

PART I

Undergraduate Responses to the CSEQ by Class Level

QUALITY OF THE UNDERGRADUATE EXPERIENCE AT UCSD: Undergraduate Responses to the College Student Experiences Questionnaire: 1999

INTRODUCTION: As part of UCSD's long standing commitment toward understanding and improving undergraduate programs and services, student outcomes assessment and program evaluation studies are carried out periodically by the Office of Student Research and Information/Student Affairs. A number of assessment methods have been used to create a 'body of evidence' in support of the institution's commitment to undergraduates and the quality of their experiences. One assessment tool that has been useful for providing information relevant to program improvement and service delivery efforts is the College Student Experiences Questionnaire (CSEQ). The CSEQ is a standardized survey instrument that has been widely used among institutions of higher education for assessing the quality of undergraduate education and for examining the sources of student progress toward attainment of important goals of education. At UCSD, the CSEQ was first administered to undergraduates in 1988, then in 1991, 1994 and most recently in spring of 1999. The CSEQ, as with all survey questionnaires, relies on student self-reports. Using self-reports for assessment purposes is not uncommon, as outcomes that reflect certain goals of higher education, such as changes in attitudes, values and gains in social and practical competence cannot be measured by standard achievement-type tests. Indeed, for some process variables, such as how students use their time, student reports are often the only source of useful data. In this report to the campus community, the results of the 1999 administration of the CSEQ are compared with results of the previous administrations in order to assess changes in:

- ◆ The "quality" of the undergraduate experience as measured by the degree of student involvement in the academic and social life of campus;
- ◆ The degree to which "quality" experiences contribute to the intellectual, personal, social, and career development of students;
- ◆ Students' perceptions of the campus environment and the relationship of the environment to "successful" student outcomes; and
- ◆ Student satisfaction with the university.

Only selected findings from the CSEQ are presented here with emphasis given to those findings that provide insight into the undergraduate experience at UCSD. The report is organized into two parts. **PART I** presents the results obtained from each administration of the CSEQ broken down by class level. Using the results obtained from previous administrations of the CSEQ as "benchmarks", PART I directs the reader's attention to changes as they occur over time – more specifically to those changes that have occurred in the five years since the last administration of the CSEQ. **PART II** focuses on the background characteristics of students and highlights differences based on **gender, ethnicity, disciplinary area, entering status** (i.e., "native" freshman versus transfer student), **parental income**, and **first-generation college** status. Each PART of the report is organized into five major sections to flesh out the themes and issues that emerged

from the data. Section I considers the degree to which students are involved in the academic and social life of the campus. This section includes 11 scales that measure the “quality of effort” (time and energy) students expend in a variety of activities empirically linked with desired outcomes of college. Section II deals with students’ perceptions of various aspects of the college environment known to be linked to learning. Section III records the progress or gains students make in a number of developmental areas (e.g., intellectual development, social development) considered to be important outcomes of college. A general measure of student satisfaction with the UCSD environment is provided in Section IV. This section also reports on students’ responses to several locally developed questions dealing with specific aspects of the university not covered by the CSEQ. For example, students are asked to indicate their level of satisfaction with their undergraduate College, residential staff and academic advising.

For reporting consistency, the data from each administration of the CSEQ have been analyzed (or reanalyzed as appropriate) using the same statistical procedures. Similarly the sampling strategy has remained consistent from year to year so as to facilitate comparisons over time. As in the past, the enrolled student body was stratified by ethnicity and a disproportionate sample from each ethnic stratum was randomly selected for inclusion in the study. This sampling technique ensures that ethnic groups with small enrollment numbers are represented in the respondent sample¹. Questionnaires were mailed to 2,133 undergraduates mid-term in the 1999 spring quarter. Follow-up mailings to non-respondents occurred late in the spring quarter and during the early summer months. A total of 797 students returned a completed questionnaire for an overall response rate of thirty-seven percent. The margin of error for the total sample is +/- 3%. Because students were disproportionately sampled, results were weighted to normalize the respondent pool to the undergraduate population.

The current report is intended primarily for a policy and program administration audience and as such is based mostly on non-technical concerns and perspectives required for institutional planning and policy development. Accordingly, many of the standard statistical and technical details normally associated with this type of research have been omitted. Instead the report emphasizes the practical significance of the findings for campus decision-making. We begin the report by providing the reading audience with a summary of the background characteristics of the respondent pool.

Characteristics of the Respondent Pool

A review of the data displayed in Table A shows that, with one exception, the CSEQ respondent sample is representative of the student population from which it was drawn. Because women responded at a higher rate than men, which is typical of survey research of this kind (Kuh, Vesper, Connolly, Pace, 1997), women are over-represented in the respondent pool. On other background factors for which we have comparable data such as ethnicity, college and discipline, the sampling strategy resulted in a distribution that is relatively proportional to that found in the general student body. It should be noted that for this administration of the CSEQ, comparable data on socio-economic indicators such as first-generation college status and parental income are available. On these factors, we see that approximately one fourth of all respondents are first generation college students; 19% have low parental incomes (i.e., <\$30K). These proportions are equal to those found in the total undergraduate population.

¹ The sampling fraction for each stratum was 100% for African American and Native American students; 33% for Mexican American/Latino students (Hispanic); 10% for Caucasian/Other and Asian American students.

Additional questions included with CSEQ provide valuable information on the work habits and future plans of our undergraduates – information that cannot be obtained by means other than self-report. As shown on Table A, the majority of students (58%) work some number of hours per week. The vast majority of undergraduates (85%) report having degree objectives beyond the baccalaureate; a professional degree (MD/JD) is the degree objective for 26%, another 23% aspire to a Ph.D. Over two-thirds of our currently enrolled student body has professional career objectives.

