

**Table 1A**  
**Academic/Intellectual Activities by Gender**

	Year	<i>"High" Participation Rate <sup>1</sup></i> (Percentage reporting "often" or "very often")			Research University Norms
		Male	Female	UCSD Total	
<b>Course-related activities</b>	1999	60%	65%	63%	57%
	1994	59%	61%	60%	
	1991	56%	61%	59%	
	1988	64%	70%	65%	
<b>Writing activities</b>	1999	51%	58%	56%†	48%
	1994	47%	52%	50%	
	1991	48%	54%	52%	
	1988	47%	53%	50%	
<b>Science and Quantitative-related activities</b>	1999	44%	36%	39%†	27%
	1994	39%	26%	31%	
	1991	36%	21%	28%	
	1988	37%	25%	31%	
<b>Computer and Technology-related activities</b>	1999	41%	36%	38%	NA
	1994	NA	NA	NA	
	1991	NA	NA	NA	
	1988	NA	NA	NA	
<b>Library Use</b>	1999	22%	21%	21%	21%
	1994	20%	19%	19%	
	1991	18%	18%	18%	
	1988	16%	15%	15%	
<b>Interaction with faculty</b>	1999	20%	18%	19%†	20%
	1994	14%	13%	13%	
	1991	12%	13%	12%	
	1988	12%	12%	12%	

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

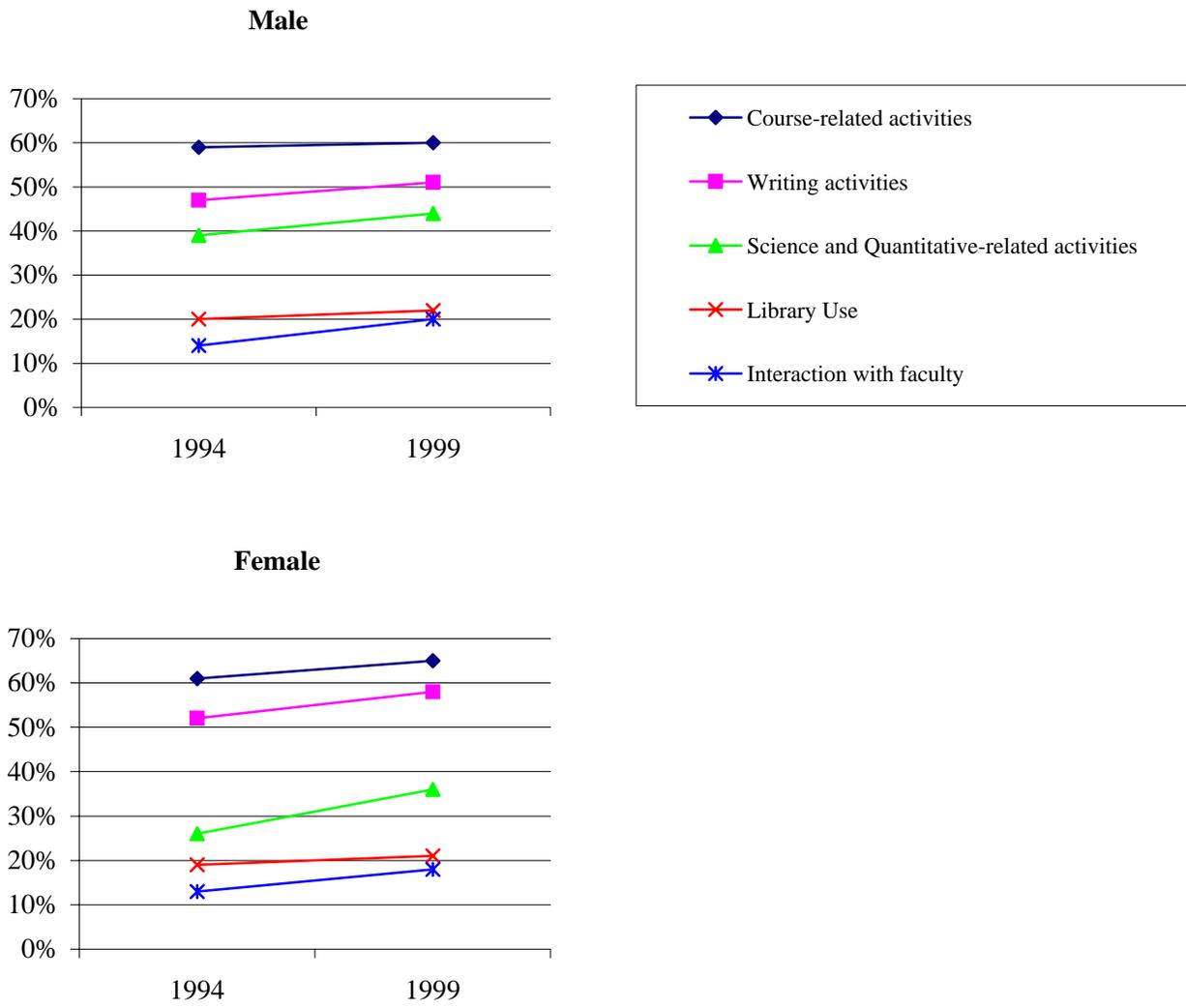
<sup>1</sup> Response options to the question:

