

Table 1D
Academic/Intellectual Activities by Entering Status

<i>"High" Participation Rate ¹</i> <i>(Percentage reporting "often" or "very often")</i>					Research University Norms
	Year	Native	Transfer	UCSD Total	
Course-related activities	1999	63%	60%	63%	57%
	1994	58%	68%	60%	
	1991	58%	63%	59%	
	1988	64%	70%	65%	
Writing activities	1999	56%	54%	56%†	48%
	1994	49%	53%	50%	
	1991	51%	55%	52%	
	1988	50%	49%	50%	
Science and Quantitative-related activities	1999	38%	43%	39%†	27%
	1994	31%	28%	31%	
	1991	28%	26%	28%	
	1988	31%	29%	31%	
Computer and Technology-related activities	1999	39%	35%	38%	NA
	1994	NA	NA	NA	
	1991	NA	NA	NA	
	1988	NA	NA	NA	
Library Use	1999	20%	28%	21%	21%
	1994	18%	25%	19%	
	1991	17%	22%	18%	
	1988	15%	16%	15%	
Interaction with faculty	1999	18%	22%	19%†	20%
	1994	13%	15%	13%	
	1991	12%	15%	12%	
	1988	11%	15%	12%	

† 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?"

Response options:

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

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

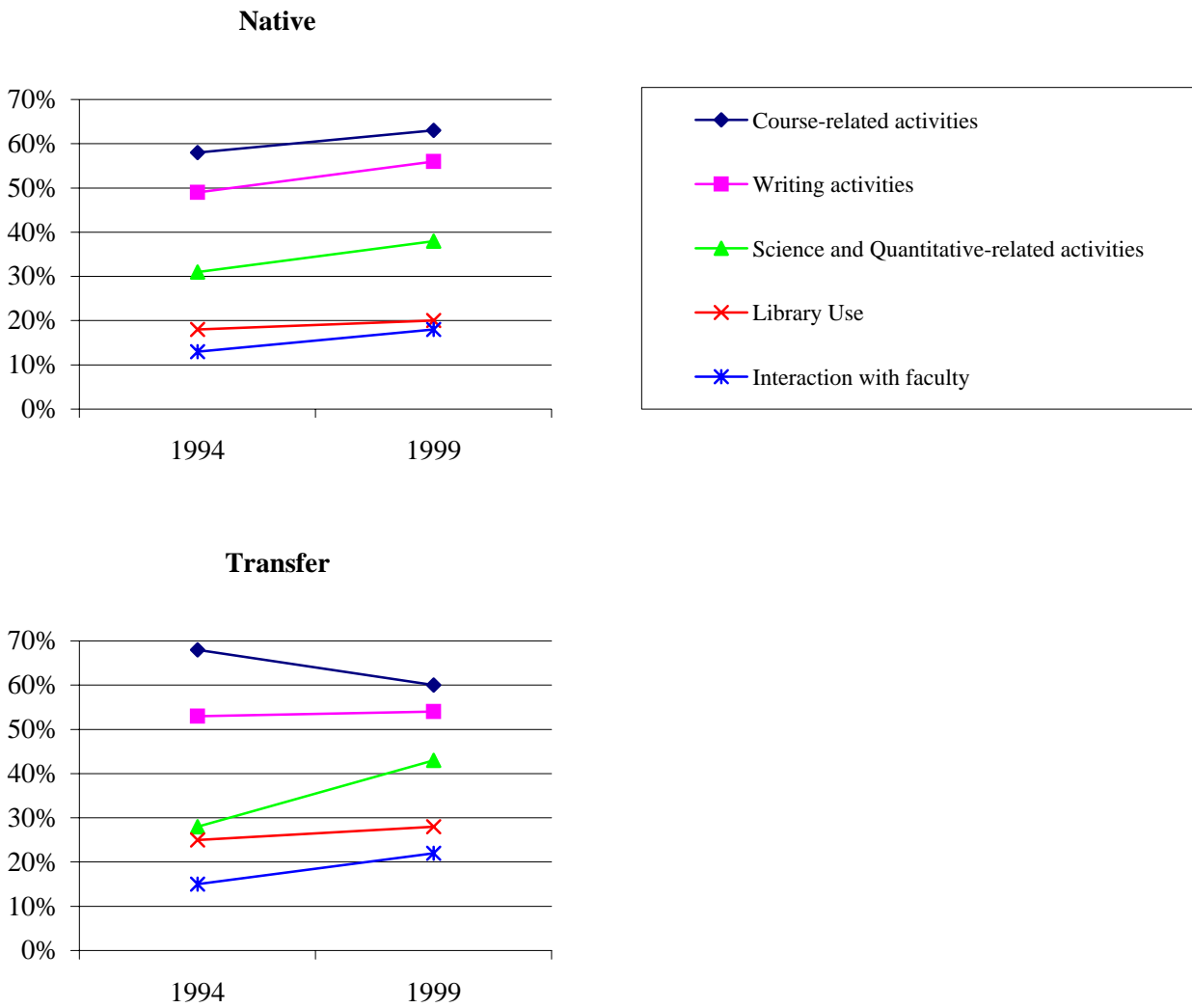


Table 2D
Co-Curricular Activities by Entering Status

	<i>"High" Participation Rate ¹</i> <i>(Percentage reporting "often" or "very often")</i>				Research University Norms
	Year	Native	Transfer	UCSD Total	
Exposure to art/music/theater	1999	34%	25%	32%†	14%
	1994	14%	11%	14%	
	1991	16%	13%	16%	
	1988	14%	12%	13%	
Campus Facilities	1999	34%	24%	33%†	NA
	1994	22%	15%	21%	
	1991	27%	19%	25%	
	1988	20%	13%	18%	
Activities related to personal adjustment	1999	46%	40%	45%†	35%
	1994	38%	28%	36%	
	1991	37%	30%	36%	
	1988	35%	27%	33%	
Clubs and organizations	1999	24%	13%	22%	23%
	1994	24%	11%	* 21%	
	1991	24%	14%	23%	
	1988	21%	13%	19%	
Activities related to student acquaintances	1999	53%	41%	* 51%	47%
	1994	49%	39%	47%	
	1991	49%	36%	46%	
	1988	46%	36%	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 2D: Co-Curricular Activities: 1994-1999

