

Comparative Perceptions of the Undergraduate Experience: Selected Findings from the 2008 University of California Undergraduate Experiences Survey (UCUES)

Background

In 2008, the University of California, San Diego (UCSD) participated in the fifth administration of the University of California Undergraduate Experiences Survey (UCUES). The UCUES is part of a major research effort in support of the Student Experience in the Research University in the 21st Century (SERU21) project. Established in summer 2001, SERU21 is based at the Center for Studies in Higher Education at UC Berkeley and is a collaborative project involving all the UC campuses. The first phase of SERU21 was jointly funded by the UC Office of the President and by campus student affairs divisions from each of UC's general undergraduate campuses. There are two primary objectives of the SERU21 Project:

- To develop new data that can assist policy development and improve the undergraduate experience, and,
- To create a new resource to promote scholarly research and reflection in this field.

What is UCUES?

The University of California Undergraduate Experience Survey (UCUES) is an online survey that UCSD undergraduate students have been invited to complete during the spring quarter in 2002, 2004, 2004, 2006, and 2008. The

survey was originally supported financially at UCSD by the Vice Chancellor for Student Affairs and logistically by the UCSD Office of Student Research and Information (SRI). The success and value of the UCUES prompted system-wide support by the UC Office of the President for the 2006 and 2008 administrations.

UCUES 2008 employed a modular design to allow for the inclusion of a greater number of items and a decrease in individual response time. The questionnaire contained a set of core questions administered to every respondent plus five unique modules of additional questions that were randomly assigned to subjects. The core questions focused primarily on topics related to academic program review but also covered student demographics, use of time, campus life perceptions and experiences, and general satisfaction with various dimensions of the undergraduate experience. The four common modules include Academic Engagement, Civic Engagement, Student Development, and Student Services. A fifth module allowed individual campuses to survey their students on issues of campus concern. The modular design enabled over 700 items to be included that measured and assessed the UC student experience.

UCUES provides information about student behavior including their use of time for working, studying, campus involvement, socializing, family; how they participate academically (i.e. how much course material they read, collaborative learning); self-ratings of academic and interpersonal skills; and involvement in

community service. Students were asked to evaluate many different aspects of campus life including student services, academic advising, campus climate, courses and instruction, and interaction with faculty.

The instrument also gathers extensive data on student attitudes such as their self-perceptions and goals, gains in learning and academic proficiency, political beliefs and affiliation, and views of the role of the research university in society at large. The UCUES also collects background information not available from other student data sources, particularly family immigration background and socioeconomic data.

For UCSD, the UCUES is a valuable resource. Information gathered through UCUES is used by campus departments and units to assess a variety of programs and services. These data are useful to inform our efforts to continually improve the undergraduate experience. As a UC system-wide survey, the UCUES provides a unique opportunity to compare the experiences of UCSD students to other UC campuses. The availability of comparative data provides our campus community with both normative and referential data that assist in the interpretation and applicability of our findings to the improvement of undergraduate life at UCSD.

The results from prior administrations of the UCUES are available from the “Surveys” section of the UCSD Student Research and Information website:

<http://studentresearch.ucsd.edu/>. This research brief focuses on comparative perceptions of campus climate and broad measures of satisfaction with the UCSD undergraduate experience disaggregated by student racial and ethnic groupings.

Selected Findings

This summary provides selected climate and satisfaction comparison data for UCSD students disaggregated by racial and ethnic grouping, and the norms for the UCSD campus on the same items. In general, the UCUES findings suggested limited practical differences between the responses of the identified racial and ethnic groupings and the campus average. However, for certain items there are instances where differences between the responses for the identified racial and ethnic grouping and the campus norms comes close to or exceeds 10% either positively or negatively. This research brief will discuss these selected indicators and identify those responses that achieve or exceed a 10% difference in response patterns by racial/ethnic grouping and the campus total.

Response rates to the UCUES were sufficiently high enough to suggest the statistical reliability of the UCUES 2008 findings. Over 63,000 UC students responded to the UCUES survey in 2008, and UCSD received over 8100 responses for the UCUES “core” survey, and approximately 2,300 responses for the individual UCUES modules.

Campus Climate and the Undergraduate Experience

As defined by CPEC (1990), campus climate is defined as the “the relative significance of various factors that contribute or detract from an equitable and high quality educational experience, particularly by women and students from historically under-represented groups.” Inherent in this definition is the importance of various factors influencing the perceived level of equity provided in students’ educational experiences. Thus campus climate can be construed as a broad, wide-ranging construct that must be assessed using different research approaches and at various levels throughout an institution as complex as today’s research university. This research summary provides a broad overview of selected indicators of campus climate obtained from the UCUES disaggregated by racial and ethnic groupings. Additional data for these same indicators disaggregated by gender, first-generation student status, UCSD undergraduate college, may be viewed on the UCSD Student Research and Information website:

<http://studentresearch.ucsd.edu/sriweb/Surveys/ucues.html>

This report also includes supplemental tables in the appendix to provide additional data on perceptions of campus climate and inter-group differences.

Campus Climate and Experiences Indicators

Campus climate was assessed using different items to assess various dimensions of campus life, including factor analyses that identified several campus environmental and student behavioral and affective factors related to campus climate and academic and social engagement and participation.

UCUES 2008 employed several items that assessed and measured various perceptions of campus climate such as levels of satisfaction with the academic and social experience, interaction with peers, faculty, and staff, participation in campus activities, behaviors, diversity related activities, and learning outcomes pertaining to self-reported gains in understanding and respect for socio-cultural diversity.

Satisfaction with the Academic Experience

Satisfaction with the academic experience was assessed using several items such as satisfaction with grades, academic engagement, gains in learning, and overall satisfaction. Although the overall response rate to the 2008 UCUES was generally strong, there are instances where group N's are markedly imbalanced and thus should be interpreted with caution. This caveat applies particularly to African American and Native American student responses.