Table A
Background Characteristics of the Respondent Pool

	Population N=14,928	Respondent Pool N=5,761*		Population N=14,928	Respondent Pool N=5,761*
<i>Female</i>	50%	61%	<i>Revelle</i>	21%	23%
<i>Male</i>	50%	39%	<i>John Muir</i>	22%	22%
			<i>Thurgood Marshall</i>	20%	18%
<i>Asian</i>	35%	39%	<i>Earl Warren</i>	24%	25%
<i>White/Other</i>	53%	51%	<i>Eleanor Roosevelt</i>	14%	13%
<i>African American</i>	2%	1%			
<i>Hispanic</i>	10%	9%	Parental Education ¹		
<i>Native American</i>	<1%	<1%	<i>First Generation</i>	24%	23%
			<i>"Second" Generation</i>	76%	77%
<i>Freshman</i>	12%	12%			
<i>Sophomore</i>	20%	25%	Income ²		
<i>Junior</i>	26%	29%	<i>High Income</i>	23%	25%
<i>Senior</i>	41%	34%	<i>Med. High Income</i>	18%	21%
			<i>Med. Low Income</i>	19%	16%
<i>Arts</i>	4%	3%	<i>Low Income</i>	19%	19%
<i>Humanities</i>	5%	5%	<i>Missing Income Data</i>	20%	20%
<i>Engineering</i>	17%	18%			
<i>Science/Math</i>	30%	30%	Number of Work Hours		
<i>Social Science</i>	37%	36%	<i>None</i>		42%
<i>Undeclared/Other</i>	9%	9%	<i>1-10 hours</i>		22%
			<i>11-20</i>		26%
<i>Native Freshmen</i>	81%	84%	<i>21-30</i>		8%
<i>Transfers</i>	19%	16%	<i>31-40</i>		2%
					58%
Highest Degree Objective			Career Objective		
<i>BA/BS</i>		15%	<i>Research</i>		10%
<i>MA/MS</i>		32%	<i>Univ. Teaching</i>		6%
<i>MD/JD</i>		26%	<i>Prim/HS Teach.</i>		8%
<i>PhD</i>		23%	<i>Self-Employment</i>		9%
<i>Certificate</i>		3%	<i>Professional</i>		68%

* Weighted N.

¹ "First" generation college student = neither parent a college graduate; "second" generation college student = one or both parents are college graduates.

² High = >\$87K; Medium High = \$58K-\$87K; Medium Low = \$29K-\$58K; Low = <\$29K.

PART I

Section I: College Activities (“Quality of Effort”). In this section of the report we focus our attention on what students *do* in college. We begin with the simple but powerful premise that the more time and effort students invest in using the resources and opportunities available to them on campus, the more they will benefit. Much of what students learn while enrolled at UCSD occurs in physical settings such as classrooms, libraries, laboratories, residence halls, performing arts facilities, athletic and recreational venues, and student unions. These institutional resources are major investments in undergraduate education. Other important learning experiences involve opportunities for association such as contacts with faculty members, friendships with other students, involvement in clubs and organizations, informational and persuasive level of conversations with others, writing experiences, and experiences related to self-understanding. The CSEQ contains eleven College Activities (Quality of Effort) scales -- each designed to measure the frequency with which students engage in activities related to their learning and development. The activities in each area range along a quality-of-effort dimension, with some requiring more time and effort on the part of students than others. Response options for the items that comprise the activity scales are (1) “never” (2) “occasionally” (3) “often” and (4) “very often”. In order to meaningfully summarize the data for this report, we have combined the response options “often” and “very often” into a single “high” participation dimension and, with the aid of the multiple response procedure of SPSS, have collapsed responses over all items that make up the college activities scales. Six of the activity scales are subsumed under the heading Academic/Intellectual Activities and five under the heading of Personal/Social Activities.

Academic/Intellectual Activities:

As might be expected, **Course Learning** activities occupy a substantial portion of students’ time and effort. Somewhat higher than the 57% national norm, 63% of UCSD’s undergraduates participate “often” or “very often” in activities such as note taking, participating in class discussions, completing class assigned readings, or working on class projects (see Table 1). These activities are integral to the student experience whether one is a freshman or senior. **Writing** activities (e.g., preparing papers for class, asking an instructor for advice on how to improve writing) also occupy a good deal of students’ time and effort (56%). For freshmen, the amount of time and effort devoted to writing activities is significantly greater than for seniors ($P_{\text{top}} \geq 10\%$ ($z > 1.96$), $p < .05$). This is understandable given the general education requirements of the undergraduate colleges and the fact that lower division students are involved to a large degree in the writing courses that meet the general education requirements of their attendant college. Seniors, on the other hand, are expected to have completed their general education requirements and are engaged in activities more closely associated with their specific major. And, as we will soon see, engineering, science and math are some of the majors in which students are most likely to be involved.

A comparison of the results obtained from the 1994 administration of the CSEQ with those obtained from the 1999 administration shows that the proportion of the student body that frequently participate in writing activities is significantly² higher in 1999 than in 1994 (56% and 50% respectively). An enrollment increase

² The proportion of students in the 1999 survey sample who engage in writing activities “often” or “very often” is 5% greater than that found in the 1994 sample ($P_{\text{top}} \geq 5\%$ ($z > 1.96$), $p < .05$). When based on large N s, differences of this magnitude have both statistical and “meaningful” significance. To simplify reporting, the ‘meaningful’ significance standard is used throughout this report to refer to differences of 5% or more between total survey respondent pools (e.g., 1994 and 1999) and 10% or more between subgroups within the survey sample (e.g., class level, ethnicity, discipline; see PART II).

of more than 1,900 students since the last administration of the CSEQ and the general education requirements of each the five colleges with their emphasis on writing competency help to explain the increase in writing activities since the last administration of the CSEQ³.

