
<td>42%</td>
</tr>
<tr>
<td>Programs &amp; Activities</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>Satisfaction with Major Dept.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising</td>
<td>52%</td>
<td>53%</td>
</tr>
<tr>
<td>Satisfaction with Cultural Programs</td>
<td>60%</td>
<td>57%</td>
</tr>
<tr>
<td>Satisfaction with Social Life</td>
<td>27%</td>
<td>36%</td>
</tr>
</tbody>
</table>

1. **Response options:**
   5) Very Satisfied
   4) Satisfied
   3) Neutral
   2) Dissatisfied
   1) Very Dissatisfied
## Table 8G

**Background Characteristics for Revelle College**

<table>
<thead>
<tr>
<th></th>
<th>Revelle</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=1,300*</td>
<td>N=5,762*</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td>Male</td>
<td>43%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>43%</td>
<td>39%</td>
</tr>
<tr>
<td>White/Other</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>African American</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Class Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>Junior</td>
<td>24%</td>
<td>29%</td>
</tr>
<tr>
<td>Senior</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Humanities</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Science/Math</td>
<td>50%</td>
<td>30%</td>
</tr>
<tr>
<td>Social Science</td>
<td>19%</td>
<td>36%</td>
</tr>
<tr>
<td>Undeclared/Other</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>First Generation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Freshmen</td>
<td>93%</td>
<td>84%</td>
</tr>
<tr>
<td>Transfers</td>
<td>7%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Income Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Income(&gt; $87K)</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Med. High Income($58K-$87K)</td>
<td>25%</td>
<td>21%</td>
</tr>
<tr>
<td>Med. Low Income ($29K-$58K)</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Low Income (&lt; $29K)</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>Missing Income Data</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA &lt; 2.00</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>2.00 &lt; GPA &lt; 2.49</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>2.50 &lt; GPA &lt; 2.99</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>3.00 &lt; GPA &lt; 3.49</td>
<td>34%</td>
<td>41%</td>
</tr>
<tr>
<td>3.50 &lt; GPA</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Highest Degree Objective</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA/BS</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>MA/MS</td>
<td>24%</td>
<td>32%</td>
</tr>
<tr>
<td>MD/JD</td>
<td>37%</td>
<td>26%</td>
</tr>
<tr>
<td>PhD</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Certificate</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Career Objective</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Univ. Teaching</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Prim/HS Teach.</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Self-Employment</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Professional</td>
<td>66%</td>
<td>68%</td>
</tr>
</tbody>
</table>

* Weighted N.