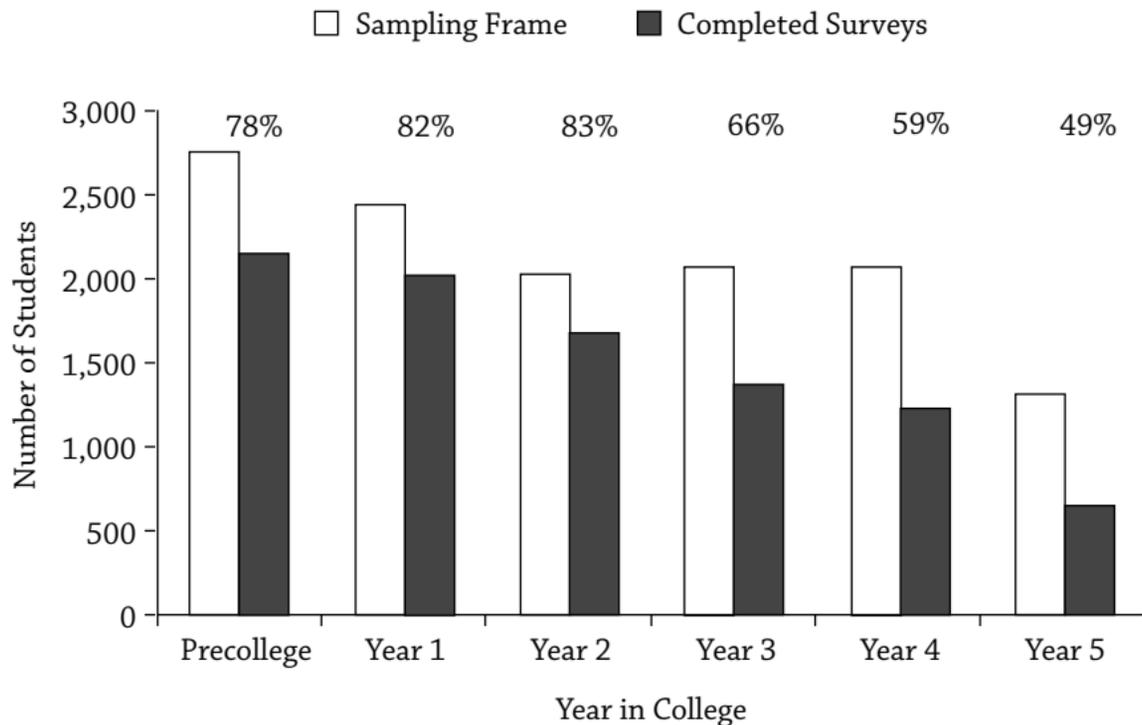


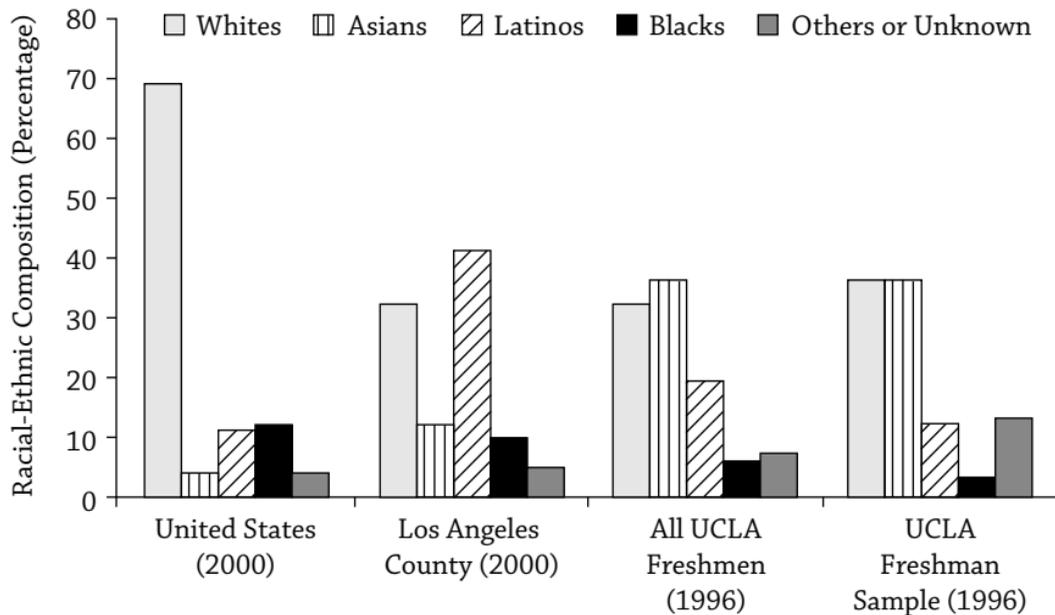
Figure 3.1 The Participants in Each Wave of Data Collection



Source: Authors' compilation.

Note: The percentages above the bars in the figure are the response rates for each wave of data collection.

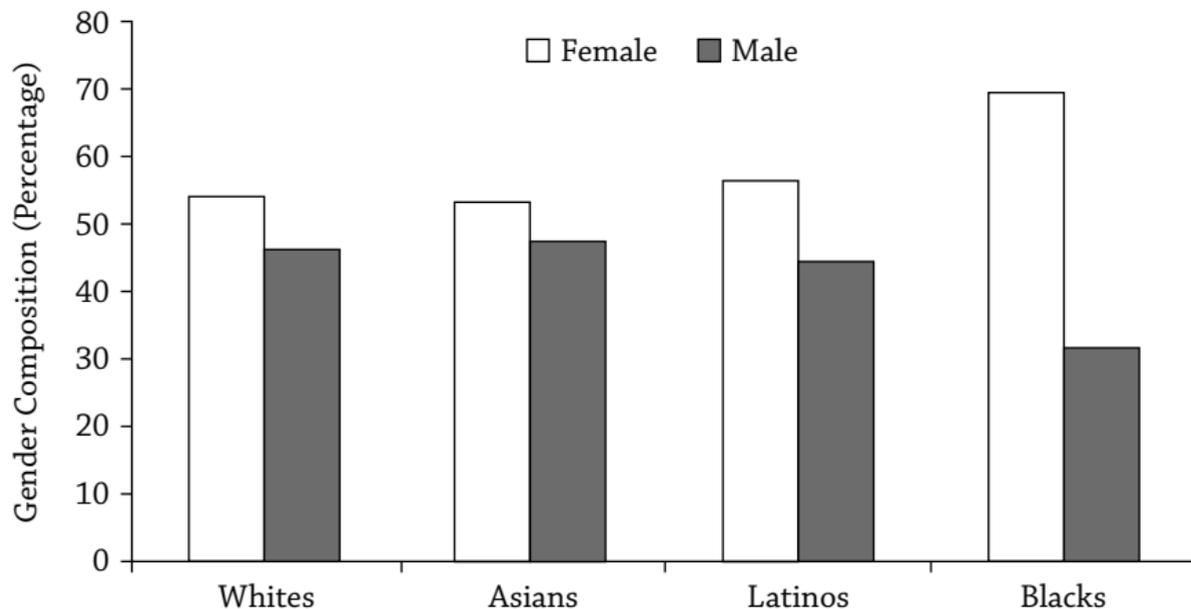
Figure 3.2 The Racial and Ethnic Composition of Entering Freshman Sample, All UCLA Freshmen, and All Residents of Los Angeles County and the United States



Source: Authors' compilation.

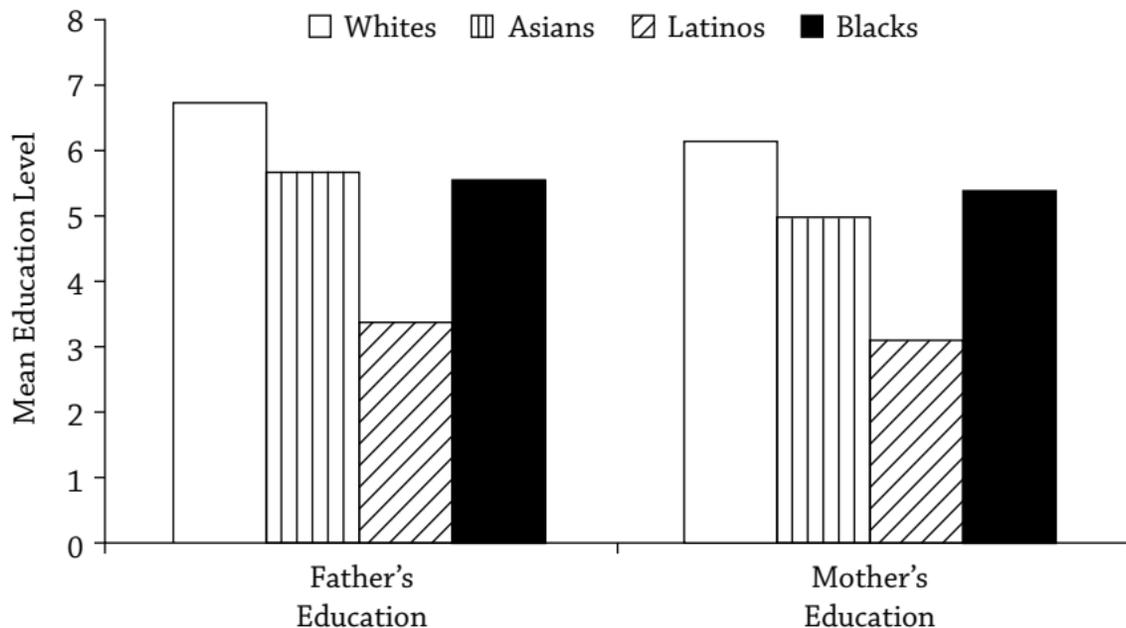
Note: Data on the number of all UCLA freshmen are based on enrolled students during the first week of the fall 1996 term. Data on the number of residents of Los Angeles County and the United States are taken from the U.S. Census Bureau (2000).

Figure 3.3 Gender Composition by Ethnicity in the Entire Longitudinal Sample



Source: Authors' compilation.

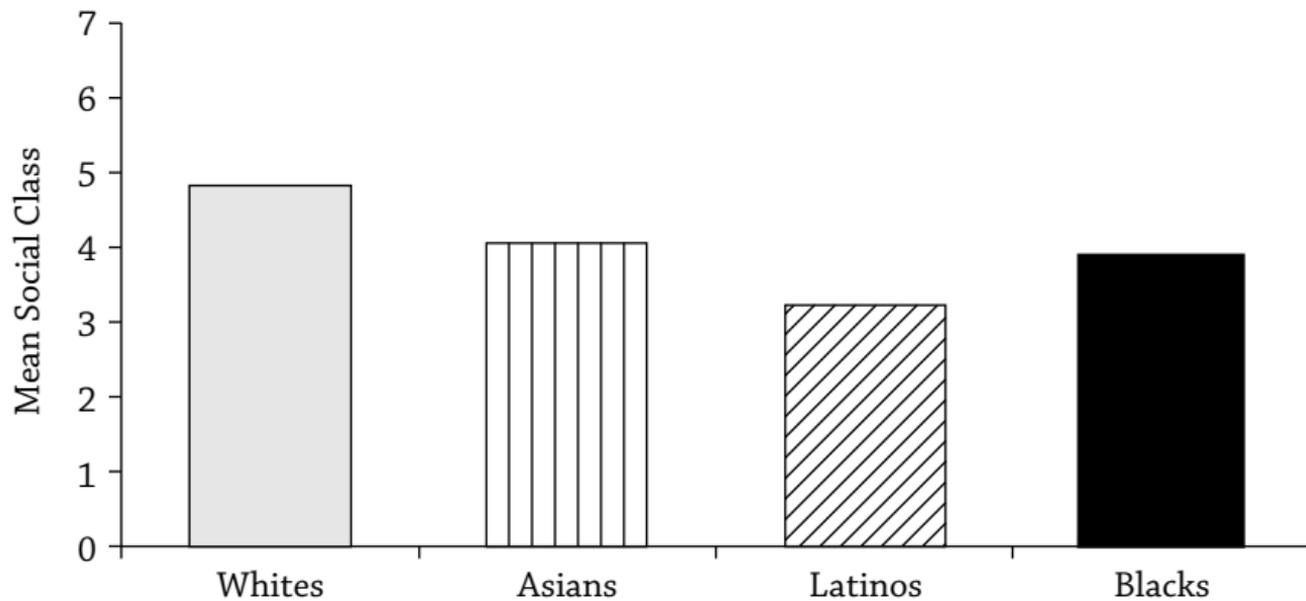
Figure 3.4 Parental Education by Ethnicity in the Entire Longitudinal Sample



Source: Authors' compilation.

Note: 1 = elementary school; 2 = some high school; 3 = completed high school; 4 = trade school; 5 = some college; 6 = completed degree (BA or BS degree); 7 = some graduate or professional school; 8 = completed graduate or professional degree.

Figure 3.5 Family Social Class by Ethnicity in the Entire Longitudinal Sample



Source: Authors' compilation.

Note: 1 = poor; 2 = working class; 3 = lower-middle class; 4 = middle class; 5 = upper-middle class; 6 = lower-upper class; 7 = upper class.

Table 3.1 Ethnic Enrollment Among UCLA Undergraduates

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Year	Whites	Asians	Latinos	Blacks	Others or Unknown
1973	71%	10%	4%	7%	8%
1980	63	16	6	4	11
1985	58	21	10	6	5
1990	46	28	16	7	3
1995	34	39	17	6	4
2000	35	38	14	4	9
2005	34	38	15	3	10

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*Source:* Author-generated data from University of California, statistical summary of students.

Table 3.2 The Ethnic and Gender Composition of the Sample for Each Year in College

	Precollege	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Ethnicity</b>						
Whites	748	550	426	351	311	111
Asians	753	603	519	419	389	199
Latinos	255	430	356	295	252	167
Blacks	68	130	102	84	67	46
Others or unknown	332	303	264	211	196	104
<b>Gender</b>						
Males	937	901	758	633	525	309
Females	1,218	1,115	909	725	690	318
Others or unknown	1	0	0	2	0	0
<b>Total</b>	<b>2,156</b>	<b>2,016</b>	<b>1,667</b>	<b>1,360</b>	<b>1,215</b>	<b>627</b>

Source: Adapted from Levin, van Laar, and Sidanius 2003.

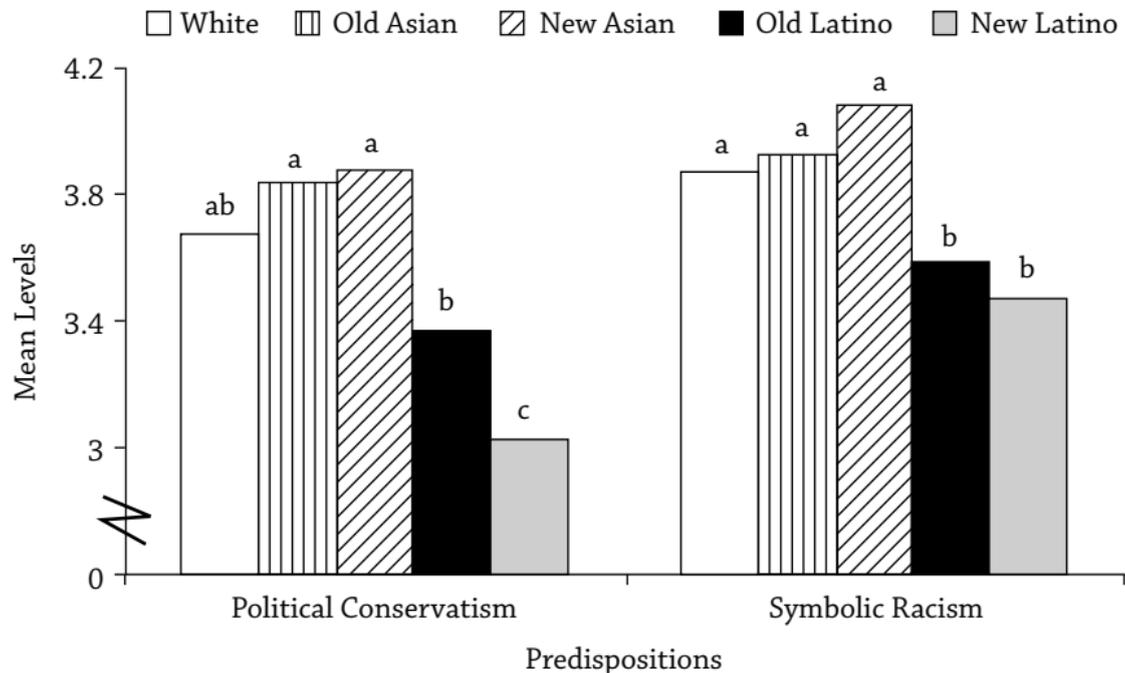
Table 3.3 The Immigration-Linked Status of UCLA Freshmen in the Sample, by Ethnicity

Immigration-Linked Status	Whites	Asians	Latinos	Blacks
Generation in the United States				
First-generation (self, parents, and grandparents all born outside the United States)	4%	49%	15%	9%
Second-generation (self born in the United States, all parents and grandparents born elsewhere)	3	41	47	10
Second-generation-mixed (self, one parent, and no more than two grandparents born in the United States)	9	3	13	4
Third-generation (self, both parents, and no more than two grandparents born in the United States)	13	3	8	9
Fourth-generation-plus (self, parents, and at least three grandparents born in the United States)	67	3	9	67
Unclassifiable	3	1	7	1
Language spoken at home				
English only	86	10	19	87
Primarily English	7	42	31	11
Primarily other languages	5	40	38	2
Only other languages	2	7	12	0

Source: Authors' compilation.