"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 1A: Academic/Intellectual Activities: 1994-1999**



**Table 2A**  
**Co-Curricular Activities by Gender**

<i>"High" Participation Rate <sup>1</sup></i> <i>(Percentage reporting "often" or "very often")</i>					Research University Norms
Year	Male	Female	UCSD Total		
<b>Exposure to art/music/ theater</b>	1999	28%	35%	32%†	14%
	1994	14%	13%	14%	
	1991	14%	17%	16%	
	1988	11%	16%	13%	
<b>Campus Facilities</b>	1999	34%	32%	33%†	NA
	1994	24%	19%	21%	
	1991	26%	25%	25%	
	1988	20%	17%	18%	
<b>Activities related to personal adjustment</b>	1999	36%	50%	45%†	35%
	1994	31%	40%	36%	
	1991	39%	40%	36%	
	1988	27%	39%	33%	
<b>Clubs and organizations</b>	1999	21%	23%	22%	23%
	1994	20%	22%	21%	
	1991	20%	24%	23%	
	1988	19%	18%	19%	
<b>Activities related to student acquaintances</b>	1999	47%	53%	51%	47%
	1994	46%	48%	47%	
	1991	44%	49%	46%	
	1988	42%	45%	44%	

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

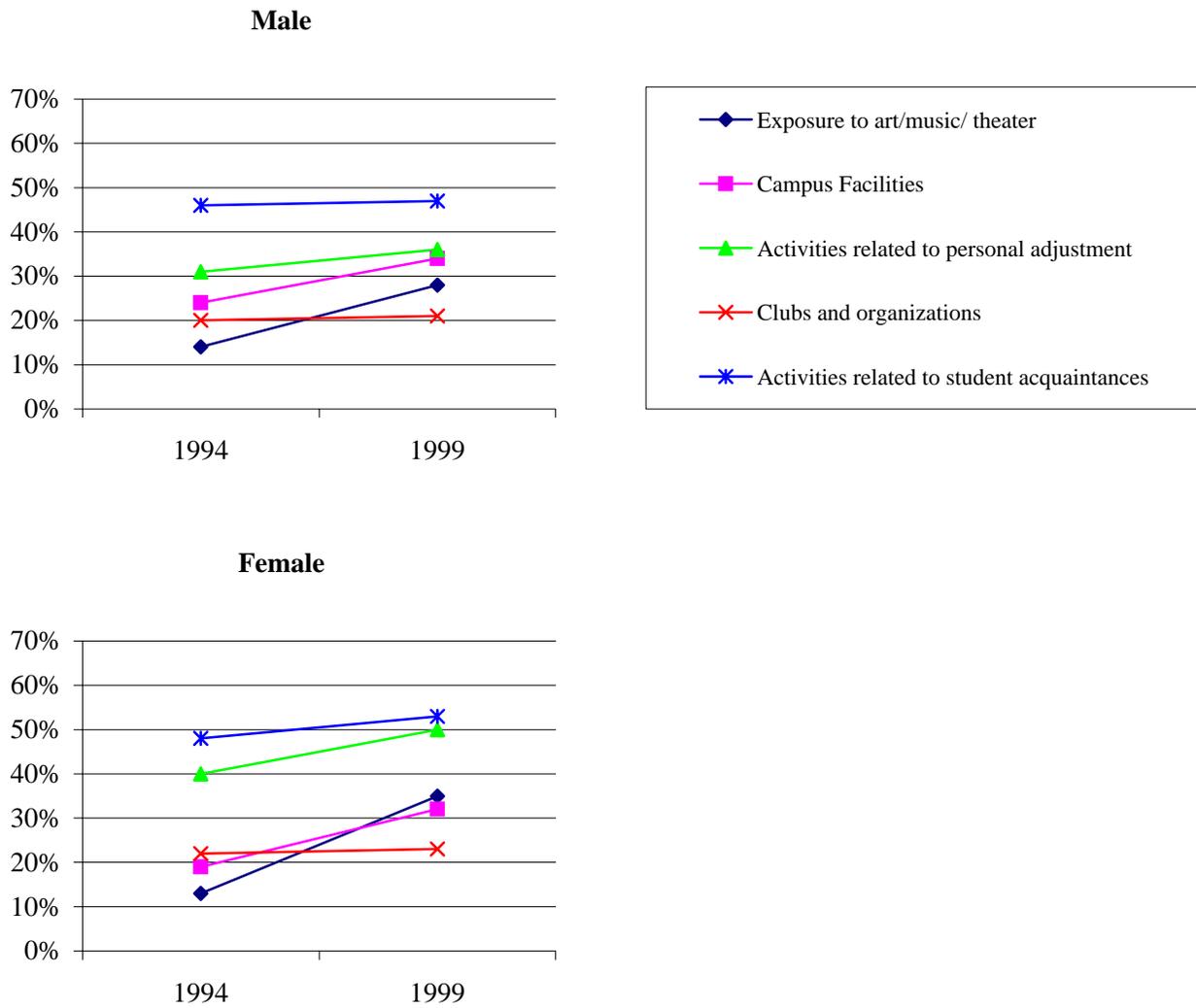
<sup>1</sup> Response options to the question:

