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2020

Bias in Selection Processes

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2020
The Claremont Colleges Library
Undergraduate Research Award

Sophomore Award Winner
Tiffany Charvet
Claremont McKenna College

Reflective Essay

For Individual Submissions: The Reflective Essay (500-1000 words) is the most important part of your application. It should thoroughly articulate your research process and demonstrate your engagement in that process and with the people and resources which supported and enhanced that process.

As a first generation college student entering a new environment for the first time, I was both fearful and curious about what this new journey had to hold. Entering university, I had so many questions regarding college admissions. How did I end up getting accepted to such an amazing university such as Pitzer College? Were there any reasonings besides what was listed on my application that played a role in my admissions? Little did I know that these questions that enraptured my curiosity for the first few weeks of university would continue to blossom throughout my college experience at the Claremont Consortium.

A few weeks into my first semester at Pitzer College, I reached out to Professor Guillermo to discuss college admissions and the possible psychological factors that might have played a role in the admissions process. Through my conversations with Professor Guillermo, I learned quickly that racial bias plays a large role in society, which can affect many outcomes. I began to wonder whether or not these biases could play a role in admissions outcomes for universities. I began meeting with Professor Guillermo every week outside of my regular classes to discuss the literature reviews and identifying relevant research in academic journals. After utilizing databases such as PSYCInfo, we identified readings and scheduled meetings to discuss those readings. On my end, the academic journals and specific research articles that I would identify for discussion and in depth review were obtained through Library databases beyond psychology, such as Business Source Premier and Education Full Text. Thus, my research began to adopt an interdisciplinary perspective. Through this process, I narrowed my search and found journal articles most relevant to answering the empirical, social scientific questions and hypotheses I had begun to form. I realized that I wanted to pursue research that examined into the racial biases in college admissions.

To complete this endeavor, Professor Guillermo and I both agreed that it was best to create an independent study course to examine these complex issues, with a hopeful outcome of formulating both a strong research question and an innovative research proposal by the end of the course. In this course, we mainly focused on examining existing research regarding racial biases in college and business application admission processes. Through weeks of literature reviews, it became clear that there was an obvious positive bias towards one's ingroup member and a negative bias towards one's outgroup member; however, there was a certain gap that no researcher had yet to examine directly: What happens if an applicant is an ingroup member in one aspect such as race, and an outgroup member such as political affiliation in another?

After forming this question, Professor Guillermo and I switched the gears of the course that mainly examined racial biases in college admissions, and began studying previous research regarding biases in political affiliation. By reading relevant literature,, which was mostly

obtained free of charge from the library database, we learned that political affiliation-based biases mirrored those of racial bias, with positivity towards the ingroup, and negativity towards the outgroup. Through these findings which we learned from databases provided by the library, I was able to formulate my final research paper and create a research proposal that would be submitted for IRB approval the following semester.

The following semester as a Sophomore, I transferred to Claremont McKenna College; however, continued to be the lead student researcher for this project that I co-created with Professor Guillermo. During this time, I created the eight finalized college applications that would be evaluated by participants in our experiment. In addition, I formulated many of the pre-survey questions that would be asked of participants weeks before the primary experiment was conducted to ensure that we have the appropriate demographic data of our participants.

In addition, to formulating research materials, I was also co-heading funding efforts with Professor Guillermo to receive funding for this project. As the lead student researcher and co-designer of this project, I took the initiative to apply for funds and grants for our research project. Through my efforts and hard work on written proposals, I was awarded \$1,000 from the Claremont McKenna College student research fund. I was also responsible for assisting in recruiting participants from Pitzer College, and beginning data collection in the lab. Professor Guillermo and I also partook in another independent study course during this time that provided more in-depth examination of literature that pertained to the research interests of allowing them a pathway for assisting this project as a research assistant if they wanted.

Today, Professor Guillermo and I are working closely as co-collaborators of this project in recruiting more students from Claremont McKenna College. In addition, I am still responsible for collecting data in the lab. This semester, we plan on completing our research project with a primary focus on completing data collection and analysis of collected data.

Personally, this research project would never have been able to be carried out without the support of Professor Guillermo. Professor Guillermo took a chance on an inexperienced student researcher, and exposed her to a world that continues to intrigue her intellectually. I truly appreciate Professor Guillermo taking time out of her busy schedule to not only create independent courses with me, but also encouraging my thoughts and curiosity, which resulted in us being able to co-design an IRB approved research project with a designated lab. This project truly would not have been able to be carried out without her support.

Most importantly, the research project that Professor Guillermo and I co-designed would not have been achievable without the many resources that the library has to offer, which includes countless databases specific to research in Psychology and Education. These databases helped me obtain the necessary academic journals and articles needed in order to formulate and complete my research proposal. In addition to the valuable academic articles I was able to retrieve free of charge as a result of the library's resources, I also received tremendous support from library staff during this research process. In both my years here at the Claremont Consortium, I was able to attend several general library workshops and research workshops led

by library faculty members who were able to not only inform me of the many academic resources that the library has to offer, but guided me on how to best ethically and academically look into researching academic journals. What I found most helpful about these workshops, especially the numerous research workshops I attended, were the little games that the library faculty members and students would play to find academic journals that were best suited for our research pursuits inside and outside of the classroom.

This experience in research has reshaped the way I view academia, and has spired my passion for the field of Psychology. None of this would have ever been achievable without the support and resources offered by Honnold Mudd Library.

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Research Project
Bias in Selection Processes

Tiffany Charvet

Pitzer College

Literature Review

For decades, the question on whether or not bias exist in various application processes in both the work and academic field have been critically examined by countless of researchers around the world. More specifically, researchers have examined the existence of ingroup biases on the basis of race and political affiliation. Research suggest that ingroup biases on the basis of race and political affiliation are certainly present in the application process-which overall effects admission decisions.

Dovido and Gaertner (2002) have examined bias in application processes. They predicted that “discrimination against black applicants would occur when the match between the candidate's qualifications and the position criteria was unclear, but not when the candidates were clearly well qualified or unqualified for the position” (Dovido & Gaertner, 2000, p.460).

To test their hypothesis, Dovido and Gaertner recruited 194 white undergraduate participants at a Northeastern liberal arts college during the 1988-1989 academic year. Admissions data showed that across the two time periods, the student populations were scholastically and demographically comparable. Participants were randomly assigned to one of six conditions in a 3 (qualifications: clearly strong, ambiguous, clearly weak) × 2 (race of candidate) design, where thirty to thirty-four participants were assigned to each condition. All academic qualifications, which include standardized-test scores and high school grades, were comparable across the two time periods. Demographic qualifications which include geographical location, sex, racial distributions, and socioeconomic status were also comparable across the two time periods.

