
INCOME

SUMMARY: In an attempt to determine whether the college experiences of students vary significantly for different levels of parental income, we have examined the response patterns of students over two administrations of the CSEQ. (Income information is not available for respondents prior to the 1994 administration of the CSEQ). Students are identified as being associated with one of four parental income categories: (1) “High” annual income (>\$87K); (2) “medium” high income (\$58K - \$87K); (3) “medium” low income (\$29K - \$58K); (4) “low” income (< \$29K). Our analysis revealed few differences between income groups in the major areas covered by the CSEQ. We did find that low income students tend to participate less in clubs and organizations than high-income students, but in all areas of student development, lower income students report similar gains as higher income students.

I. The Academic and Co-Curricular Experiences of Students by Parental Income

- ◆ There are no substantial differences in students' participation in the academic life of the campus based on differences in family income. That is, the amount of time and effort devoted to Course-related, Writing, Science/Quantitative activities, and the like is similar for both low income and high-income students.
- ◆ High-income students tend to participate in clubs and organizations more frequently than do low-income students. However, on all other measures of co-curricular involvement, there are no meaningful differences between subgroups.

II. Perceptions of the Campus Environment by Parental Income

- ◆ **Emphasis on the academic, personal, social and career development of students.** With one exception, there are no significant differences between high and low-income students' perceptions of the academic environment at UCSD. Whereas all income groups view the university as one that places the strongest emphasis on the academic, scholarly, critical, and evaluative development of students, a smaller than average proportion (i.e., 64%) of medium low income students (51%) view the educational environment on campus as strongly supporting the development of information literacy skills.
- ◆ **Quality of relationships between students, faculty and administrative personnel:** There are no meaningful differences between students of different income levels in their self-reported relationships with students, faculty, or administrative offices. When compared with the findings obtained from the 1994 administration of the CSEQ, however, we found that students in the high end of the income distribution perceived today's faculty and administrative personnel as being significantly more approachable and helpful than in the past.

III. Student Development Gains by Parental Income

- ◆ Across all income categories, students report similar degrees of progress in intellectual, personal, social, and career development. When we compare our 1999 findings with those obtained in 1994, we see that all students, irrespective of parental income, report substantial gains in Science/Technology development.

IV. Student Satisfaction Ratings by Parental Income

- ◆ We found no significant differences between subgroups in their satisfaction ratings pertaining to UCSD in general. Nor did we find income differences in satisfaction ratings pertaining to the academic advising, cultural programming, or social life of the campus (see Table 7E).