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



**Table 3A**  
**Perceptions of UCSD's Emphasis on Areas of Student Development by Gender**  
**(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>Research</i> <i>University</i> <i>Norms</i>
		<i>Male</i>	<i>Female</i>	<i>UCSD Total</i>	
<b>Academic, scholarly and intellectual qualities</b>	1999	89%	92%	91%	78%
	1994	87%	89%	88%	
	1991	87%	91%	90%	
	1988	88%	92%	91%	
<b>Critical, evaluative and analytical qualities</b>	1999	78%	82%	80%	70%
	1994	81%	84%	83%	
	1991	81%	86%	84%	
	1988	82%	86%	84%	
<b>Personal relevance and practical value of courses</b>	1999	38%	39%	38%	56%
	1994	42%	40%	41%	
	1991	34%	36%	35%	
	1988	41%	36%	39%	
<b>Vocational and occupational competence</b>	1999	34%	33%	34%	54%
	1994	34%	32%	33%	
	1991	36%	36%	36%	
	1988	38%	35%	37%	
<b>Developing information literacy skills</b>	1999	67%	62%	64%	NA
	1994	NA	NA	NA	
	1991	NA	NA	NA	
	1988	NA	NA	NA	
<b>Developing an understanding and appreciation of human diversity</b>	1999	56%	56%	56%	NA
	1994	NA	NA	NA	
	1991	NA	NA	NA	
	1988	NA	NA	NA	

<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"