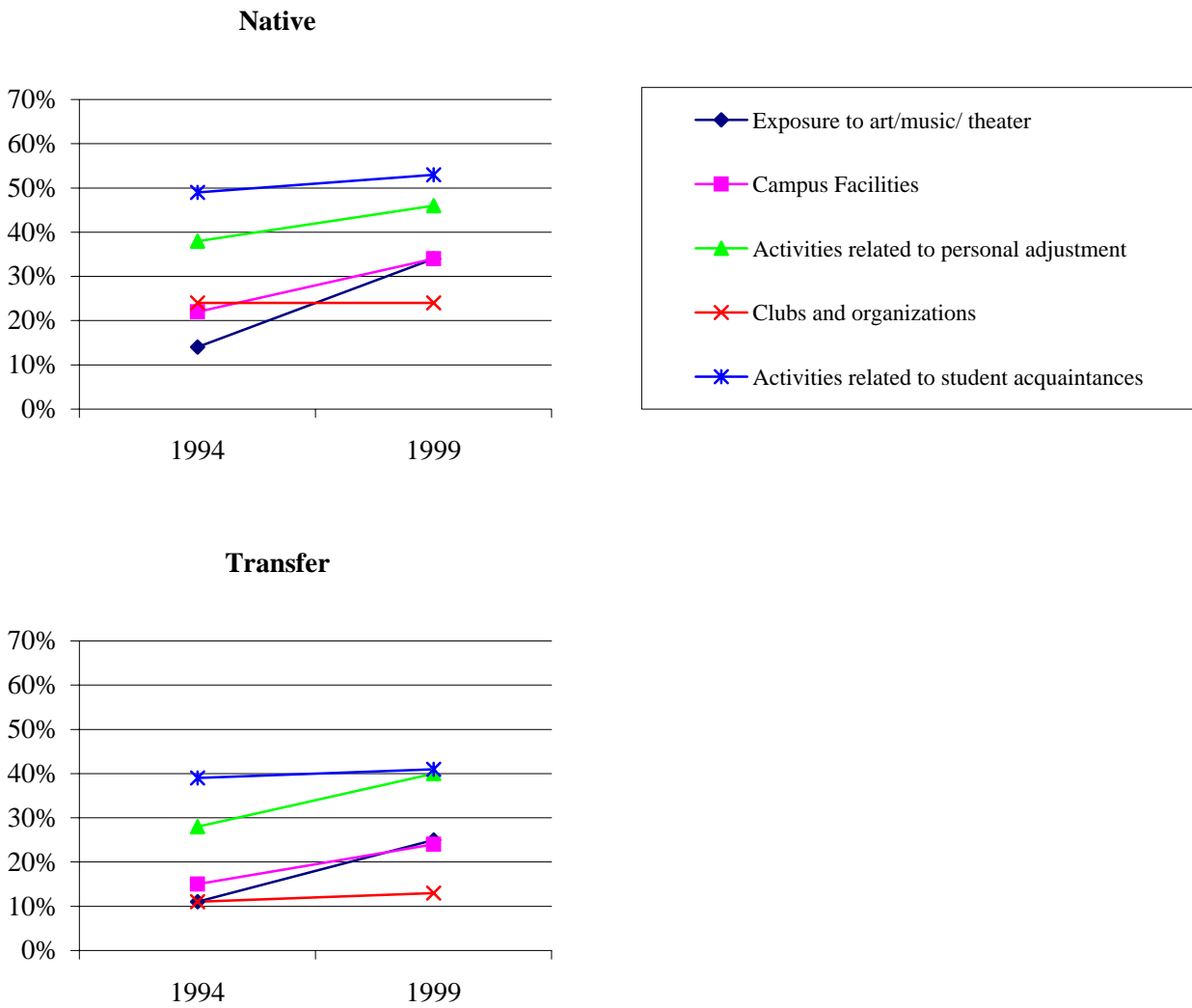


Table 3D
Perceptions of UCSD’s Emphasis on Areas of Student Development by Entering Status
(The College Environment)

<i>University Strongly Emphasizes:</i>	Year	<i>Percentage Reporting "Strong Emphasis" ¹</i>			Research University Norms
		Native	Transfer	UCSD Total	
Academic, scholarly and intellectual qualities	1999	92%	86%	91%	78%
	1994	88%	86%	88%	
	1991	90%	87%	90%	
	1988	91%	90%	91%	
Critical, evaluative and analytical qualities	1999	81%	81%	81%	70%
	1994	83%	83%	83%	
	1991	83%	88%	84%	
	1988	84%	84%	84%	
Personal relevance and practical value of courses	1999	37%	48%	39%	56%
	1994	40%	47%	41%	
	1991	35%	37%	36%	
	1988	40%	35%	39%	
Vocational and occupational competence	1999	32%	41%	34%	54%
	1994	33%	33%	33%	
	1991	37%	34%	36%	
	1988	37%	36%	37%	
Developing information literacy skills	1999	63%	68%	64%	NA
	1994	NA	NA	NA	
	1991	NA	NA	NA	
	1988	NA	NA	NA	
Developing an understanding and appreciation of human diversity	1999	57%	54%	56%	NA
	1994	NA	NA	NA	
	1991	NA	NA	NA	
	1988	NA	NA	NA	