Table 1

ETHNICITY: SATISFACTION UC GPA

			UCSD Undergraduates				Total
			VERY DISSATISFIED-DISSATISFIED	SOMEWHAT DISSATISFIED	SOMEWHAT SATISFIED	SATISFIED-VERY SATISFIED	
ETHNICITY	AFRICAN AMERICAN	N	33	23	34	20	110
		%	30.0%	20.9%	30.9%	18.2%	100.0%
	ASIAN	N	1,120	809	752	592	3,273
		%	34.2%	24.7%	23.0%	18.1%	100.0%
	MEXICAN AMERICAN	N	217	135	186	132	670
		%	32.4%	20.1%	27.8%	19.7%	100.0%
	FILIPINO	N	108	86	106	66	366
		%	29.5%	23.5%	29.0%	18.0%	100.0%
	LATINO/OTHER SPANISH	N	54	49	50	60	213
		%	25.4%	23.0%	23.5%	28.2%	100.0%
	NATIVE AMERICAN	N	15	5	8	20	48
		%	31.3%	10.4%	16.7%	41.7%	100.0%
	CAUCASIAN	N	421	419	608	922	2,370
		%	17.8%	17.7%	25.7%	38.9%	100.0%
	OTHER	N	250	195	223	258	926
		%	27.0%	21.1%	24.1%	27.9%	100.0%
TOTAL		N	2,218	1,721	1,967	2,070	7,976
		%	27.8%	21.6%	24.7%	26.0%	100.0%

Satisfaction with UC GPA was fairly equally distributed among the “Dissatisfied” to “Satisfied” responses. When analyzed by racial/ethnic grouping, the responses suggest that African-, Asian-, Mexican- and Filipino-American students were less satisfied with their GPA than Caucasian and Other students. Prior research suggests a strong relationship between GPA and student perceptions of his/her undergraduate experiences (Fisher, 2010).

Satisfaction with the Campus Social Experience

Satisfaction with the “social experience” on campus varied somewhat among racial/ethnic groupings as noted in table 2.

Table 2

ETHNICITY: SATISFACTION SOCIAL EXPERIENCE

			UCSD Undergraduates				Total
			VERY DISSATISFIED-DISSATISFIED	SOMEWHAT DISSATISFIED	SOMEWHAT SATISFIED	SATISFIED-VERY SATISFIED	
ETHNICITY	AFRICAN AMERICAN	N	33	17	24	36	110
		%	30.0%	15.5%	21.8%	32.7%	100.0%
	ASIAN	N	575	607	1,077	1,006	3,265
		%	17.6%	18.6%	33.0%	30.8%	100.0%
	MEXICAN AMERICAN	N	162	122	164	222	670
		%	24.2%	18.2%	24.5%	33.1%	100.0%
	FILIPINO	N	66	70	99	131	366
		%	18.0%	19.1%	27.0%	35.8%	100.0%
	LATINO/OTHER SPANISH	N	41	53	49	70	213
		%	19.2%	24.9%	23.0%	32.9%	100.0%
	NATIVE AMERICAN	N	12	6	12	18	48
		%	25.0%	12.5%	25.0%	37.5%	100.0%
	CAUCASIAN	N	551	427	624	767	2,369
		%	23.3%	18.0%	26.3%	32.4%	100.0%
	OTHER	N	211	169	250	297	927
		%	22.8%	18.2%	27.0%	32.0%	100.0%
	TOTAL	N	1,651	1,471	2,299	2,547	7,968
		%	20.7%	18.5%	28.9%	32.0%	100.0%

Among African-American students, the distribution of responses was bi-modal in that almost equal proportions of responses were divided between “very satisfied-satisfied,” and “very dissatisfied-satisfied.” Caucasian and Other student dissatisfaction with the social experience was slightly above the campus average, with Asian and Filipino students reporting the least amount of dissatisfaction with the campus social experience. Overall, responses indicating satisfaction were fairly similar across all groupings.

Value of UC Education

Respondents were asked to rate the value of their UCSD undergraduate education in relation to the cost of attendance. These results are displayed in table 3 below.

Table 3

ETHNICITY: SATISFACTION VALUE OF EDUCATION FOR COST

			UCSD Undergraduates				Total
			VERY DISSATISFIED-DISSATISFIED	SOMEWHAT DISSATISFIED	SOMEWHAT SATISFIED	SATISFIED-VERY SATISFIED	
ETHNICITY	AFRICAN AMERICAN	N	24	17	26	43	110
		%	21.8%	15.5%	23.6%	39.1%	100.0%
	ASIAN	N	709	661	1,054	841	3,265
		%	21.7%	20.2%	32.3%	25.8%	100.0%
	MEXICAN AMERICAN	N	113	112	190	255	670
		%	16.9%	16.7%	28.4%	38.1%	100.0%
	FILIPINO	N	72	57	111	126	366
		%	19.7%	15.6%	30.3%	34.4%	100.0%
	LATINO/OTHER SPANISH	N	35	36	53	89	213
		%	16.4%	16.9%	24.9%	41.8%	100.0%
	NATIVE AMERICAN	N	8	7	11	22	48
		%	16.7%	14.6%	22.9%	45.8%	100.0%
	CAUCASIAN	N	285	342	652	1,089	2,368
		%	12.0%	14.4%	27.5%	46.0%	100.0%
	OTHER	N	159	147	239	381	926
		%	17.2%	15.9%	25.8%	41.1%	100.0%
TOTAL		N	1,405	1,379	2,336	2,846	7,966
		%	17.6%	17.3%	29.3%	35.7%	100.0%

African-American, Mexican-American, Latino, Native-American, and Caucasian respondents tended to indicate slightly higher levels of satisfaction with the value of a UCSD education, while Asian respondents were somewhat less satisfied. However, when examined by student grouping, overall results were fairly similar.

Re-enrollment at UCSD

Another indicator of satisfaction with the UCSD undergraduate experience is the question of whether the respondent would choose to re-enroll at UCSD if he or she had the opportunity to choose again. Responses to this question are displayed in table 4.

