

Table 1B
Academic/Intellectual Activities by Ethnicity

	Year	<i>"High" Participation Rate ¹</i> (Percentage reporting "often" or "very often")						UCSD Total	Research University Norms
		Asian	White/ Other	African American	Hispanic	Native American			
Course-related activities	1999	58%	66%	73%	67%	69%	* 63%	57%	
	1994	54%	63%	66%	60%	71%	60%		
	1991	54%	60%	61%	59%	56%	60%		
	1988	62%	67%	64%	59%	NA	62%		
Writing activities	1999	55%	55%	67%	58%	63%	* 56%†	48%	
	1994	48%	50%	56%	53%	57%	50%		
	1991	48%	52%	58%	55%	59%	52%		
	1988	53%	48%	53%	55%	NA	50%		
Science and Quantitative-related activities	1999	39%	40%	36%	35%	34%	39%†	27%	
	1994	33%	30%	19%	30%	24%	* 31%		
	1991	35%	26%	25%	27%	28%	28%		
	1988	37%	29%	26%	28%	NA	31%		
Computer and Technology-related activities	1999	39%	38%	37%	36%	38%	38%	NA	
	1994	NA	NA	NA	NA	NA	NA		
	1991	NA	NA	NA	NA	NA	NA		
	1988	NA	NA	NA	NA	NA	NA		
Library Use	1999	19%	22%	22%	28%	27%	21%	21%	
	1994	19%	19%	17%	22%	26%	19%		
	1991	18%	17%	24%	21%	23%	18%		
	1988	16%	15%	19%	20%	NA	15%		
Interaction with faculty	1999	18%	19%	25%	21%	24%	19%†	20%	
	1994	18%	14%	15%	16%	12%	13%		
	1991	11%	13%	16%	15%	9%	12%		
	1988	8%	13%	15%	14%	NA	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