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

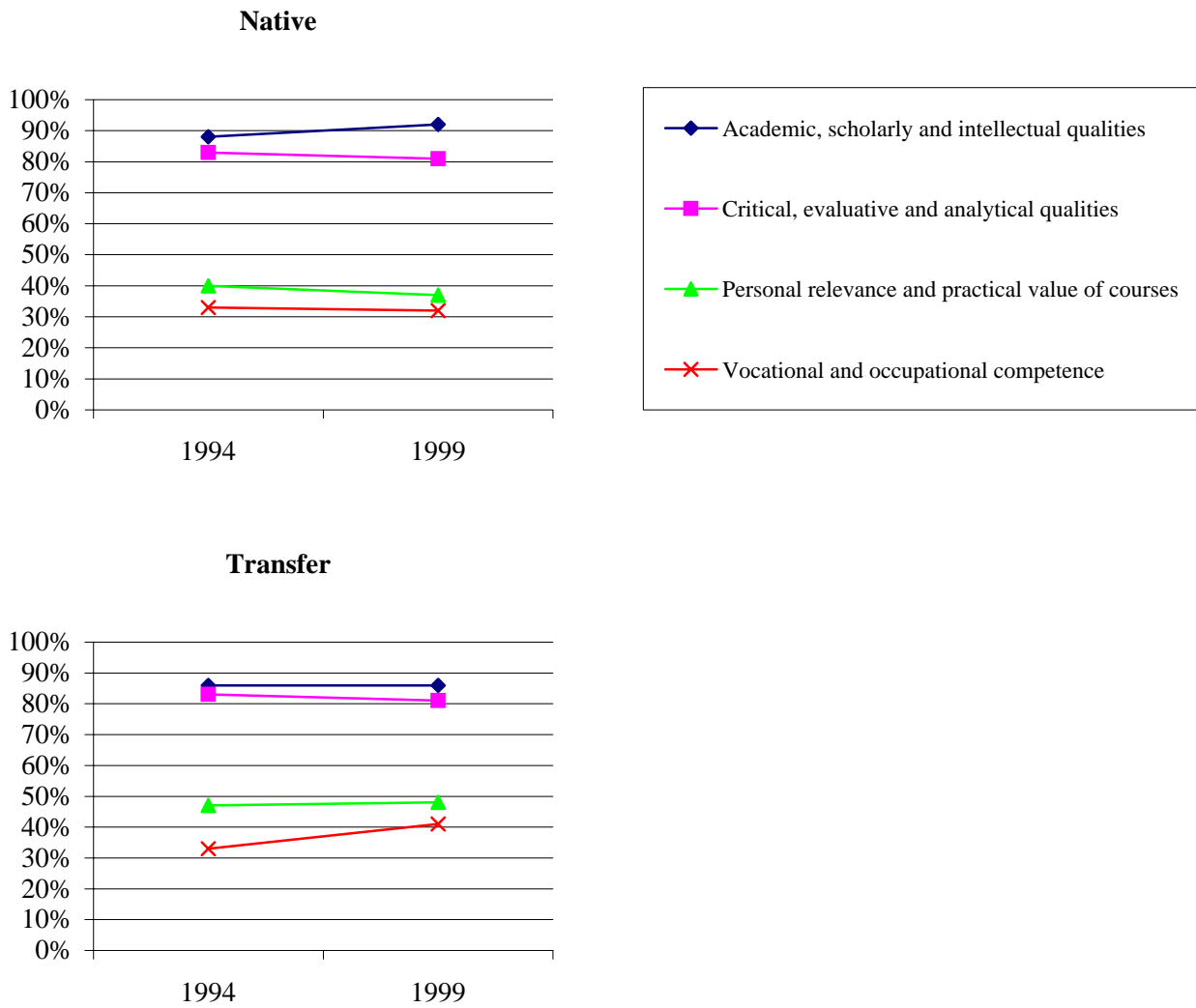


Table 4D
Quality of Relationships Between Students, Faculty, Administrative Personnel
by Entering Status

	<i>Percentage Reporting "Positive" ¹ Relationships</i>				Research University Norms
	Year	Native	Transfer	UCSD Total	
Students: Friendly,	1999	66%	53%	* 64%	76%
Supportive, Sense of	1994	65%	45%	* 61%	
Belonging vs. Sense of	1991	69%	53%	* 66%	
Alienation	1988	68%	50%	* 63%	
Faculty: Approachable,	1999	54%	57%	55%†	63%
Helpful, Understanding vs.	1994	44%	49%	45%	
Remote, Discouraging	1991	45%	43%	44%	
	1988	46%	45%	46%	
Administrative Personnel	1999	46%	46%	46%†	43%
and Offices: Helpful,	1994	32%	41%	34%	
Considerate, Flexible vs.	1991	41%	38%	41%	
Rigid, Impersonal	1988	40%	47%	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 4D: Quality of Relationships: 1994-1999