In regards to leadership positions, applicants considered “Clearly strong” were identified as holding leadership experiences that included being co-captain of the high school swim team and being a member of their university’s disciplinary board. In addition, “Clearly strong” applicants gave a self-descriptions of themselves as sensitive, intelligent, and relaxed. “Ambiguous” applicants were identified as holding one leadership position in their academic career, which was being co-captain of the high school swim team. When asked to give a self-description, ambiguous applicants described themselves as sensitive, intelligent, and emotional. Lastly, for applicants with weak qualifications, these applicants also only held one leadership experience, which was being co-captain of the high school chess team. In regards to a required self descriptions, candidates described themselves as being independent, forthright, and intense.

In regards to race, Candidate’s race was manipulated through the extracurricular section of the candidate’s application. Black students would declare their ethnicity to evaluators through membership of the Black Student Union. White students established their ethnicity through membership of a majority-white fraternity house.

In the evaluation process, participants rated candidates on a series of scales. The first question to participants asked participants to rank applicants on a scale from 1 (not at all) to 10 (extremely) on whether or not the candidate was qualified for the position. The last two questions asked “whether participants would recommend the candidate for the position (yes or no) and how strongly they would recommend the candidate (on a scale from 1, not at all, to 10, very strongly)” (Dovido & Gaetner, 2000, p.465). On the last page of the evaluation, participants read, “When reading a resume’ or transcript, people often form a visual image of a person. Based

on the information provided, what image of the applicant have you formed?" (Dovidio and Gaetner, 2000, p.465). In addition, a question regarding the candidate's race was included among other factors about his imagined physical characteristics.

Researchers found that bias against blacks in simulated hiring decisions was primarily found when an applicant's qualifications were ambiguous; however, no discrimination was found when a black applicant's credentials was clearly qualified for the position. In relation, researchers found that there was also no discrimination when a black candidate's credentials were clearly underqualified, or in other words-weak.

Findings from this research connect heavily to my hypothesis in various ways. The most important relevance this piece of research has in connection with my research is the concept of racial in-group bias. As stated earlier, researchers found that bias against black applicants in the admissions process was prevalent in one out of three conditions tested in this study. Findings from this research supports my overall theory that racial ingroup bias can be seen in the college admission process; however, may only be prevalent if qualifications are ambiguous. Findings in this study are similar to findings found in *Racial Discrimination: Differential Weighting of Conflicting Information*.

Hodson, Dovidio, and Gaetner (2002) predicted that discrimination against Black applicants relative to White applicants would not be present when credentials were consistently strong or weak; however, discrimination would be prevalent when credentials were mixed and hence ambiguous.

To test their hypothesis, researchers recruited seventy-eight white undergraduate students from a Northeastern liberal arts university to participate in the study. Six to twelve

weeks prior to participation in the study, participants were pretested on Brigham's Attitudes Toward Blacks Scale, where applicants used a 1-7 response scale to test their attitudes toward blacks. Six to twelve weeks after taking the test, participants received six applications with photographs of the applicant attached to the applications. All applicants were of the same sex. According to the article, "For each combination of race and sex, photographs of three different students were used and randomly assigned to application forms. Four of these applications represented the four combinations of high and low and college board scores and high school academic achievement" (Hodson et al, 2002, p.465).

Applications ranged from stellar GPA and SAT scores to low GPA and SAT scores. In collaboration with the admissions office, scores representing high and low scholastic achievement and college board scores within participants' institutional context were determined. Applicants who held high scholastic achievement were given statistics that reflected the top 15% of applicants, which reflects a GPA of a 3.9, a class rank being in the top 5%, and a college aptitude test score being a 700. Applicants with relatively low scholastic achievement represented the bottom 15% of applicants which reflects as a 3.10 GPA, a class rank of 50%, and a college aptitude test score of 520. To avoid duplication of scores, researchers manipulated the high school GPAs indicated on the applications which were randomly selected values in the interval between plus or minus 0.05 this target value. To further avoid duplication, researchers manipulated class rank by listing rank as 20th or 30th, plus or minus 5, out of 740 students. Test scores were also manipulated with a range of plus or minus 50 points indicated on the application to also avoid duplication (Hodson et al, 2002, p.465).

In addition, all applicants disclosed information regarding previous employment, extracurricular activities, and personal interests. After reviewing applications, participants were asked to rank their recommendation of admissions for applicants from a scale from 0-6; 0 being not recommended at all to 6 being strongly recommend. Participants were also asked an admit-deny question: "Would you admit this person?" (response = admit or deny) (Hodson et al., 2002, p.265). After evaluating all applicants, participants were then asked to rank eight pieces of information in terms of importance for admissions decisions (1 = most important to 8 = least important). Qualifications that were asked to be rank included high school rank, extracurricular activities, gender, geographic location, high school GPA, race, college board scores, and work experience. (Hodson et al., 2002).

According to the research,

"Qualifications which reflected the four different combinations of relatively high and low college board scores and high school achievement, was a repeated measures independent variable. Participants rated candidates with each of these different combinations. The one candidate out of the four who was black was systematically varied across the four conditions. This design would indicate that the ratings of applicants with different qualifications varied systematically as a function of the race of the applicant" (Hodson et al., 2002, p.465).

Overall, findings supported the researchers' hypothesis that discrimination against Black compared to White applicants were not present when the credentials were consistently

strong or weak; however, discrimination by relatively high prejudice-scoring participants was present when the credentials were mixed. A contrasting effect was found in lower prejudice-scoring participants. Lower prejudice-scoring participants presented stronger support for Black applicants over White applicants across all four qualifications conditions. Findings showed that high prejudice-scoring participants justified their discrimination against black applications by using ambiguous factors such as extracurricular activities and geographical location (Hodson, Dovidio, & Gaertner, 2002).

Results found in this study are relatively identical to findings found in Dovidio and Gaertner's other research, *Aversive Racism and Selection Decisions: 1989 and 1999*. In both studies, findings showed a racial bias towards whites than blacks in which ambiguous factors were used in justification of participant's racism, which goes to show that an ingroup bias emerges when other factors allow race cues to induce bias.

Findings from this research connect to my hypothesis in several different ways. Consistent with Gaertner and Dovidio (2000), this research clearly demonstrates aversive racism through the emergence of ingroup bias when other factors, such as ambiguous qualifications in applications, are presented. This allows race cues to induce bias. This emergence of ingroup bias indeed occur in the college admissions process. More specifically, a racial-bias exists in the realm of college admissions-which directly correlates to my research that I hope to conduct. Similar findings were found in the research project *The Aversive Racism Paradigm and Responses Favoring African Americans: Meta-Analytic Evidence of Two Types of Favoritism*.

Christopher L. Aberson (2004) predicted that "under conditions in which evaluation or action is ambiguous, White targets will be favored over African Americans" (Aberson, 2004,

p.32). In the researcher's second hypothesis, researchers predict that "under conditions in which clear norms for egalitarian forms of evaluation or action exist, African American targets will be favored over Whites" (Aberson, 2004, p.32).