Table 1
Academic/Intellectual Activities

	Year	<i>"High" Participation Rate¹</i> <i>(Percentage reporting "often" or "very often")</i>				UCSD Total	Research University Norms
		Freshman	Sophomore	Junior	Senior		
Course-related activities	1999	62%	63%	62%	63%	63%	57%
	1994	58%	56%	61%	66%	61%	
	1991	54%	57%	60%	64%	60%	
	1988	55%	61%	62%	66%	62%	
Writing activities	1999	66%	58%	52%	53%	* 56%†	48%
	1994	56%	48%	48%	49%	50%	
	1991	56%	53%	51%	49%	52%	
	1988	55%	56%	47%	45%	50%	
Science and Quantitative-related activities	1999	28%	37%	39%	44%	* 39%†	27%
	1994	29%	35%	30%	30%	31%	
	1991	24%	26%	27%	31%	28%	
	1988	29%	31%	30%	32%	31%	
Computer and Technology-related activities	1999	35%	38%	37%	40%	38%	NA
	1994	NA	NA	NA	NA	NA	
	1991	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	
Library Use	1999	16%	15%	23%	27%	21%	21%
	1994	12%	16%	21%	23%	19%	
	1991	14%	13%	18%	23%	18%	
	1988	12%	13%	15%	19%	15%	
Interaction with faculty	1999	17%	14%	20%	22%	* 19%†	20%
	1994	11%	11%	12%	17%	13%	
	1991	9%	10%	12%	17%	12%	
	1988	9%	11%	11%	16%	12%	

† 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:

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

Response options:

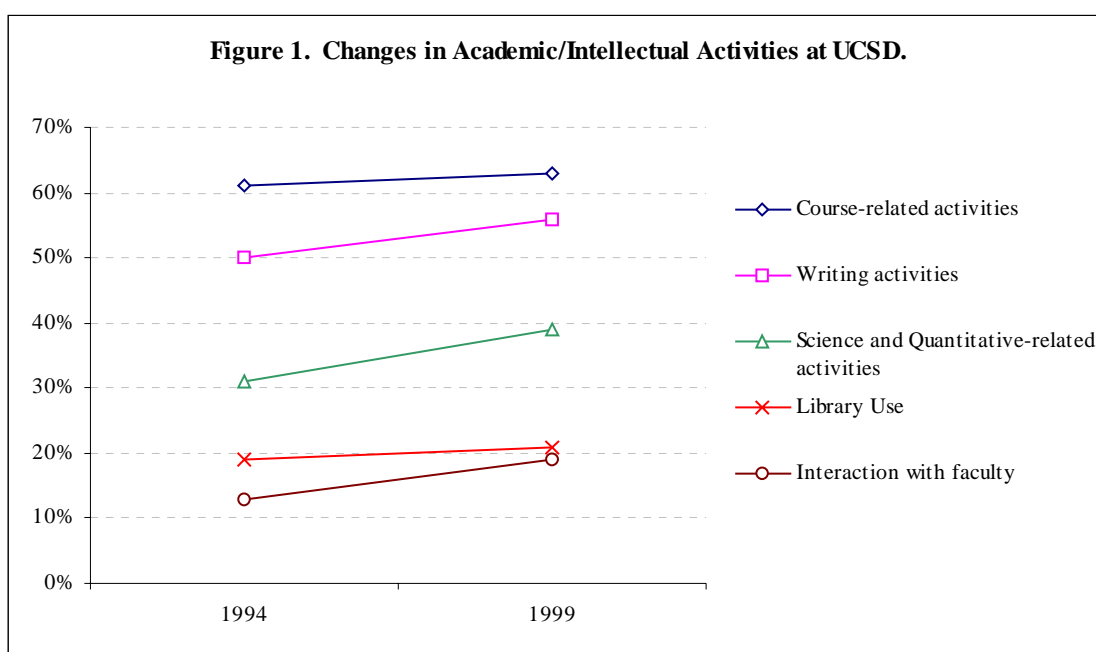
4) Very often; 3) Often; 2) Occasionally; 1) Never

Similar to writing activities, the data in Table 1 indicate that the "quality" of students' experiences has increased significantly in the **Science/Quantitative** arena since 1994. That is, a significantly larger proportion of the 1999 cohort report gaining experience in using the scientific method, working with a piece

³ Between 1994 and 1999, total undergraduate enrollments at UCSD grew by 13% (from 14,320 to 16,230). Enrollment growth at the undergraduate Colleges during this period varies from +1% at Muir (from 3,395 to 3,440) to +29% at Eleanor Roosevelt (from 1,771 to 2,284). At Revelle, Thurgood Marshall and Earl Warren Colleges, enrollments grew by 15%, 14%, and 16% respectively.

of laboratory equipment, or reading articles about scientific or mathematical concepts (see Figure 1). Better than campus average enrollment growth in math (+34%) and engineering (+24%) since 1994 provide insight into these changes⁴.

On the **Computer/Technology** scale, we see that 38% of today's group of undergraduates are "often" or "very often" engaged in computer-related activities such as using a word processor to prepare a report or paper for class, searching the internet for information related to a course or using the computer for statistical analysis. No comparative data are available for this scale, as it was first introduced on the 4th edition of the CSEQ. However, our analysis of the individual items that make up the computer scale shows that nearly all undergraduates at UCSD (97%) have access to a computer. And while most students (89%) use a computer or word processor on a regular basis to prepare papers and reports, or to communicate with instructors or other students via e-mail (85%), few students participate in class discussions electronically (11%) or use computers to retrieve materials from the library (14%).



Students use of the **Library** for academic related purposes remains relatively low (21%) compared with other curricular activities – as are **Student/Faculty** interactions (19%). When compared with past administrations of the CSEQ, however, the amount of time and effort students devote to faculty interactions has increased significantly. That is, currently enrolled students report that they seek advice from faculty more, work harder to meet the expectations and standards of instructors, and work with faculty on research projects more than did their counterparts in 1994. And as the data in Table 1 attests, UCSD's undergraduate response patterns on both the Library and Interactions with Faculty scales are similar to those found at research universities nationally.

⁴ A good example of enrollment growth is given by Computer Science and Engineering (CSE) where enrollments have more than doubled in the past five years (from 467 to 1063).

Personal/Social Activities

The degree to which students participate in **Art/Music/Theater** activities (e.g., attended a concert or other music event, went to an art exhibit, play, dance, or other theater performance) is significantly greater in 1999 than in 1994. The significant increase in these activities is due, in part, to revisions made to the 4th edition of the CSEQ. The Art/Music/Theater scale currently addresses activities experienced both on and off campus, whereas earlier versions of the CSEQ addressed on-campus activities only. Given increased program offerings available for students on campus (e.g., concerts, theater) since 1994⁵ as well as the many offerings available to students off-campus, it is not surprising to find a significant increase in participation rates among students at UCSD. Note also the significant increase over past administrations of the CSEQ on the **Campus Facilities** scale. Complicating the comparison is the fact that the items that make up this scale are substantially different from those on earlier versions of the CSEQ. Nonetheless, it seems safe to say that there has been a significant increase in the use of recreational facilities (pool, fitness equipment, etc.), campus center facilities (e.g., Price Center) student lounges and the like since the last administration of the CSEQ. Certainly, the opening of the Recreation, Intramural, Athletic, and Events Complex (RIMAC) in 1994 contributes to the observed increase in student' reported activities that fall under the heading of Campus Facilities (e.g., "used recreational spaces for casual and informal individual athletic activities", "used facilities in the gym for playing sports that require more than one person").