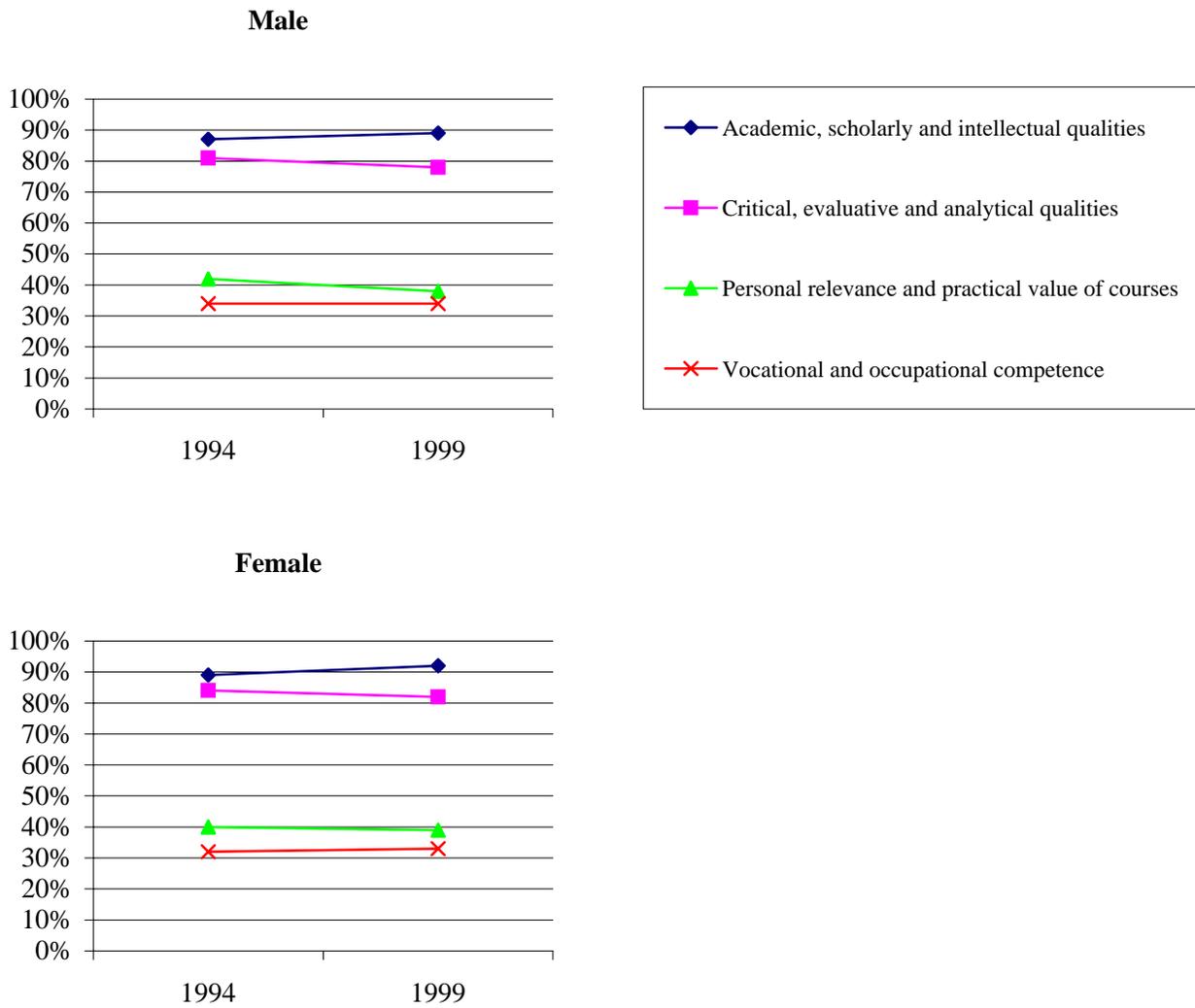
*Response options:*

5-7) "Strong"

4) "Neutral"

1-3) "Weak"

**Figure 3A: Perceptions of the Academic Environment: 1994-1999**



**Table 4A**  
**Quality of Relationships Between Students, Faculty, Administrative Personnel**  
**by Gender**

	<i>Percentage Reporting "Positive" <sup>1</sup> Relationships</i>			Research University Norms	
	<b>Year</b>	Male	Female		<b>UCSD Total</b>
<b>Students:</b> Friendly,	1999	61%	65%	64%	76%
Supportive, Sense of	1994	58%	63%	61%	
Belonging vs. Sense of	1991	65%	67%	66%	
Alienation	1988	60%	66%	63%	
<b>Faculty:</b> Approachable,	1999	59%	52%	55%†	63%
Helpful, Understanding vs.	1994	44%	46%	45%	
Remote, Discouraging	1991	41%	47%	44%	
	1988	43%	48%	46%	
<b>Administrative Personnel</b>	1999	45%	46%	46%†	43%
<b>and Offices:</b> Helpful,	1994	35%	34%	34%	
Considerate, Flexible vs.	1991	41%	41%	41%	
Rigid, Impersonal	1988	39%	44%	42%	

† Indicates a significant difference ( $\geq 5\%$ ) 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