Note: Columns may not add to 100 percent owing to rounding.

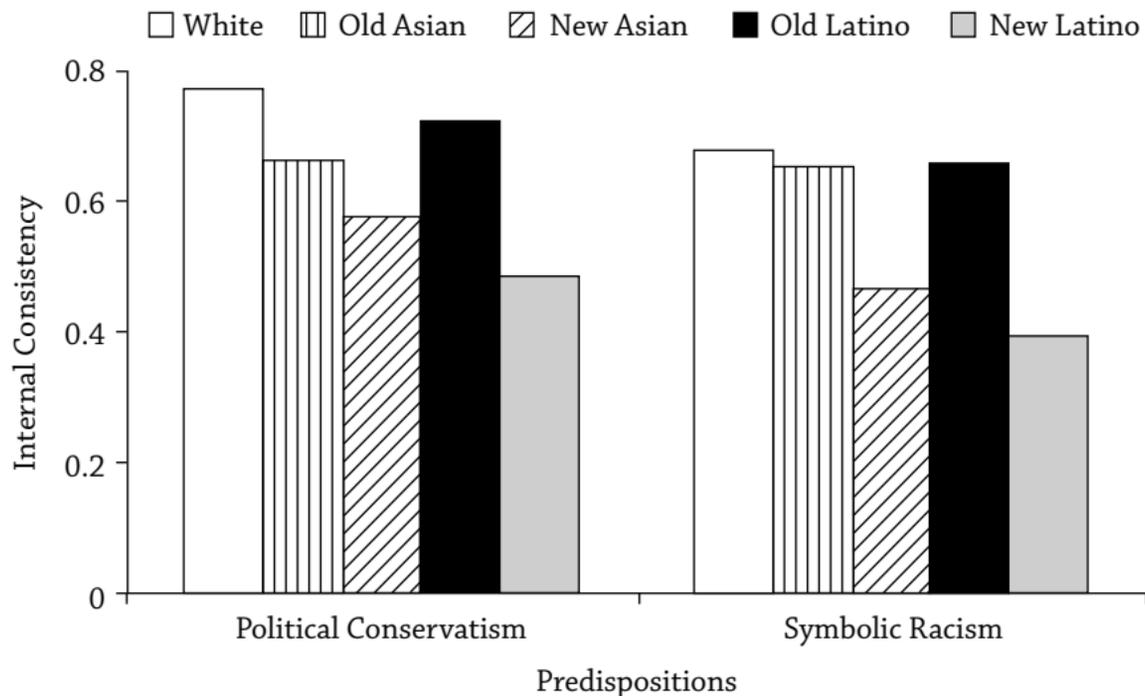
Figure 4.1 Mean Levels of Political Conservatism and Symbolic Racism Across Groups



Source: Authors' compilation.

Note: Higher numbers indicate greater conservatism and more symbolic racism. Different letters indicate significantly different means for that variable across groups at  $p < .05$ .

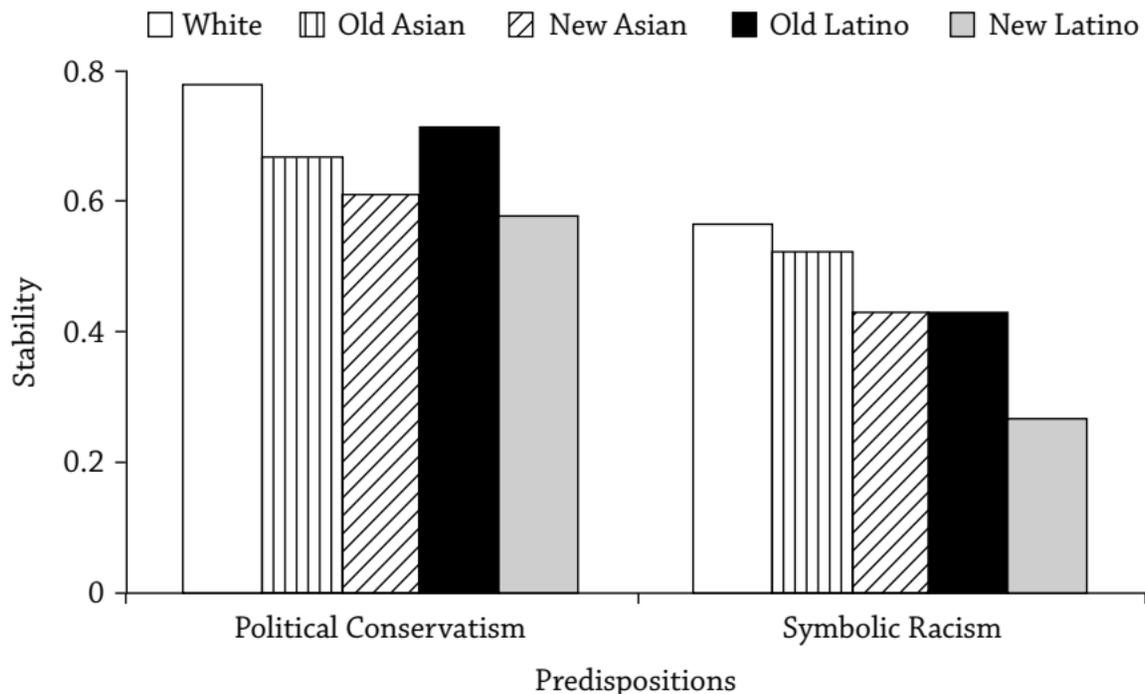
Figure 4.2 Internal Consistency of Predispositions at College Entry



Source: Authors' compilation.

Note: Data points are correlations between party identification and political outlook for political conservatism and alpha coefficients for the symbolic racism scale.

Figure 4.3 Stability of Predispositions at College Entry



Source: Authors' compilation.

Note: Entries are test-retest correlations for each scale between college entry and sophomore year (wave 1 to wave 3). All entries are statistically significant at  $p < .02$ .

Table 4.1 Party Identification and Political Outlook at College Entry

Party Identification	Political Outlook			Total
	Liberal	Moderate	Conservative	
Whites (N = 730)				
Democrat	50%	1%	0%	51%
Independent	3	9	2	14
Republican	0	1	34	35
Total	53	11	36	100
Asians (N = 721)				
Democrat	39	1	0	40
Independent	6	16	2	24
Republican	0	1	33	34
Total	45	18	35	98
Latinos (N = 245)				
Democrat	67	2	0	69
Independent	5	8	1	14
Republican	1	0	15	16
Total	73	10	16	99
Blacks (N = 65)				
Democrat	78	3	0	81
Independent	5	8	2	15
Republican	2	0	3	5
Total	85	11	5	101

Source: Authors' compilation.

Note: Independents and moderates are defined as falling at the absolute midpoint on the seven-point party identification and political outlook scales, respectively. All available participants are included. Percentages may not total 100 percent owing to rounding.

Table 4.2 Mean Group Differences on Predispositions and Policy Attitudes at College Entry

Variable	Whites	Asians	Latinos	Blacks	<i>F</i>	<i>p</i>	$\eta^2$
<b>Predispositions</b>							
Party identification	3.72 <sup>a</sup>	3.87 <sup>a</sup>	3.13 <sup>b</sup>	2.51 <sup>c</sup>	30.33	<.001	.043
Political outlook	3.63 <sup>ab</sup>	3.81 <sup>a</sup>	3.33 <sup>bc</sup>	3.10 <sup>c</sup>	14.69	<.001	.021
Symbolic racism	3.87 <sup>a</sup>	4.03 <sup>a</sup>	3.54 <sup>b</sup>	2.57 <sup>c</sup>	58.08	<.001	.083
Religiosity	3.57 <sup>c</sup>	3.76 <sup>bc</sup>	4.01 <sup>ab</sup>	4.44 <sup>a</sup>	9.03	<.001	.013
Inegalitarianism	2.70 <sup>a</sup>	2.72 <sup>a</sup>	2.13 <sup>b</sup>	1.57 <sup>c</sup>	29.03	<.001	.044
Dominance	1.86 <sup>ab</sup>	2.11 <sup>a</sup>	1.67 <sup>b</sup>	1.10 <sup>c</sup>	25.68	<.001	.039
<b>Policy attitudes</b>							
Opposition to affirmative action	4.29 <sup>a</sup>	4.27 <sup>a</sup>	2.61 <sup>b</sup>	2.05 <sup>c</sup>	177.63	<.001	.222
Attitude toward immigration	4.64 <sup>a</sup>	4.44 <sup>a</sup>	4.42 <sup>a</sup>	4.61 <sup>a</sup>	4.70	.003	.008
Attitude toward welfare recipients	2.10 <sup>a</sup>	2.16 <sup>a</sup>	1.97 <sup>ab</sup>	1.75 <sup>b</sup>	3.25	.021	.005
Attitude toward solving the crime problem	4.44 <sup>ab</sup>	4.53 <sup>a</sup>	4.45 <sup>ab</sup>	4.13 <sup>b</sup>	1.75	.155	.003

Source: Authors' compilation.

Note: Entries under each ethnicity are mean scores for each ethnic group on seven-point scales. Scales have been coded so that high numbers indicate more identification with the Republican party, political conservatism, negative racial attitudes, religiosity, support of group inequality and dominance, opposition to affirmative action and increasing the rate of legal immigration, and stronger beliefs that more money should be invested in prisons versus schools as a crime remedy and that most welfare recipients do not really need welfare. The *F* values refer to one-way analysis of variances. Different superscript letters indicate significant Tukey *t* post-hoc mean differences across each row.

Table 4.3 Associations of Political Conservatism and Symbolic Racism with Social Background and Predispositions at College Entry

Variable	Whites		Asians		Latinos	
	Political Conservatism	Symbolic Racism	Political Conservatism	Symbolic Racism	Political Conservatism	Symbolic Racism
<b>Social background</b>						
Gender	.11**	.14***	.09*	.09*	.17**	.10
Parental education	-.07*	-.02	.06	-.04	.09	.02
Family socioeconomic status	.09**	-.03	.10**	-.06	.15**	.05
Precollege contact with main ethnic outgroups	.04	.00	.16***	.12**	-.15**	-.05*
Mean SAT	-.01	.03	.09*	-.04	.11	-.03
<b>Predispositions</b>						
Religiosity	.32***	.12**	.22***	.05	.20***	-.10
Symbolic racism	.39***	—	.25***	—	.39***	—
Inegalitarianism	.34***	.44***	.24***	.31***	.27***	.35***
Antiblack affect	.09**	.14***	.14***	.27***	.02	.16**
Political conservatism	—	.39***	—	.25***	—	.39***
Dominance	.16***	.24***	.11**	.21***	.20***	.22***
Ethnic identification	.10**	.17***	.11**	.02	-.13*	-.23***

Source: Authors' compilation.

Note: Entries are Pearson correlations between the scales indicated in the first column and political conservatism (odd data columns) and symbolic racism (even data columns). Political conservatism is the combination of political outlook and party identification. Scales have been coded so that high numbers indicate male, more parental education, higher subjective family socioeconomic status, less precollege contact with the student's three main ethnic outgroups, higher SAT scores, more religiosity, more symbolic racism, more antiblack affect, more inegalitarianism, more conservatism, more support of group dominance, and stronger ethnic identification.

\* p < .05; \*\* p < .01; \*\*\* p < .001

Table 4.4 The Gender Gap in Political Conservatism at College Entry, by Ethnicity

Ethnicity	Female	Male	Gap
Whites	+21% (n = 387)	+8% (n = 343)	+13%
Asians	+13 (n = 390)	-1 (n = 329)	+14
Latinos	+60 (n = 147)	+40 (n = 98)	+20

*Source:* Authors' compilation.

*Note:* The entry is the percentage of liberal Democrats minus the percentage of conservative Republicans in each category of ethnicity and gender. Partisan categories are the same as those in table 4.1. Numbers are based on all available respondents at college entry.

Table 4.5 The Internal Consistency of Key Sociopolitical Predispositions at College Entry

Predispositions	Whites	Asians	Latinos
Symbolic racism ( $\alpha$ )	.68	.54	.58
Political conservatism (r)	.78	.61	.66

*Source:* Authors' compilation.

*Note:* Entries are Pearson correlations of political outlook and party identification for political conservatism and Cronbach's alpha for the four symbolic racism items. Significance tests are not available for Cronbach's alpha. All other entries are significant at  $p < .01$ .

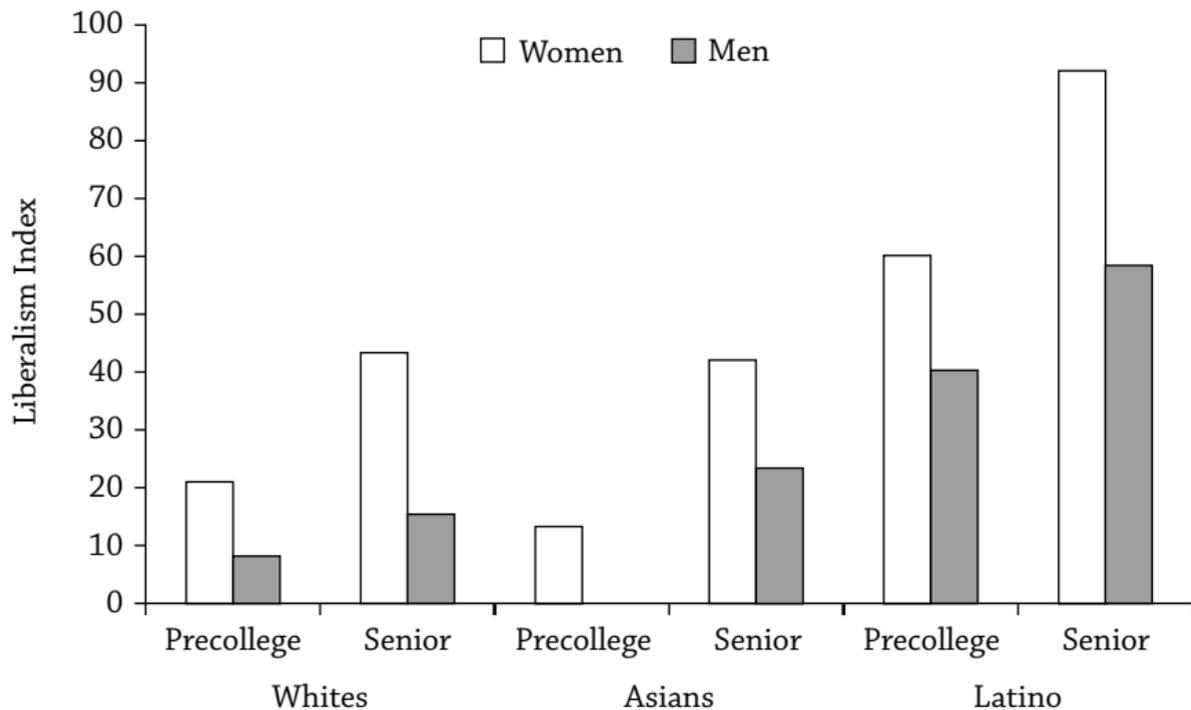
Table 4.6 The Stability of Predispositions and Policy Attitudes at College Entry

Variable	Whites	Asians	Latinos
<b>Predispositions</b>			
Religiosity	.80	.71	.74
Political conservatism	.78	.63	.68
Party identification	.80	.64	.72
Political outlook	.58	.46	.52
Symbolic racism	.57	.46	.39
Ethnic identification	.54	.60	.61
Inegalitarianism	.44	.42	.44
Dominance	.35	.35	.27
<b>Policy attitudes</b>			
Opposition to affirmative action	.52	.36	.38
Attitude toward immigration	.46	.27	.39
Attitude toward welfare recipients	.51	.29	.38
Attitude toward solving the crime problem	.24	.23	.19

Source: Authors' compilation.