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

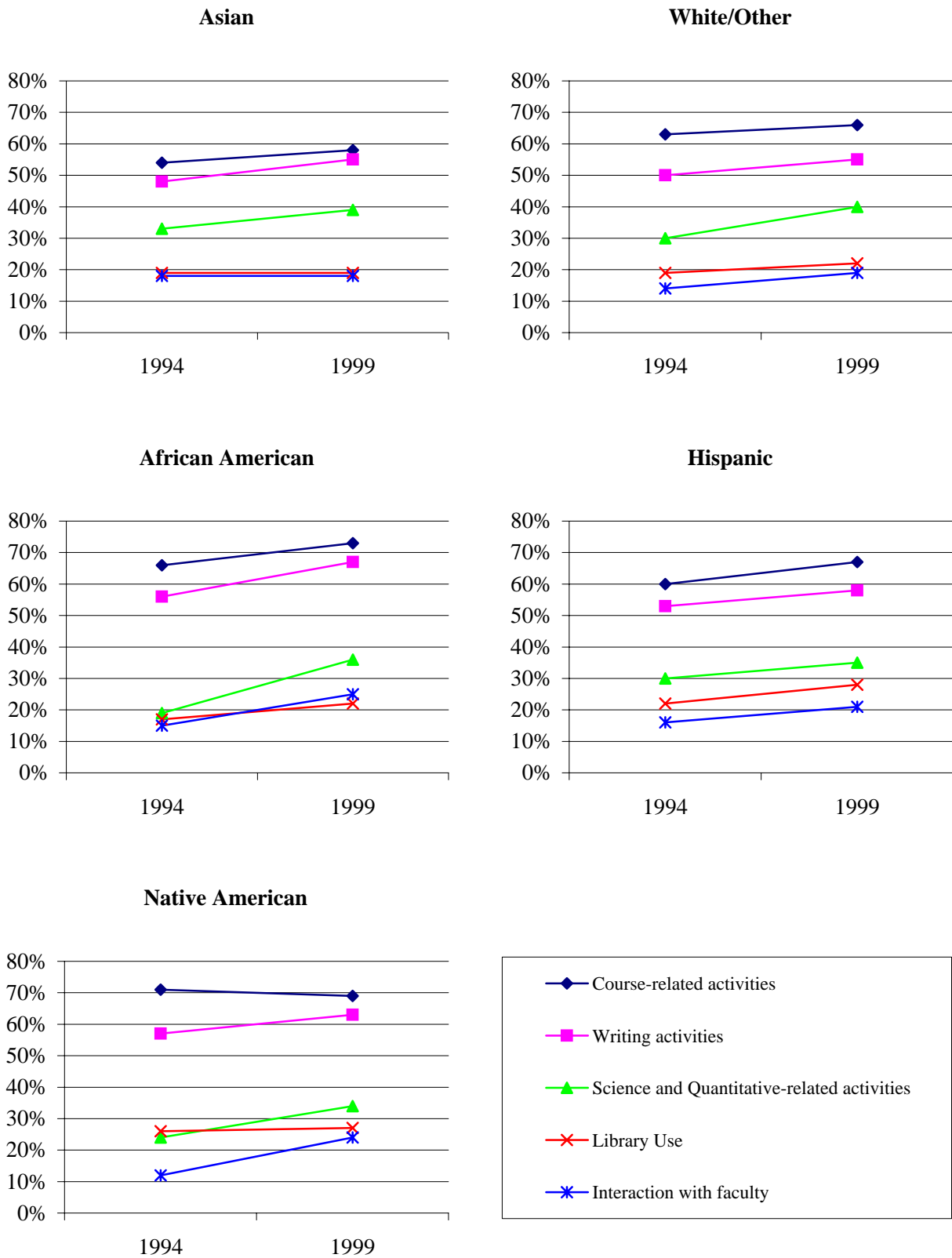


Table 2B
Co-Curricular Activities by Ethnicity

	Year	"High" Participation Rate ¹ (Percentage reporting "often" or "very often")						UCSD Total	Research University Norms
		Asian	White/ Other	African American	Hispanic	Native American			
Exposure to art/music/ theater	1999	30%	33%	35%	35%	42%	* 32%†	14%	
	1994	13%	14%	15%	15%	12%	14%		
	1991	12%	17%	17%	15%	12%	16%		
	1988	8%	15%	14%	13%	NA	13%		
Campus Facilities	1999	34%	31%	40%	33%	36%	33%†	NA	
	1994	23%	20%	18%	22%	22%	21%		
	1991	26%	25%	24%	30%	21%	25%		
	1988	17%	18%	12%	20%	NA	18%		
Activities related to personal adjustment	1999	43%	46%	50%	44%	47%	45%†	35%	
	1994	35%	37%	36%	37%	33%	36%		
	1991	33%	36%	37%	36%	32%	36%		
	1988	35%	32%	35%	34%	NA	33%		
Clubs and organizations	1999	26%	21%	29%	17%	16%	22%	23%	
	1994	22%	21%	28%	20%	14%	21%		
	1991	23%	22%	30%	27%	27%	22%		
	1988	16%	19%	25%	23%	NA	19%		
Activities related to student acquaintances	1999	47%	54%	61%	52%	48%	* 51%	47%	
	1994	46%	47%	54%	51%	43%	47%		
	1991	43%	47%	59%	52%	50%	* 46%		
	1988	46%	42%	51%	49%	NA	44%		

† 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 (e.g., attended a concert or other music event)?"

Response options:

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

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



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

<i>University</i> <i>Strongly</i> <i>Emphasizes:</i>	Year	<i>Percentage Reporting "Strong Emphasis" ¹</i>					UCSD Total	Research University Norms
		Asian	White/ Other	African American	Hispanic	Native American		
Academic, scholarly and intellectual qualities	1999	88%	93%	92%	91%	77%	* 91%	78%
	1994	87%	89%	94%	87%	91%	88%	
	1991	91%	89%	78%	92%	94%	* 89%	
	1988	91%	91%	93%	88%	NA	91%	
Critical, evaluative and analytical qualities	1999	79%	81%	85%	84%	89%	81%	70%
	1994	78%	84%	84%	88%	81%	83%	
	1991	82%	84%	81%	90%	94%	84%	
	1988	78%	86%	88%	78%	NA	84%	
Personal relevance and practical value of courses	1999	41%	37%	20%	36%	26%	* 38%	56%
	1994	41%	41%	40%	45%	33%	41%	
	1991	44%	33%	33%	42%	50%	* 36%	
	1988	36%	36%	37%	49%	NA	39%	
Vocational and occupational competence	1999	36%	32%	25%	37%	26%	34%	54%
	1994	38%	30%	34%	35%	38%	33%	
	1991	47%	34%	39%	44%	38%	* 36%	
	1988	39%	35%	46%	44%	NA	37%	
Developing information literacy skills	1999	62%	66%	57%	63%	51%	* 64%	NA
	1994	NA	NA	NA	NA	NA	NA	
	1991	NA	NA	NA	NA	NA	NA	
	1988	NA	NA	NA	NA	NA	NA	
Developing an understanding and appreciation of human diversity	1999	59%	57%	25%	43%	40%	* 56%	NA
	1994	NA	NA	NA	NA	NA	NA	
	1991	NA	NA	NA	NA	NA	NA	
	1988	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 3B: Perceptions of the Academic Environment: 1994-1999



Table 4B
Quality of Relationships Between Students, Faculty, Administrative Personnel
by Ethnicity

	Year	Percentage Reporting "Positive" ¹ Relationships						UCSD Total	Research University Norms
		Asian	White/ Other	African American	Hispanic	Native American			
Students: Friendly, Supportive, Sense of Belonging vs. Sense of Alienation	1999	65%	64%	49%	59%	37%	* 64%	76%	
	1994	65%	60%	47%	62%	67%	* 61%		
	1991	67%	66%	53%	70%	53%	* 66%		
	1988	64%	64%	39%	58%	NA	* 63%		
Faculty: Approachable, Helpful, Understanding vs. Remote, Discouraging	1999	51%	58%	43%	52%	57%	* 55%†	63%	
	1994	45%	45%	40%	47%	48%	46%		
	1991	46%	43%	59%	48%	53%	* 44%		
	1988	47%	47%	34%	42%	NA	* 46%		
Administrative Personnel and Offices: Helpful, Considerate, Flexible vs. Rigid, Impersonal	1999	45%	47%	38%	41%	43%	46%†	43%	
	1994	33%	33%	42%	45%	24%	* 34%		
	1991	41%	40%	46%	46%	40%	41%		
	1988	45%	41%	36%	49%	NA	42%		

† 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 4B: Quality of Relationships: 1994-1999