Table 4

ETHNICITY: KNOWING WHAT I KNOW NOW WOULD CHOOSE TO RE-ENROLL AT THIS CAMPUS

			UCSD Undergraduates				
			STRONGLY DISAGREE- DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE- STRONGLY AGREE	Total
ETHNICITY	AFRICAN AMERICAN	N	26	14	19	50	109
		%	23.9%	12.8%	17.4%	45.9%	100.0%
	ASIAN	N	364	384	827	1,688	3,263
		%	11.2%	11.8%	25.3%	51.7%	100.0%
	MEXICAN AMERICAN	N	89	67	145	369	670
		%	13.3%	10.0%	21.6%	55.1%	100.0%
	FILIPINO	N	38	43	85	199	365
		%	10.4%	11.8%	23.3%	54.5%	100.0%
	LATINO/OTHER SPANISH	N	27	24	41	122	214
		%	12.6%	11.2%	19.2%	57.0%	100.0%
	NATIVE AMERICAN	N	7	5	3	33	48
		%	14.6%	10.4%	6.3%	68.8%	100.0%
	CAUCASIAN	N	292	256	439	1,382	2,369
		%	12.3%	10.8%	18.5%	58.3%	100.0%
	OTHER	N	123	105	202	492	922
		%	13.3%	11.4%	21.9%	53.4%	100.0%
TOTAL		N	966	898	1,761	4,335	7,960
		%	12.1%	11.3%	22.1%	54.5%	100.0%

Overall, approximately 54%-55% of campus respondents either agreed or strongly agreed with the statement that if given the opportunity, they would choose to re-enroll at UCSD. When disaggregated by racial-ethnic grouping, African American students were somewhat less likely to agree with this statement, although they are within 10% of the campus norm. As with the question pertaining to the quality of the social experience, African-American respondents tended to respond in an almost bi-modal pattern, with approximately 24% disagreeing with the item prompt. Native American respondents (N=48) tended to agree more strongly with this question of re-enrollment (over 10% above the campus norm), while Mexican-American, Latino, and Caucasian students agreement levels were fairly similar.

Development of Leadership skills

Respondents were asked to rate their proficiency with leadership skills when they started at UCSD, and currently. The data suggest that students develop additional leadership skills while attending UCSD, however the disaggregated data suggest there are differences in self ratings at entry and currently between racial-ethnic groupings. These data are shown in tables five and six.

Table 5

ETHNICITY: Started UC proficiency: Leadership skills

			UCSD Undergraduates				Total
			VERY POOR- POOR	FAIR	GOOD	VERY GOOD- EXCELLENT	
ETHNICITY	AFRICAN AMERICAN	N	10	24	32	44	110
		%	9.1%	21.8%	29.1%	40.0%	100.0%
	ASIAN	N	459	1,187	1,026	626	3,298
		%	13.9%	36.0%	31.1%	19.0%	100.0%
	MEXICAN AMERICAN	N	75	179	209	208	671
		%	11.2%	26.7%	31.1%	31.0%	100.0%
	FILIPINO	N	30	115	138	82	365
		%	8.2%	31.5%	37.8%	22.5%	100.0%
	LATINO/OTHER SPANISH	N	15	54	78	66	213
		%	7.0%	25.4%	36.6%	31.0%	100.0%
	NATIVE AMERICAN	N	1	13	15	19	48
		%	2.1%	27.1%	31.3%	39.6%	100.0%
	CAUCASIAN	N	151	540	956	739	2,386
		%	6.3%	22.6%	40.1%	31.0%	100.0%
	OTHER	N	91	238	337	263	929
		%	9.8%	25.6%	36.3%	28.3%	100.0%
TOTAL		N	832	2,350	2,791	2,047	8,020
		%	10.4%	29.3%	34.8%	25.5%	100.0%

Among African-American respondents, 40% rated their incoming skills as very good to excellent while 9% rated their skills as poor or very poor. For other ethnic groupings, Asian respondents tended to rate their incoming leadership skills the lowest with less than 20% indicating these skills were very good or excellent. Overall approximately 26% rated their incoming leadership skills as very good to excellent, and approximately 10% rated these skills as poor to very poor.

When prompted to rate their current leadership skills, respondents tended to indicate growth in their self-rated leadership skills. This pattern was noted for all racial-ethnic groupings. The distribution of current very-good to excellent leadership skills generally followed the distribution found with their incoming skills. African American, Mexican American, Latino, Native American and Caucasian respondents rated their leadership skills similarly, with Asian respondents ratings notably lower. It should be noted that these self-reported gains may be due to several factors including maturation, participation in campus activities, and leadership opportunities both on-and off-campus. The average change or gain in self-ratings or development of leadership skills is displayed below table 6. The average gain is computed by subtracting starting proficiency from current proficiency. The self-reported gains in leadership skills are the highest for Mexican-American and Latino respondents, while other groupings tend to be similar to the campus average.

Table 6

ETHNICITY: Current proficiency: Leadership skills

			UCSD Undergraduates				Total	
			VERY POOR-POOR	FAIR	GOOD	VERY GOOD-EXCELLENT		
ETHNICITY	AFRICAN AMERICAN	N	2	16	31	61	110	
		%	1.8%	14.5%	28.2%	55.5%	100.0%	
	ASIAN	N	243	850	1,105	1,091	3,289	
		%	7.4%	25.8%	33.6%	33.2%	100.0%	
	MEXICAN AMERICAN	N	31	99	200	340	670	
		%	4.6%	14.8%	29.9%	50.7%	100.0%	
	FILIPINO	N	12	72	121	162	367	
		%	3.3%	19.6%	33.0%	44.1%	100.0%	
	LATINO/OTHER SPANISH	N	2	18	74	120	214	
		%	0.9%	8.4%	34.6%	56.1%	100.0%	
	NATIVE AMERICAN	N	0	6	13	29	48	
		%	0.0%	12.5%	27.1%	60.4%	100.0%	
	CAUCASIAN	N	83	316	763	1,217	2,379	
		%	3.5%	13.3%	32.1%	51.2%	100.0%	
	OTHER	N	50	130	287	462	929	
		%	5.4%	14.0%	30.9%	49.7%	100.0%	
	TOTAL		N	423	1,507	2,594	3,482	8,006
			%	5.3%	18.8%	32.4%	43.5%	100.0%

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE

		N	Mean	Std. Deviation
GAIN: Leadership skills	AFRICAN AMERICAN	10	0.46	1.038
	ASIAN	3,288	0.42	1.106
	MEXICAN AMERICAN	668	0.53	1.097
	FILIPINO	364	0.49	1.069
	LATINO/OTHER SPANISH	212	0.64	1.060
	NATIVE AMERICAN	48	0.46	0.798
	CAUCASIAN	2,378	0.44	1.035
	OTHER	927	0.50	1.045
	TOTAL	7,995	0.46	1.072

Self Ratings of Interpersonal and Social Skills

Respondents were asked to rate both their incoming and current interpersonal and social skills. These responses follow a similar pattern to the self-ratings of leadership skills described above.