Note: Entries are test-retest correlations for each scale between college entry and sophomore year (wave 1 to wave 3). All entries are statistically significant at  $p < .01$ .

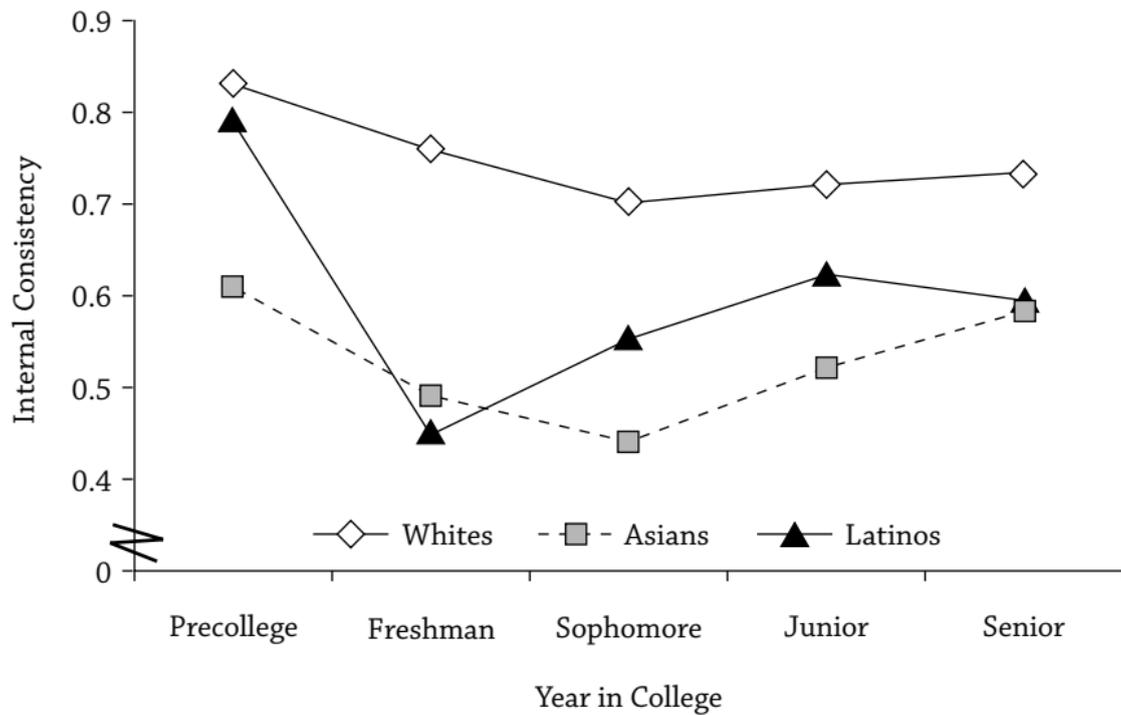
Figure 5.1 The Gender Gap in Political Liberalism at Precollege and Senior Year, by Ethnicity



Source: Authors' compilation.

Note: Data reflect the percentage of liberal Democrats minus the percentage of conservative Republicans.

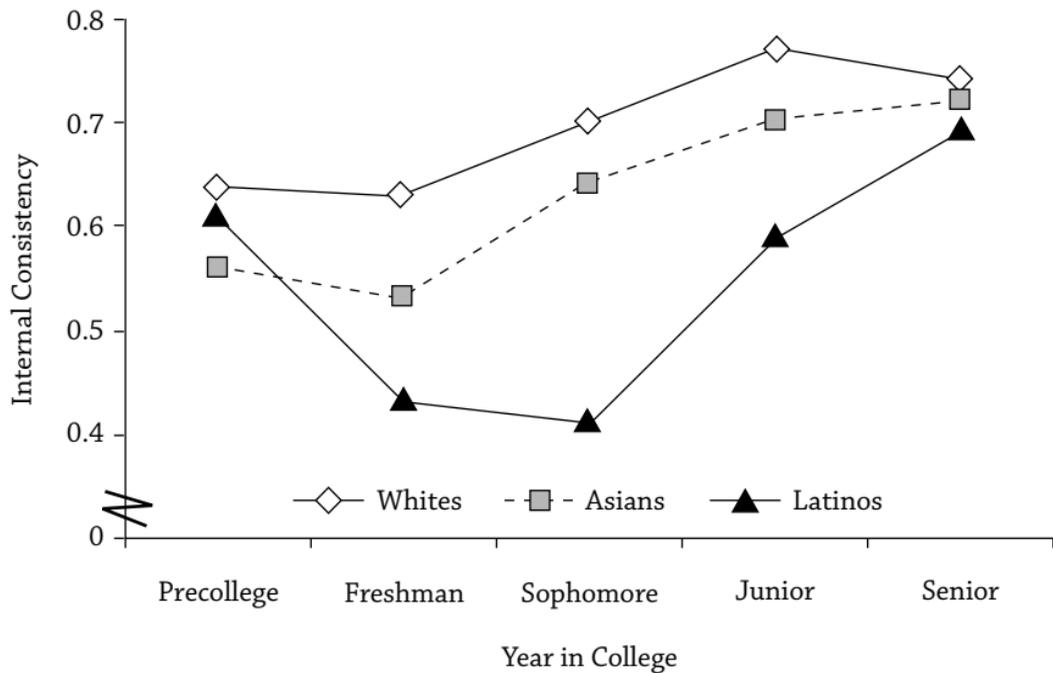
Figure 5.2 The Internal Consistency of Political Conservatism over Time in College



Source: Authors' compilation.

Note: Data points are correlations between party identification and political outlook.

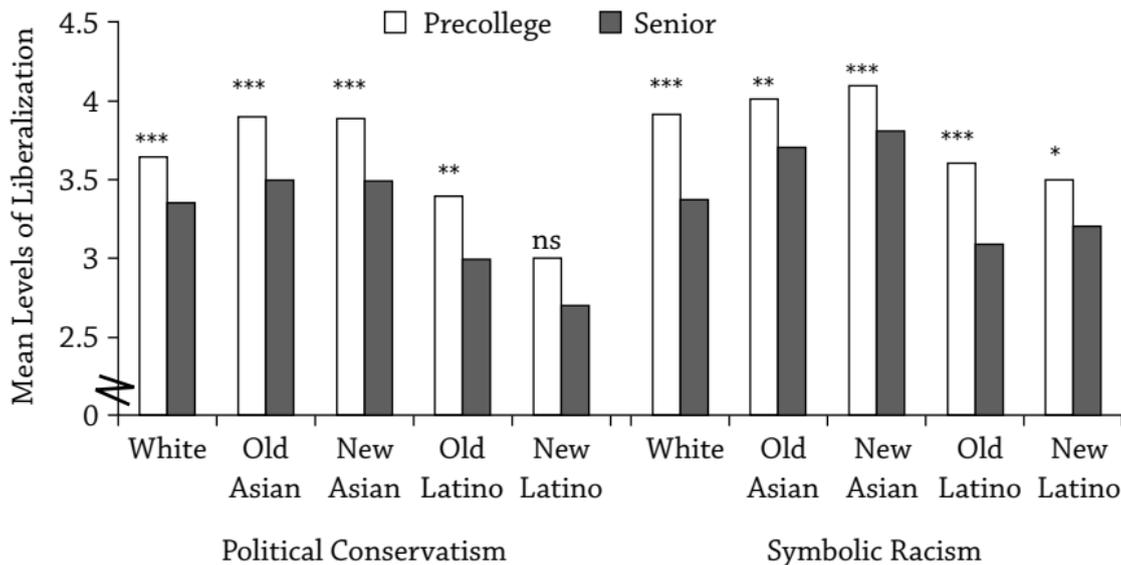
Figure 5.3 The Internal Consistency of Symbolic Racism over Time in College



Source: Authors' compilation.

Note: Data points are alpha coefficients for the symbolic racism scale.

Figure 5.4 Mean Levels of Political Conservatism and Symbolic Racism Through College, by Ethnicity and Immigration Status

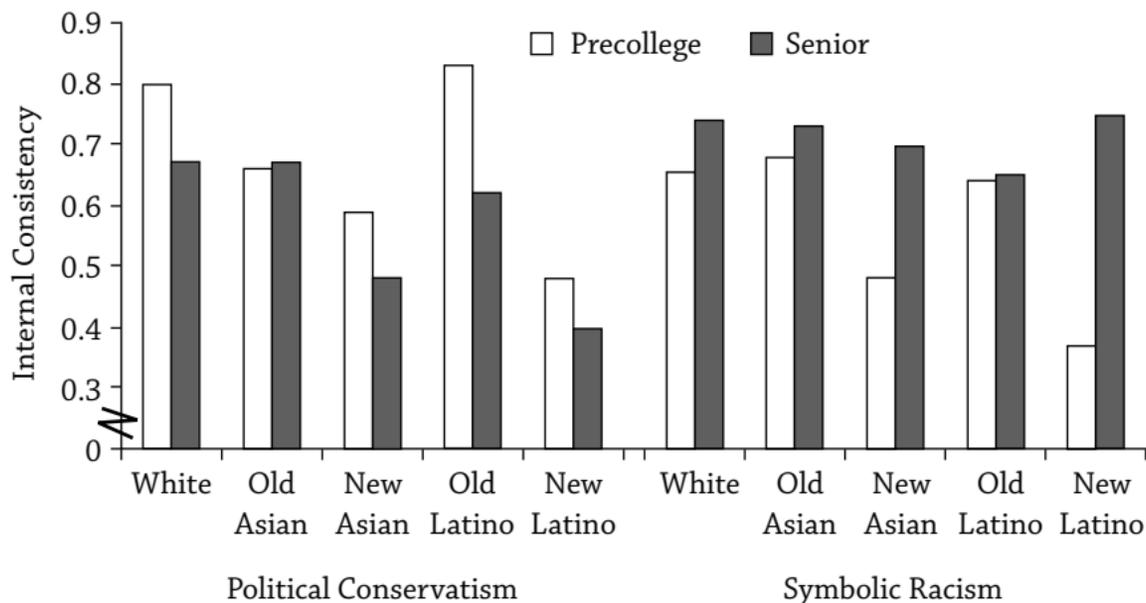


Source: Authors' compilation.

Note: Higher scores reflect higher levels of political conservatism and symbolic racism. Statistical significance of changes through college are indicated by the asterisks above each pair of bars.

$p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ ; ns = not significant

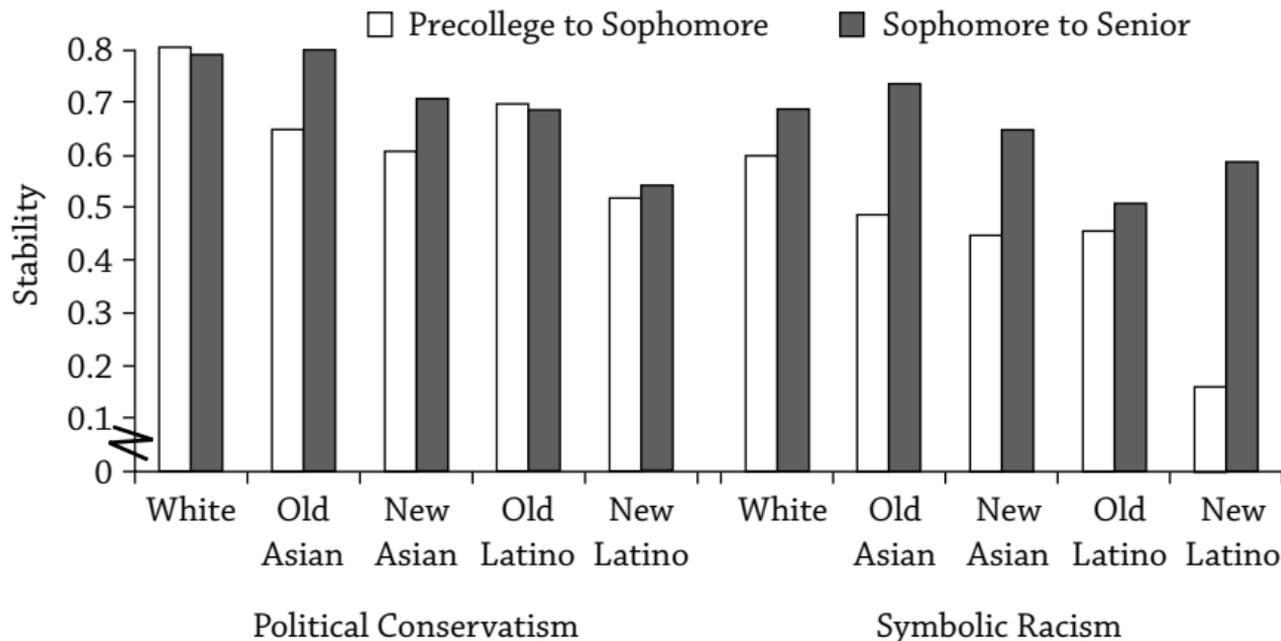
Figure 5.5 Internal Consistency of Political Conservatism and Symbolic Racism over College, by Ethnicity and Immigration Status



Source: Authors' compilation.

Note: Data points for political conservatism are correlations between party identification and political outlook, and alpha coefficients for the symbolic racism scale.

Figure 5.6 Stability of Political Conservatism and Symbolic Racism over College, by Ethnicity and Immigration Status



Source: Authors' compilation.

Note: Data points are test-retest correlations.

Table 5.1 Change Through College in Political Conservatism, by Ethnicity

	Precollege	Sophomore	Senior	Total Change
Whites (N = 229)				
Liberal Democrats	49%	56%	61%	+12%
Conservative Republicans	36	34	31	-5
Moderate independents	10	4	2	-8
Other	5	6	6	+1
Asians (N = 294)				
Liberal Democrats	41	55	60	+19
Conservative Republicans	34	30	26	-8
Moderate independents	14	3	4	-10
Other	11	12	10	-1
Latinos (N = 116)				
Liberal Democrats	73	82	85	+12
Conservative Republicans	14	10	8	-6
Moderate independents	7	0	1	-6
Other	6	8	6	0

Source: Authors' compilation.

Note: Includes only those who participated in all three waves.

Table 5.2 Liberalization Through College on Predispositions and Policy Issues

Variable	Whites				Asians				Latinos			
	Pre-college	Sophomore	Senior	F	Pre-college	Sophomore	Senior	F	Pre-college	Sophomore	Senior	F
<b>Predispositions</b>												
Political conservatism	3.6	3.5	3.3	13.5***	3.9	3.7	3.5	24.1***	3.2	3.0	2.9	7.2**
Party identification	3.7	3.4	3.2	21.0***	3.8	3.4	3.2	27.9***	3.1	2.5	2.4	20.7***
Political outlook	3.6	3.5	3.4	3.4*	3.9	4.0	3.7	9.4***	3.4	3.4	3.3	0.6 <sup>ns</sup>
Symbolic racism	3.9	3.7	3.4	42.0***	4.1	4.0	3.8	22.1***	3.6	3.4	3.1	12.3***
Religiosity	3.6	3.9	3.6	8.3***	3.9	4.1	4.0	8.2***	4.2	4.5	4.3	6.3**
Inegalitarianism	2.7	2.4	2.3	15.6***	2.8	2.7	2.5	5.8**	2.1	2.0	1.8	3.6*
Dominance	1.7	1.7	1.6	1.2 <sup>ns</sup>	2.1	2.0	1.9	4.0*	1.6	1.5	1.5	<.1 <sup>ns</sup>
<b>Social policy attitudes</b>												
Opposition to affirmative action	4.3	3.8	3.6	45.2***	4.3	3.8	3.5	64.5***	2.7	2.6	2.5	2.3 <sup>ns</sup>
Attitude toward immigrants	4.5	4.2	3.9	39.7***	4.4	4.1	3.9	35.9***	4.5	4.0	3.6	28.0***
Attitude toward solving crime problem	2.1	1.9	1.9	3.0*	2.2	2.0	1.9	6.8**	1.9	1.8	1.6	2.8 <sup>ns</sup>
Attitude toward welfare recipients	4.3	4.1	3.7	25.6***	4.6	4.2	3.8	36.0***	4.5	4.0	3.7	16.2***

Source: Authors' compilation.