Researchers used literature Search and Meta-Analysis to support their hypothesis. Researchers on this project conducted several literature searches to help support their hypothesis. Platforms that were used to employ information came from databases such as PsychInfo, employing terms such as aversive racism, aversive prejudice, or aversive bias. The second search was a more general search, using terms that began with evaluate (* provides all words beginning with evaluate- such as evaluative) and major descriptive terms of concepts such as racism. In this research, meta-analysis was used to "compare reactions to White and African American targets" (Aberson, 2004, p.34).

Findings from the meta-analysis revealed constant patterns of both African American favoring evaluations and White-favoring evaluations. Participants treated African American targets more favorable when evaluation criteria was clearly egalitarian. Aberson's research paper describes this criteria perfectly. In the research paper, Aberson gives an example of an evaluation criteria that is clearly egalitarian. The paper states:

"For example, when a participant is evaluating a highly qualified African American candidate for a job, egalitarian evaluation is normative.

Egalitarian norms suggest that both African American candidates and White candidates should receive identical evaluations to White applicants with the same qualifications. If a evaluator were evaluating both highly qualified and the African American applicant was rated poorly against the

white applicant, the result may suggest that race negatively affected evaluation as the candidate's qualifications does not justify a poor evaluation. By countering normative expectations, the evaluator might be viewed as biased against African Americans”

Findings, however, also found that when evaluation criteria were ambiguous, African Americans were treated more poorly (Aberson,2004). Ambiguous situations in the study was a situation in which it was unclear on the type of behavior or evaluation is normative. For example, the study discussed that when the qualifications of an applicant were unclear, evaluators rated African American candidates poorly due to unambiguous factors (Aberson, 2004).

Results found in this study are relatively identical to findings found in the publication of both *Aversive Racism and Selection Decisions: 1989 and 1999* and *Racial Discrimination: Differential Weighting of Conflicting Information*. In all three studies when ambiguous criteria were given to participants, discrimination towards African-Americans were heavily prevalent; whereas, when direct criteria was given to participants, African-Americans were favored. It is evident that racial bias is prevalent in application admission processes.

This published research connects strongly to my hypothesis, as it shows that under ambiguous circumstances, participants would show bias against a Black applicant; however, when the qualifications are clear, and/or there is a strong motivation for egalitarianism, that ingroup bias does not exist. Similar findings were found in *Political Partisan Prejudice:*

Selective Distortion and Weighting of Evaluative Categories in College Admissions Applicants.

Geoffrey D. Munro and Terell P. Lasane and Scott P. Learly (2010) questioned “whether or not political party identification is a group designation that leads to in-group/out-group prejudice and discrimination affecting college admissions decisions” (Munro, Lasane, and & Learly, 2010, p. 2435).

To answer these questions, researchers successfully recruited 61 white volunteers to participate in the “College Admissions Study”; 35 of these participants preferred the Democratic party, while 24 of these participants preferred the Republican party. Participants were randomly assigned to either be in the preference or the control condition. In the preference condition, a political preference against the stronger applicant was placed by suggesting that he was a passionate and active member of the participant’s opposing political party, whereas in the control condition the application of the stronger applicant was identical to the preference condition; however, had no information regarding one’s political party. After being placed in a condition, participants were given two admissions applications. Both applicants were 18 years old, White males from small cities within the state. Academically, the weaker applicant had a slightly but consistently weaker scores and overall academic achievement than that of the stronger applicants (class ranking, top 18% vs. top 12%; SAT score, 1230 vs. 1260; GPA, 3.58 vs 3.79) (Munro, Lasane, and Learly, 2010).

Findings found that there was indeed a political partisan effect. In the control condition, the overall stronger applicant was favored over the weaker applicant regardless. Justification on admitting the overall stronger was due to unambiguous factors such as ACT scores and GPA. In

the preference condition, the stronger applicant, who was a political outgroup member of the evaluator, was not favored over the weaker applicant. Justification on not admitting the overall stronger applicant were due to ambiguous factors such as extracurricular activities. (Munro, Lasane, and Learly, 2010).

Findings in this study hold similarity to the three other studies discussed in this literature review. Though the form of prejudice is in the form of politics rather than race, the justification remains the same for all admissions decisions. When justification is needed for one's decision, participants use ambiguous factors in order to give justification for discrimination against political affiliation outgroup members.

Findings from this study connects strongly to my hypothesis in many ways. One in particular is its connection to the concept of in-group bias. Though in this study the ingroup bias was not focused on race, but rather political parties, the basic ingroup bias remain the same. In addition, the same role of justification that was seen in the previous racial ingroup bias studies discussed in this literature review was seen in the political affiliation ingroup bias seen in this study, as justification for discrimination of out-group members was on ambiguous qualifications. This supports my hypothesis as it shows that an political affiliation in-group bias is seen in the college application process.

There are several real-world takeaways that have risen from this literature review. Firstly, It is evident that an in-group bias exists not just solely for race, but for political affiliation as well. Secondly, there is evidently an unintentional bias within the college admissions process when deciding between applicants. Lastly, the usage of either ambiguous and unambiguous hold widely variant results in regards to admissions-suggesting hidden racism.

In a follow up study, I would like to find out whether or not an in-group bias truly exists between both race and political affiliation. One study that could be performed can include several different ethnicities to truly see if there is an ingroup bias when several ethnicities come into play, not holding just one outgroup. Would this ingroup bias disappear if several ethnicities were to be under evaluation? In addition, I believe that it would be truly interesting to see an evaluation in sexual orientation. Would an ingroup bias be present in this social construct?

As seen in previous research, it is certainly possible for unintentional bias' in admission of college applicants to occur in the college admissions process. I predict that this research project will uncover underlying psychological ingroup bias in the college admissions process. Specifically, I predict that there will be an ingroup bias favoring participant's political affiliation; however, among political ingroup members do predict that liberals will show a pro-black bias while conservatives will show a anti-black bias in making admission decision. I also predict that when participants review a political outgroup member, an ingroup bias favoring one's own racial group will be seen in admissions decisions.

Methods

The design of this research study will be a 2 (Type of Ethnicity: black applicant, white applicant) x 2 (Political Affiliation: Democrat vs. Republican) factorial design. Participants will be recruited from the Claremont College Campuses through mass emails and through collaboration with the Psychology Departments at the Claremont Colleges. The expected age range of participants will be between 18-25 and no minors will be interviewed. Compensation will be potentially available in the form of extra credit or monetary incentives will be offered if funding can be attained. All consideration will be given to ethically maintain the privacy and security of participant responses and data by following recommended ethical guidelines from CITI Program.

Participants will be instructed to represent the role of a college admissions director and will be given one application to review. They will be instructed to rank the applicant from a scale from 1-10 to rank how qualified the applicant is (1 = not qualified at all, 10 = very qualified). One week before evaluating the application, participants will fill out an online survey to evaluate where they lie on a political spectrum. To assess participant's political attitudes, participants will respond to the question, "How would you describe your political attitudes?" on a scale from 1 to 10 where 1= *Extremely Liberal* to 10=*Extremely Conservative*. Participants will be college students from the Claremont College Consortium. The applicant's political affiliation will be represented through the Extra Curricular Activities section with activities such as the "Democrat Party Club" and "Republican Party Club".