Table 7

ETHNICITY: Started UC proficiency: Interpersonal (social) skills

			UCSD Undergraduates				Total
			VERY POOR- POOR	FAIR	GOOD	VERY GOOD- EXCELLENT	
ETHNICITY	AFRICAN AMERICAN	N	7	21	38	46	112
		%	6.3%	18.8%	33.9%	41.1%	100.0%
	ASIAN	N	336	1,054	1,160	741	3,291
		%	10.2%	32.0%	35.2%	22.5%	100.0%
	MEXICAN AMERICAN	N	62	162	192	251	667
		%	9.3%	24.3%	28.8%	37.6%	100.0%
	FILIPINO	N	25	90	132	117	364
		%	6.9%	24.7%	36.3%	32.1%	100.0%
	LATINO/OTHER SPANISH	N	17	40	77	80	214
		%	7.9%	18.7%	36.0%	37.4%	100.0%
	NATIVE AMERICAN	N	1	8	19	20	48
		%	2.1%	16.7%	39.6%	41.7%	100.0%
	CAUCASIAN	N	109	484	849	938	2,380
		%	4.6%	20.3%	35.7%	39.4%	100.0%
	OTHER	N	77	189	344	319	929
		%	8.3%	20.3%	37.0%	34.3%	100.0%
TOTAL		N	634	2,048	2,811	2,512	8,005
		%	7.9%	25.6%	35.1%	31.4%	100.0%

African-American, Native-American, Mexican-American and Caucasian respondents tended to rate their incoming interpersonal and social skills more highly than other groupings, particularly Asian respondents. The growth or change in respondents self-rating as to “current” proficiency suggests that all groups report gains in interpersonal and social skills as suggested in table 8 and the computed gain table immediately below table 8.

Table 8

ETHNICITY: Current proficiency: Interpersonal (social) skills

			UCSD Undergraduates				Total
			VERY POOR- POOR	FAIR	GOOD	VERY GOOD- EXCELLENT	
ETHNICITY	AFRICAN AMERICAN	N	6	11	33	62	112
		%	5.4%	9.8%	29.5%	55.4%	100.0%
	ASIAN	N	147	499	1,116	1,527	3,289
		%	4.5%	15.2%	33.9%	46.4%	100.0%
	MEXICAN AMERICAN	N	28	76	193	372	669
		%	4.2%	11.4%	28.8%	55.6%	100.0%
	FILIPINO	N	8	36	108	214	366
		%	2.2%	9.8%	29.5%	58.5%	100.0%
	LATINO/OTHER SPANISH	N	7	12	52	142	213
		%	3.3%	5.6%	24.4%	66.7%	100.0%
	NATIVE AMERICAN	N	2	6	11	29	48
		%	4.2%	12.5%	22.9%	60.4%	100.0%
	CAUCASIAN	N	96	215	644	1,423	2,378
		%	4.0%	9.0%	27.1%	59.8%	100.0%
	OTHER	N	31	95	261	542	929
		%	3.3%	10.2%	28.1%	58.3%	100.0%
	TOTAL	N	325	950	2,418	4,311	8,004
		%	4.1%	11.9%	30.2%	53.9%	100.0%

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE

		N	Mean	Std. Deviation
GAIN: Interpersonal (social) skills	AFRICAN AMERICAN	112	0.33	1.410
	ASIAN	3,284	0.60	1.095
	MEXICAN AMERICAN	666	0.50	1.268
	FILIPINO	364	0.63	1.082
	LATINO/OTHER SPANISH	212	0.67	1.267
	NATIVE AMERICAN	48	0.25	1.246
	CAUCASIAN	2,377	0.40	1.147
	OTHER	927	0.54	1.180
TOTAL	7,990	0.52	1.149	

As was found in the pattern of responses to the self-ratings of leadership, ratings of current proficiency are strongly related to incoming or starting proficiency in this area. African-American, Mexican-American, Latino, Native American and Caucasian respondents tend to rate themselves higher than the campus average of 54% very good to excellent. Although Asian respondents indicated the highest gain in the development of interpersonal skills, they started off with lower self-ratings than other groupings. Other groups reporting

substantial gains in the development of interpersonal and social skills are Mexican-American, Filipino, Latino and Other respondents.

Ratings of Ability to Understand and Appreciate Racial and Ethnic Diversity

The UCUES instrument also included items designed to measure respondents' current and starting abilities to understand and appreciate racial and ethnic diversity. The starting or incoming levels of racial-ethnic diversity understanding and appreciation indicated by respondents are displayed in table 9.

Table 9

ETHNICITY: STARTED proficiency: Ability to appreciate, tolerate and understand racial and ethnic diversity

			UCSD Undergraduates				Total
			VERY POOR- POOR	FAIR	GOOD	VERY GOOD- EXCELLENT	
ETHNICITY	AFRICAN AMERICAN	N	2	9	27	74	112
		%	1.8%	8.0%	24.1%	66.1%	100.0%
	ASIAN	N	115	510	1,050	1,616	3,291
		%	3.5%	15.5%	31.9%	49.1%	100.0%
	MEXICAN AMERICAN	N	25	68	144	433	670
		%	3.7%	10.1%	21.5%	64.6%	100.0%
	FILIPINO	N	13	50	100	203	366
		%	3.6%	13.7%	27.3%	55.5%	100.0%
	LATINO/OTHER SPANISH	N	5	22	60	127	214
		%	2.3%	10.3%	28.0%	59.3%	100.0%
	NATIVE AMERICAN	N	1	1	14	31	47
		%	2.1%	2.1%	29.8%	66.0%	100.0%
	CAUCASIAN	N	61	244	675	1,403	2,383
		%	2.6%	10.2%	28.3%	58.9%	100.0%
	OTHER	N	19	104	261	545	929
		%	2.0%	11.2%	28.1%	58.7%	100.0%
TOTAL		N	241	1,008	2,331	4,432	8,012
		%	3.0%	12.6%	29.1%	55.3%	100.0%

Approximately 55% of all UCSD UCUES respondents indicated very good to excellent proficiency in understanding and appreciating racial and ethnic diversity while approximately 3% indicated poor to very poor skill development in this vital area. The disaggregated findings suggest that African-American, Mexican-American, Latino, Native American, and Caucasian respondents were

above the campus mean, while Asian respondents were below the campus mean. Although these differences can be noted, no group exceeded or fell below the campus mean by 10% or more.