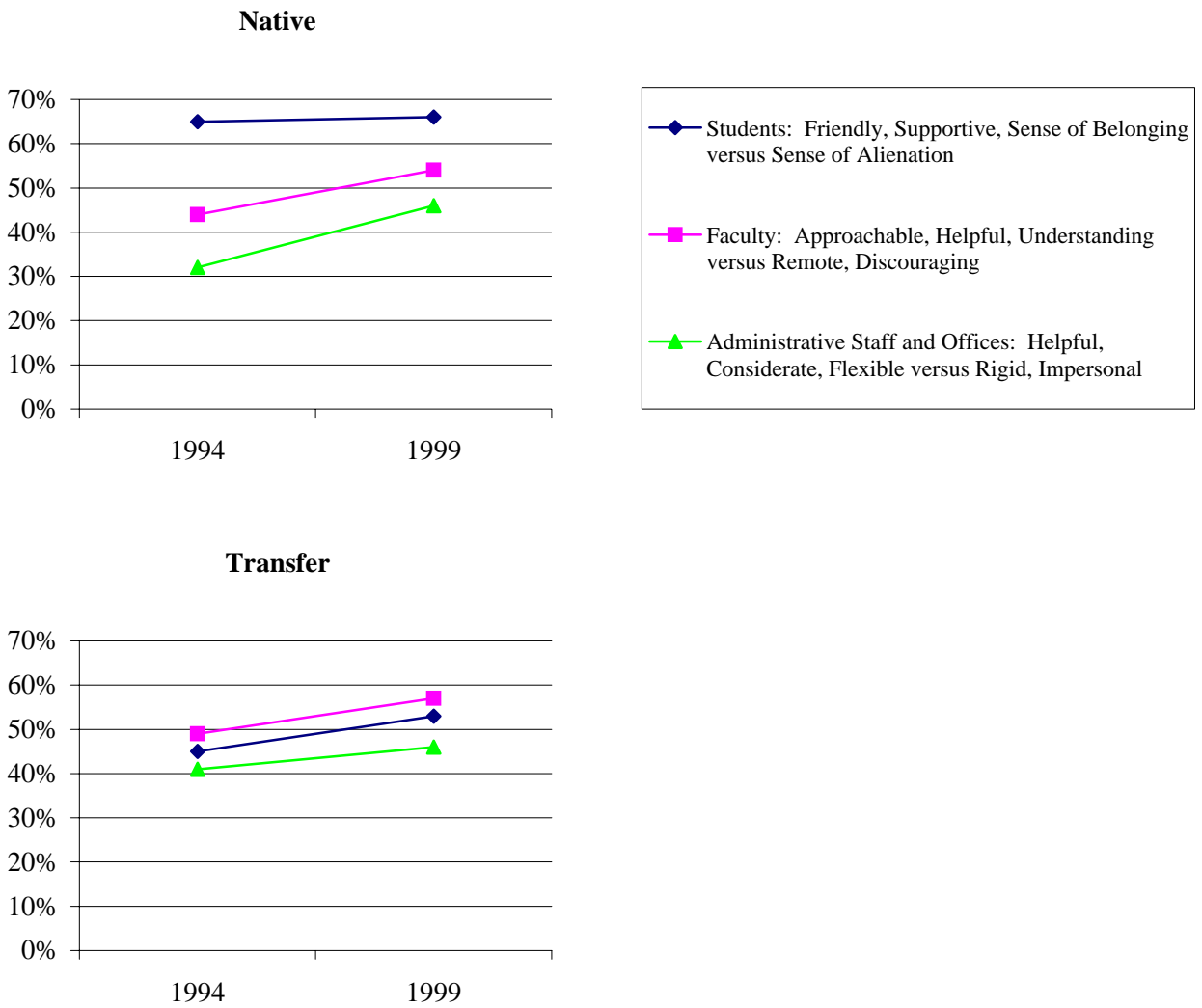


Table 5D
Student Development: Estimate of Gains by Entering Status

	<i>"Substantial" Gains¹</i> (Percentage Responding "Quite a Bit" or "Very Much")			Research University Norms	
	Year	Native	Transfer		UCSD Total
Intellectual Development	1999	70%	69%	70%	63%
	1994	64%	75%	66%	
	1991	65%	72%	66%	
	1988	68%	74%	69%	
General Education Gains	1999	45%	42%	44%	42%
	1994	45%	46%	45%	
	1991	48%	49%	48%	
	1988	48%	43%	46%	
Science/Technology Development	1999	46%	58%	* 48%†	38%
	1994	37%	41%	38%	
	1991	34%	38%	35%	
	1988	40%	43%	41%	
Personal/Social Development	1999	62%	57%	61%†	59%
	1994	57%	51%	56%	
	1991	61%	56%	60%	
	1988	57%	48%	55%	
Vocational/Career Development	1999	52%	56%	52%†	49%
	1994	46%	50%	47%	
	1991	42%	51%	43%	
	1988	43%	49%	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 5D: Student Development: 1994-1999