Participants will be given several other statistics on their given application to evaluated. Statistics that will be given to participants on the application include GPA, Standardized Test

Scores (SAT/ACT), Class Rank, and Extracurricular Activities). Manipulation of applicant's academic achievement statistics will be manipulated to avoid duplication. GPA and Standardized Test Scores (SAT/ACT) will be manipulated to the 55th percentile to 65th percentile. Class rank will be within the top 10-15th percentile. AP Classes will be evaluated by using the average number admitted students from the Claremont Consortium took and subtract two. Extra curricular activities will be evaluated by finding the average number of extracurricular activities accepted applicants at the Claremont Consortium participated in during high school, and add or subtract two. Data will be analyzed using R Program.

Expected Results

I expect that overall, all participants will present a political affiliation in-group bias. I expect that liberals evaluators evaluating liberal applicants will show bias in favor of the black liberal applicants, whereas conservatives evaluating conservative applicants will show bias in favor of white conservative applicants. I also expect that when applicants are political affiliation out-group members of the evaluator, the evaluator will show a racial in-group bias favoring the evaluator's race. These expected results can be found in Figure 1.

Figure 1

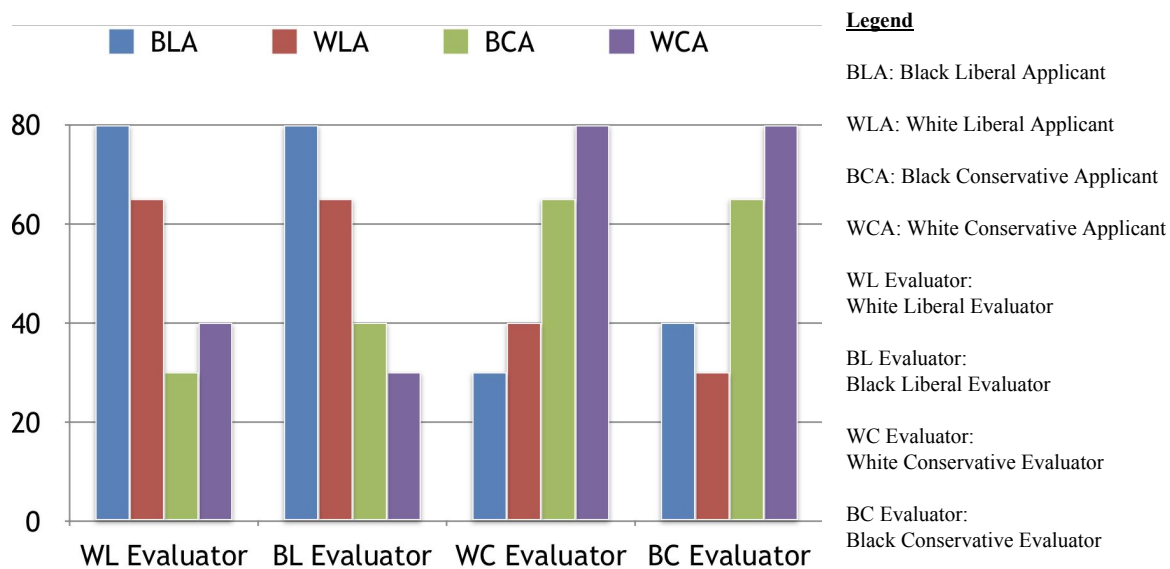


Figure 1: Based on expected participant data, this figure demonstrates that there is an in-group political bias towards one's political party in admitting an applicant into a university. More specifically, this chart also demonstrates the racial biases that liberal and conservative evaluators have when evaluating applicants within their political party. In addition, this figure demonstrates the racial in-group biases that take place when applicants hold opposing political views than that of the evaluator.

Discussions

In this study, I expect to find results that support my hypothesis through the findings of a political affiliation ingroup bias presented through evaluators, evaluators presenting racial ingroup bias when evaluating political outgroup members, and liberals holding racial bias towards black applicants in their political ingroup and conservatives holding racial bias towards white applicants in their political ingroup. These findings connect with my hypothesis as the expected findings go to prove that there is both a political affiliation ingroup bias and racial bias in college admissions decisions.

This proposed research study informs stereotyping and prejudice processes as it goes to show that there are several underlying factors that causes prejudice in making college admissions decisions. There are many ways prejudice can take form in the college admissions process. As seen through the expected results section of this research proposal, it is expected that there will be an political affiliation ingroup bias favoring the evaluators political identified party. The expected results section also states that when evaluators are given an application of a political outgroup member, it is predicted that the evaluator will show an ingroup bias towards their own racial ingroup. All in all, this proposed research study informs stereotyping and prejudice processes by explaining how this issue goes far beyond just overcorrection.

There are some potential criticism or limitations that my study has. One limitation that my study is bound to face is that due to the fact that this study will be taken place at the Claremont Consortium, a consortium that is notoriously known for being more liberal than conservative, our study might not be able to receive as many conservative identifying

participants than liberal identifying participants. This will struck a challenge for the proposed study, as we will have an imbalance in the amount of conservative participant data we will be able to review in the study.

A follow up study that I would like to conduct after this proposed study has been concluded includes replicating this study, but adding other racial minorities such as as Asian Americans and Hispanics in the college admissions process. I predict that if this follow up study were to be conducted, we would find that evaluators will show a political affiliation ingroup bias will arise. I also predict that if this future study were to occur, that when evaluating an political outgroup member, evaluators will show a racial ingroup bias towards the evaluator's identified race.

Some real-world implications of my expected results include the current college admissions process that is practice both nationally and internationally. As seen through the Harvard Admissions Supreme Court Lawsuit, biases in the college admissions process can lead to an unfair evaluation of an applicant and an unjust decision-which drastically alters the lives of students all around the world. This study will be able to further show the injustices of the college admissions process through racial and political biases, and offer assistance in further combating this issue.

APA Citations

- Aberson, C. L., & Ettlín, T. E. (2004). The aversive racism paradigm and responses favoring African Americans: Meta-analytic evidence of two types of favoritism. *Social Justice Research, 17*(1), 25-46. doi:10.1023/b:sore.0000018091.48241.7a
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- Hodson, G., Dovidio, J. F., & Gaertner, S. L. (2002). Processes in racial discrimination: Differential weighting of conflicting information. *Personality and Social Psychology Bulletin, 28*(4), 460-471. doi:10.1177/0146167202287004
- Munro, G. D., Lasane, T. P., & Leary, S. P. (2010). Political partisan prejudice: Selective distortion and weighting of evaluative categories in college admissions applications. *Journal of Applied Social Psychology, 40*(9), 2434-2462.