Note: Entries are mean scores for each ethnic group at each time point, on seven-point scales. Scales have been coded so that high numbers indicate more political conservatism, more symbolic racism, more religiosity, more inegalitarianism, more dominance, and more conservative social policy attitudes. These analyses were limited to participants who responded to the precollege, sophomore year, and senior year waves. The F value refers to an analysis of variance across the three waves.

\* p < .05; \*\* p < .01; \*\*\* p < .001; ns = not significant

Table 5.3 Associations of Political Conservatism and Symbolic Racism with Predispositions

	Political Conservatism		Symbolic Racism	
	Precollege	Senior Year	Precollege	Senior Year
<b>Whites</b>				
Antiblack affect	—	—	.12*	.30***
Political conservatism	—	—	.39***	.47***
Symbolic racism	.40***	.46***	—	—
Religiosity	.35***	.40***	.24***	.25***
Inegalitarianism	.42***	.46***	.45***	.51***
Dominance	.10	.26***	.22***	.32***
<b>Asians</b>				
Antiblack affect	—	—	.30***	.27***
Political conservatism	—	—	.22***	.24***
Symbolic racism	.22***	.29***	—	—
Religiosity	.24***	.25***	.00	.00
Inegalitarianism	.23***	.21***	.29***	.41***
Dominance	.16**	.11*	.22***	.28***
<b>Latinos</b>				
Antiblack affect	—	—	.21**	.21**
Political conservatism	—	—	.41***	.31***
Symbolic racism	.44***	.34***	—	—
Religiosity	.33***	.26***	-.03	.06
Inegalitarianism	.30***	.25**	.40***	.48***
Dominance	.25**	.13	.23**	.37***

Source: Authors' compilation.

Note: Entries are Pearson correlations between the scales indicated in the first column and political conservatism (columns 2 and 3) and symbolic racism (columns 4 and 5). Scales have been coded so that high numbers indicate more antiblack affect, more symbolic racism, more political conservatism, more religiosity, more inegalitarianism, and more dominance. Entries include only those who participated in both the precollege and senior year waves.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

Table 5.4 Year-to-Year Stability of Attitudes Through College

Variable	Whites		Asians		Latinos	
	Precollege to Freshman	Junior to Senior	Precollege to Freshman	Junior to Senior	Precollege to Freshman	Junior to Senior
<b>Predispositions</b>						
Political conservatism	.83	.87	.73	.67	.80	.71
Party identification	.88	.92	.81	.80	.81	.84
Political outlook	.62	.70	.52	.45	.56	.50
Symbolic racism	.63	.72	.59	.71	.56	.55
Religiosity	.79	.87	.81	.84	.80	.85
Inegalitarianism	.44	.69	.45	.45	.37	.47
Dominance	.41	.54	.32	.34	.23	.46
<b>Social policy attitudes</b>						
Average correlation	.57	.62	.36	.40	.44	.50

Source: Authors' compilation.

Note: Entries are test-retest Pearson correlations across the precollege and freshman waves, and the junior and senior waves, respectively. The bottom entry is the average test-retest correlation across opposition to affirmative action, attitude toward immigrants, attitude toward solving the crime problem, and attitude toward welfare recipients.

Table 6.1 “Which Ethnic-Racial Group Do You Most Closely Identify With?”

Ethnic-Racial Group	At Entry	Sophomore	Senior
<b>Whites</b>			
Pan-ethnic categories	93%	94%	94%
White, Caucasian, Anglo-Saxon	93	94	93
European American	0	0	1
Specific nationalities	6	6	5
British, Irish, Italian, et cetera	6	5	5
Irish American, et cetera	0	1	0
Number of respondents	816	496	362
<b>Asians</b>			
Pan-ethnic categories	37%	39%	32%
Asian or Southeast Asian	25	28	20
Asian American	11	10	10
Pacific Islander	1	1	2
Specific nationalities	63	61	69
Chinese, Asian Chinese, et cetera	58	50	55
Chinese American, et cetera	5	11	14
Number of respondents	760	554	414
<b>Latinos</b>			
Pan-ethnic categories	50%	62%	55%
Hispanic	23	28	18
Latino or Latina	14	22	25
Chicano or Chicana	11	10	10
Hispanic American, et cetera	2	2	2
Specific nationalities	50	38	45
Mexican, Spanish, et cetera	22	12	14
Mexican American, et cetera	28	26	31
Number of respondents	305	386	255
<b>Blacks</b>			
Pan-ethnic categories	98%	98%	100%
African or Afro-American	78	78	74
Black	20	20	26
Specific nationalities	2	2	0
Number of respondents	95	125	86

Source: Authors' compilation.

Note: Respondents include those who responded to any of the three waves. Percentages may not add up to 100 percent owing to rounding.

Table 6.2 Mean Strength of Ethnic Identification Across Time

Time	Whites	Asians	Latinos	Blacks
At college entry	3.6 <sup>b</sup>	5.3 <sup>a</sup>	5.3	5.3 <sup>b</sup>
At end of sophomore year	3.8 <sup>a</sup>	5.0 <sup>b</sup>	5.1	5.8 <sup>a</sup>
At end of senior year	3.6 <sup>ab</sup>	4.9 <sup>b</sup>	5.2	5.6 <sup>ab</sup>

*Source:* Authors' compilation.

*Note:* Data are from respondents who participated in all three waves. Entries are means on seven-point scales averaging three items. Entries within a column with different superscript are significantly different at  $p < .05$ .

Table 6.3 Antecedents of Strong Ethnic Identification at College Entry

Variable	Asians		Latinos	
	r	beta	r	beta
<b>Distal background</b>				
Generation in the United States	-.13***	.05	-.21***	-.05
Father's education	-.04	-.06	-.29***	-.10
Mother's education	-.08*	.06	-.24***	.10
Religiosity	.15***	.12*	.09	.05
<b>Proximal background</b>				
Language spoken at home	.23***	.19***	.33***	.18*
Closest friends in high school				
Own ethnicity	.34***	.26***	.42***	.34***
Other ethnicities	-.21***	-.08*	-.23***	.00
Societal ethnic discrimination	.08*	.05	.20*	.09
Adjusted R <sup>2</sup>	.156		.222	

Source: Authors' compilation.

Note: All variables measured in wave 1. Maximum Asian n = 743, maximum Latino n = 249.

\* p < .05; \*\*\* p < .001

Table 6.4 Antecedents of Preference for Ethnic Rather than American Identification Prior to College Entry

Variable	Asians		Latinos	
	<i>r</i>	beta	<i>r</i>	beta
Distal background				
Generation in the United States	-.17***	-.01	-.22***	-.05
Father's education	-.05	-.01	-.15*	.14
Mother's education	-.06	.04	-.23***	.01
Religiosity	.12*	.05	.03	.02
Proximal background				
Language spoken at home	.25***	.18***	.34***	.26*
Closest friends in high school				
Own ethnicity	.30***	.19***	.37***	.20*
Other ethnicities	-.32***	-.21***	-.28***	-.13
Societal ethnic discrimination	.12***	.09*	.30***	.24***
Adjusted R <sup>2</sup>	.180		.229	

Source: Authors' compilation.

Note: Maximum Asian N = 696, maximum Latino N = 217. A high score on the item trading off ethnic and American identification indicates greater preference for ethnic than American identity.

\*  $p < .05$ ; \*\*\*  $p < .001$

Table 6.5 The Stability of Strong Ethnic Identification, Correlations Across Time

Time	Whites	Asians	Latinos	Blacks
Over two years				
At entry through sophomore year	.51	.59	.51	.55
Sophomore through senior year	.67	.69	.65	.69
Over four years				
At entry through senior year	.43	.47	.54	.35

*Source:* Authors' compilation.

*Note:* Respondents included are those participating in all three waves (at college entry, sophomore year, and senior year). Entries are Pearson correlations.

Table 6.6 The Correlates of Strong Ethnic Identification at College Entry and at the End of Senior Year in College

Variable	Whites		Asians		Latinos	
	At Entry	Seniors	At Entry	Seniors	At Entry	Seniors
Ethnic orientations						
Ethnic activism	.37*	.51*	.31*	.47*	.44*	.59*
Prejudice against group imposes barriers	.07*	.33*	.16*	.21*	.31*	.42*
Minorities get unfair treatment	-.01	-.11*	.16*	.17*	.24*	.30*
Social policy attitudes						
Support for increasing diversity on campus	.04	-.06	.03	.18	.20	.28*
Attitude toward immigrants	-.16*	-.18*	.01	.14	.19	.21*
Attitude toward English as official language of the United States	n.a.	-.24*	n.a.	.04	n.a.	.35*
Attitude toward government helping minority groups	n.a.	-.07	n.a.	.10	n.a.	.06
Maximum number of respondents	355	364	407	412	177	181

Source: Authors' compilation.

Note: Entries are Pearson correlations of ethnic identification with other variables, measured at college entry (wave 1) and at the end of senior year (wave 5). Respondents are all those responding to both waves. All variables are coded such that ethnic consciousness is high.

\*  $p < .05$

Table 6.7 Predictors of Ethnic Identification at the End of Senior Year

Variable	Asians		Latinos	
	r	beta	r	beta
Background (at college entry)				
Generation in the United States	-.02	.07	-.16	-.08
Language spoken at home	.14**	.08	.17	-.12
Ethnic identification	.47***	.41***	.54***	.46***
College experience (end of sophomore year)				
Friendships with members of the four main ethnic groups at UCLA				
Own ethnicity	.25***	.12*	.37***	.24*
Other ethnicities	-.12*	-.04	-.20*	-.08
Societal ethnic discrimination	.20***	.13**	.22*	.05
Adjusted R <sup>2</sup>	.258		.314	

Source: Authors' compilation.

Note. Respondents include all those with data at the college entry, sophomore year, and senior year waves. Maximum Asian n = 352, maximum Latino n = 124.

\* p < .05; \*\* p < .01; \*\*\* p < .001

Table 7.1 Mean Levels of American Identification for Native-Born Respondents, by Ethnic Group and Year in College

Ethnicity	Freshman	Sophomore	Junior	Senior
Whites	6.07 <sup>a</sup>	5.79 <sup>a</sup>	5.71 <sup>a</sup>	5.74 <sup>a</sup>
Asians	5.64 <sup>b</sup>	5.68 <sup>ab</sup>	5.67 <sup>a</sup>	5.64 <sup>ab</sup>
Latinos	5.53 <sup>bc</sup>	5.43 <sup>bc</sup>	5.49 <sup>ab</sup>	5.19 <sup>c</sup>
Blacks	5.19 <sup>c</sup>	5.05 <sup>c</sup>	5.04 <sup>b</sup>	5.18 <sup>bc</sup>
p-value for ethnicity effect (within-year)	< .001	< .001	= .001	< .001

Source: Authors' compilation.

Note. Within each column (year in college), superscripted letters that are the same for two or more ethnic groups indicate that the groups do not significantly differ in American identification,  $p > .10$ .

Table 7.2 Unstandardized Regression Coefficients for the Effect of Ethnic Identification on American Identification for Native-Born Respondents

Ethnicity	Freshman	Sophomore	Junior	Senior
Whites	.19**	.31**	.32**	.23**
Asians	-.09 <sup>+</sup>	-.08	-.02	-.12 <sup>+</sup>
Latinos	-.33**	-.18**	-.22**	-.34**
Blacks	.00	.10	.00	.03
p-value for ethnicity effect (within-year)	<.001	<.001	<.001	<.001

Source: Authors' compilation.

+  $p < .10$ ; \*\*  $p < .01$

Table 7.3 Mean Levels of University Identification for Native-Born Respondents, by Ethnic Group and Year in College

Ethnicity	Freshman	Sophomore	Junior	Senior
Whites	5.66 <sup>b</sup>	5.60 <sup>a</sup>	5.55 <sup>b</sup>	5.41 <sup>b</sup>
Asians	5.92 <sup>a</sup>	5.74 <sup>a</sup>	5.96 <sup>a</sup>	5.83 <sup>a</sup>
Latinos	5.70 <sup>ab</sup>	5.75 <sup>a</sup>	5.78 <sup>ab</sup>	5.62 <sup>ab</sup>
Blacks	5.75 <sup>ab</sup>	5.57 <sup>a</sup>	5.64 <sup>ab</sup>	5.56 <sup>ab</sup>
p-value for ethnicity effect (within-year)	<.05	>.10	<.01	=.01

Source: Authors' compilation.

Note: Within each column (year in college), superscripted letters that are the same for two or more ethnic groups indicate that the groups do not significantly differ in university identification,  $p > .10$ .

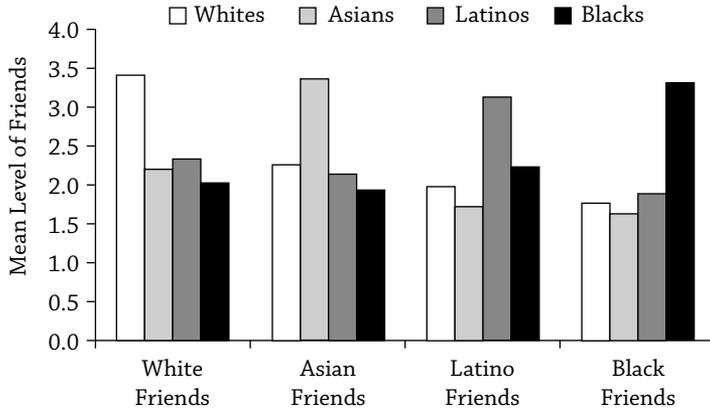
Table 7.4 Unstandardized Regression Coefficients for the Effect of Ethnic Identification on University Identification for Native-Born Respondents

Ethnicity	Freshman	Sophomore	Junior	Senior
Whites	.11**	.18**	.27**	.27**
Asians	.10*	.22**	.27**	.22**
Latinos	.10*	.12**	.15**	.15*
Blacks	.34**	-.05	.09	.37**
p-value for ethnicity effect (within-year)	>.10	>.10	>.10	>.10

Source: Authors' compilation.

\*  $p \leq .05$ ; \*\*  $p \leq .01$

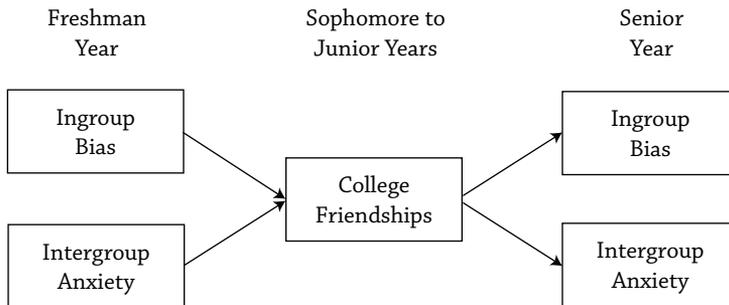
Figure 8.1 Ethnicity of Friends During the Sophomore and Junior Years Combined, by Ethnic Group



Source: Authors' compilation.

Note: Means range from 1 to 5 (1 = none, 2 = few, 3 = many, 4 = most, 5 = all).