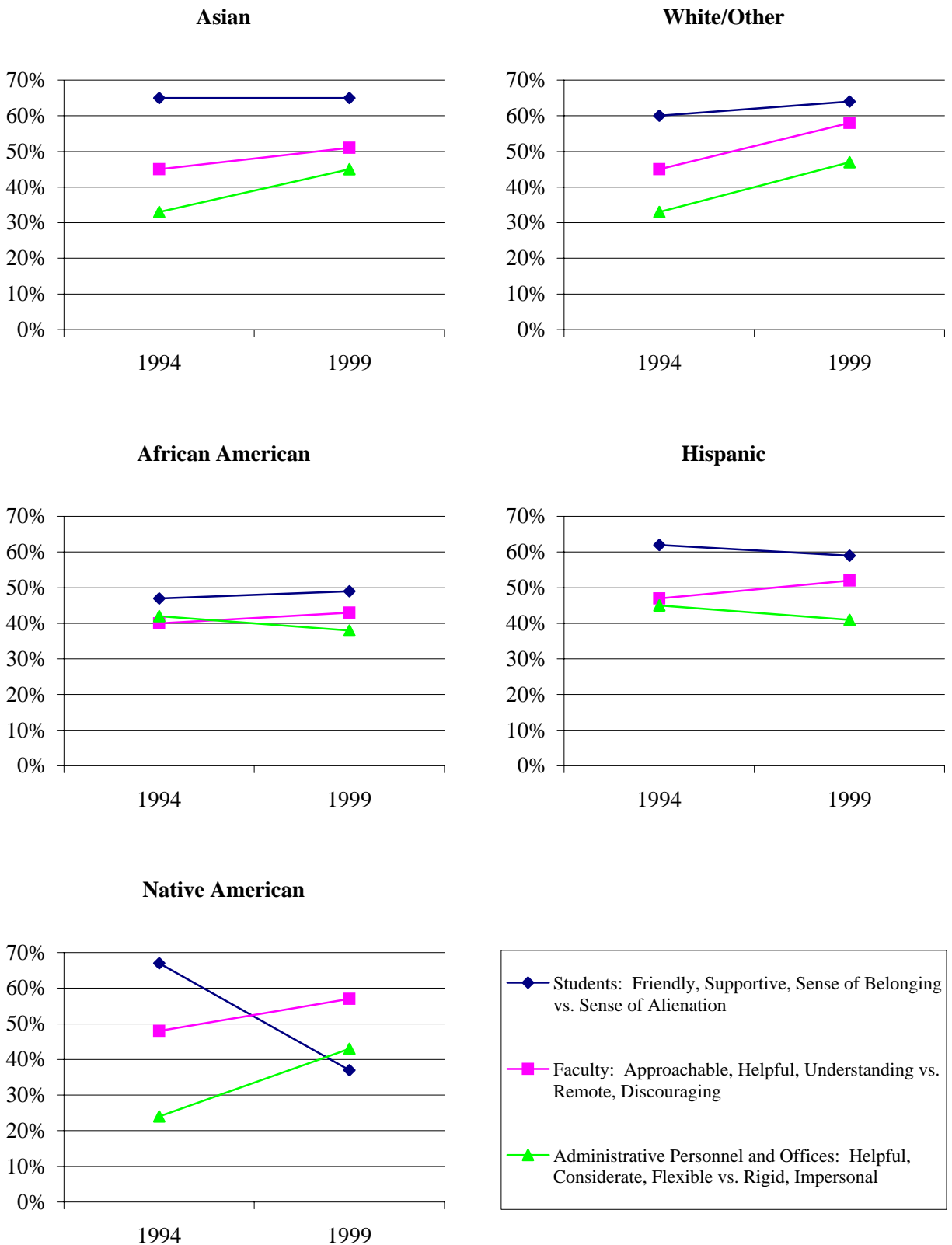


Table 5B
Student Development: Estimate of Gains by Ethnicity

	Year	<i>"Substantial" Gains¹</i> (Percentage Responding "Quite a Bit" or "Very Much")					UCSD Total	Research University Norms
		Asian	White/ Other	African American	Hispanic	Native American		
Intellectual Development	1999	68%	69%	77%	74%	68%	70%	63%
	1994	59%	69%	66%	75%	64%	67%	
	1991	66%	66%	70%	73%	73%	67%	
	1988	67%	70%	65%	69%	NA	70%	
General Education Gains	1999	42%	45%	42%	50%	46%	44%	42%
	1994	42%	46%	45%	53%	46%	45%	
	1991	43%	48%	50%	54%	57%	48%	
	1988	40%	48%	42%	51%	NA	47%	
Science/Technology Development	1999	47%	48%	44%	47%	46%	48%†	38%
	1994	38%	37%	29%	42%	37%	38%	
	1991	46%	32%	31%	42%	31%	* 35%	
	1988	48%	40%	32%	39%	NA	41%	
Personal/Social Development	1999	62%	60%	61%	63%	56%	61%†	59%
	1994	53%	56%	43%	63%	61%	* 56%	
	1991	59%	60%	63%	64%	61%	60%	
	1988	53%	55%	55%	59%	NA	55%	
Vocational/Career Development	1999	53%	51%	53%	56%	51%	52%†	49%
	1994	48%	46%	42%	47%	40%	47%	
	1991	47%	42%	44%	51%	51%	43%	
	1988	39%	45%	43%	47%	NA	44%	

† 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:

"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 5B: Student Development: 1994-1999