Growth or gain in the understanding and appreciation of racial and ethnic diversity may be viewed by inspection of table 10. All groupings indicate positive growth and development in this measure of diversity awareness with the possible exception of Native American respondents, however due to the small cell size of this grouping, these data should be interpreted with caution. All groupings are within 10% of the campus average of 74% rating themselves of very good to excellent. Less than 2% of respondents overall indicate very poor to poor skill development in this area.

Table 10

ETHNICITY: CURRENT: Ability to appreciate, tolerate and understand racial and ethnic diversity

			UCSD Undergraduates				
			VERY POOR- POOR	FAIR	GOOD	VERY GOOD- EXCELLENT	Total
ETHNICITY	AFRICAN AMERICAN	N	0	10	13	89	112
		%	0.0%	8.9%	11.6%	79.5%	100.0%
	ASIAN	N	46	216	758	2,251	3,271
		%	1.4%	6.6%	23.2%	68.8%	100.0%
	MEXICAN AMERICAN	N	9	27	81	553	670
		%	1.3%	4.0%	12.1%	82.5%	100.0%
	FILIPINO	N	5	10	47	304	366
		%	1.4%	2.7%	12.8%	83.1%	100.0%
	LATINO/OTHER SPANISH	N	4	7	25	176	212
		%	1.9%	3.3%	11.8%	83.0%	100.0%
	NATIVE AMERICAN	N	3	2	6	36	47
		%	6.4%	4.3%	12.8%	76.6%	100.0%
	CAUCASIAN	N	54	122	418	1,781	2,375
		%	2.3%	5.1%	17.6%	75.0%	100.0%
	OTHER	N	22	28	172	706	928
		%	2.4%	3.0%	18.5%	76.1%	100.0%
TOTAL		N	143	422	1,520	5,896	7,981
		%	1.8%	5.3%	19.0%	73.9%	100.0%

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE

		N	Mean	Std. Deviation
GAIN: Ability to appreciate, tolerate and understand racial and ethnic diversity	AFRICAN AMERICAN	112	0.31	1.014
	ASIAN	3,266	0.43	0.957
	MEXICAN AMERICAN	668	0.44	1.036
	FILIPINO	365	0.63	1.029
	LA TINO/OTHER SPANISH	211	0.48	0.875
	NATIVE AMERICAN	47	0.13	0.992
	CAUCASIAN	2,374	0.32	0.994
	OTHER	927	0.35	0.979
	TOTAL	7,970	0.39	0.982

As noted by the computed gain scores found below table 10, all groupings (except Native American (small N) demonstrated growth and development in this area. A Post-hoc test did not suggest a statistically significant difference between the computed gain scores for the various racial-ethnic student categories with the exception of Filipino students who reported significantly higher gain in diversity proficiency compared to their peers.

Ability to Appreciate Cultural and Global Diversity

UCUES respondents were asked to rate their incoming and current proficiency in the area of “understanding and appreciating global and cultural diversity.” As with the area of skill development in the appreciation and understanding of racial and ethnic diversity described earlier, a similar pattern of responses was found when the responses were disaggregated by racial-ethnic groupings.

Table 11

ETHNICITY: Started UC proficiency: Ability to appreciate cultural and global diversity

			UCSD Undergraduates				Total
			VERY POOR- POOR	FAIR	GOOD	VERY GOOD- EXCELLENT	
ETHNICITY	AFRICAN AMERICAN	N	2	14	41	55	112
		%	1.8%	12.5%	36.6%	49.1%	100.0%
	ASIAN	N	127	672	1,231	1,251	3,281
		%	3.9%	20.5%	37.5%	38.1%	100.0%
	MEXICAN AMERICAN	N	21	87	210	354	672
		%	3.1%	12.9%	31.3%	52.7%	100.0%
	FILIPINO	N	14	65	133	153	365
		%	3.8%	17.8%	36.4%	41.9%	100.0%
	LATINO/OTHER SPANISH	N	7	24	76	105	212
		%	3.3%	11.3%	35.8%	49.5%	100.0%
	NATIVE AMERICAN	N	1	3	21	23	48
		%	2.1%	6.3%	43.8%	47.9%	100.0%
	CAUCASIAN	N	73	372	866	1,067	2,378
		%	3.1%	15.6%	36.4%	44.9%	100.0%
	OTHER	N	26	137	316	449	928
		%	2.8%	14.8%	34.1%	48.4%	100.0%
TOTAL		N	271	1,374	2,894	3,457	7,996
		%	3.4%	17.2%	36.2%	43.2%	100.0%

As displayed in Table 11, the campus average for respondents rating their incoming skill ability as very good to excellent in this area was 43.2%, and all groupings were within the 10% threshold for identifying practical differences between groupings. As with the item pertaining to racial and ethnic diversity, Asian students tended to rate themselves the lowest. Mexican American, Latino and African American students tended to rate their incoming skills higher than other groupings, while Caucasians, Filipinos, Native American, and Other rated themselves above the campus average with respect to very good or excellent skills in this area. Although differences among groupings were found the differences were not significant.

Table 12

ETHNICITY: Current UC proficiency: Ability to appreciate cultural and global diversity

			UCSD Undergraduates				Total	
			VERY POOR-POOR	FAIR	GOOD	VERY GOOD-EXCELLENT		
ETHNICITY	AFRICAN AMERICAN	N	1	4	26	81	112	
		%	0.9%	3.6%	23.2%	72.3%	100.0%	
	ASIAN	N	54	313	977	1,933	3,277	
		%	1.6%	9.6%	29.8%	59.0%	100.0%	
	MEXICAN AMERICAN	N	9	27	121	511	668	
		%	1.3%	4.0%	18.1%	76.5%	100.0%	
	FILIPINO	N	3	24	77	262	366	
		%	0.8%	6.6%	21.0%	71.6%	100.0%	
	LATINO/OTHER SPANISH	N	3	4	45	160	212	
		%	1.4%	1.9%	21.2%	75.5%	100.0%	
	NATIVE AMERICAN	N	2	1	11	34	48	
		%	4.2%	2.1%	22.9%	70.8%	100.0%	
	CAUCASIAN	N	50	182	567	1,575	2,374	
		%	2.1%	7.7%	23.9%	66.3%	100.0%	
	OTHER	N	16	54	207	651	928	
		%	1.7%	5.8%	22.3%	70.2%	100.0%	
	TOTAL		N	138	609	2,031	5,207	7,985
			%	1.7%	7.6%	25.4%	65.2%	100.0%