TITLE: Bias in (Hypothetical) College Admissions: Race and Political Affiliation

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COLLABORATIVE ETHICS TRAINING EVALUATION REPORT

Participant Name: Tiffany Charvet
Program: CITI

Completion Date: 12/04/2019
Score: 100%

Topics Covered:

- SOCIAL SCIENCE RESEARCH - SURVEYS AND QUESTIONNAIRES
- SOCIAL SCIENCE RESEARCH - QUALITATIVE RESEARCH

Completion Status: 100%

Score: 100%

Score Breakdown:

Module	Score	Max Score
Introduction to CITI	100%	100%
Human Subjects Research	100%	100%
IRB and the Research Process	100%	100%
Researcher Responsibilities	100%	100%
Participant Rights	100%	100%
IRB Review Process	100%	100%
IRB Decision	100%	100%
IRB Reporting Requirements	100%	100%
IRB Renewal Process	100%	100%
IRB Suspension/Revocation Process	100%	100%
IRB Appeal Process	100%	100%
IRB Record Keeping	100%	100%
IRB Documentation	100%	100%
IRB Communication	100%	100%
IRB Training	100%	100%
IRB Updates	100%	100%
IRB Support	100%	100%
IRB Resources	100%	100%
IRB Contact Information	100%	100%
IRB Feedback	100%	100%
IRB Acknowledgment	100%	100%
IRB Certificate	100%	100%
IRB Completion	100%	100%

I. OBJECTIVES

The objective of the proposed research is to examine the intersection of (a) race and (b) political affiliation on perceptions of college admissions applicants. Research has examined race (Hodson, Dovidio, & Gaertner, 2002) and political affiliation (Munro, Lasane, & Leary, 2010) separately, and finds patterns of racial and political affiliation bias towards outgroup members. The proposed research will examine race and political affiliation in the context of a single study.

II. BACKGROUND AND SIGNIFICANCE

- Previous research finds that, when college admissions applicants are ambiguously qualified (as opposed to overtly qualified or not qualified), external factors, such as race, exert influence on decision making (Hodson et al., 2002; Norton, Vandello, & Darley, 2004).
- Though less work focuses on the role of political affiliation, Munro et al. (2010) find that this bias also persists for political affiliation: participants (college students) deem an applicant less suited for college admission when that applicant holds political views that are opposite of the participant's.
- We expect that the intersection of race and political affiliation may show complex patterns of bias, such that bias is greatest towards an individual who is an outgroup member on both dimensions. Further, we expect that political affiliation-based bias is moderated by race; the political affiliation-based bias should be attenuated for racial ingroup members.
- My goal is that the current research will advance our understanding of the intersection of multiple social categories (namely, political affiliation and race) in person perception and judgments of suitability for college admissions.

III. RESEARCH STUDY DESIGN

➤ Study 1

Phase 1: In Phase 1, all eligible participants will complete a survey online. The purpose of the online survey is to obtain demographic information about the participants, importantly, their race/ethnicity and political attitudes. This information will allow us to determine whether the (hypothetical) applicant is a racial ingroup or outgroup member; similarly, this will allow us to assess whether or not the (hypothetical) applicant has similar or different political views. We will obtain these measures through Phase 1, rather than during the main experiment (i.e., Phase 2) to reduce the potential that participants become aware of the true nature of our study. To further reduce this potential, we will include a filler item, the 10-item Short Version of the Big 5 Inventory (Rammstedt, 2007). After completing the online survey, participants will then be directed to a separate page, where they will enter their e-mail in order to enter the raffle (as compensation, participants will be entered into a raffle to win a \$50 Visa Gift Card). We will also tell participants that we will e-mail them with information about participating in Phase 2. Phase 1 should last approximately 10 minutes.

Phase 2: Phase 2 constitutes the “main” experiment: evaluating the hypothetical applicant. Participants will meet a research assistant at a lab space located in Broad Hall on Pitzer’s Campus. After giving consent, participants will complete a Qualtrics survey. The first part of the survey will present them with a few pieces of relevant admissions data from their own institution (a preceding question will ask participants which college they attend, which will allow the Qualtrics survey to direct them to a page with correct institution information). For example, participants will view the average GPA of a recent incoming class (this data was obtained through the Common Data Sets). Participants will view a mock application, in which we will manipulate the applicant’s: (a) race and (b) political affiliation. Race will be manipulated by including a race descriptor with the application, Black or White (cf. Hodson et al., 2002). Political affiliation will be manipulated by referencing the applicant’s admissions essay: we will tell participants that the applicant wrote their admission essay on their experience in either the Young Democrats OR Republicans Club. Information about the applicant’s academic credentials, such as GPA, will also be provided (full mock applications attached). Phase 2 should last approximately 15 minutes. Each participant will be compensated \$5 cash for their time, and also entered into a raffle to win a \$50 Visa Gift Card (a separate raffle from Phase 1).

Because it will be necessary to link data from both phases, we will ask participants to provide a unique code in order to link their online survey data with their in-person data. We will ask participants to give this code during both Phase 1 and Phase 2. This code will involve:

- The first three letters of the street participants grew up on
- The number of siblings the participant has
- The last letter of the participant’s first name
- The date of the participant’s birth

(note: the code is in no way tied to students’ full name, e-mail address, or student ID)

IV. ABOUT THE PARTICIPANTS

<i>Subject Population(s)</i>	<i>Number to be enrolled in each group</i>
<i>Pitzer and Claremont McKenna Students</i>	<i>400</i>

- I anticipate that 400 participants (Pitzer and Claremont McKenna College (CMC) Students) will complete these studies. We will restrict recruitment to Pitzer and CMC because the institution-specific information that we will present to participants during Phase 2 were taken from Pitzer and CMC’s Common Data Sets (therefore, the institution information will be most relevant to students from these colleges). Thus, only participants who report that their college is Pitzer or CMC at Phase 1 will be invited to participate in Phase 2.

- 300 participants allows 85% statistical power to detect a small-medium effect (Cohen's $d = .35$). Because the final sample relies on successful linking of the data from Phases 1 and 2, we will oversample by roughly 30%. That way, if participants do not correctly fill out the unique code at both time points, the loss of data will not adversely affect statistical power.
- Adult participants (age ≥ 18 ; that is, old enough to legally provide informed consent) who fit the above criteria (i.e., Pitzer, CMC Students) will be eligible.
- All participants will provide information about basic demographics, like age and gender, but no identifying information will be collected.

V. VULNERABLE POPULATIONS

- No vulnerable populations will be considered for this study.

VI. RECRUITMENT METHODS

Research assistants (ethics certificates provided) in the PI's lab will post announcements to Pitzer/CMC Facebook pages, student talk, listservs, and post flyers on Pitzer and CMC's campus (with approval from the relevant deans).

Facebook Pages, Student Talk, List Servs, Flyer Recruitment Blurb: Phase 1

The Social Cognition Lab at Pitzer is looking for people to participate in a research study! The study will involve completing a survey online, where we will ask you about basic demographic information. This study will be completely anonymous, and you may skip questions that you do not wish to answer. It will take roughly 10 minutes to complete the study. As compensation for participation, you will be entered into a raffle to win a \$50 Visa Gift Card.. After completing this study, you may be eligible to participate in a follow-up study, where you will have the chance to earn \$5 AND be entered into another raffle to win a \$50 Visa Gift Card.

