

## Method

### *Participants and Procedure*

Data was collected from 4 cohorts of college freshmen participating in the summer transition program at the University of Washington. Two hundred forty five students (56 students from the 2006 cohort, 70 students from the 2007 cohort, 69 students from the 2008 cohort, and 50 students from the 2009 cohort) filled out the online questionnaire. The survey took 30 minutes to complete. Students were not compensated for their participation.

Fifty six percent of the sample reported being female, 41 percent reported being male; the remainder failed to report their gender. Twenty-two percent of students reported mixed ethnicity, 18% reported being White, 18% Asian American, 15% Latino, 12% Black, and 8% identified their racial background as “other.” The remainder of students did not report their ethnicity. Mean participant age was 17.9.

### *Measures*

*Demographics.* Demographic measures included age and gender, ethnicity, and the ethnicities of participants’ mother and father.

*Self-esteem.* The Rosenberg Self-Esteem Scale (Rosenberg, 1965) was used to measure self-esteem. Responses are made on likert-type scales from 0 (indicating lowered self-esteem) to 3(indicating higher self-esteem), with higher scores indicating higher levels of self-esteem. Examples of the measure include, “I take a positive attitude toward myself” and “I feel that I have a number of good qualities.”

*Stress.* The Stress Inventory (Forbes, 1979) is a 19-question survey that measures the degree to which an individual experiences stress and pressure in their lives.

Respondents were asked to indicate how much they agreed with each statement about their everyday lives on a scale from 0 to 3. Higher agreement indicates greater amounts of experienced stress. Sample questions include: “Do you have a tendency to get involved in multiple projects?”

*Anxiety.* A modified, 5 question version of the Beck Anxiety Scale (Beck & Steer, 1990) was used to measure students’ perceived anxiety. Respondents rated the degree to which they have been bothered by each symptom over the past week on a 4-point scale ranging from 0 to 3. Higher summed scores indicate greater anxiety. Sample anxiety questions include: “Unable to relax,” and “Terrified or afraid.”

*Coping.* The Proactive Coping Inventory (Greenglass, Schwarzer, & Taubert, 1999) takes a multidimensional approach to measuring coping skills in individuals. It is a 22-question survey with 5 subscales: proactive coping, reflective coping, strategic copings, support-seeking, and avoidant coping. Higher scores on each subscale indicate a greater tendency to use this mode of coping when meeting challenges. Responses are set on scales ranging from 0 (not true at all) to 3 (completely true).

*Depression.* The Zung Self-Rating Depression Scale (Zung, 1965) is a self-report questionnaire that is widely used as a screening tool for depression. The measure covers the affective, psychological and somatic symptoms associated with depression over the past 2 weeks. Participants rate on a scale of 1 (never) to 4 (almost always) the degree to which they have experienced a variety of symptoms: for example, “I feel down hearted and blue.”

*Ethnic Identity.* The Multi Ethnic Identity Measure (MEIM; Phinney, 1992) was designed to assess four dimensions of racial identity across multiple ethnic groups. The

MEIM taps into several dimensions of racial identity, including: self-identification, affirmation/belonging, identity achievement, ethnic behaviors and practices, and other orientation. Respondents rate the degree to which they agree (on 4 point Likert scales) with each item. Higher scores indicate greater agreement.

*Discrimination.* The Modified Everyday Discrimination Scale (Clark et al, 2004) was used to assess participants' experiences of racism. Responses for this 9-item measure were completed on a 6-point Likert scale ranging from 1 (never) to 6 (almost everyday). The items were reversed coded with higher scores indicating more frequent experiences of racism. Two sample items include: "You are treated with less courtesy than other people," "You are treated with less respect than other people."

*Daily Hassles.* The revised University Student Hassles Scale (Pett & Johnson, 2005) was developed to identify everyday irritants experienced by a diverse body of university students. The 22-item scale has five subscales: time pressures, financial constraints, friendship hassles, appearance concerns, and parental demands. Responses are on likert-types scales, with higher scores indicating greater experienced stress.

*Sexism.* The Benevolent Sexism Subscale of the Ambivalent Sexism Scale (Glick & Fiske, 1996) measures chivalrous attitudes toward women. These attitudes seem superficially favorable, but are considered sexist because they cast women as weak creatures in need of men's protection. The five-item questionnaire asks respondents to rate the degree to which they agree with each statement on 4-point scales. Higher scores correspond to greater benevolent sexism.

*Socioeconomic Status.* Socioeconomic status was measured by one question asking respondents whether their parents had enough monetary resources while the

participant was growing up. Responses were set on a 5-point scale, where lower scores indicated lower socioeconomic status. The possible responses were: “My had enough money to take care of things fine,” “My family was able to make ends meet, but with some difficulties,” “My family had to struggle hard to make ends meet,” “My family was not able to make ends meet, despite struggling hard,” and “Most of the time I was growing up my family was very poor or on welfare.”

*Generational Status.* Participants were asked to identify their own, their parents’, and their grandparents’ immigration status. Participants born outside of the United States were considered first generation immigrants. Participants born inside of the United States who had a parent or a grandparent born outside of the United States were considered second generation. Participants whose parents and grandparents were born inside of the United States were considered third generation.

#### References:

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