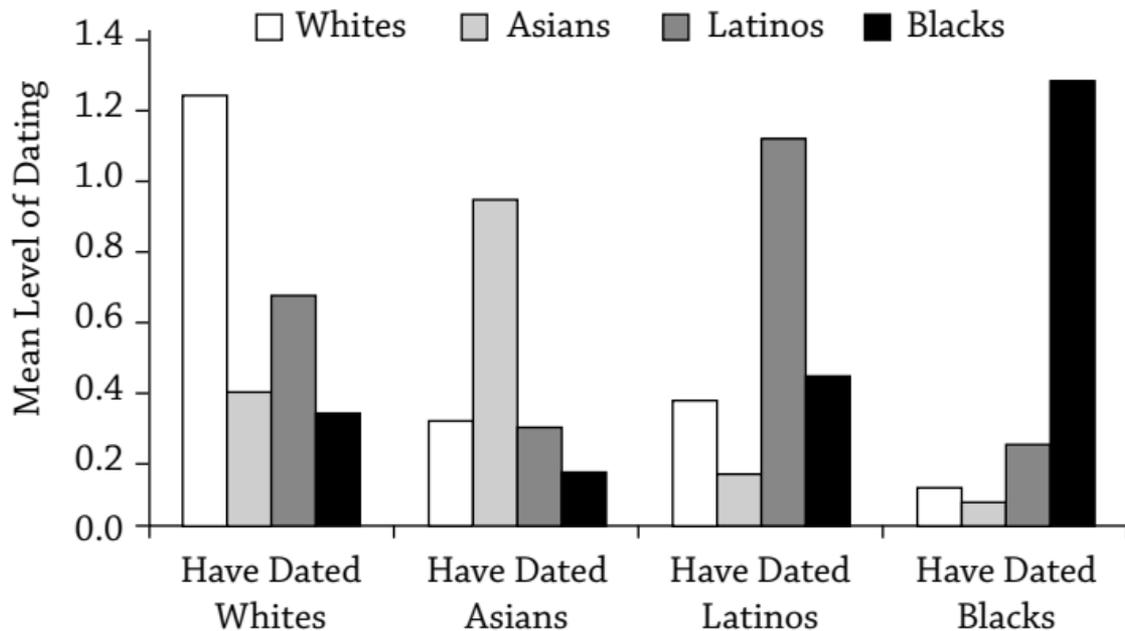
Figure 8.2 Predicted Model of the Relationships Between Ethnic Attitudes and Interethnic Friendships in College



Source: Authors' compilation.

Note: Effects on all outcome variables control for several background variables: precollege friendships, gender, religion, foreign cultural closeness, socioeconomic status, and political conservatism. Effects on senior year ingroup bias and intergroup anxiety also control for both ethnic attitudes measured in freshman year.

Figure 8.3 Ethnicity of Dating Partners During the Freshman Through Junior Years, by Ethnic Group

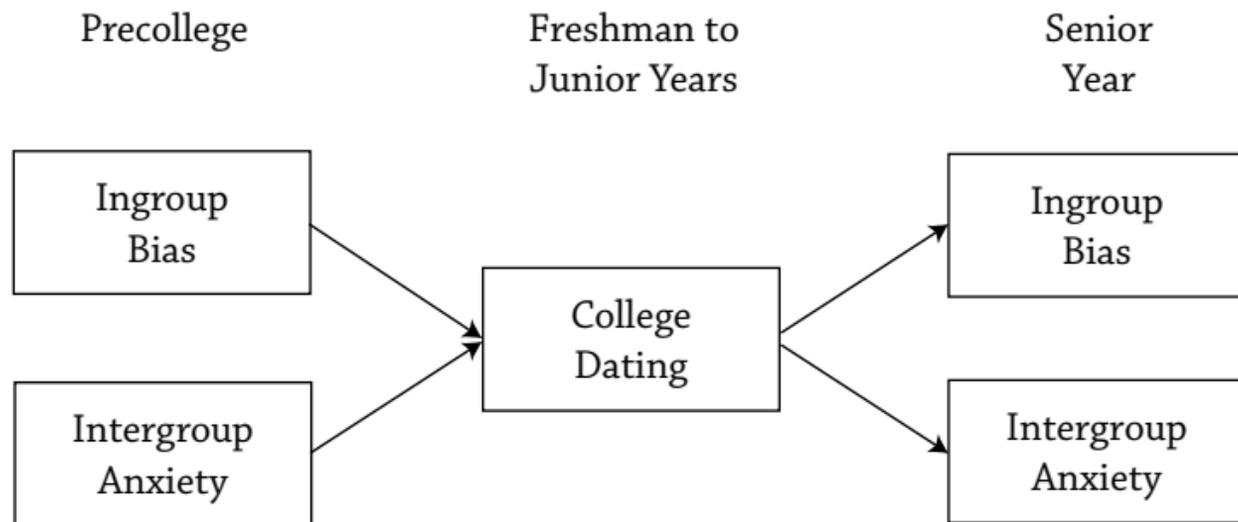


Source: Authors' compilation.

Note. Means range from 0 to 2 (0 = have not dated at all, 1 = have dated either by end of sophomore year or during junior year, 2 = have dated both by end of sophomore and during junior year).

Figure 8.4 Predicted Model of the Relationships Between Ethnic Attitudes and Interethnic Dating in College

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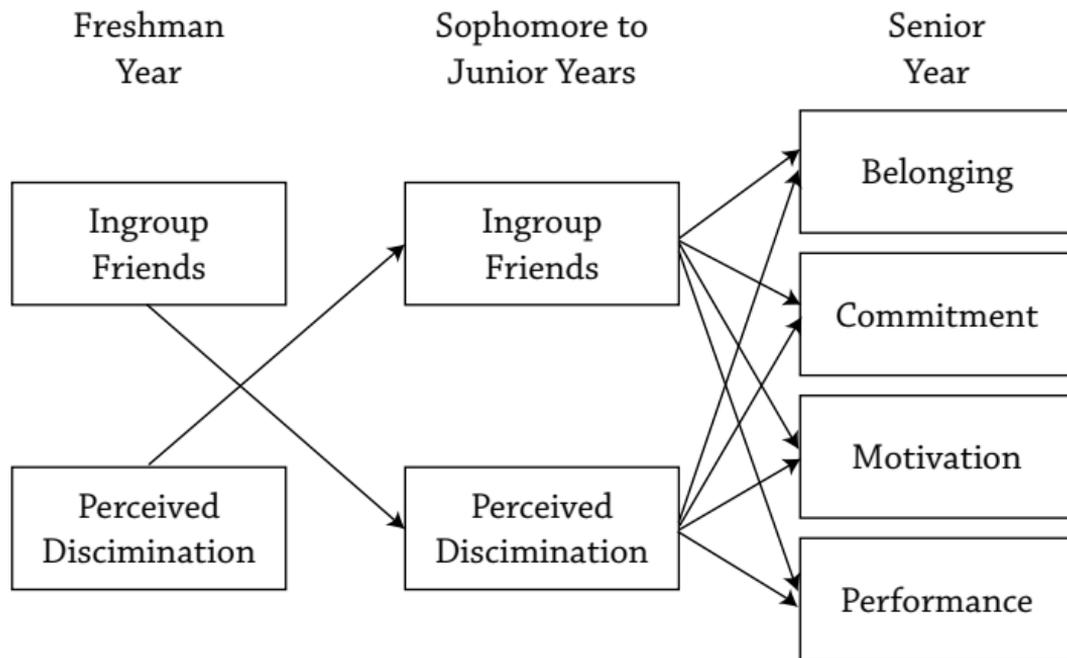
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Source: Authors' compilation.

Note: Effects on all outcome variables control for several demographic variables: gender, foreign cultural closeness, socioeconomic status, and precollege friendships. Effects on senior year ingroup bias and intergroup anxiety also control for the same ethnic attitude measured before college entry.

Figure 8.5 Predicted Model of the Antecedents and Consequences of Ingroup Friendships in College

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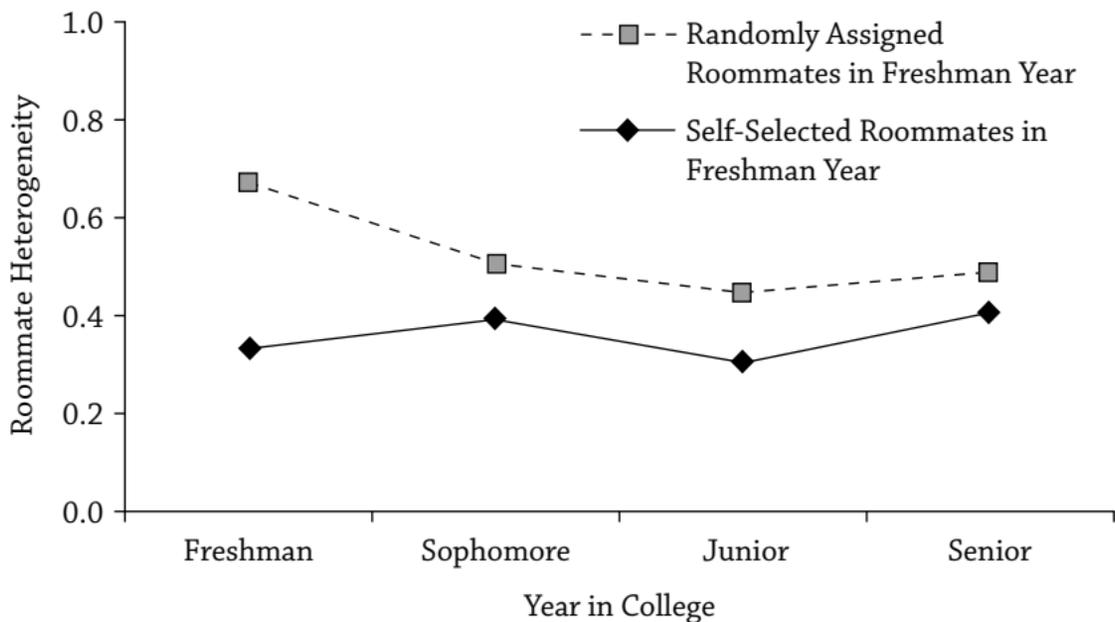


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Source: Authors' compilation.

Note: Effects on all outcome variables control for previous measures of the same variables.

Figure 9.1 Roommate Heterogeneity over the College Years for Those with Randomly Assigned or Self-Selected Roommates During Freshman Year



Source: van Laar, Levin, Sinclair, and Sidanius 2005, reprinted with permission from Elsevier.

Note: All entries are unstandardized regression coefficients, except for those in the rightmost column.

+  $p < .10$ ; \*  $p < .05$ ; \*\*  $p < .01$ ; n.s. = not significant

Table 9.1 Relationships Between Precollege Ethnic Attitudes and Behaviors and Roommate Heterogeneity During Freshman Year, Among Those with Self-Selected or Randomly Assigned Roommates

Ethnic Attitudes and Behaviors Prior to University Entry	Roommate Heterogeneity Among Freshman Students with Self-Selected Roommates (N = 292)	Roommate Heterogeneity Among Freshman Students with Randomly Assigned Roommates (N = 1,130)	T-Value of Slope Difference Between Those with Self-Selected Versus Randomly Assigned Roommates
Intergroup competence	.04**	.00	2.22*
Intergroup comfort	.06**	.01	-1.96+
Symbolic racism	.02	-.08	n.s.
Social dominance orientation (SDO)	.02	-.02	n.s.
Opposition to miscegenation	-.01	-.02	n.s.
Friendship heterogeneity	.01*	.00	2.23*

Source: van Laar, Levin, Sinclair, and Sidanius 2005, reprinted with permission from Elsevier.

Note: All entries are unstandardized regression coefficients, except for those in the rightmost column.

+  $p < .10$ ; \*  $p < .05$ ; \*\*  $p < .01$ ; n.s. = not significant

Table 9.2 Ethnic Attitudes and Behaviors at the End of Freshman Year as Functions of Roommate Heterogeneity and the Number of Roommates from Specific Ethnic Groups, Among Students with Randomly Assigned Roommates During Freshman Year

Intergroup Attitudes and Behaviors	Number of Roommates of Each Ethnicity					R <sup>2</sup>
	Roommate Heterogeneity	Whites	Asians	Latinos	Blacks	
Affect toward whites	.06 <sup>+</sup>	.01	.00	.02	.00	.00
Affect toward Asians	.08 <sup>*</sup>	.00	.07 <sup>*</sup>	.01	.03	.01 <sup>*</sup>
Affect toward Latinos	.12 <sup>***</sup>	.01	.02	.05	.06 <sup>+</sup>	.02 <sup>***</sup>
Affect toward blacks	.09 <sup>**</sup>	.01	.00	.07 <sup>*</sup>	.08 <sup>**</sup>	.02 <sup>***</sup>
Intergroup competence	.07 <sup>*</sup>	.02	.01	.01	.01	.01
Intergroup comfort	.03	-.01	-.03	.04	.01	.00
Symbolic racism	-.06 <sup>+</sup>	.01	.04	-.04	-.06 <sup>+</sup>	.01 <sup>*</sup>
Social dominance orientation (SDO)	-.04	-.04	.01	.00	-.04	.01
Opposition to miscegenation	-.08 <sup>**</sup>	.00	-.03	.00	.02	.01
Friendship heterogeneity	.03	-.02	-.01	.01	.07 <sup>*</sup>	.01
Interethnic dating	.02	-.06	.00	-.02	.01	.01

Source: van Laar, Levin, Sinclair, and Sidanius 2005, reprinted with permission from Elsevier.

Note: All entries are unstandardized regression coefficients, except for those in the rightmost column.

+ p < .10; \* p < .05; \*\* p < .01, \*\*\* p < .001

Table 9.3 Ethnic Attitudes and Behaviors at the End of Students' Senior Year as Functions of Roommate Heterogeneity and the Number of Roommates from Specific Ethnic Groups During Sophomore and Junior Years, Controlling for Freshman-Year Ethnic Attitudes and Behaviors

Intergroup Attitudes and Behaviors During Senior Year	Effect of Freshman Year Attitude or Behavior	Roommate Heterogeneity	Number of Roommates of Each Ethnicity				R <sup>2</sup> Change
			Whites	Asians	Latinos	Blacks	
Affect toward whites	.46***	-.01	.10**	-.02	.01	-.02	.01*
Affect toward Asians	.41***	.05	.04	-.03	.04	-.01	.01
Affect toward Latinos	.45***	.01	.06+	-.10**	.08*	.06*	.03***
Affect toward blacks	.45***	.02	.05	-.09*	.08*	.07*	.03***
Intergroup competence	.27***	.08*	.03	-.05	-.09*	.05	.02**
Intergroup comfort	.21***	.08*	.00	-.11**	-.04	.05	.02**
Symbolic racism	.53***	-.07*	-.06+	.05+	-.09**	-.08**	.03***
Social dominance orientation (SDO)	.48***	-.08**	-.03	.06+	-.09**	-.06+	.03***
Opposition to miscegenation	.43***	-.02	.02	.06	-.06+	.02	.01
Friendship heterogeneity	.44***	-.05	.10**	-.07*	-.04	-.02	.02***
Interethnic dating	.44***	.10*	.00	-.05	-.05	.04	.02

Source: van Laar, Levin, Sinclair, and Sidanius 2005, reprinted with permission from Elsevier.

Note: All entries are unstandardized regression coefficients, except for those in the rightmost column.

+ p < .10; \* p < .05; \*\* p < .01; \*\*\* p < .001

Table 9.4 Contrasts Between Mean Intergroup Attitudes Measured from Precollege to Senior Year for Asians Versus Whites, Latinos, and Blacks

Intergroup Attitudes	Asians Versus Whites	Asians Versus Latinos	Asians Versus Blacks
Intergroup competence	-.47***	-.33***	-.48***
Intergroup comfort	-.48***	-.29***	-.38***
Symbolic racism	.24***	.55***	1.28***
Social dominance orientation (SDO)	.21***	.53***	.85***
Opposition to miscegenation	.28***	.39***	.15
Affect toward blacks	-.58***	-.71***	-1.03***
Affect toward Latinos	-.58***	-1.03***	-.70***

Source: van Laar, Levin, Sinclair, and Sidanius 2005, reprinted with permission from Elsevier.

Note: Entries are mean differences between groups (the means for Asians minus the means for whites, Latinos, or blacks).

\*\*\*  $p < .001$

Table 10.1 Distribution of Membership in Minority Ethnic Organizations Across Ethnicity

Ethnic Category	Nonmember		Member		Total N
	N	Res	N	Res	
Whites	755 (98.8)	7.9	9 (1.2)	-13.4	764 (100)
Asians	440 (58.0)	-5.2	318 (42.0)	8.8	758 (100)
Latinos	332 (71.2)	-0.8	134 (28.8)	1.3	466 (100)
Blacks	57 (39.6)	-4.8	87 (60.4)	8.2	144 (100)
Total number of respondents	1,584		548		2,132

Source: Sidanius, van Laar, Levin, and Sinclair 2004, reprinted with permission from the American Psychological Association.