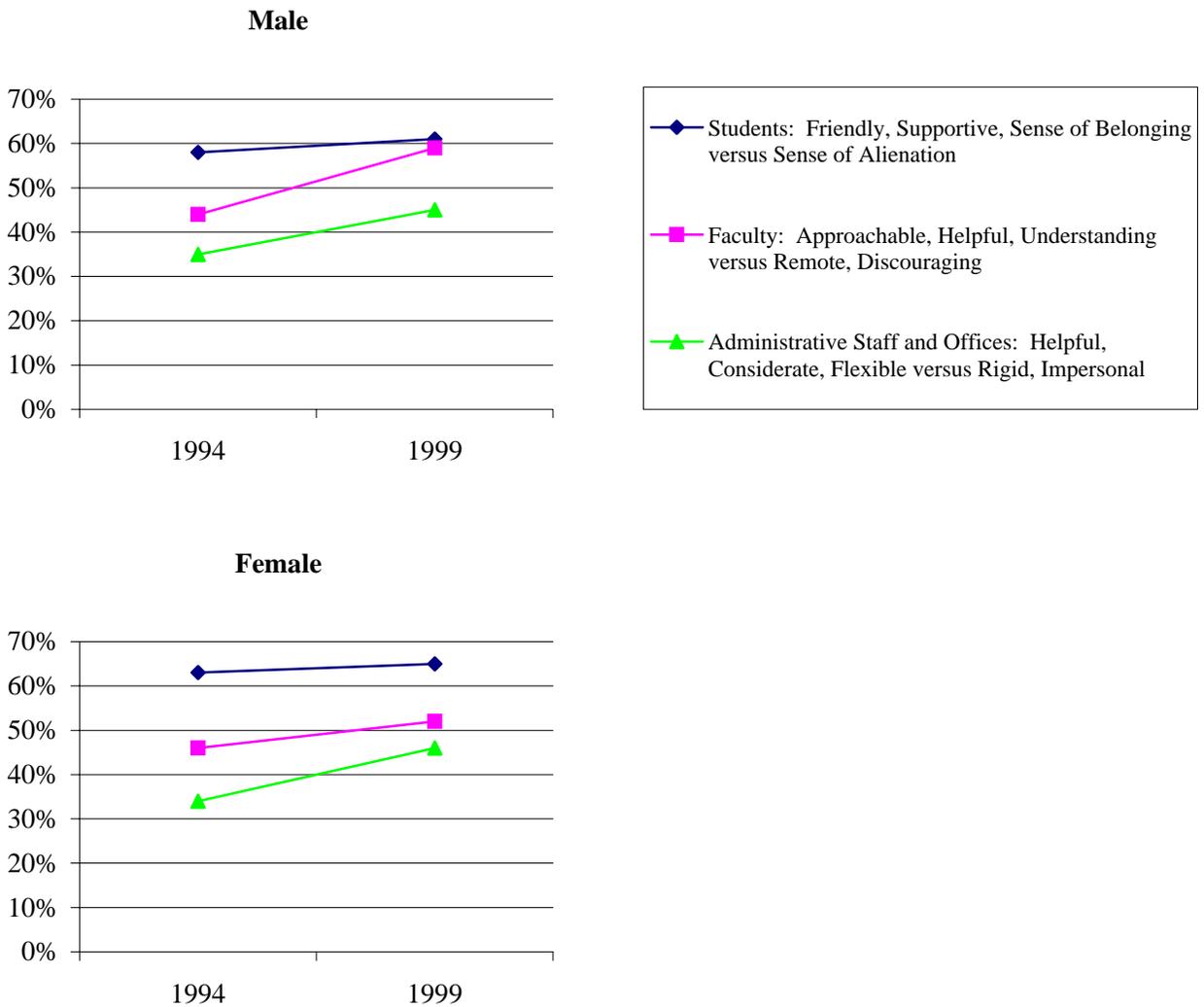
Response options:

5-7) "Positive"

4) "Neutral"

1-3) "Negative"