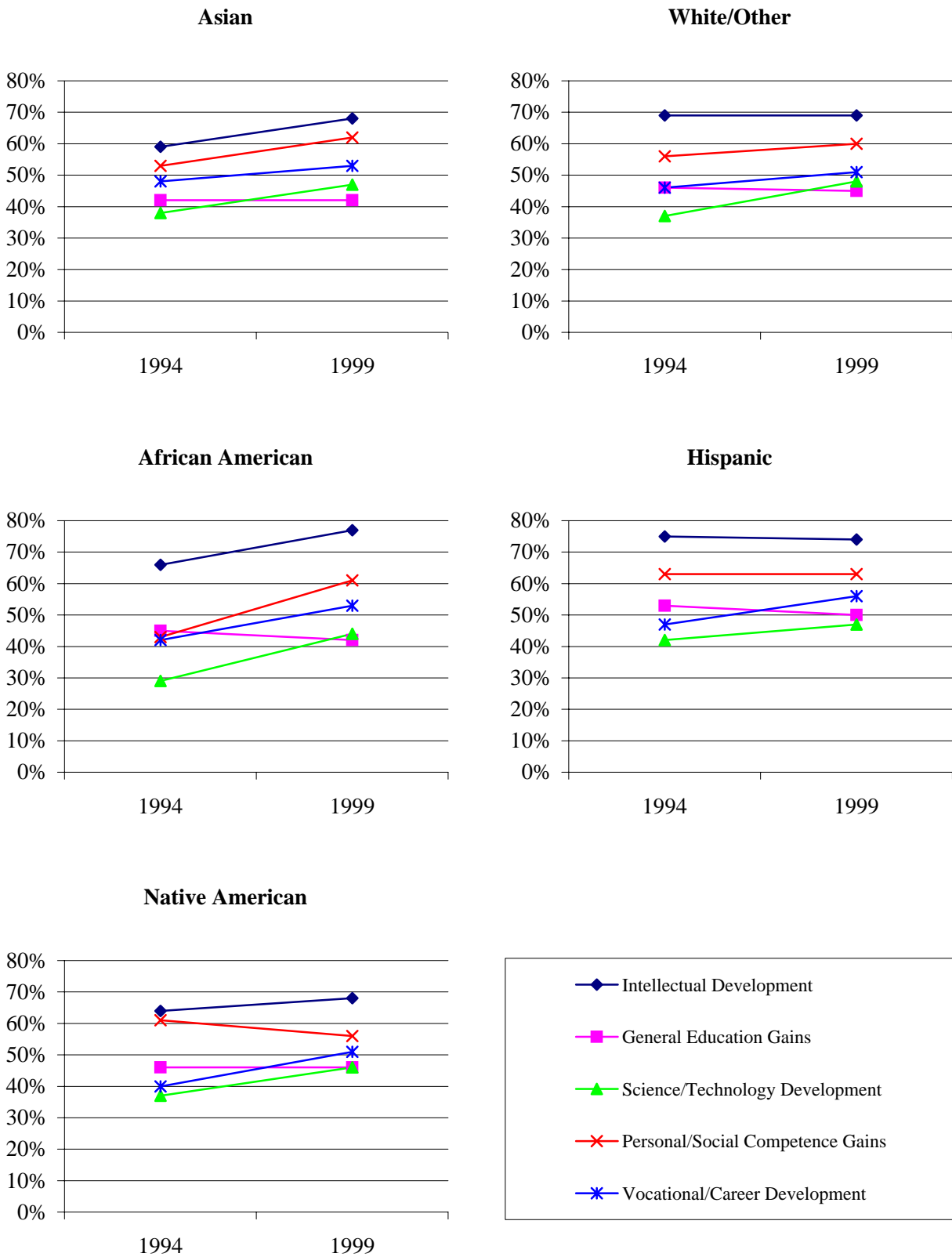


Table 6B
Total Satisfaction Index by Ethnicity

Year	Percentage of "Satisfied" Responses ¹						UCSD Total	Research University Norms
	Asian	White/ Other	African American	Hispanic	Native American			
1999	81%	82%	64%	81%	67%	*	81%	82%
1994	79%	81%	65%	80%	71%	*	80%	
1991	82%	82%	72%	84%	NA	*	82%	
1988	81%	81%	67%	85%	NA	*	82%	