Note: The percentage of each ethnicity in each category of ethnic organization membership is in parentheses. Chi-square = 438.58, phi = .45,  $p < .01$ , res = standardized residual.

Table 10.2 Distribution of Fraternity and Sorority Membership Across Ethnicity

Ethnic Category	Membership in a Greek organization				Total N
	Non-Greek		Greek Member		
	N	Res	N	Res	
Whites	568 (74.3)	-3.1	196 (25.7)	7.4	764 (100)
Asians	688 (90.8)	1.8	70 (9.2)	-4.2	758 (100)
Latinos	418 (89.7)	1.1	48 (10.3)	-2.7	466 (100)
Blacks	134 (93.1)	1.1	10 (6.9)	-2.5	144 (100)
Total number of respondents	1,808		324		2,132

Source: Sidanius, van Laar, Levin, and Sinclair 2004, reprinted with permission from the American Psychological Association.

Note: The percentage of each ethnicity in each category of Greek organization membership is in parentheses.

Chi-square = 101.04, phi = .22,  $p < .01$ , res = standardized residual.

Table 10.3 Correlations Among Student Organization Membership (Greek Groups for Whites, Ethnic Organizations for Minorities) and Ethnic Attitudes and Behaviors Among White and Minority Freshman Students

	1	2	3	4	5	6	7	8	9	10	11	12
1. Student organization membership	—	.03	.20**	.16**	.12**	.25**	.18**	.09*	.15**	.11**	.14**	.09*
2. Opposition to increasing diversity on campus	-.08**	—	.37**	.09*	.10*	-.11**	.22**	.16**	.47**	.09*	.32**	.17**
3. Opposition to affirmative action	-.00	.30**	—	.22**	.18**	.10**	.25**	.18**	.48**	.26**	.42**	.40**
4. Ethnic identification	.32**	-.18**	-.11**	—	.49**	.11**	.18**	.21**	.18**	.25**	.09*	.11**
5. Ethnic activism	.23**	-.28**	-.27**	.54**	—	.09*	.24**	.26**	.16**	.28**	.04	.14**
6. University attachment	.11**	-.06*	-.01	.13**	.04	—	.17**	.00	.07	-.08	-.07	.02
7. Ingroup bias	.11**	.04	.04	.23**	.17**	-.05	—	.21**	.19**	.05	.14**	.19**
8. Opposition to miscegenation	.09**	.20**	.21**	.10**	-.02	-.03	.19**	—	.19**	.14**	.12**	.20**
9. Symbolic racism	-.08**	.33**	.41**	-.16**	-.29**	.09**	-.01	.09**	—	.16**	.38**	.22**
10. Perceived ethnic discrimination	.21**	-.17**	-.09**	.23**	.34**	-.10**	.19**	.10**	-.22**	—	.27**	.25**
11. Ethnic organizations promote separatism	-.13**	.13**	.25**	-.20**	-.15**	-.07*	-.08**	.05	.23**	.07*	—	.23**
12. Perceived zero-sum group conflict	.07*	.07*	.18**	.15**	.09**	-.00	.11**	.20**	.06*	.22*	.05	—

Source: Sidanius, van Laar, Levin, and Sinclair 2004, reprinted with permission from the American Psychological Association.

Note: Entries above the main diagonal are for white students; entries below the main diagonal are for minority students. For student organization membership, 1 = member of a Greek organization for whites and member of an ethnic organization for minorities, 0 = nonmember; for all other variables, higher numbers indicate greater levels of the construct.

\* p < .05; \*\* p < .01

Table 10.4 Membership in Minority Ethnic Organizations at Any Point in College Among Minority Students as a Function of Precollege Attitudes

Independent Variable in Precollege Year	Mean Levels by Membership in a Minority Ethnic Organization		Odds-Ratios of Logistic Regressions	
	Member	Nonmember	Bivariate	Multivariate
<b>Social policy</b>				
Opposition to increasing diversity on campus	2.74	2.91	.92	.92
Opposition to affirmative action	3.78	3.74	.96	1.00
<b>Social identity</b>				
Ethnic identification	5.64	5.04	1.40**	1.42**
Ethnic activism	3.74	3.44	1.15**	1.00
University attachment	4.97	4.82	1.12*	1.02
<b>Ethnic prejudice</b>				
Ingroup bias	.80	.61	1.13*	1.00
Opposition to miscegenation	1.81	1.83	.98	.95
Symbolic racism	3.84	3.82	1.01	1.05
<b>Perceived group conflict</b>				
Perceived ethnic discrimination	3.85	3.81	1.00	1.00
Ethnic organizations promote separatism	2.86	3.05	.92	.95
Perceived zero-sum group conflict	3.16	3.11	1.02	1.02

Source: Sidanius, van Laar, Levin, and Sinclair 2004, reprinted with permission from the American Psychological Association.

Note: Bivariate and multivariate analyses include controls for sex, social class, and minority ethnicity.

\*  $p < .05$ ; \*\*  $p < .01$

Table 10.5 Membership in Greek Organizations at Any Point in College Among White Students as a Function of Precollege Attitudes

Independent Variable in Precollege Year	Mean Levels by Membership in a Greek Organization		Odds-Ratios of Logistic Regressions	
	Member	Nonmember	Bivariate	Multivariate
<b>Social policy</b>				
Opposition to increasing diversity on campus	3.22	3.22	1.04	.98
Opposition to affirmative action	4.66	4.29	1.19**	1.11
<b>Social identity</b>				
Ethnic identification	3.98	3.58	1.22**	1.19*
Ethnic activism	2.17	2.03	1.07	.96
University attachment	5.13	4.88	1.20**	1.14
<b>Ethnic prejudice</b>				
Ingroup bias	.60	.28	1.39**	1.23*
Opposition to miscegenation	1.83	1.65	1.10	1.00
Symbolic racism	3.97	3.82	1.15	1.00
<b>Perceived group conflict</b>				
Perceived ethnic discrimination	2.82	2.82	1.00	1.04
Ethnic organizations promote separatism	3.74	3.63	1.03	.99
Perceived zero-sum group conflict	3.21	2.99	1.08	1.00

Source: Sidanius, van Laar, Levin, and Sinclair 2004, reprinted with permission from the American Psychological Association.

Note: Bivariate and multivariate analyses include controls for sex and social class.

\*  $p < .05$ ; \*\*  $p < .01$

Table 10.6 Ethnic Attitudes in Senior Year as a Function of Prior Levels and Membership in Minority Ethnic Organizations Among Minority Students

Dependent Variable in Senior Year	$\beta$ for Same Attitude (Precollege)	$\beta$ for Ethnic Organization Membership <sup>a</sup> (Freshman Through Junior Years)	Model R <sup>2</sup>
Social policy			
Opposition to increasing diversity on campus	.25**	-.04	.17**
Opposition to affirmative action	.31**	-.06	.26**
Social identity			
Ethnic identification	.47**	.13**	.29**
Ethnic activism	.35**	.10**	.28**
Common ingroup identity <sup>b</sup>	.38**	-.05	.14**
University attachment	.18**	.03	.05**
Ethnic prejudice			
Ingroup bias	.34**	.03	.13**
Opposition to miscegenation	.35**	.03	.16**
Symbolic racism	.36**	-.05	.23**
Perceived group conflict			
Perceived ethnic discrimination	.30**	.13**	.18**
Ethnic organizations promote separatism	.21**	-.10*	.09**
Perceived zero-sum group conflict	.25**	.09*	.08**

Source: Sidanius, van Laar, Levin, and Sinclair 2004, reprinted with permission from the American Psychological Association.

Note: These analyses include controls for sex, social class, and minority ethnicity.

<sup>a</sup> For ethnic organization membership, 1 = member, 0 = nonmember.

<sup>b</sup> Common ingroup identity was first measured during freshman year; therefore the freshman year variable is used as the control variable, and membership in ethnic organizations between sophomore and junior years is used as the independent variable.

\*  $p < .05$ ; \*\*  $p < .01$

Table 10.7 Ethnic Attitudes in Senior Year as a Function of Prior Levels and Membership in Greek Organizations Among White Students

Dependent Variable in Senior Year	$\beta$ for Same Attitude (Precollege)	$\beta$ for Greek Membership <sup>a</sup> (Freshman Through Junior Years)	Model R <sup>2</sup>
<b>Social policy</b>			
Opposition to increasing diversity on campus	.39**	.14*	.25**
Opposition to affirmative action	.47**	.08	.25**
<b>Social identity</b>			
Ethnic identification	.40**	.04	.19**
Ethnic activism	.47**	.08	.23**
Common ingroup identity <sup>b</sup>	.30**	-.10	.11**
University attachment	.14**	.13*	.06**
<b>Ethnic prejudice</b>			
Ingroup bias	.24**	.09+	.08**
Opposition to miscegenation	.23**	.15**	.09**
Symbolic racism	.43**	.17**	.28**
<b>Perceived group conflict</b>			
Perceived ethnic discrimination	.27**	.18**	.11**
Ethnic organizations promote separatism	.22**	.19**	.10**
Perceived zero-sum group conflict	.30**	.06	.10**

Source: Sidanius, van Laar, Levin, and Sinclair 2004, reprinted with permission from the American Psychological Association.

Note: These analyses include controls for sex and social class.

<sup>a</sup> For Greek membership, 1 = member, 0 = nonmember.

<sup>b</sup> Common ingroup identity was first measured during freshman year, and therefore the freshman year variable is used as the control variable, and membership in Greek organizations between sophomore and junior years is used as the independent variable.

+  $p < .06$ ; \*  $p < .05$ ; \*\*  $p < .01$

Table 10.8 The Indirect Effects of Student Organization Membership During Freshman and Sophomore Years on Intergroup Attitudes During Senior Year Through Ethnic Identification During Junior Year for Minority and White Students

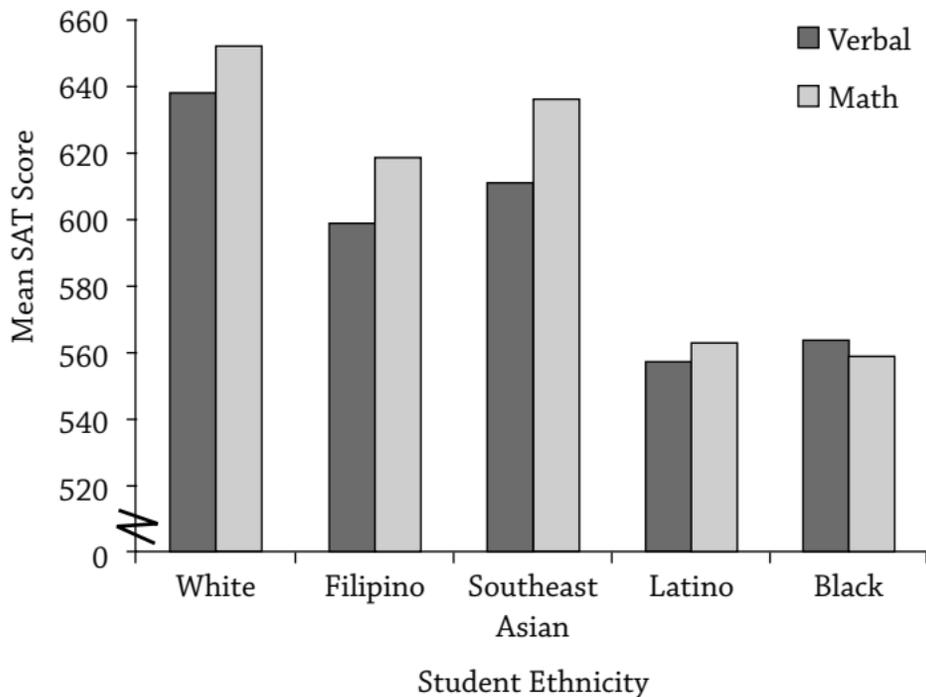
Dependent Variable in Senior Year	Minorities		Whites	
	Size of Indirect Effect	t-Value for Indirect Effect	Size of Indirect Effect	t-Value for Indirect Effect
<b>Social policy</b>				
Opposition to increasing diversity on campus	-.01	-1.77	.03	1.49
Opposition to affirmative action	-.00	<1	.04	1.93*
<b>Social identity</b>				
Ethnic activism	.03	2.46**	.08	3.16**
Common ingroup identity <sup>a</sup>	.00	<1	.00	<1
University attachment	.02	2.08*	.02	1.29
<b>Ethnic prejudice</b>				
Ingroup bias	.02	2.21*	.02	1.50
Opposition to miscegenation	.01	1.64	.07	2.67**
Symbolic racism	.00	<1	.05	2.49**
<b>Perceived group conflict</b>				
Perceived ethnic discrimination	.02	1.64	.05	2.16*
Ethnic organizations promote separatism	-.01	-1.54	.03	1.83*
Perceived zero-sum group conflict	.02	2.10*	.03	1.22

Source: Sidanius, van Laar, Levin, and Sinclair 2004, reprinted with permission from the American Psychological Association.

<sup>a</sup> Common ingroup identity was first measured during freshman year, and therefore the freshman year variable is used as the control variable, and membership in student organizations during sophomore year is used as the independent variable.

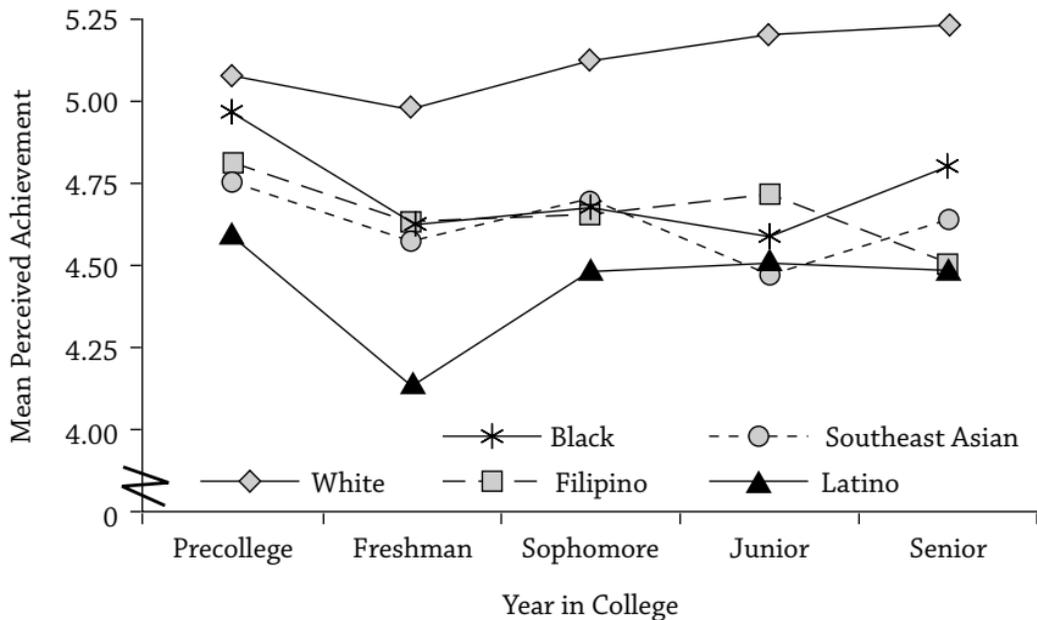
\*  $p < .05$ ; \*\*  $p < .01$  (for one-tailed test)

Figure 11.1 Mean SAT Verbal and Math Scores for the Ethnic Groups in the Subsample



Source: Authors' compilation.

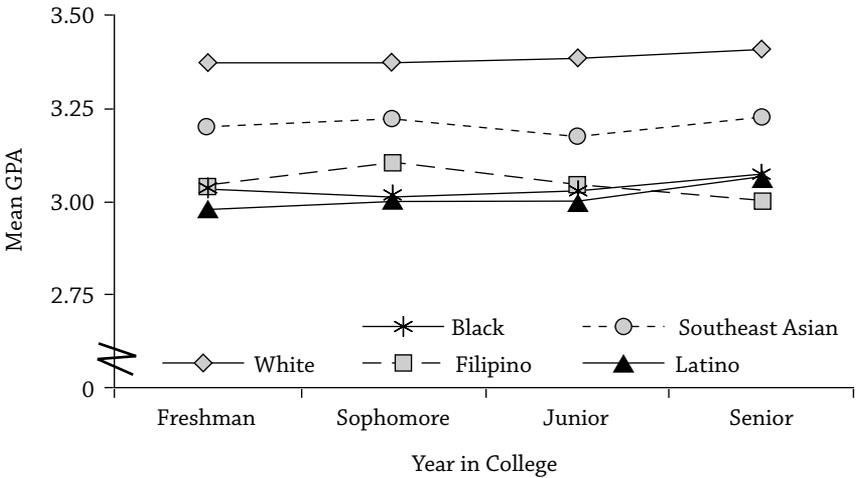
Figure 11.2 Mean Perceived Academic Performance Compared to Other Students at UCLA for Each of the Ethnic Groups in the Subsample over Time



Source: Authors' compilation.