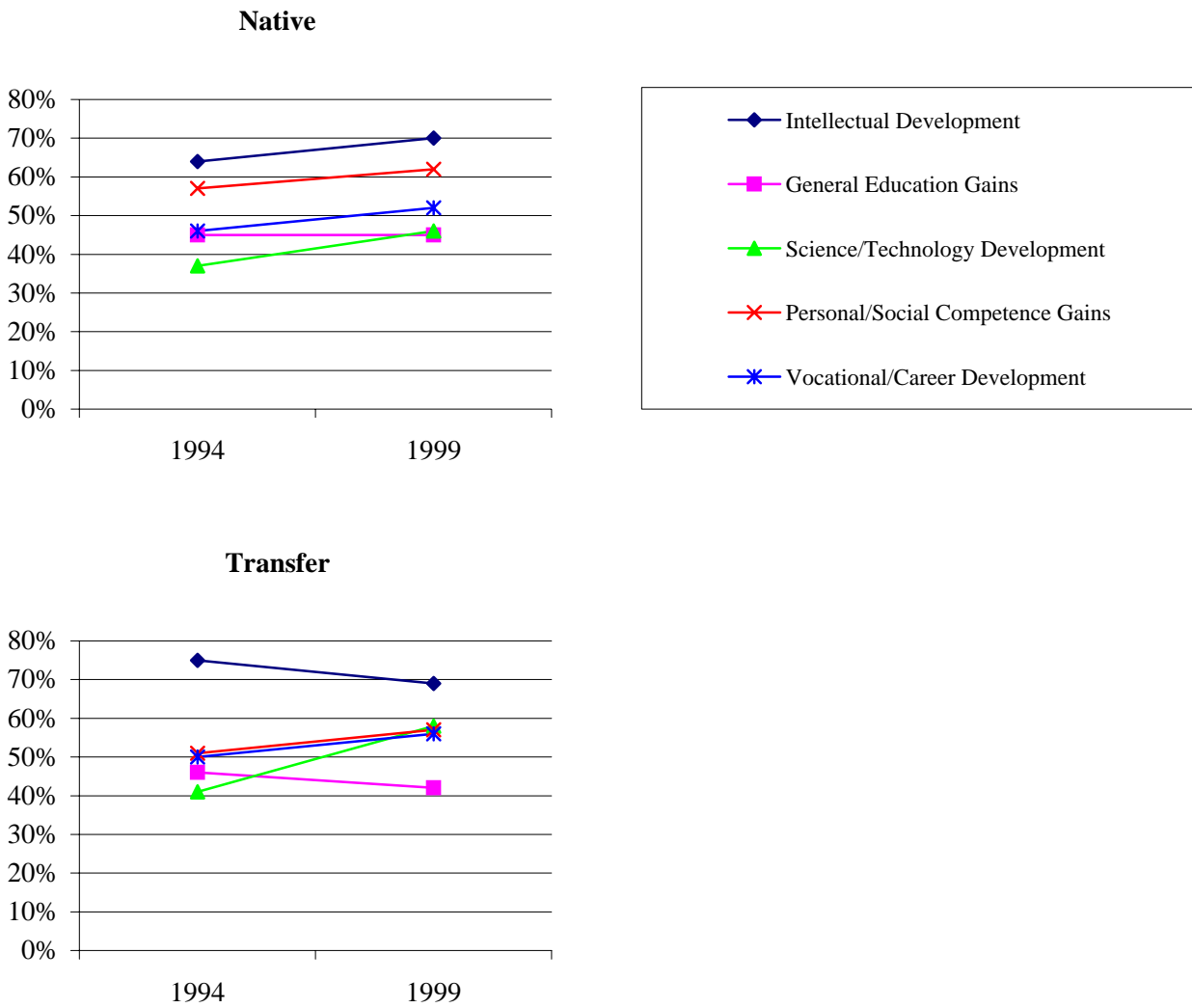


Table 6D
Total Satisfaction Index by Entering Status

Year	Percentage of "Satisfied" Responses ¹			Research University Norms
	Native	Transfer	UCSD Total	
1999	82%	76%	81%	82%
1994	80%	80%	80%	
1991	82%	81%	82%	
1988	82%	81%	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"

Table 7D
Additional Satisfaction Measures by Entering Status

	Satisfied Responses ¹		
	Native	Transfer	UCSD Total
Would choose same College (Yes)	74%	84%	76%
Satisfaction with College			
Academic Advising	51%	63%	53%
Dean's staff	50%	58%	51%
Residential Life Staff	44%	27%	* 42%
Programs & Activities	41%	40%	41%
Satisfaction with Major Dept.			
Academic Advising	51%	65%	* 53%
Satisfaction with			
Cultural Programs	57%	55%	57%
Satisfaction with Social Life	37%	30%	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 8D
Background Characteristics by Entering Status¹

	Native N=4,801*	Transfer N=907*	UCSD Total N=5,761*
<i>Female</i>	64%	48%	61%
<i>Male</i>	36%	52%	39%
<i>Asian</i>	40%	34%	39%
<i>White/Other</i>	50%	54%	51%
<i>African American</i>	1%	1%	1%
<i>Hispanic</i>	8%	10%	9%
<i>Native American</i>	<1%	1%	<1%
<i>Freshman</i>	14%	0%	12%
<i>Sophomore</i>	30%	2%	25%