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

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 7B
Additional Satisfaction Measures by Ethnicity

	"Satisfied" Responses ¹ (Percentage reporting "satisfied" or "very satisfied")					UCSD Total
	Asian	White/ Other	African American	Hispanic	Native American	
Would choose same College (Yes)	72%	78%	78%	80%	66%	76%
Satisfaction with College						
Academic Advising	48%	56%	53%	58%	56%	53%
Dean's staff	46%	54%	53%	53%	51%	51%
Residential Life Staff	37%	45%	37%	41%	36%	42%
Programs & Activities	40%	43%	39%	39%	37%	41%
Satisfaction with Major Dept.						
Academic Advising	47%	57%	51%	57%	60%	53%
Satisfaction with						
Cultural Programs	60%	55%	41%	56%	47%	* 57%
Satisfaction with Social Life	42%	33%	15%	26%	15%	* 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 8B
Background Characteristics by Ethnicity

	Asian N=2,260*	White/ Other N=2,910*	African American N=62*	Hispanic N=494*	Native American N=35*	UCSD Total N=5,761*
<i>Female</i>	58%	62%	68%	66%	71%	61%
<i>Male</i>	43%	38%	32%	34%	29%	39%
<i>Freshman</i>	11%	12%	16%	18%	3%	12%
<i>Sophomore</i>	25%	25%	27%	25%	31%	25%
<i>Junior</i>	31%	29%	31%	26%	23%	29%
<i>Senior</i>	33%	34%	26%	31%	43%	34%
<i>Arts</i>	2%	2%	2%	7%	3%	3%
<i>Humanities</i>	2%	7%	0%	10%	11%	5%
<i>Engineering</i>	23%	14%	11%	15%	11%	18%
<i>Science/Math</i>	35%	26%	31%	29%	40%	30%
<i>Social Science</i>	31%	40%	50%	31%	29%	36%
<i>Undeclared/Other</i>	8%	10%	7%	9%	6%	9%
<i>Native Freshmen</i>	86%	83%	86%	82%	71%	84%
<i>Transfers</i>	14%	17%	15%	18%	29%	16%
<i>First Generation</i>	29%	14%	31%	51%	29%	23%
<i>Not First Generation</i>	72%	86%	69%	49%	71%	77%
<i>High Income</i>	23%	29%	18%	12%	14%	25%
<i>Med. High Income</i>	20%	22%	15%	15%	23%	21%
<i>Med. Low Income</i>	19%	12%	18%	26%	23%	16%
<i>Low Income</i>	26%	12%	31%	31%	20%	19%
<i>Missing Income Data</i>	12%	26%	19%	15%	20%	20%
Number of Work Hours						
<i>None</i>	45%	41%	18%	35%	29%	42%
<i>1-10 hours</i>	24%	20%	33%	20%	11%	22%
<i>11-20</i>	5%	8%	12%	11%	11%	26%
<i>21-30</i>	1%	3%	7%	2%	7%	8%
<i>31-40</i>	<1%	<1%	2%	0%	6%	2%
	55%	59%	82%	65%	71%	58%
Highest Degree Objective						
<i>BA/BS</i>	15%	15%	12%	20%	6%	15%
<i>MA/MS</i>	33%	32%	28%	30%	29%	32%
<i>MD/JD</i>	30%	23%	39%	25%	38%	26%
<i>PhD</i>	18%	27%	21%	22%	24%	23%
<i>Certificate</i>	4%	3%	0%	2%	3%	3%
	85%	85%	88%	80%	94%	85%
Career Objective						
<i>Research</i>	8%	11%	8%	9%	21%	10%
<i>Univ. Teaching</i>	6%	6%	7%	7%	3%	6%
<i>Prim/HS Teach.</i>	7%	9%	13%	14%	15%	8%
<i>Self-Employment</i>	6%	10%	5%	8%	15%	9%
<i>Professional</i>	74%	64%	67%	62%	47%	68%

* Weighted N.