Another area in which there has been substantial change since 1994 is in the area of personal adjustment activities. Compared to our 1994 findings (and the research university norm), a substantially larger proportion of today's student body report investing time and effort into areas subsumed under the heading **Personal Experiences** (e.g., discussed personal issues with friends, relatives, faculty members). Students' active participation in **Clubs and Organizations**, on the other hand, appears to be consistent from year to year; that is, about 20% of the student body are "often" or "very often" involved with a campus club, organization or student government group. This one-in-four active participation rate (20%) is consistent to that reported by undergraduates in research universities nationally. When combined with the response option "occasionally", the proportion rises to 40% - both at UCSD, and other research universities.

⁵ For example, concerts at noon at the Price Center, special events and concert offerings made possible by the opening of the Recreational, Intramural, Athletic, and Events Complex (RIMAC) in 1994.

Table 2
Co-Curricular Activities

	Year	<i>"High" Participation Rate ¹</i> <i>(Percentage reporting "often" or "very often")</i>				UCSD Total	Research University Norms
		Freshman	Sophomore	Junior	Senior		
Exposure to art/music/theater	1999	31%	32%	34%	31%	32%†	14%
	1994	14%	17%	12%	13%	14%	
	1991	15%	17%	16%	15%	16%	
	1988	12%	14%	13%	14%	13%	
Campus Facilities	1999	38%	33%	31%	32%	33%†	NA
	1994	20%	25%	21%	20%	21%	
	1991	25%	26%	23%	27%	25%	
	1988	16%	20%	16%	19%	18%	
Activities related to personal adjustment	1999	45%	44%	47%	42%	45%†	35%
	1994	40%	40%	35%	33%	36%	
	1991	33%	38%	36%	36%	36%	
	1988	37%	35%	33%	32%	33%	
Clubs and organizations	1999	19%	19%	23%	25%	22%	23%
	1994	17%	25%	21%	22%	21%	
	1991	16%	20%	25%	27%	22%	
	1988	16%	20%	19%	19%	19%	
Activities related to student acquaintances	1999	53%	51%	50%	51%	51%	47%
	1994	49%	51%	45%	44%	47%	
	1991	52%	49%	44%	41%	46%	
	1988	51%	47%	41%	38%	44%	

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

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

At this point in the discussion, we turn our attention to the **Student Acquaintances** scale which is said to have special significance and relevance for determining the extent to which students are introduced to knowledge and ideas that have broad social implications (Kuh, Vesper, Connolly, Pace, 1997). On this scale, students are asked to indicate how often they have made friends with students whose interest, family background (social, economic) or race was different from their own. Students are also asked about how often they have had "serious discussions" with students whose philosophy of life, values, religious beliefs, or political opinions are "very different" from their own. Students' responses to these items can be seen as a record of their experiences with diversity -- experiences that may be precursors to a better understanding of cultural differences.

Table 2-SA
Student Acquaintances Sample Items

Made friends with/had discussions with students whose...	Year	"High" Participation Rate (Percentage reporting "often" or "very often")				UCSD Total	Research University Norms
		Freshman	Sophomore	Junior	Senior		
Family Background (social/economic) was very different	1999	76%	77%	68%	65%	70%†	63%
	1994	67%	66%	60%	59%	62%	
Race or ethnic background was very different	1999	82%	76%	70%	70%	73%†	56%
	1994	71%	71%	68%	61%	67%	
Philosophy of life was very different	1999	50%	48%	54%	44%	49%	44%
	1988	51%	53%	48%	42%	47%	
Political opinions were very different	1999	29%	34%	38%	39%	36%	38%
	1988	31%	40%	39%	38%	37%	
Religious beliefs were very different	1999	52%	47%	42%	49%	47%†	37%
	1988	48%	48%	38%	36%	41%	
Total Student Acquaintance Scale	1999	53%	51%	50%	51%	51%	47%
	1988	49%	51%	45%	44%	47%	

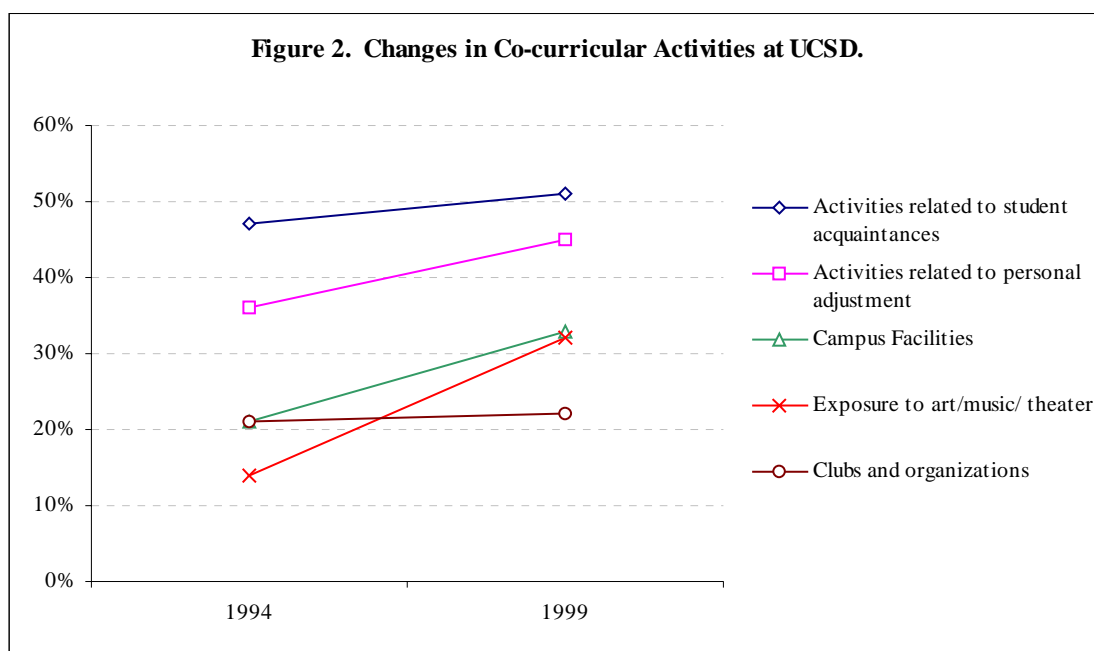
† Indicates a significant difference ($\geq 5\%$) between 1994 and 1999 sample populations.