Recruitment Blurb: Phase 2

NOTE: Eligible participants will receive this e-mail following completion of Phase 1. Thank you for completing our study! You are eligible to participate in another study, which will involve completing an experiment in a lab located on Pitzer's campus. We will ask you about your perceptions of an individual applying for admission to your college. This study will be completely anonymous, and you may skip questions that you do not wish to answer. It will take roughly 15 minutes to complete the study. As compensation for participation, you will receive \$5 cash AND you will also be entered into another raffle to win a \$50 Visa Gift Card. To participate in this study (or if you have any questions), please e-mail: steffanie_guillermo@pitzer.edu

VII. COMPENSATION

- Phase 1: Participants will be entered into a raffle to win a \$50 Visa Gift Card.
- Phase 2: Participants will receive \$5 cash and will also be entered into a raffle (separate raffle from Phase 1) to win a \$50 Visa Gift Card.

VIII. CONSENT PROCESS

- Participants will electronically sign a consent form at the start of the study for Phase 1 (with initials in lieu of their full names); they will physically sign a consent form at the start of the study for Phase 2.
- Participants will be free to withdraw at any time without penalty. Clear instructions will be provided in the consent form (see attached) explaining how to do so.
- The exact hypotheses will not be explained until the end of the study. Because foreknowledge can reasonably be expected to affect participants' behavior (e.g., demand characteristics), rendering the data meaningless, the research could not practicably be carried out if the exact hypotheses are provided. Because greater detail will be provided during the debriefing, the participants will be provided with additional pertinent information after participation.

IX. PROCESS TO DOCUMENT CONSENT IN WRITING

- Participants will type in their initials as a way of providing consent prior to completing Phase 1 (obtaining physical signatures will not be possible, as the studies will be conducted online).
- Participants will physically sign their names as a way of providing consent prior to completing Phase 2.

X. PROCEDURES

Procedures are detailed in Section III, Research Study Design.

Name	Purpose (i.e. what data is being collected?)	Time to Complete
Phase 1	Demographic Survey	10 minutes
Phase 2	College Admissions Experiment	15 minutes

All survey questions are attached. There will be no audio/video recording.

XI. SPECIMEN MANAGEMENT

- No biological specimens will be collected.

XII. DATA MANAGEMENT

- No individually identifying information will be stored. In all files, each participant will be identified by a non-identifying code. This non-identifying code will be crucial for linking their Phase 1 Data with their Phase 2 Data. All computerized data will be stored on a password-protected Pitzer computer. Only designated project personnel will have access to the files. All files will be kept for up to 5 years following publication of results (per APA guidelines).

XIII. WITHDRAWAL OF PARTICIPANTS

- To protect the comfort of participants, the consent forms (attached) clearly specify that participants are free to withdraw from these studies at any time

without penalty. In case of withdrawal, the researcher will simply note the event and date.

XIV. RISKS TO PARTICIPANTS

- *There are minimal risks to participants. The debriefing form (attached) will explain to participants that we will not assess them as individuals, but that we are looking for patterns that characterize large groups of people. For all participants, their debriefing form will clearly state that they should contact the principal investigator should they feel concerned or have comments. Specifically, the debriefing form will tell them: If you have any questions, concerns, comments, or if this study has made you upset in any way, you can contact the principal investigator for this study, Dr. Steffanie Guillermo: steffanie_guillermo@pitzer.edu*

XV. MANAGEMENT OF RISKS

- *See above*

XVI. POTENTIAL BENEFITS

- *This research investigates the intersection of race and political affiliation on bias towards potential college applicants. As such, it provides greater insight on bias that may lie at the intersection of two social identities.*

XVII. PROVISIONS TO MONITOR THE DATA FOR THE SAFETY OF PARTICIPANTS

- *Any adverse event reported to the PI will result in the PI checking on the well-being of the participant, direct her/him/them to appropriate resources, and report the event to the IRB. I anticipate no adverse events.*

XVIII. PROVISIONS TO PROTECT THE PRIVACY INTERESTS OF PARTICIPANTS

- *Participation is completely voluntary. I do not believe participation poses a threat to privacy interests.*

XIX. MEDICAL CARE AND COMPENSATION FOR INJURY

- *The research involves no more than minimal risk.*

XX. COST TO PARTICIPANTS

- *There are no costs to the participants.*

XXI. DRUG ADMINISTRATION

- *N/A*

XXII. INVESTIGATIONAL DEVICES

- *N/A*

XXIII. MULTI-SITE STUDIES

➤ N/A

XXIV. SHARING OF RESULTS WITH PARTICIPANTS

➤ *I will not be able to identify individual data, so I will not be able to provide participants with feedback on their individual performance. However, I will share the results of the study (based on the entire sample) with any participants who are interested in receiving that information.*

EXPERIMENTAL MATERIALS: PHASE 1

What is your age? _____

What is your major? _____

What is your cumulative GPA? _____

(note to IRB: this will allow us to examine whether any of our effects of interest are moderated by participants' own academic credentials [at least as measured by GPA])

What is your year in school?

- Freshman
- Sophomore
- Junior
- Senior

How would you describe your political attitudes?

1 = *extremely liberal* 2 3 4 5 6 7 = *extremely conservative*

How would you describe the political attitudes of most students at your college?

1 = *extremely liberal* 2 3 4 5 6 7 = *extremely conservative*

Do you identify as a Democrat, Republican, or Other?

- Democrat
- Republican
- Other _____

Do you think most students at your college identify as Democrat, Republican, or Other?

- Democrat
- Republican
- Equally Democrat and Republican
- Other _____

How well do the following statements describe your personality?

1 = disagree strongly 2 = disagree a little 3 = neither agree nor disagree 4 = agree a little 5 = agree strongly

I see myself as someone who...

- Is reserved
- Is generally trusting
- Tends to be lazy
- Is relaxed, handles stress well
- Has few artistic interests
- Is outgoing, sociable
- Tends to find fault with others
- Does a thorough job
- Gets nervous easily
- Has an active imagination

What is your racial and/or ethnic background? Please check all that apply.

- Asian or Asian American
- Black or African American
- Chicana/o, Hispanic or Latina/o
- Native American or Pacific Islander
- White or European-American
- Other: _____

What is your gender identity?

- Cisgender woman
- Cisgender man
- Transgender woman
- Transgender man
- Genderqueer/Gender-nonconforming
- Prefer not to state
- Other: _____

Which college do you attend?