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE

		N	Mean	Std. Deviation
GAIN: Ability to appreciate cultural and global diversity	AFRICAN AMERICAN	112	0.49	0.900
	ASIAN	3,265	0.47	0.867
	MEXICAN AMERICAN	667	0.54	0.985
	FILIPINO	364	0.66	0.979
	LATINO/OTHER SPANISH	211	0.57	0.844
	NATIVE AMERICAN	48	0.42	0.794
	CAUCASIAN	2,371	0.45	0.868
	OTHER	926	0.46	0.907
	TOTAL	7,964	0.48	0.888

As noted in table 12 and the computed residuals between starting and current cultural diversity appreciation skill development, all groupings reported skill development in this competency. Post-hoc comparison testing did not suggest significant differences in the self-reported gains of the various student groupings in appreciating cultural diversity at the .05 level

Understanding of Personal Social Responsibility

UCUES respondents were prompted to rate and compare their starting and current proficiency and skill development in their understanding of personal social responsibility. The incoming or starting ratings are displayed in table 13.

Table 13

ETHNICITY: Started UC proficiency: Understanding of personal social responsibility

			UCSD Undergraduates				Total
			VERY POOR-POOR	FAIR	GOOD	VERY GOOD-EXCELLENT	
ETHNICITY	AFRICAN AMERICAN	N	2	21	29	60	112
		%	1.8%	18.8%	25.9%	53.6%	100.0%
	ASIAN	N	156	689	1,265	1,180	3,290
		%	4.7%	20.9%	38.4%	35.9%	100.0%
	MEXICAN AMERICAN	N	23	95	239	314	671
		%	3.4%	14.2%	35.6%	46.8%	100.0%
	FILIPINO	N	13	66	150	138	367
		%	3.5%	18.0%	40.9%	37.6%	100.0%
	LATINO/OTHER SPANISH	N	10	25	85	92	212
		%	4.7%	11.8%	40.1%	43.4%	100.0%
	NATIVE AMERICAN	N	2	3	22	21	48
		%	4.2%	6.3%	45.8%	43.8%	100.0%
	CAUCASIAN	N	71	349	863	1,093	2,376
		%	3.0%	14.7%	36.3%	46.0%	100.0%
	OTHER	N	39	156	314	421	930
		%	4.2%	16.8%	33.8%	45.3%	100.0%
TOTAL		N	316	1,404	2,967	3,319	8,006
		%	3.9%	17.5%	37.1%	41.5%	100.0%

In comparing the ratings from the disaggregated respondent groupings, approximately 54% of African-American respondents rated their incoming proficiency in understanding of personal social responsibility as very good to excellent. This exceeded the campus average of approximately 42% by more than 10%. All other groupings except for Filipino and Asian students were above the campus norm in the very good to excellent rating of this important competency at entry to UCSD.

Table 14

ETHNICITY: CURRENT UC proficiency: Understanding of personal social responsibility

			UCSD Undergraduates				Total	
			VERY POOR- POOR	FAIR	GOOD	VERY GOOD- EXCELLENT		
ETHNICITY	AFRICAN AMERICAN	N	2	4	18	88	112	
		%	1.8%	3.6%	16.1%	78.6%	100.0%	
	ASIAN	N	53	251	900	2,075	3,279	
		%	1.6%	7.7%	27.4%	63.3%	100.0%	
	MEXICAN AMERICAN	N	9	37	114	512	672	
		%	1.3%	5.5%	17.0%	76.2%	100.0%	
	FILIPINO	N	7	17	81	262	367	
		%	1.9%	4.6%	22.1%	71.4%	100.0%	
	LATINO/OTHER SPANISH	N	1	7	39	165	212	
		%	0.5%	3.3%	18.4%	77.8%	100.0%	
	NATIVE AMERICAN	N	2	1	11	34	48	
		%	4.2%	2.1%	22.9%	70.8%	100.0%	
	CAUCASIAN	N	23	144	509	1,697	2,373	
		%	1.0%	6.1%	21.4%	71.5%	100.0%	
	OTHER	N	22	47	207	650	926	
		%	2.4%	5.1%	22.4%	70.2%	100.0%	
	TOTAL		N	119	508	1,879	5,483	7,989
			%	1.5%	6.4%	23.5%	68.6%	100.0%

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE

		N	Mean	Std. Deviation
GAIN: Understanding of personal social responsibility	AFRICAN AMERICAN	112	0.53	0.968
	ASIAN	3,278	0.60	0.952
	MEXICAN AMERICAN	670	0.62	0.990
	FILIPINO	366	0.72	0.965
	LATINO/OTHER SPANISH	210	0.72	0.934
	NATIVE AMERICAN	48	0.38	0.733
	CAUCASIAN	2,373	0.54	0.902
	OTHER	926	0.55	0.950
	TOTAL	7,983	0.58	0.941

Overall, the campus average in very good to excellent self ratings of the development and growth in understanding of personal social responsibility was approximately 69%. These data suggest a significant positive change compared with the self-ratings at entry to UCSD (approximately 42% with very good to excellent self ratings). All groupings were within 10% of the campus average in the current ratings of skill proficiency in this area of personal development.

Although differences in self-reported gains in personal social responsibility can be

observed between respondent racial-ethnic groupings, none of the differences were found to be statistically significant. Skill development for all groupings were fairly similar, despite different self reported starting points or entry level skill.

Toward a Better Understanding of the Undergraduate Experience: Factor Scores Obtained from the 2008 UCUES instrument

As with prior analyses of the UCUES respondents across all campuses, researchers and scholars at the Center for Studies in Higher Education at UC Berkeley identified and derived several factors pertaining to the undergraduate experience and campus climate (Chatman, 2009). A selection of these factors was computed for the UCSD sample and factor scores derived to compare these scores by racial-ethnic grouping.

The technical steps used in computing the factor score included:

(1) Responses by item are standardized to adjust for item response option types,

(2) The mean of items in the factor or sub factor are computed for those standardized responses, and,

(3) The resulting factor scores are standardized and reported on a scale with a mean of 5 and standard deviation of 2.

The factor scores for UCSD and presented in this report use the same convention developed by the CSHE research team. (Chatman, 2009).