¹ Response options:

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

As indicated in Table 2-SA, significant increases have occurred since 1994 in the degree to which undergraduates are involved with students of different social-economic, racial, or religious backgrounds. Further, when compared to the research university norm, a larger proportion of UCSD undergraduates report making friends/having discussions with students who are "very different" from themselves. We attribute these differences to increased enrollments at each of the residential colleges, shifting demographics in the five years since the last administration of the CSEQ⁶, and expanded opportunities for student to student interactions through the programming and service opportunities of the Cross Cultural Center (which opened its doors to the campus community in 1998).

⁶ Enrollments have grown by nearly 2,000 students since 1994. This growth has been accompanied by changes in the demographic makeup of the student body. For example, men who were in the majority in 1994 are now outnumbered by women (48% to 52%, respectively). Asian American students, who represented 24% of the total undergraduate enrollment in 1994, currently represent 30% of the total. Caucasian students, who represented nearly half (47%) of the student body in 1994, currently represent 39% of the total. African American (2%), Mexican American/Latino (10%), and Native American (<1%) representation has remained relatively flat over the past five years while the representation of first generation college students has increased from 15% of the total in 1994 to 25% of the total in 1999.



Section II: Perceptions of the Campus Environment. The literature on the goals of higher education emphasizes the role of the environment in promoting desired educational outcomes (Astin, 1984, 1993). The CSEQ captures students' perceptions of the university environment on 10 separate scales representing various facets of the learning environment at UCSD. Seven of the rating scales measure the extent to which students' perceive the university as emphasizing various aspects of student learning and personal development. These items are rated using a seven-point scale (7=strong emphasis; 1 = weak emphasis). The remaining scales represent the quality of students' relationships with other students, faculty, and administrators. These relationships are also rated using a seven-point scale -- but with different anchors. The anchors at the high end of the continuum represent desirable or positive characteristics (e.g., friendly, supportive) while the anchors at the low end represent less desirable characteristics (e.g. remote, rigid).

Institutional Emphasis on the Academic, Personal, Social, and Vocational Development of Students

Similar to past administrations of the CSEQ, over 90% of all undergraduates perceive UCSD's educational environment as one that strongly emphasizes the academic, scholarly and intellectual development of students (see Table 3). This proportion is substantially higher than the research university norm of 78%. The vast majority of undergraduates (80%) also view UCSD as placing "strong emphasis" on developing critical, evaluative and analytical qualities in students. Again, this proportion is substantially higher than the 70% research university norm. Comparatively, UCSD is perceived as placing less emphasis on the personal relevance and practical value of courses (38%) or on developing vocational and occupational competence in students (34%). On these two measures, UCSD's ratings are substantially below those obtained at research universities nationwide.

Two environmental measures added to the 4th edition of the CSEQ are of topical interest. The first deals with the degree to which the institution emphasizes information literacy skills (using computers and other information sources). The second addresses students' impressions regarding the extent to which the university emphasizes, or facilitates, an understanding and appreciation for human diversity.

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

<i>University Strongly Emphasizes:</i>	<i>Year</i>	<i>Percentage Reporting "Strong Emphasis" ¹</i>					<i>UCSD Total</i>	<i>Research University Norms</i>
		<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>			
Academic, scholarly and intellectual qualities	1999	92%	94%	90%	87%	91%	78%	
	1994	90%	90%	87%	88%	88%		
	1991	90%	88%	93%	88%	90%		
	1988	91%	93%	90%	90%	91%		
Critical, evaluative and analytical qualities	1999	79%	84%	81%	79%	80%	70%	
	1994	82%	86%	82%	82%	83%		
	1991	82%	79%	87%	86%	84%		
	1988	86%	85%	80%	85%	84%		
Personal relevance and practical value of courses	1999	44%	41%	41%	32%	38%	56%	
	1994	52%	39%	45%	33%	* 41%		
	1991	49%	31%	36%	29%	36%		
	1988	46%	48%	34%	32%	39%		
Vocational and occupational competence	1999	35%	37%	36%	28%	34%	54%	
	1994	38%	36%	35%	26%	33%		
	1991	42%	41%	37%	28%	36%		
	1988	43%	42%	31%	33%	37%		
Developing information literacy skills	1999	60%	58%	69%	64%	64%	NA	
	1994	NA	NA	NA	NA	NA		
	1991	NA	NA	NA	NA	NA		
	1988	NA	NA	NA	NA	NA		
Understanding and appreciating human diversity	1999	66%	61%	57%	49%	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.

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"

As shown on Table 3, nearly two-thirds of the student body (64%) perceive the university as placing "strong" emphasis on student development in the area of information literacy skills; the majority (56%) perceive the university as one that places "strong emphases" on "developing an understanding and

appreciation for human diversity.” Without national norms on these two items, and lacking institutional trend data, we are not able to determine the extent to which institutional circumstances or policies of recent years – especially those aimed at promoting an appreciation for diversity (e.g., Principles of Community, Chancellor’s Council on Diversity) -- have shaped students' perceptions.