<i>Junior</i>	26%	47%	29%
<i>Senior</i>	30%	51%	34%
<i>Arts</i>	2%	3%	3%
<i>Humanities</i>	5%	9%	5%
<i>Engineering</i>	17%	23%	18%
<i>Science/Math</i>	29%	35%	30%
<i>Social Science</i>	36%	29%	36%
<i>Undeclared/Other</i>	11%	1%	9%
<i>Revelle</i>	25%	10%	23%
<i>John Muir</i>	24%	18%	22%
<i>Thurgood Marshall</i>	17%	23%	18%
<i>Earl Warren</i>	20%	46%	25%
<i>Eleanor Roosevelt</i>	14%	3%	13%
<i>First Generation</i>	20%	39%	23%
<i>Not First Generation</i>	80%	61%	77%
<i>High Income</i>	27%	12%	25%
<i>Med. High Income</i>	22%	13%	21%
<i>Med. Low Income</i>	17%	14%	16%
<i>Low Income</i>	19%	18%	19%
<i>Missing Income Data</i>	15%	43%	20%
Number of Work Hours			
<i>None</i>	43%	39%	42%
<i>1-10 hours</i>	22%	19%	22%
<i>11-20</i>	26%	26%	26%
<i>21-30</i>	7%	10%	8%
<i>31-40</i>	2%	6%	3%
<i>>40</i>	<1%	<1%	<1%
	57%	61%	58%
Highest Degree Objective			
<i>BA/BS</i>	14%	20%	15%
<i>MA/MS</i>	31%	36%	32%
<i>MD/JD</i>	28%	19%	26%
<i>PhD</i>	23%	22%	23%
<i>Certificate</i>	3%	3%	3%
	86%	80%	85%
Career Objective			
<i>Research</i>	10%	8%	10%
<i>Univ. Teaching</i>	5%	10%	6%
<i>Prim/HS Teach.</i>	9%	5%	8%
<i>Self-Employment</i>	8%	12%	9%
<i>Professional</i>	68%	65%	68%

* Weighted N.

¹Missing = 53.