Note: Means are computed by wave for blacks, Filipinos, and Southeast Asians and with listwise deletion across waves for whites and Latinos.

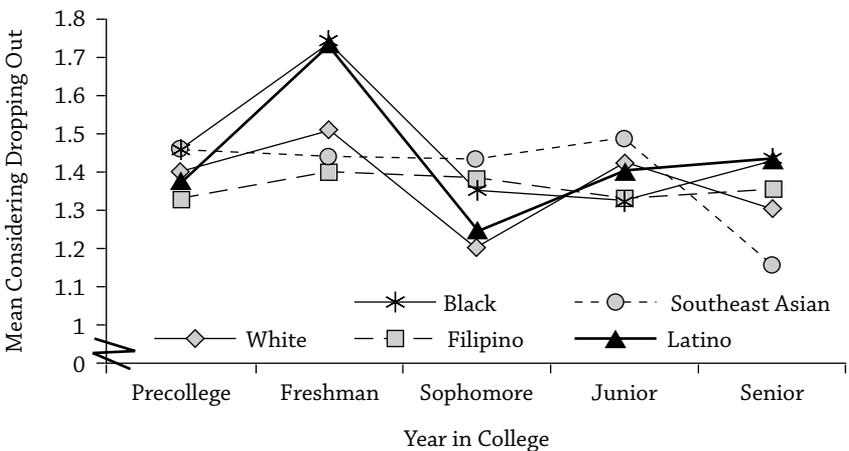
Figure 11.3 Mean GPA in College for the Ethnic Groups in the Subsample over Time



Source: Authors' compilation.

Note: Means are computed by wave for blacks, Filipinos and Southeast Asians and with listwise deletion across waves for whites and Latinos.

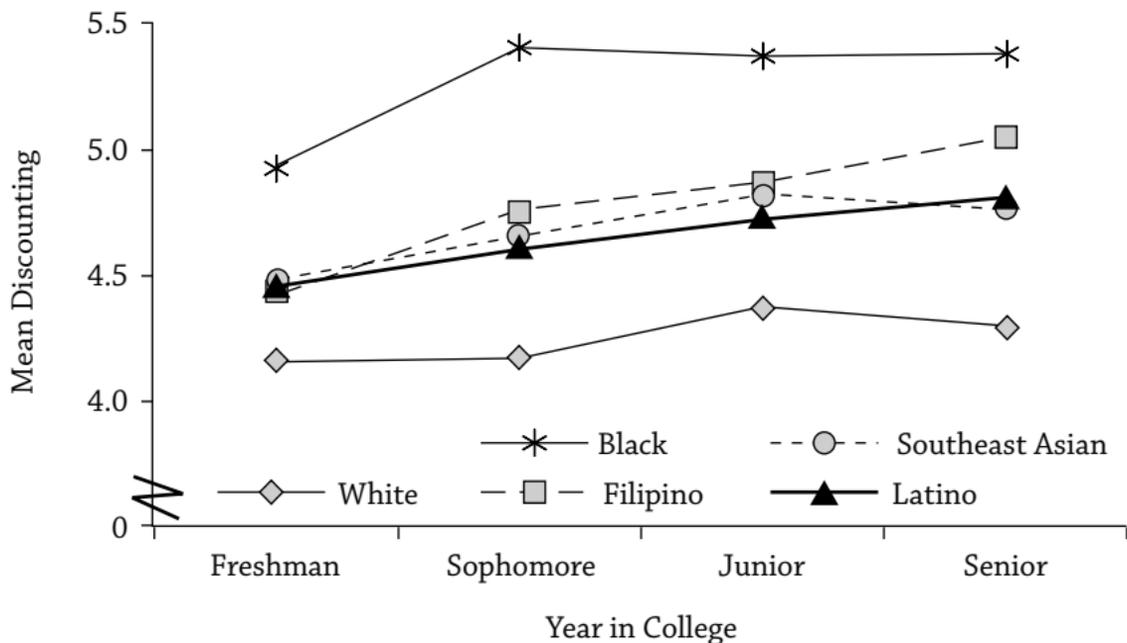
Figure 11.4 Mean Considerations of Dropping Out from College for the Ethnic Groups in the Subsample over Time



Source: Authors' compilation.

Note: Means are computed by wave for blacks, Filipinos, and Southeast Asians and with listwise deletion across waves for whites and Latinos.

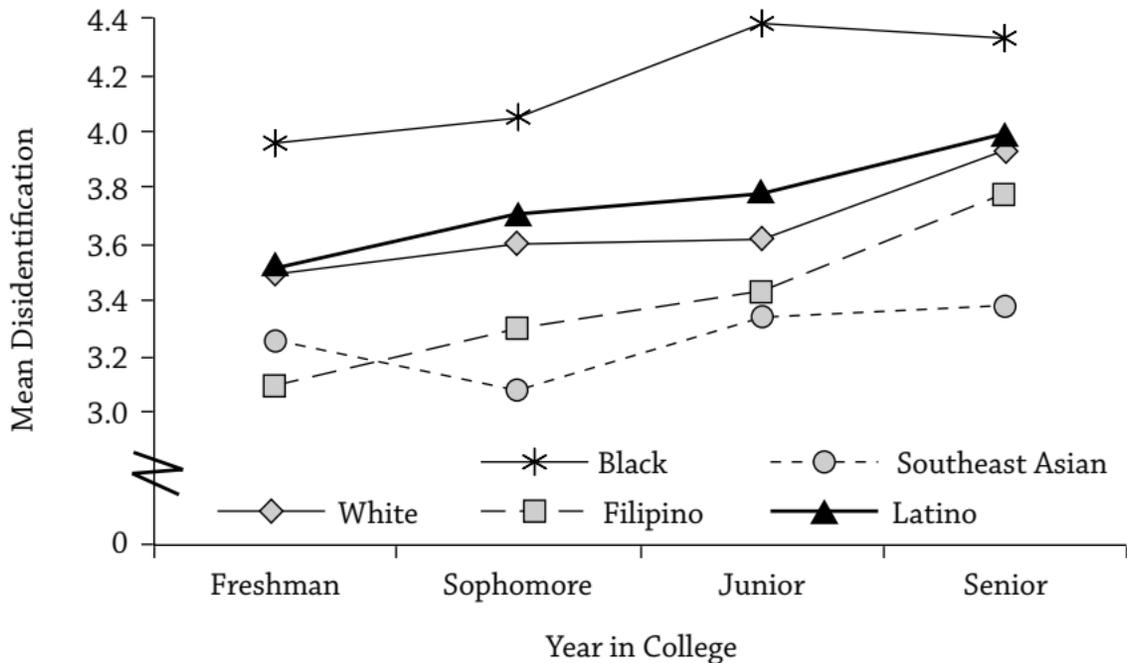
Figure 11.5 Mean Levels of Discounting Academic Feedback as Valid for the Ethnic Groups in the Subsample over Time



Source: Authors' compilation.

Note: Means are computed by wave for blacks, Filipinos, and Southeast Asians and with listwise deletion across waves for whites and Latinos.

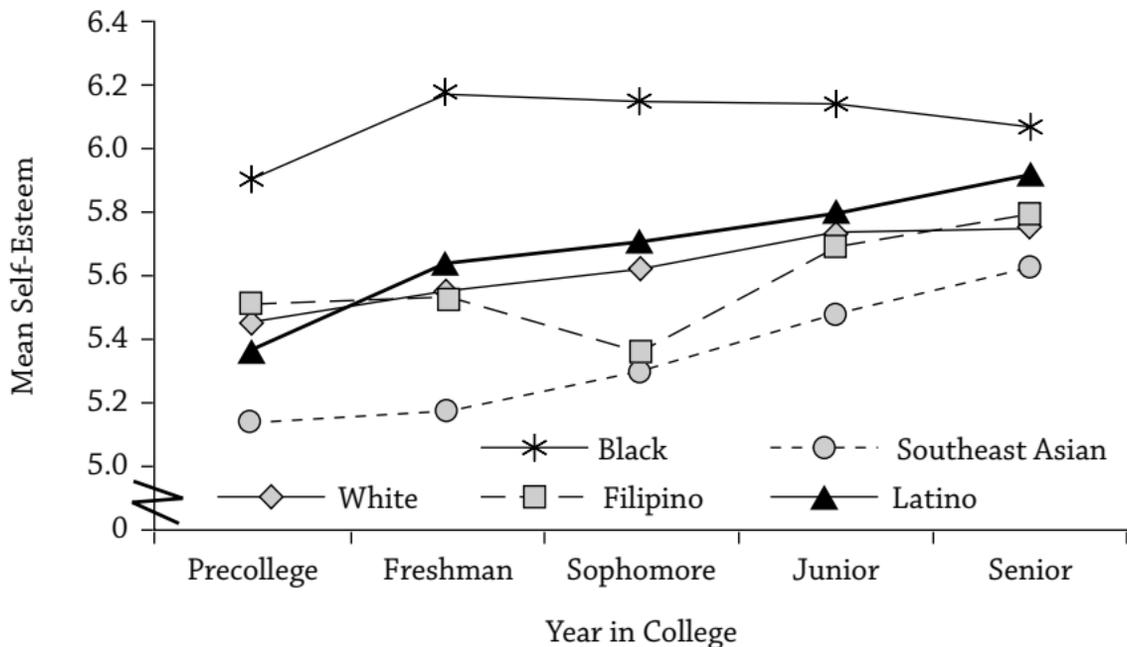
Figure 11.6 Mean Levels of Disidentification from Academics for Each Ethnic Group in the Subsample over Time



Source: Authors' compilation.

Note: Means are computed by wave for blacks, Filipinos, and Southeast Asians and with listwise deletion across waves for whites and Latinos.

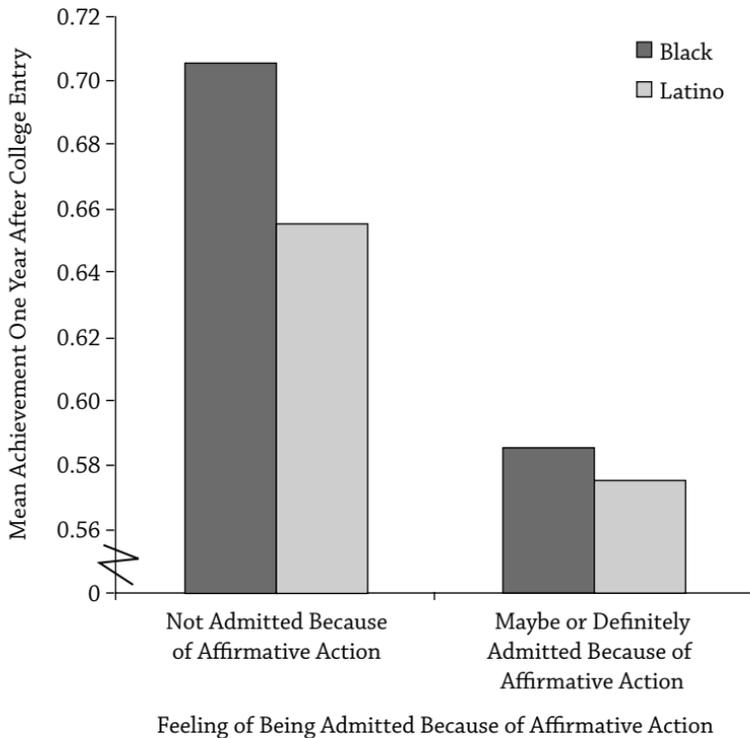
Figure 11.7 Mean Self-Esteem for Each Ethnic Group in the Subsample over Time



Source: Authors' compilation.

Note: Means are computed by wave for blacks, Filipinos, and Southeast Asians and with listwise deletion across waves for whites and Latinos.

Figure 11.8 Mean Academic Achievement One Year After College Entry as a Function of Ethnicity and Feeling of Being Admitted to UCLA Because of Affirmative Action



Source: Authors' compilation.

Table 11.1 Means on the Noncognitive Variables Averaged Across Freshman, Sophomore, and Junior Years, by Ethnic Group

Noncognitive Variable	White	Filipino	Southeast Asian	Latino	Black
Disidentification factor (0 to 1 scale)	.36 <sup>b</sup>	.34 <sup>b</sup>	.33 <sup>b</sup>	.37 <sup>ab</sup>	.40 <sup>a</sup>
Self-esteem (1 to 7 scale)	5.64 <sup>b</sup>	5.52 <sup>bc</sup>	5.23 <sup>c</sup>	5.68 <sup>b</sup>	6.13 <sup>a</sup>
Feelings of belonging factor (1 to 7 scale)	3.68 <sup>b</sup>	3.82 <sup>ab</sup>	3.60 <sup>abc</sup>	3.87 <sup>a</sup>	3.24 <sup>c</sup>
Number of white professors	7.12 <sup>a</sup>	6.59 <sup>ab</sup>	6.99 <sup>ab</sup>	5.88 <sup>b</sup>	5.72 <sup>b</sup>
Number of Asian professors	1.04 <sup>b</sup>	1.50 <sup>a</sup>	1.30 <sup>ab</sup>	.97 <sup>b</sup>	.90 <sup>b</sup>
Number of Latino professors	.60 <sup>b</sup>	.42 <sup>b</sup>	.49 <sup>b</sup>	1.13 <sup>a</sup>	.52 <sup>b</sup>
Number of black professors	.29 <sup>b</sup>	.30 <sup>b</sup>	.25 <sup>b</sup>	.30 <sup>b</sup>	.73 <sup>a</sup>
Number of female professors	2.89 <sup>a</sup>	2.50 <sup>a</sup>	2.43 <sup>a</sup>	2.76 <sup>a</sup>	2.62 <sup>a</sup>
Number of ethnic studies courses taken each year (0 to 1 scale)	.29 <sup>b</sup>	.31 <sup>ab</sup>	.27 <sup>b</sup>	.35 <sup>a</sup>	.34 <sup>a</sup>
Feelings of admission due to affirmative action (1 = definitely no, 7 = definitely yes)	1.53 <sup>c</sup>	3.04 <sup>b</sup>	2.85 <sup>b</sup>	3.83 <sup>a</sup>	3.09 <sup>b</sup>
Membership in fraternity or sorority (0 = no, 1 = yes)	.31 <sup>a</sup>	.06 <sup>b</sup>	.04 <sup>b</sup>	.09 <sup>b</sup>	.04 <sup>b</sup>
Membership in ethnically homogeneous fraternity or sorority (0 = no, 1 = yes)	.16 <sup>a</sup>	.01 <sup>b</sup>	.02 <sup>b</sup>	.02 <sup>b</sup>	.03 <sup>b</sup>

Number of other student organizations to which one belongs	1.40 <sup>b</sup>	1.51 <sup>ab</sup>	1.48 <sup>ab</sup>	1.38 <sup>b</sup>	1.73 <sup>a</sup>
Perceived ethnic discrimination (1 to 7 scale)	2.26 <sup>c</sup>	2.89 <sup>b</sup>	2.75 <sup>b</sup>	2.91 <sup>b</sup>	3.57 <sup>a</sup>
UCLA does not promote diversity (1 to 7 scale)	3.13 <sup>c</sup>	3.56 <sup>bc</sup>	3.58 <sup>bc</sup>	3.77 <sup>b</sup>	4.51 <sup>a</sup>
Personal identity stereotype threat (1 to 7 scale)	2.51 <sup>c</sup>	3.03 <sup>b</sup>	3.72 <sup>a</sup>	2.40 <sup>c</sup>	2.17 <sup>c</sup>
Social identity stereotype threat (1 to 7 scale)	2.33 <sup>c</sup>	3.73 <sup>b</sup>	3.90 <sup>ab</sup>	4.10 <sup>ab</sup>	4.47 <sup>a</sup>
Pressure from one's own group not to interact with members of other groups (1 to 7 scale)	2.10 <sup>d</sup>	2.57 <sup>bcd</sup>	3.10 <sup>ab</sup>	2.52 <sup>c</sup>	3.27 <sup>a</sup>
Ethnic activism (0 to 1 scale)	.23 <sup>d</sup>	.45 <sup>c</sup>	.42 <sup>c</sup>	.51 <sup>b</sup>	.59 <sup>a</sup>
Expectations of future socioeconomic status (1 to 7 scale)	4.66 <sup>a</sup>	4.42 <sup>b</sup>	4.36 <sup>b</sup>	4.11 <sup>c</sup>	4.52 <sup>ab</sup>
Attributions for future economic life outcomes (1 = mostly internal, 7 = mostly external)	3.06 <sup>c</sup>	3.94 <sup>ab</sup>	3.66 <sup>b</sup>	3.97 <sup>ab</sup>	4.17 <sup>a</sup>
Intergroup competence (1 to 7 scale)	6.06 <sup>a</sup>	5.98 <sup>ab</sup>	5.63 <sup>b</sup>	5.85 <sup>b</sup>	6.02 <sup>ab</sup>
Permeability of ethnic-status hierarchy (1 to 7 scale)	5.07 <sup>a</sup>	4.78 <sup>ab</sup>	4.93 <sup>ab</sup>	4.66 <sup>b</sup>	4.04 <sup>c</sup>
Stability of ethnic-status hierarchy (1 to 7 scale)	3.30 <sup>b</sup>	3.63 <sup>ab</sup>	3.74 <sup>a</sup>	3.56 <sup>a</sup>	3.86 <sup>a</sup>

Source: Authors' compilation.