**Figure 4A: Quality of Relationships: 1994-1999**



**Table 5A**  
**Student Development: Estimate of Gains by Gender**

	<i>"Substantial" Gains<sup>1</sup></i> <i>(Percentage Responding "Quite a Bit" or "Very Much")</i>			Research University Norms	
	Year	Male	Female		UCSD Total
<b>Intellectual Development</b>	1999	69%	70%	70%	63%
	1994	63%	69%	66%	
	1991	68%	65%	67%	
	1988	69%	70%	70%	
<b>General Education Gains</b>	1999	43%	45%	44%	42%
	1994	40%	48%	45%	
	1991	43%	52%	48%	
	1988	43%	50%	47%	
<b>Science/Technology Development</b>	1999	53%	44%	48%†	38%
	1994	45%	33%	39%	
	1991	44%	28%	36%	
	1988	50%	33%	41%	
<b>Personal/Social Development</b>	1999	58%	63%	61%†	59%
	1994	51%	59%	56%	
	1991	57%	62%	61%	
	1988	50%	59%	55%	
<b>Vocational/Career Development</b>	1999	55%	51%	52%†	49%
	1994	52%	43%	47%	
	1991	49%	39%	44%	
	1988	49%	40%	44%	

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

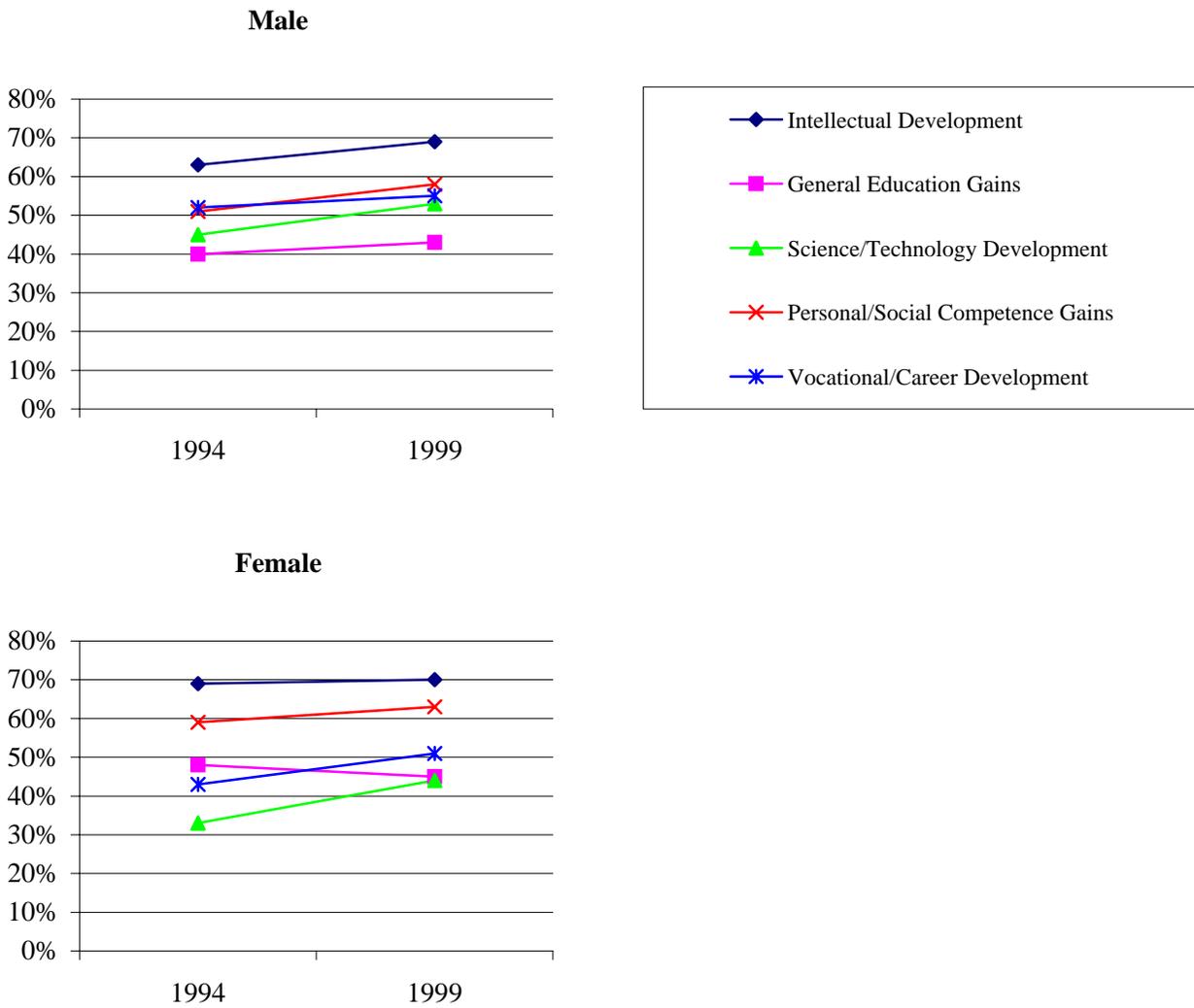
<sup>1</sup> Response options to the question:

"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 5A: Student Development: 1994-1999**



**Table 6A**  
**Total Satisfaction Index by Gender**

Year	Percentage of "Satisfied" Responses <sup>1</sup>			Research University Norms
	Male	Female	UCSD Total	
1999	78%	83%	81%	82%
1994	80%	80%	80%	
1991	82%	82%	82%	
1988	80%	83%	82%	

<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 7A**  
**Additional Satisfaction Measures by Gender**

	<i>"Satisfied" Responses <sup>1</sup></i> (Percentage reporting "satisfied" or "very satisfied")		
	Male	Female	UCSD Total
<b>Would choose same College (Yes)</b>	<b>75%</b>	<b>77%</b>	<b>76%</b>
Satisfaction with College			
Academic Advising	52%	54%	53%
Dean's staff	51%	51%	51%
Residential Life Staff	33%	47%	42%
Programs & Activities	38%	43%	41%
Satisfaction with Major Dept.			
Academic Advising	48%	56%	53%
Satisfaction with			
Cultural Programs	50%	61%	57%
Satisfaction with Social Life	32%	38%	36%

<sup>1</sup> Response options:

5) Very Satisfied

4) Satisfied

3) Neutral

2) Dissatisfied

1) Very Dissatisfied

**Table 8A**  
**Background Characteristics by Gender**

	Male N=2,270*	Female N=3,491*	UCSD Total N=5,761*
<i>Asian</i>	42%	37%	39%
<i>White/Other</i>	49%	52%	51%
<i>African American</i>	1%	1%	1%
<i>Hispanic</i>	7%	9%	9%
<i>Native American</i>	<1%	1%	<1%
<i>Freshman</i>	9%	14%	12%
<i>Sophomore</i>	28%	23%	25%
<i>Junior</i>	25%	33%	29%
<i>Senior</i>	38%	30%	34%
<i>Arts</i>	3%	2%	3%
<i>Humanities</i>	6%	5%	5%
<i>Engineering</i>	30%	10%	18%
<i>Science/Math</i>	28%	32%	30%
<i>Social Science</i>	25%	42%	36%
<i>Undeclared/Other</i>	9%	9%	9%
<i>Revelle</i>	24%	21%	23%
<i>John Muir</i>	24%	22%	22%
<i>Thurgood Marshall</i>	16%	19%	18%
<i>Earl Warren</i>	24%	25%	25%
<i>Eleanor Roosevelt</i>	12%	13%	13%
<i>Native Freshmen</i>	79%	88%	84%
<i>Transfers</i>	21%	12%	16%
<i>First Generation</i>	23%	23%	23%
<i>Not First Generation</i>	77%	77%	77%
<i>High Income</i>	21%	27%	25%
<i>Med. High Income</i>	24%	18%	21%
<i>Med. Low Income</i>	16%	16%	16%
<i>Low Income</i>	19%	20%	19%
<i>Missing Income Data</i>	20%	19%	20%
<b>Number of Work Hours</b>			
<i>None</i>	48%	38%	42%
<i>1-10 hours</i>	16%	26%	22%
<i>11-20</i>	24%	27%	26%
<i>21-30</i>	8%	7%	8%
<i>31-40</i>	2%	3%	3%
<i>&gt;40</i>	1%	0%	<1%
	52%	62%	58%
<b>Highest Degree Objective</b>			
<i>BA/BS</i>	20%	12%	15%
<i>MA/MS</i>	33%	31%	32%
<i>MD/JD</i>	22%	29%	26%
<i>PhD</i>	22%	24%	23%
<i>Certificate</i>	3%	4%	3%
	80%	88%	85%
<b>Career Objective</b>			
<i>Research</i>	9%	10%	10%
<i>Univ. Teaching</i>	6%	6%	6%
<i>Prim/HS Teach.</i>	6%	10%	8%
<i>Self-Employment</i>	9%	8%	9%
<i>Professional</i>	70%	66%	68%

\* Weighted N.