Quality of Relationships between Students, Faculty, Administrative Personnel

In general, the majority of UCSD students perceive the quality of their relationships with other students and faculty in a positive manner. Sixty-four percent (64%) of the students view their relationships with other students as “friendly” and “supportive”. Approximately 55% perceive UCSD faculty as being “approachable, helpful, understanding, and encouraging”. The proportion of students who report positive relationships with both faculty and administrative staff is significantly higher in 1999 than in 1994. However, compared to the research university norm, the perceived “quality” of student to student relationships and student to faculty relationships remains substantially below the national average. The student learning and personal development model that forms the basis of the CSEQ (Astin, 1984; Pace, 1990; Pascarella & Terenzini, 1980) indicates that student *gains* or *outcomes* are directly and indirectly influenced by student experiences, the college environment, the quality of relationships within the university environment, and student background factors. The Gains section of this report provides evidence for these relationships.

Table 4
Quality of Relationships Between Students, Faculty, Administration Offices
by Class Level

	Year	Percentage Reporting "Positive" ¹ Relationships					Total	Research University Norms
		Freshman	Sophomore	Junior	Senior			
Students: Friendly, Supportive, Sense of Belonging vs. Sense of Alienation	1999	73%	67%	59%	61%	64%	76%	
	1994	68%	66%	60%	56%	61%		
	1991	72%	63%	68%	62%	66%		
	1988	72%	68%	55%	61%	63%		
Faculty: Approachable, Helpful, Understanding vs. Remote, Discouraging	1999	55%	50%	54%	50%	55% [†]	63%	
	1994	50%	42%	47%	43%	45%		
	1991	51%	40%	44%	42%	44%		
	1988	47%	51%	40%	46%	46%		
Administrative Staff and Offices: Helpful, Considerate, Flexible vs. Rigid, Impersonal	1999	55%	42%	47%	44%	46% [†]	43%	
	1994	35%	36%	37%	31%	34%		
	1991	50%	39%	38%	38%	41%		
	1988	48%	41%	44%	37%	42%		

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

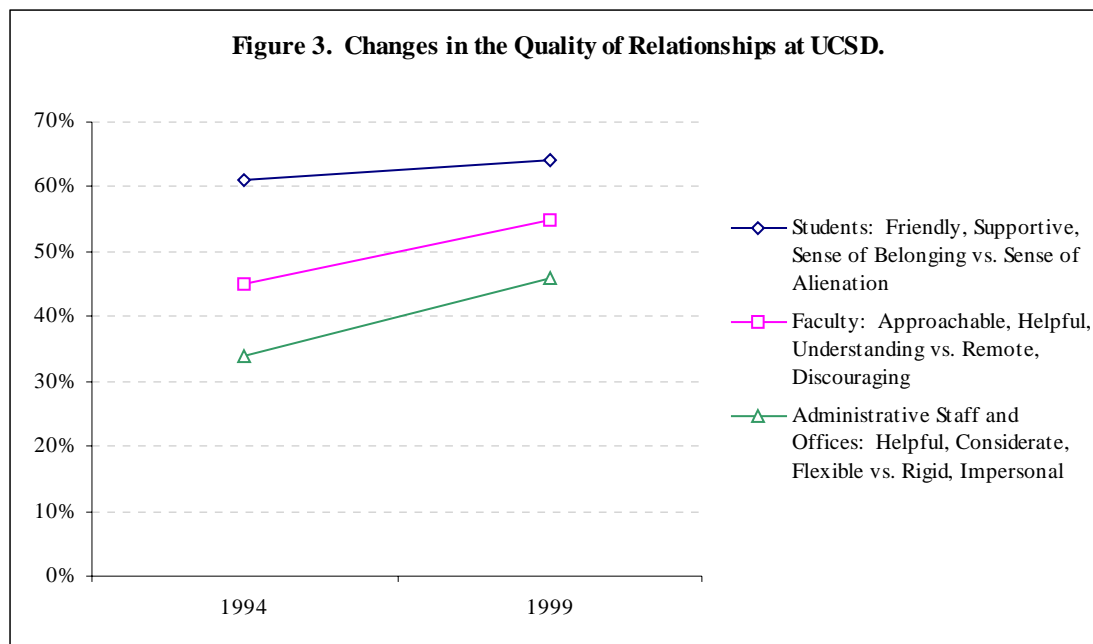
¹ Response options to the question:

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

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

Response options:

5-7) "Positive"; 4) "Neutral"; 1-3) "Negative"



Section III: Student Development and Educational Attainment (Estimate of Gains): The activities of students and the university environment come together to facilitate or hinder progress toward important educational objectives. These objectives are represented on the CSEQ by a number of Estimate of Gains measures that cluster into five general areas of student development⁷. Students are offered four response options to the question: “In thinking about your university experience up to now, to what extent do you feel you have gained or made progress in the following areas? The four response options are (1) “little”, (2) “some”, (3) “quite a bit”, and (4) “very much”. When combined, response options “quite a bit” and “very much” form a measure of “substantial gain”.

Table 5 shows the percentage of students who reported substantial gains on measures that cluster under the heading of **Intellectual Development**. Overall, 70% of UCSD’s undergraduates report substantial gains on these measures. That is, as a result of their experiences in the educational environment at UCSD, students report that they have made substantial progress in their ability to learn on their own, to think analytically, logically, and to see the relationships, similarities and differences between ideas. On these items, UCSD compares favorably to the national norm.

⁷ Five factors distilled from the factor analysis performed on the 25 Estimate of Gains scales are labeled: “Intellectual Development,” “Personal/Social Development,” “Science/Technology Development,” “General Education/Cultural Development,” and “Vocational/Career Development”.

Table 5
Intellectual Gains by Class Level

Year	<i>"Substantial" Gains</i> ¹ (Percentage Reporting "Quite a Bit" or "Very Much")					UCSD Total	Research University Norms
	Freshman	Sophomore	Junior	Senior			
1999	64%	65%	70%	75%		70%	63%
1994	56%	57%	67%	75%		66%	
1991	55%	56%	73%	76%	*	67%	
1988	55%	64%	71%	79%	*	70%	

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

Intellectual Development Components:	1994	1999	Norms
Putting ideas together, seeing relationships, similarities and differences between ideas:	65%	68%	62%
Thinking analytically and logically:	65%	69%	58%
Learning on one's own, pursuing ideas and finding information you need.	70%	72%	69%
Total Intellectual Gain Factor	66%	70%	63%

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

Table 6 shows that 44% of our undergraduates report having made "substantial" progress in areas associated with **General Education**. When the items that comprise this scale are compared with the prior administration of the CSEQ, three significant changes are revealed. A significantly smaller portion of the 1999 respondent pool report "substantial" gains on "gaining knowledge about other parts of the world" (1994=41%; 1999=34%) or on "seeing the importance of history" (1994=47%; 1999=41%)⁸. On the other hand, a significantly larger proportion report "substantial" gains in the ability to write clearly and effectively (1994=50%; 1999=56%). The reader will recall from the Quality of Effort section of this report, that currently enrolled students invest significantly more time and effort in writing activities than their 1994 counterparts. The direct relationship between student experience and student outcomes is best illustrated by this as well as other findings displayed in this section of the report.