- Claremont McKenna

- Harvey Mudd
- Pitzer
- Pomona
- Scripps
- Other: _____

Because you may have the opportunity to participate in a follow-up in-person study, we need a unique code from each participant in order to link their online survey data with their in-person data. Please follow these directions to type in your unique code:

- The first three letters of the street you grew up on (if you grew up on “77th Street”, you would enter “77t”)
- The number of siblings you have
- The last letter of your first name
- The date of your birth (please use two digits, so for example, if you were born on the 8th, you would enter “08”)

We wish to emphasize that your code is in no way tied to your full name, e-mail address, or student ID.

EXPERIMENTAL MATERIALS: PHASE 2

Note to IRB: Highlighted sections will reflect “Claremont McKenna” OR “Pitzer”, depending on participants’ own college.

In this study, we are interested in students’ perceptions of prospective **Claremont McKenna College** students. As part of this study, you will pretend to be an admissions counselor and evaluate an applicant for admission to **Claremont McKenna College**.

Below, we provide you with academic information that reflects the current student body at **Claremont McKenna**. This information will be important to keep in mind when evaluating the prospective student’s application.

Please note: the following information represents only a small portion of information about **Claremont McKenna College**, and a small portion of all of the information available to admissions counselors. However, for the sake of keeping this study at a reasonable length, we have included a subset of this information, which contains important institutional data and statistics.

Institution Information: General

Institution Name: Claremont McKenna College

Mailing Address: 500 E 9th Street

City/State/ZIP/Country: Claremont, CA, 91711, USA

Note to IRB: for Pitzer, this will read:

Institution Name: Pitzer College

Mailing Address: 1050 N. Mills Avenue

City/State/ZIP/Country: Claremont, CA, 91711, USA

Student Profile Information: General

Total Undergraduates: 1,327 (*note to IRB: for Pitzer, this will read: 1,106*)

Student Profile Information: Academic

In order to help you evaluate the applicant’s suitability for admission, we will provide you with some data about the academic profiles of students at **Claremont McKenna College**:

Claremont McKenna participants (students) will see:

C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION FOR PITZER COLLEGE

Relative importance of each of the following academic and nonacademic factors in first-time, first-year, degree-seeking (freshman) admission decisions.

	Very Important	Important	Considered	Not Considered
Academic	X			
Rigor of secondary school record	X			
Academic GPA	X			
Application Essay	X			

Freshmen Profile

Percent and number of first-time, first-year (freshman) students enrolled in Fall 2018 who submitted national standardized (SAT/ACT) test scores.

	25th Percentile	75th Percentile	Mean
SAT Evidence-Based Reading and Writing	670	730	697
SAT Math	680	770	720

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges.

Percent in top tenth of high school graduating class	78%
Percent in top quarter of high school graduating class	93%
Percent in top half of high school graduating class	100%
Percent in bottom half of high school graduating class	0%
Percent in bottom quarter of high school graduating class	0%

Pitzer participants (students) will see:

C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION FOR PITZER COLLEGE

Relative importance of each of the following academic and nonacademic factors in first-time, first-year, degree-seeking (freshman) admission decisions.

	Very Important	Important	Considered	Not Considered
Academic	X			
Rigor of secondary school record	X			
Academic GPA	X			
Application Essay	X			

Freshmen Profile

Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale).

Percent who had GPA of 3.74 and higher	68.6667%
Percent who had GPA between 3.50 and 3.74	22.6667%
Percent who had GPA between 3.25 and 3.49	8.0000%
Percent who had GPA between 3.00 and 3.24	0.6667%
Percent who had GPA between 2.50 and 2.99	0.0000%
Percent who had GPA between 2.0 and 2.49	0.0000%
Percent who had GPA between 1.0 and 1.99	0.0000%
Percent who had GPA below 1.0	0.0000%
Totals should = 100%	100.0000%

Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:	3.95
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	99.63%

(Hypothetical) Applicant Information that Participants Will see:

Note: applicant's academic credentials have been manipulated to reflect an average/moderately qualified applicant (based on Common Data Set information). We present redacted sections of personal information to provide realism, but no substantive information):

Profile

Personal Information

Name [REDACTED]

Sex, Birthdate Female, [REDACTED] (18 years old) *(note to IRB: participants will be randomly assigned to a Female or Male applicant)*

Gender Female *(note to IRB: participants will be randomly assigned to a Female or Male applicant)*

Race Black *(note to IRB: participants will be randomly assigned to see “Black” or “White”)*

Contact Details

Email [REDACTED]

Phone [REDACTED]

Writing

Personal Essay

Admissions counselors at **Claremont McKenna College** use a rating system to evaluate personal essays. First, they provide brief, bullet point summaries of what the applicant wrote about. Next, they rate the essay on a scale from “Very Weak” to “Very Strong.” The admissions counselors’ evaluation of the personal essay is below:

Summary

- Wrote about experiences in the Young [Democrats or Republicans] Club *(note to IRB: participants will be randomly assigned to see “Democrats” or “Republicans”)*
- Talked about taking on many responsibilities as a club member, which included mentoring younger members in the club
- Discussed forming partnerships with different teachers and staff members

- Organized campus events
- Club experiences influenced academic interests and political activism

Ranking:

Very Weak Moderately Weak Average **Moderately Strong** Very Strong

Education

Current or Most Recent Secondary School

██████████ High School, CEEB 078563 (08/2015-06/2019)

Counselor

Phone

Colleges & Universities

School N/A

Grades and Testing

Claremont McKenna participants (students) will see:

Rank 43 / 200 (Top Quarter of High School Graduating Class)

SAT Reading 718 / 800
and Writing

SAT Math 752 / 800

Pitzer participants (students) will see:

GPA 3.82 / 4.0, Unweighted

Current or Most Recent Year Courses

Admissions counselors at Pitzer College use a ranking system to evaluate Academic Rigor. Below is the list of Advanced Placement Courses that the student took in high school. Admissions counselors' evaluation of academic rigor is below:

Advanced Placement Courses

AP Biology

AP Calculus AB

AP U.S. History

Note: There are 5 AP courses offered at this student's high school. This student took 3 AP courses.

Ranking:
Very Weak Moderately Weak Average **Moderately Strong** Very Strong

Now that you have had the opportunity to review the applicant, please answer the following questions about the applicant.

Please rank the extent to which you believe the applicant is qualified for admission:

1 = not at all qualified 2 3 4 5 6 7 = extremely qualified

How strongly would you recommend this person for admission?

1 = not at all 2 3 4 5 6 7 = strongly

Would you admit this person to **Claremont McKenna College**?

- Yes, admit
- No, do not admit

Claremont McKenna Participants (Students) will see:

Please indicate the extent to which you considered each of the following pieces of information in your decision.

Applicant's Class Rank

1 = not at all important 2 3 4 5 6 7 = extremely important

Applicant's SAT score

1 = not at all important 2 3 4 5 6 7 = extremely important

Applicant's Admissions Essay

1 = not at all important 2 3 4 5 6 7 = extremely important

Please provide a ranking of the importance of the above 3 pieces of information in your decision:

- 1.
- 2.
- 3.