This report presents data for the underlying factors identified as “Satisfaction with the Educational Experience,” “Sense of Belonging and Satisfaction,” “Cultural Appreciation and Social Awareness,” “Academic Preparation and Participation,” “Campus Climate for Diversity,” and “Climate for Personal Characteristics.”

Satisfaction with the Educational Experience

The campus average for this factor was approximately 4.8 with a standard deviation of 1.9. Comparison of factor scores for the educational experience construct suggests that African-American, Mexican-American, Filipino, Latino, Native American, and Caucasian students rate their educational experience more positively than the Asian respondents. These data are shown in table 15.

Table 15

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE

		N	Mean	Std. Deviation
Satisfaction with Educational Experience 2008	AFRICAN AMERICAN	110	4.90	1.878
	ASIAN	3,250	4.51	1.851
	MEXICAN AMERICAN	666	5.17	1.779
	FILIPINO	361	4.86	1.781
	LATINO/OTHER SPANISH	213	4.95	1.913
	NATIVE AMERICAN	48	5.30	2.278
	CAUCASIAN	2,356	5.16	1.817
	OTHER	922	4.76	1.986
	TOTAL	7,926	4.82	1.875

Additional post-hoc analysis suggests that with the exception of Asian respondents, there are no significant score differences between the remaining racial-ethnic groupings on the educational experience factor.

Sense of Belonging and Satisfaction

For the entire UCSD UCUES respondent sample, the average score for the sense of belonging and satisfaction factor was approximately 4.4 with a standard deviation of approximately 1.9. When analyzed by student grouping, African-American and Asian respondents tended to obtain lower factor scores on this construct compared with other respondent groupings and the campus average while average scores obtained by Filipino, Mexican-American, Other, Latino, Native American, and Caucasian students were significantly higher ($p < .05$). The standard deviations found for certain racial-ethnic groupings suggests that there was significant variability in the individual scores obtained for respondents from their respective group (e.g., African-American, and Native-American).

Table 16

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE				
		N	Mean	Std. Deviation
Sense of Belonging and Satisfaction 2008	AFRICAN AMERICAN	110	3.82	2.149
	ASIAN	3,272	4.14	1.899
	MEXICAN AMERICAN	671	4.36	2.009
	FILIPINO	366	4.29	1.870
	LATINO/OTHER SPANISH	213	4.59	2.001
	NATIVE AMERICAN	48	4.90	2.280
	CAUCASIAN	2,371	4.78	2.025
	OTHER	927	4.41	2.063
	TOTAL	7,978	4.40	1.992

Cultural Appreciation and Social Awareness

As shown in table 17, The mean score for UCSD respondents on this factor score was 4.8 with a standard deviation of approximately 1.98. Analysis of this score by racial-ethnic grouping suggests that with the possible exception of Asian respondents, factor scores were fairly similar between the identified groupings. This was confirmed by additional post-hoc analysis that did not find a statistically significant difference in the remaining student groupings. (i.e., African American, Mexican-American, Filipino, Latino, Native American, Caucasian, and Other had similar factor scores on this construct.

Table 17

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE				
		N	Mean	Std. Deviation
Cultural Appreciation and Social Awareness 2008	AFRICAN AMERICAN	112	5.27	1.893
	ASIAN	3,292	4.49	2.027
	MEXICAN AMERICAN	673	5.30	1.904
	FILIPINO	368	5.23	1.825
	LATINO/OTHER SPANISH	214	5.53	1.711
	NATIVE AMERICAN	48	5.09	2.122
	CAUCASIAN	2,384	4.98	1.925
	OTHER	931	5.03	1.900
	TOTAL	8,022	4.84	1.979

Academic Participation and Interaction

Factor scores for the UCSD respondent sample and by respondent racial-ethnic groupings are displayed in table 18. The mean score on this construct was approximately 4.5 with a standard deviation of approximately 1.94.

Table 18

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE

		N	Mean	Std. Deviation
Academic Participation and Interaction 2008	AFRICAN AMERICAN	111	4.96	2.062
	ASIAN	3,277	4.09	1.813
	MEXICAN AMERICAN	673	4.65	1.953
	FILIPINO	367	4.20	1.789
	LATINO/OTHER SPANISH	215	4.93	1.990
	NATIVE AMERICAN	48	5.33	2.166
	CAUCASIAN	2,376	4.87	1.976
	OTHER	933	4.78	1.990
	TOTAL	8,000	4.50	1.940

The observed factor scores on this measure of academic integration and participation suggests that small differences in academic participation and integration exist. Asian and Filipino students tend to report somewhat lower scores on this construct while African-American, Mexican-American, Latino, Native-American and Caucasian students tended to obtain statistically similar scores on this construct as suggested by post-hoc analysis of these derived scores.

Campus Climate for Diversity Factor

This factor includes several UCUES climate and experiential items from the 2008 instrument. Higher scores on this construct indicate a more positive perception of the campus climate for diversity. The campus average and means for respondent racial-ethnic grouping are shown in table 19.

Table 19

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE

		N	Mean	Std. Deviation
Campus Climate for Diversity 2008	AFRICAN AMERICAN	112	4.20	2.017
	ASIAN	3,288	4.92	1.760
	MEXICAN AMERICAN	674	4.97	1.964
	FILIPINO	369	4.69	1.958
	LATINO/OTHER SPANISH	214	5.08	1.972
	NATIVE AMERICAN	48	4.41	2.135
	CAUCASIAN	2,383	5.15	1.784
	OTHER	932	4.96	1.922
	TOTAL	8,020	4.98	1.831

The average score on this construct for the entire respondent sample was approximately 4.97 with a standard deviation of 1.83. Sub-group differences were noted with respect to somewhat lower scores found for African-American, Native-American, and Filipino respondents while Mexican-American, Native-American, Asian, Latino and Caucasian students tended to have scores relatively close to the mean score for the campus. These observations were confirmed by post-hoc analyses of the differences in factor scores on this construct.

Climate for Personal Characteristics

The score on this construct measures, among other things, appreciation and understanding of personal characteristics and differences. The N’s, average scores, and standard deviations are presented in table 20.