⁸ One partial explanation for the reported finding is the overall enrollment decline (-14%) in Humanities majors since the last administration of the CSEQ (i.e., from 943 to 803); among History majors, enrollments have declined 30% (from 371 to 257).

Table 6
General Education/Cultural Development by Class Level

Year	<i>"Substantial" Gains</i> (Percentage Reporting "Quite a Bit" or "Very Much")					UCSD Total	Research University Norms
	Freshman	Sophomore	Junior	Senior			
1999	50%	41%	44%	45%	44%	42%	
1994	42%	46%	44%	46%	45%		
1991	45%	44%	53%	49%	47%		
1988	42%	50%	46%	47%	47%		

General Education/Cultural Components:	1994	1999	Norms
Gaining knowledge about other parts of the world and other people	41%	34%†	34%
Seeing the importance of history	47%	41%†	45%
Broadening one's acquaintance and enjoyment of literature	29%	30%	27%
Writing clearly and effectively	51%	56%†	52%
Speaking clearly and effectively to others	NA	45%	NA
Understanding and enjoyment of arts,music,drama	25%	28%	26%
Becoming aware of different philosophies, cultures and ways of life	59%	56%	49%
Gaining a broad general education about different fields of knowledge	65%	62%	61%
Total General Education Factor	45%	45%	42%

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

Shown in Tables 7 and 8 are the proportions of students reporting "substantial" gain, or progress, in the areas of **Science/Technology** development and **Vocational/Career** development. In both areas there has been significant progress since 1994. And, as the data indicate, students gain significantly as they advance from freshman to senior class level. This developmental progress is a good example of the 'value-added' concept as students' experiences and interactions within the higher education milieu increase. Contributing to the overall gain in the Science/Technology area is the large proportional gain in the use of computers and other information technologies – from 34% in 1994 to 60% in 1999. This large proportional gain is not surprising given rapid developments in computers and information technology and students' growing reliance on these developments for educational purposes (e.g., registration, course enrollments, faculty/student interactions).

Table 7
Science/Technology Development by Class Level

Year	<i>"Substantial" Gains</i> (Percentage Reporting "Quite a Bit" or "Very Much")					UCSD Total	Research University Norms
	Freshman	Sophomore	Junior	Senior			
1999	30%	44%	48%	58%	*	48%†	38%
1994	23%	34%	43%	44%	*	38%	
1991	21%	28%	38%	46%	*	35%	
1988	25%	37%	43%	50%	*	41%	

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

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

Science/Technology Components:	1994	1999	Norms
Understanding the nature of science and experimentation	44%	44%	37%
Understanding new developments in science and technology	36%	47%†	31%
Awareness of the consequences of new applications of science and technology	32%	40%	31%
Analyzing quantitative problems (probabilities, proportions, etc).	43%	49%	41%
Using computers and other information technologies	34%	60%†	50%
Total Science/Technology Factor	38%	48%†	38%

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

Table 8
Vocational/Career Development by Class Level

Year	<i>"Substantial" Gains</i> (Percentage Reporting "Quite a Bit" or "Very Much")					UCSD Total	Research University Norms
	Freshman	Sophomore	Junior	Senior			
1999	33%	44%	58%	58%	*	52%†	49%
1994	34%	44%	55%	48%	*	47%	
1991	28%	40%	50%	50%	*	43%	
1988	26%	42%	45%	55%	*	44%	

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

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

Vocational/Career Components	1994	1999	Norms
Acquiring knowledge and skills applicable to specific job or type of work	24%	38%†	35%
Acquiring background and specialization for further education in professional, scientific, scholarly field	62%	62%	53%
Gaining range of information that may be relevant to a career	54%	55%	59%
Total Vocational/Career Factor	47%	52%†	49%

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

In areas characterized as **Personal/Social Development**, nearly two-thirds (61%) of all undergraduates report “substantial” gains - a significant increase over 1994’s figure of 56%. Contributing to the overall gain is the increase observed on “gaining an understanding of one’s self...” (1994=71%; 1999= 76%) and the “ability to function as a team member” (1994=44%; 1999= 52%). On these measures, our local findings compare favorably with the national norms. The best predictors of students’ progress toward Personal/Social development are the quality of effort scales concerned with student acquaintances, use of recreational facilities, personal experiences, and clubs and organizations. That is, the more students are involved in these activities, the greater the gain in an area considered to be an important outcome of the higher educational experience.