Note: The percentages for participation in the summer orientation program for minorities and the mean numbers of friends, dates, and roommates for each ethnic group are not in this table. For all variables, higher numbers indicate greater levels of the construct. The number-of-professors variables indicate the actual average number of professors from each of the groups per year; these numbers and the number of student organizations range from 0 to the highest number a participant may have reported. Analyses of variance examining mean differences between the groups were significant for each noncognitive variable, with the exception of ethnic differences in the number of organizations students were members of and ethnic differences in permeability. Means with different superscripts in a row differ significantly from one another,  $p < .05$ .

Table 11.2 Partial Correlations and Product-Moment Correlations Between Noncognitive Predictor Variables and Three Measures of Academic Performance Relative to Potential, by Ethnic Group

Predictor Variable	Outcome Variable	White (n = 179 to 764)		Filipino (n = 52 to 92)		Southeast Asian (n = 39 to 83)		Latino (n = 198 to 466)		Black (n = 88 to 144)	
		r <sub>partial</sub>	r	r <sub>partial</sub>	r	r <sub>partial</sub>	r	r <sub>partial</sub>	r	r <sub>partial</sub>	r
Disidentification factor	Senior year GPA	-.26***	-.49***	-.09	-.30*	-.12	-.25*	-.28***	-.41***	-.17 <sup>+</sup>	-.31***
	Degree attainment	-.19***	-.30***	-.11	-.20 <sup>+</sup>	-.11	-.11	-.14**	-.20***	-.06	.02
	Time to degree	-.05	.00	.06	.05	-.07	-.07	-.08	-.06	-.09	-.07
Self-esteem	Senior year GPA	.03	.08 <sup>+</sup>	-.02	.02	.43**	.31*	.11*	.13**	.14	-.01
	Degree attainment	.03	.05	.07	.10	-.18	-.20	-.02	-.01	.03	-.01
	Time to degree	-.13**	-.12**	-.02	-.02	-.04	.00	.01	.01	-.22*	-.17 <sup>+</sup>
Feelings-of-belonging factor	Senior year GPA	.02	.10	-.03	.07	.24 <sup>+</sup>	.16	.13*	.13**	.21*	.20*
	Degree attainment	.26***	.28***	.19	.23 <sup>+</sup>	.37**	.20 <sup>+</sup>	.14*	.15**	-.09	-.07
	Time to degree	-.04	-.03	-.16	-.12	-.07	.02	.08	.07	.07	.02
Number of white professors	Senior year GPA	.15**	.18***	.02	-.04	.08	.08	-.08	-.07	.19	.01
	Degree attainment	-.09	-.05	.27 <sup>+</sup>	.20	-.08	-.05	.00	.00	-.26*	-.30**
	Time to degree	-.06	-.07	-.08	-.10	-.20	.18	-.08	-.07	-.20	-.19
Number of Asian professors	Senior year GPA	-.12*	-.17**	-.08	.05	.01	-.01	-.04	.00	-.08	.05
	Degree attainment	.01	-.03	-.28*	-.21	.01	-.01	-.07	-.07	.17	.21*
	Time to degree	.09 <sup>+</sup>	.10*	-.04	.00	.23	.22	.02	.02	.09	.09
Number of Latino professors	Senior year GPA	-.06	-.13*	-.04	.01	-.17	-.14	.11 <sup>+</sup>	.06	-.11	-.20 <sup>+</sup>
	Degree attainment	.08	.05	-.02	.02	-.14	-.16	.03	.03	.02	-.01
	Time to degree	-.02	-.01	.32*	.31*	-.11	-.10	.07	.07	.16	.17

Number of female professors	Senior year GPA	.05	.02	.29*	.19	.14	.08	.11	.12*	.09	.04
	Degree attainment	.02	.02	.23	.25 <sup>+</sup>	.07	.06	-.04	-.02	.08	.07
	Time to degree	-.02	-.02	-.15	-.15	-.07	-.04	-.02	-.03	.15	.15
Number of ethnic studies courses taken each year	Senior year GPA	.07	.09*	.20	.11	.12	-.02	.16**	.12*	.05	.13
	Degree attainment	.18***	.19***	.12	.15	.17	.16	.22***	.22***	.09	.10
	Time to degree	.04	-.06	.02	-.03	-.05	-.05	-.08	-.09 <sup>+</sup>	.02	-.02
Nonparticipation in summer orientation for minorities	Senior year GPA	.05	.04	.07	.16	.23 <sup>+</sup>	.24 <sup>+</sup>	.05	.03	.07	.09
	Degree attainment	.01	.02	.14	.17	.10	.10	.01	.00	-.02	-.01
	Time to degree	.03	.03	.11	.14	-.09	-.08	-.15*	-.14*	-.09	-.10
Feelings of admission due to affirmative action	Senior year GPA	.00	-.14***	-.06	-.19	-.17	-.38**	-.11	-.17**	.05	-.08
	Degree attainment	-.02	-.07	-.07	-.06	.03	-.01	-.13*	-.15**	.13	.09
	Time to degree	.00	.02	.02	-.03	.07	.01	-.04	-.04	.04	.05
Membership in fraternity or sorority	Senior year GPA	-.01	.02	.03	.16	.07	.08	-.02	-.04	-.08	-.13
	Degree attainment	.05	.06	.06	.10	.11	.11	.04	.02	.16	.13
	Time to degree	-.03	-.03	-.09	-.04	.00	.01	-.12*	-.11 <sup>+</sup>	.07	.07
Number of other organizations to which one belongs	Senior year GPA	.09	.22**	-.26 <sup>+</sup>	-.16	.23	.34*	-.02	.11	-.05	-.06
	Degree attainment	.03	.08	.06	.02	-.15	-.08	-.10	-.06	-.07	-.07
	Time to degree	.11	.09	-.18	-.14	.02	.03	.12	.11	.38**	.37**
Number of white friends and dates	Senior year GPA	.04	.02	.08	.16	.33*	.25*	.03	.07	.10	.18*
	Degree attainment	.06	.06	.06	.05	.24 <sup>+</sup>	.22 <sup>+</sup>	-.06	-.05	-.07	-.02
	Time to degree	-.07	-.07	.13	-.10	-.28*	-.24 <sup>+</sup>	-.14*	.12*	.00	-.01

Table 11.2 *Continued*

Predictor Variable	Outcome Variable	White (n = 179 to 764)		Filipino (n = 52 to 92)		Southeast Asian (n = 39 to 83)		Latino (n = 198 to 466)		Black (n = 88 to 144)	
		r <sub>partial</sub>	r	r <sub>partial</sub>	r	r <sub>partial</sub>	r	r <sub>partial</sub>	r	r <sub>partial</sub>	r
Number of Latino friends and dates	Senior year GPA	-.05	-.11*	-.14	-.16	.00	-.02	.00	-.04	-.01	.00
	Degree attainment	-.03	-.06	-.04	-.03	.07	.08	-.02	-.03	-.19*	-.18*
	Time to degree	.02	.03	.02	.00	-.17	-.18	.11 <sup>+</sup>	.10 <sup>+</sup>	.02	.02
Number of black friends and dates	Senior year GPA	-.10*	-.12**	-.01	.01	.04	.05	.12*	.15**	.02	.10
	Degree attainment	.00	-.02	.08	.10	.02	.03	.00	.02	-.13	-.11
	Time to degree	-.10*	-.09*	-.10	-.08	-.11	-.11	.03	.02	-.03	-.06
Number of white roommates	Senior year GPA	.09*	.02	-.05	.11	.24 <sup>+</sup>	.25 <sup>+</sup>	-.02	.07	-.07	-.14
	Degree attainment	.11*	.10*	-.03	.09	.10	.12	-.03	.00	.08	.04
	Time to degree	.01	.02	-.11	-.12	-.06	-.04	-.12 <sup>+</sup>	-.12*	.04	.03
Number of Latino roommates	Senior year GPA	-.07	-.06	.11	.14	.03	.02	-.03	-.13*	.11	.05
	Degree attainment	.02	.01	.06	.01	-.17	-.15	-.04	-.07	.00	.00
	Time to degree	.03	.03	.02	.02	-.08	-.11	.20***	.19***	-.03	-.03
Number of black roommates	Senior year GPA	.04	-.11*	.11	.16	.07	-.02	.02	.06	.21*	.08
	Degree attainment	.02	-.03	.02	.10	.16	.14	-.03	-.01	.04	.02
	Time to degree	-.01	.00	-.03	.00	-.12	-.12	-.14	-.14	.01	.03
Perceived ethnic discrimination	Senior year GPA	.02	.03	.05	.11	-.04	-.16	-.03	.00	.03	.15 <sup>+</sup>
	Degree attainment	.04	.05	.11	.09	.17	.08	.11*	.12*	-.01	.02
	Time to degree	-.02	-.03	.06	.04	.26 <sup>+</sup>	.29*	.02	.02	-.01	-.03

UCLA does not promote diversity	Senior year GPA	.05	-.01	.09	.25*	-.13	-.11	.00	-.03	-.06	.02
	Degree attainment	.08 <sup>+</sup>	.06	.12	.18	-.10	-.14	.10 <sup>+</sup>	.04	.02	.03
	Time to degree	.06	.06	.39**	.41**	-.04	.00	.05	.05	.19 <sup>+</sup>	.17 <sup>+</sup>
Social identity stereotype threat	Senior year GPA	-.01	-.06	-.01	.00	.07	.10	.03	.03	.13	.21*
	Degree attainment	-.04	-.06	.10	.07	.09	.12	.07	.07	.17 <sup>+</sup>	.20*
	Time to degree	.05	.06	.21	.20	.33*	.28*	.02	.02	.02	.02
Expectations about future socioeconomic status	Senior year GPA	.00	.01	.00	.10	.30*	.21 <sup>+</sup>	.02	.07	.12	.07
	Degree attainment	.00	.00	-.10	-.01	.20	.19	-.07	-.05	-.14	-.14
	Time to degree	.00	.00	-.25 <sup>+</sup>	-.20	-.10	-.10	.04	.04	-.09	-.09
Intergroup competence	Senior year GPA	-.01	-.01	-.08	-.08	.26*	.15	.03	.08	.08	.10
	Degree attainment	-.03	-.03	-.07	-.04	-.16	-.16	-.03	-.02	.11	.13
	Time to degree	-.04	-.04	-.17	-.18	-.21	-.19	-.11 <sup>+</sup>	-.10 <sup>+</sup>	-.09	-.08
Stability of ethnic-status hierarchy	Senior year GPA	.03	.01	-.02	-.05	.10	.22 <sup>+</sup>	.03	.03	-.21*	-.04
	Degree attainment	.00	-.01	.03	-.07	-.17	-.18	.05	.05	.01	.04
	Time to degree	-.02	.00	.02	.00	.07	.11	-.06	-.06	-.02	-.05

Source: Authors' compilation.

Note:  $r_{\text{partial}}$  are the partial correlations between the noncognitive predictor variable (the perception or experience) and each of the outcome variables (GPA, degree attainment, or time to degree), controlling for the cognitive variables (SAT verbal, SAT math, GPA at end of freshman year, and average major GPA). The following noncognitive predictor variables were excluded from this table because their partial correlations with the outcome variables did not reach statistical significance for any ethnic group: number of black professors, membership in ethnically homogeneous fraternity or sorority, number of Asian friends and dates, number of Asian roommates, personal identity stereotype threat, pressure from one's own ethnic group not to interact with members of other groups, ethnic activism, attributions for future economic life outcomes, and permeability of the ethnic-status hierarchy. The variables assessing number of professors of a certain group are residualized for number of classes taken.

<sup>+</sup>  $p < .10$ ; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

## Appendix B

Scale Name	Number of Items	Reliability by Wave					
		1	2	3	4	5	6
1. Demographics and background							
SAT scale*	2	.55	—	—	—	—	—
Socioeconomic status scale*	3	.79	—	—	—	—	—
2. Group identification							
Ethnic identification scale	3	.84	.85	.85	.85	.85	.82
Ethnic private collective self-esteem scale	2	.67	—	—	—	—	—
Gender identification scale	2	.80	.81	.84	.83	.86	.84
3. Sociopolitical attitudes, orientations, and behavioral intentions							
Classical racism scale	2	.97	—	—	—	—	—
Ethnic activism scale	3	.89	.88	.88	.88	.89	.90
Gender activism scale	2	.83	.85	.84	.82	.83	.87
Intergroup anxiety scale	2	.37	.44	.49	.50	.52	.58
Legitimacy of the ethnic-status hierarchy scale	2	.41	.40	.43	.48	.54	.57
Opposition to affirmative action scale	3	.81	.79	.77	.79	.75	.78
Opposition to miscegenation scale	2	.96	.95	.95	.94	.95	.97
Permeability of the ethnic-status hierarchy scale	2	.80	.81	.83	.82	.85	.82
Political conservatism scale	2	.81	.61	.61	.64	.70	.62
Social dominance orientation (SDO) scale	4	.77	.72	.71	.72	.74	.74
Stability of the ethnic-status hierarchy scale	2	.42	.29	.39	.38	.38	.47
Symbolic racism scale	4	.64	.59	.63	.68	.73	.70
4. Psychological and academic adjustment, commitment, and performance							
Academic performance scale	2	—	.81	.78	.76	.76	.71
Discounting scale	2	—	.56	.63	.64	.66	.60
Disidentification scale	2	—	.49	.58	.58	.59	.60
Self-esteem scale	4	.77	.71	.73	.73	.75	.70
5. Expectations and attributions							
Attributions for future outcomes of ethnic group in society at large scale	2	.74	.75	.78	.81	.78	.81
Attributions for future outcomes of same-ethnicity UCLA students scale	2	.59	.76	.82	.83	.80	.82
Attributions for future self economic life outcomes scale	2	.46	.64	.71	.69	.68	.74

## Appendix B

Expectancies of future ethnic prejudice and discrimination scale	2	.85	.84	.87	.84	.84	.83
Expectancies of future socioeconomic status scale	3	.55	.60	.58	.59	.61	.57
6. Perceptions and experiences on campus							
Perceived ethnic discrimination on campus scale	2	.90	.87	.86	.88	.88	.86

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*Source:* Authors' compilation.

*Note:* A dash (—) indicates that the scale was not measured during that wave. An asterisk (\*) indicates that the scale was assessed during the first wave in which a respondent participated in the study (wave 1 for those who participated in this precollege wave or wave 2 for those who did not participate in wave 1). For these scales, the reliability given in the column for wave 1 is the reliability for the combined data from wave 1 (for respondents who participated in this wave) and wave 2 (for wave 2 respondents who did not participate in wave 1).