Pitzer Participants (Students) will see:

Please indicate the extent to which you considered each of the following pieces of information in your decision.

Applicant's GPA

1 = not at all important 2 3 4 5 6 7 = extremely important

Applicant's AP Class Record (Academic Rigor of Secondary School Record)

1 = not at all important 2 3 4 5 6 7 = extremely important

Applicant's Admissions Essay

1 = not at all important 2 3 4 5 6 7 = extremely important

Please provide a ranking of the importance of the above 3 pieces of information in your decision:

- 1.
- 2.
- 3.

For All Participants:

Because we would like to link survey data with in-person data, we kindly ask that you report your unique code again (as you did when completing the online survey). Please follow these directions to type in your unique code:

- The first three letters of the street you grew up on (if you grew up on "77th Street", you would enter "77t")
- The number of siblings you have
- The last letter of your first name
- The date of your birth (please use two digits, so for example, if you were born on the 8th, you would enter "08")

We wish to emphasize that your code is in no way tied to your full name, e-mail address, or student ID.

Phase 1: Informed Consent

Informed Consent Form

Principal Investigator: Dr. Steffanie Guillermo, PhD
Psychology Field Group
e-mail: steffanie_guillermo@pitzer.edu

You are invited to participate in a research study on social cognition. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

Background Information: You are invited to participate in a research study, in which the first phase involves filling out an online survey. The survey will take approximately 10 minutes to complete. In this survey, you will be asked to provide demographic information. The study will involve roughly 400 participants. At the end of the study, you will receive a debriefing form. You may also be prompted to participate in a follow-up study.

Procedures: If you agree to be in this study, we will ask you to complete a survey online, which will last approximately 10 minutes.

Risks of Being in the Study: There are no reasonable foreseeable (or expected) risks other than those of everyday life.

Benefits of Being in the Study: There are no direct benefits of participating in the study.

Compensation: You will be entered into a raffle to win a \$50 Visa Gift card in exchange for your participation.

Confidentiality: This study is anonymous. We will not be collecting or retaining any information about your identity. The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file. Only the researchers will have access to the records. We will not include any information in

any report we may publish that would make it possible to identify you.

Right to Refuse or Withdraw: The decision to participate in this study is entirely up to you. You may refuse to take part in the study at any time without affecting your relationship with the investigators of this study or Pitzer College. You have the right not to answer any question you do not wish to answer, as well as to withdraw completely from the study at any point during the process; additionally, you have the right to request that the researcher not use some or all of any information you may provide.

Right to Ask Questions and Report Concerns: You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any further questions about the study, at any time feel free to contact the principal investigator, Dr. Steffanie Guillermo at steffanie_guillermo@pitzer.edu or by telephone at 909-607-3352. If you would like, a summary of the results of the study can be sent to you once the study is complete (a summary of all the data, not individual data). If you have any other concerns about your rights as a research participant that have not been answered by the investigators, you may contact Pitzer Institutional Review Board (IRB) at irb@pitzer.edu. If you have any problems or concerns that occur as a result of your participation, you can report them to the IRB at the email address above.

Consent: Your initials below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above. Typing in your initials below indicates that you are at least 18 years old.

Initials of Participant: _____

Signature of Investigator(s): __Dr. Steffanie Guillermo__

Phase 1: Debriefing

Debriefing

This survey asked about demographic information. We will collect data from many participants and ask all participants to participate in a follow-up study.

If you have any questions, you can contact the principal investigator for this study, Dr. Steffanie Guillermo : steffanie_guillermo@pitzer.edu

Phase 2: Informed Consent

Informed Consent Form

Principal Investigator: Dr. Steffanie Guillermo, PhD
Psychology Field Group
e-mail: steffanie_guillermo@pitzer.edu

You are invited to participate in a research study on social cognition. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

Background Information: You are invited to participate in a research study, in which you will read an application for admission to your college. The study will last approximately 15 minutes. The study will involve roughly 400 participants. At the end of the study, you will receive a debriefing form.

Procedures: If you agree to be in this study, we will ask you to read and evaluate an application for admission to your college, which will last approximately 15 minutes.

Risks of Being in the Study: There are no reasonable foreseeable (or expected) risks other than those of everyday life.

Benefits of Being in the Study: There are no direct benefits of participating in the study.

Compensation: You will receive \$5 cash in exchange for your participation. You will also be entered into a raffle to win a \$50 Visa Gift Card.

Confidentiality: This study is anonymous. We will not be collecting or retaining any information about your identity. The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic

information will be coded and secured using a password protected file. Only the researchers will have access to the records. We will not include any information in any report we may publish that would make it possible to identify you.

Right to Refuse or Withdraw: The decision to participate in this study is entirely up to you. You may refuse to take part in the study at any time without affecting your relationship with the investigators of this study or Pitzer College. You have the right not to answer any question you do not wish to answer, as well as to withdraw completely from the study at any point during the process; additionally, you have the right to request that the researcher not use some or all of any information you may provide.

Right to Ask Questions and Report Concerns: You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any further questions about the study, at any time feel free to contact the principal investigator, Dr. Steffanie Guillermo at steffanie_guillermo@pitzer.edu or by telephone at 909-607-3352. If you would like, a summary of the results of the study can be sent to you once the study is complete (summary of all the data, not individual data). If you have any other concerns about your rights as a research participant that have not been answered by the investigators, you may contact Pitzer Institutional Review Board (IRB) at irb@pitzer.edu. If you have any problems or concerns that occur as a result of your participation, you can report them to the IRB at the email address above.

Consent: Your signature below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above. Your signature below indicates that you are at least 18 years old.

Signature of Participant: _____

Signature of Investigator(s): _____

Phase 2: Debriefing

Debriefing

This study examines the way people evaluate a hypothetical college application. In the study, we asked you to rate the qualifications of a hypothetical college applicant, who was presented as either Black or White, and also as a Democrat or Republican. We will collect data from many participants and then examine differences between judgments of the applicant based on race and political affiliation. From those

responses, we can gain insight into the complexity of race- and political affiliation-based biases in the process of college admissions.

Research has previously shown that, for equal credentials, Black candidates are perceived as less qualified than White candidates. Further, people tend to discriminate against college applicants who hold opposite political beliefs.

If people knew the full rationale for the study before participating, it might affect how they behave/answer questions, so I am also asking you to please **not** share this debriefing form or its contents with other students.

If you have any questions, you can contact the principal investigator for this study, Dr. Steffanie Guillermo : steffanie_guillermo@pitzer.edu

If you are curious to learn more about this kind of research, please read:

Hodson, G., Dovidio, J. F., & Gaertner, S. L. (2002). Processes in racial discrimination: Differential weighting of conflicting information. *Personality and Social Psychology Bulletin*, 28(4), 460-471

Munro, G. D., Lasane, T. P., & Leary, S. P. (2010). Political partisan prejudice: Selective distortion and weighting of evaluative categories in college admissions applications. *Journal of Applied Social Psychology*, 40(9), 2434-2462