Table 20

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE

		N	Mean	Std. Deviation
Climate for Personal Characteristics 2008	AFRICAN AMERICAN	112	4.00	2.044
	ASIAN	3,288	4.94	1.749
	MEXICAN AMERICAN	674	4.85	2.005
	FILIPINO	369	4.65	2.025
	LATINO/OTHER SPANISH	214	4.98	2.042
	NATIVE AMERICAN	48	4.67	2.155
	CAUCASIAN	2,383	5.22	1.714
	OTHER	932	5.04	1.889
	TOTAL	8,020	5.00	1.817

The average score on this construct for the respondent sample was approximately 5 with a standard deviation of approximately 1.8. Analysis by student grouping suggests that African-American and Filipino respondents had lower scores on this construct than other student groupings. Post-hoc analyses of the differences in mean scores suggest that Mexican-American, Asian, Latino, Caucasian, and Other students tended to have similar scores on this construct.

Summary

This report has identified and discussed several indicators related to the undergraduate experience and campus climate at UCSD. These analyses included more detailed analysis by respondent racial-ethnic grouping to compare and identify potentially differential experiences between these groupings. Although differences were found for some student groupings such as African-American and Mexican-American on some broad indicators such as the “overall social experience,” and “sense of belonging” at UCSD, for several other measures, such

as reported gains in diversity related understanding and behaviors, satisfaction with the educational experience, and cultural awareness, most groupings performed similarly. Further attention may need to be devoted to improving the perceptions of campus climate and the undergraduate experience on some dimensions such as campus community, and the climate for diversity as suggested by the data presented in this research report. As noted by Chatman (2008) in his analysis of the overall UC system responses to the UCUES, this problem is not necessarily unique to UCSD. He noted although climate indicators generally found that most students felt a sense of belonging and general satisfaction with their interactions on the campus, that special attention needs to be focused on the experiences of low income and African American students. The campus findings for UCSD tend to reflect these general conclusions and recommendations found by the study of UCUES for all UC campuses.

Overall, rich or poor, religious or not religious, immigrant or Mayflower, Republican or Democrat, underrepresented minority or overrepresented majority, UC students feel that they belong at the University of California. In spite of strong scores across the board and only a few relative deficiencies, the University is encouraged to expand discussions about diversity, to launch a more thorough examination of campus climate generally, and to especially consider the experiences of low income and African American students. (Chatman, 2008)

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Appendix

UCUES 2008: ACADEMIC AND SOCIAL EXPERIENCE: Student type most identified with by Ethnicity

Student type most identified with	Ethnicity									TOTAL
	AFRICAN AMERICAN	ASIAN	MEXICAN AMERICAN	FILIPINO	LATINO/ OTHER SPANISH	NATIVE AMERICAN	CAUCASIAN	OTHER		
Artsy students	N	1	22	6	4	2	0	30	7	72
	%	3.2%	2.2%	3.0%	4.4%	3.0%	0.0%	4.2%	2.8%	3.1%
Athletes/jocks	N	2	29	4	1	3	3	58	12	112
	%	6.5%	3.0%	2.0%	1.1%	4.5%	17.6%	8.1%	4.9%	4.8%
Conservative students	N	1	20	5	5	1	0	15	6	53
	%	3.2%	2.0%	2.5%	5.6%	1.5%	0.0%	2.1%	2.4%	2.3%
Feminist students	N	0	3	3	0	1	1	4	1	13
	%	0.0%	0.3%	1.5%	0.0%	1.5%	5.9%	0.6%	0.4%	0.6%
Fraternity/sorority members	N	1	22	7	1	7	0	49	5	92
	%	3.2%	2.2%	3.5%	1.1%	10.6%	0.0%	6.8%	2.0%	3.9%
Immigrant students	N	0	30	5	0	0	0	2	6	43
	%	0.0%	3.1%	2.5%	0.0%	0.0%	0.0%	0.3%	2.4%	1.8%
Lesbian, gay, bisexual, or transgender students	N	0	4	5	2	0	0	3	0	14
	%	0.0%	0.4%	2.5%	2.2%	0.0%	0.0%	0.4%	0.0%	0.6%
Liberal students	N	2	28	9	2	1	0	36	11	89
	%	6.5%	2.9%	4.5%	2.2%	1.5%	0.0%	5.0%	4.5%	3.8%
Partiers	N	1	8	3	1	0	0	15	2	30
	%	3.2%	0.8%	1.5%	1.1%	0.0%	0.0%	2.1%	0.8%	1.3%
Religious or spiritual students	N	2	79	7	4	2	1	33	15	143
	%	6.5%	8.1%	3.5%	4.4%	3.0%	5.9%	4.6%	6.1%	6.1%
Slackers	N	1	51	8	4	0	0	14	5	83
	%	3.2%	5.2%	4.0%	4.4%	0.0%	0.0%	1.9%	2.0%	3.5%
Students from very poor backgrounds	N	2	26	11	2	7	0	6	2	56
	%	6.5%	2.7%	5.5%	2.2%	10.6%	0.0%	0.8%	0.8%	2.4%
Students from very rich backgrounds	N	0	2	0	0	0	0	0	0	2
	%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Students in my major or field of interest	N	2	146	29	16	8	2	167	41	411
	%	6.5%	14.9%	14.6%	17.8%	12.1%	11.8%	23.3%	16.7%	17.5%
Students involved in my campus organization	N	5	88	11	6	6	4	57	23	200
	%	16.1%	9.0%	5.5%	6.7%	9.1%	23.5%	7.9%	9.3%	8.5%
Students of my racial or ethnic background	N	4	95	30	9	6	0	11	12	167
	%	12.9%	9.7%	15.1%	10.0%	9.1%	0.0%	1.5%	4.9%	7.1%
Students who are serious about getting good grades	N	2	166	23	13	7	3	86	39	344
	%	6.5%	17.0%	11.6%	20.0%	10.6%	17.6%	12.0%	15.9%	14.7%
Transfer students	N	4	47	11	10	4	2	52	26	156
	%	12.9%	4.8%	5.5%	11.1%	6.1%	11.8%	7.2%	10.6%	6.7%
None of the above	N	1	112	22	5	11	1	80	33	265
	%	3.2%	11.5%	11.1%	5.6%	16.7%	5.9%	11.1%	13.4%	11.3%
Total	N	31	978	199	90	66	17	713	246	2345
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*Note: identification data were included on a separate UCUES module and was not given to the full UCSD sample. Thus cell sizes are markedly attenuated for all groupings. Particular caution in interpreting these results for groups with small cell sizes such as African American and Native American students.