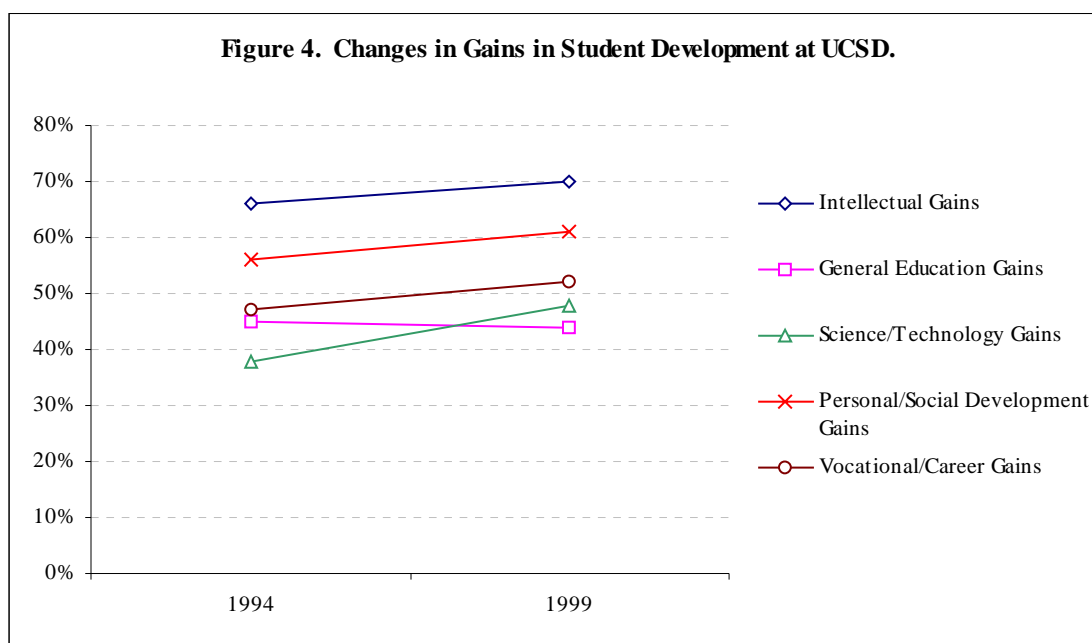
Table 9
Personal/Social Development by Class Level

Year	"Substantial" Gains (Percentage Reporting "Quite a Bit" or "Very Much")					Research University Norms
	Freshman	Sophomore	Junior	Senior	UCSD Total	
1999	62%	56%	60%	64%	61%†	59%
1994	49%	53%	56%	59%	56%	
1991	56%	56%	63%	62%	60%	
1988	49%	56%	53%	57%	55%	

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

Personal/Social Development Components:	1994	1999	Norms
Developing values and ethical standards	62%	62%	61%
Understanding self, one’s abilities, interests and personality	71%	76%†	70%
Ability to get along with different kinds of people	67%	69%	70%
Ability to function as a member of a team	44%	52%†	55%
Developing good health habits and physical fitness	35%	36%	40%
Total Personal/Social Competence Factor	56%	61%	59%

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



Section IV: Student Satisfaction. There are two questions on the CSEQ that measure student satisfaction with UCSD. The first question “how well do you like college?” has four response options: (1) “I don’t like it”, (2) I am more or less neutral about it”, (3) “I like it” and (4) “I am enthusiastic about it”.

Table 10
Total Satisfaction Index

Year	Percentage of "Satisfied" Responses ¹					UCSD Total	Research University Norms
	Freshman	Sophomore	Junior	Senior			
1999	84%	83%	81%	78%	81%	82%	
1994	79%	81%	80%	80%	80%		
1991	80%	76%	87%	84%	82%		
1988	82%	82%	79%	84%	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"

When combined, “I like it” and “I am enthusiastic about it” imply “satisfaction”. The second question, “If you could start over again, would you go to the same institution you are now attending?” has four response options: (1) “no, definitely”, (2) “probably no”, (3) “probably yes” and (4) “yes, definitely”. Two of these (“yes, definitely” and “probably yes”) also imply satisfaction. Taking the average of these two questions

produces a Total Satisfaction Index.

As displayed in Table 10, a large majority (82%) of students are “satisfied” with being a student UCSD. Unlike the results obtained from previous administrations of the CSEQ, a larger proportion of freshman than seniors are of this opinion. The extent to which “satisfaction” is related to student development is unclear, however, as the direct relationship between these ratings and students’ self-reported gains as measured by the CSEQ is weak.

In staying with the themes of the CSEQ, several supplemental questions were developed locally in order to capture student opinion data on issues of campus interest not covered by the CSEQ. For example, students were asked to indicate their level of satisfaction with their undergraduate College, the College dean’s staff, residential staff, academic advising within their College and major department. Students’ responses to these questions are reported in Table 11.

Table 11
Additional Satisfaction Measures

	<i>"Satisfied" Responses¹</i>				
	<i>(Percentage reporting "satisfied" or "very satisfied")</i>				
	Freshman	Sophomore	Junior	Senior	UCSD Total
Would choose same College (Yes)	70%	73%	79%	78%	76%
Satisfaction with College					
Academic Advising	43%	48%	58%	57%	53%
Dean’s staff	51%	47%	55%	52%	51%
Residential Life Staff	54%	41%	39%	40%	42%
Programs & Activities	53%	38%	39%	41%	* 41%
Satisfaction with Major					
Department Advising	31%	43%	56%	67%	* 53%
Satisfaction with Cultural					
Programming	62%	63%	57%	49%	57%
Satisfaction with Social Life	41%	38%	31%	34%	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 11 shows that most students (76%) would choose the same College (i.e., Revelle, Muir, Marshall, Warren, ERC) if given the opportunity to start over. This is taken as an overall measure of “satisfaction.” Satisfaction ratings are somewhat lower for College academic advising (53%), deans’ and residential life staff (51% and 42% respectively), and College programming and activities (41%).

Satisfaction ratings associated with the cultural programming and social life of campus is mixed. The majority of students (57%) report being satisfied with the cultural programming while one-third (36%) report being satisfied with the social life (a similar proportion as that found in the *Campus Climate* survey

administered to enrolled students in the Spring of 1997⁹ (i.e., 40%). The practical or programmatic value of these findings is left for associated program administrators and service units to determine.

PART I has focused on differences between the 1994 and 1999 cohorts and has highlighted changes as they occur from freshman to senior class standing. Among other things our findings show that, on average, today's students are investing more time and effort to their studies (e.g., writing, science/quantitative activities) than students in 1994. We have also shown that today's students are more actively engaged in the recreational and social life of the campus than were students in 1994. Active involvement in the academic and co-curricular life of the campus has been demonstrated to be strongly and positively related to student learning and development – that is to “successful” student outcomes. We now turn to **PART II** of the report which contains comparable data on selected background characteristics of students and ask the question: Are there meaningful differences in the experiences, perceptions, or outcomes of students based on:

- ◆ Gender
- ◆ Ethnicity
- ◆ Disciplinary Area
- ◆ Parental Income
- ◆ Educational Level of Parent(s)
- ◆ Entering Class Level (Transfer versus Native Student)

⁹ Climate survey reference