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Investigating gender bias in the ratings of college applicants

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INVESTIGATING GENDER BIAS IN THE RATINGS OF COLLEGE APPLICANTS

A Thesis

Presented to the

Faculty of

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San Bernardino

In Partial Fulfillment

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ABSTRACT

The purpose of this study was to reexamine the Goldberg Paradigm and the Gender Role Congruity Theory in the academic setting. Are we changing for the better in year 2012? Some recent studies suggest that women are no longer bias in favor of men. The present study was interested in examining the attitudes of both male and female evaluators in the college setting. We were particularly interested to see if gender bias influenced evaluations of college applicants using the Goldberg paradigm. In this study, it was predicted that evaluations of college applicants would differ based on the applicant's gender and major. The present study also predicted that the self-evaluations of the participants would vary due to the application they evaluated. The present study manipulated gender and major (math, business, English literature, and art)as independent variables the in mock applications. Data was collected from undergraduate students. After reading the mock applications, participants would complete a survey. The results supported most of our predictions. Male applicants were rated more favorably than female applicants in most cases. Future research on this topic should be conducted among diverse groups to examine cultural

differences in gender bias attitudes. The results confirmed that some gender bias does exist in present times, even in the college setting. Through the analysis, we also found that females have changed in their way of thinking.

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CHAPTER ONE

INTRODUCTION

Discrimination is a persistent problem in our society that takes place in a variety of situations and surroundings. Allport (1954) defined discrimination as unwarranted negative actions towards a specific group. Individuals are treated unfairly while shopping at a shopping mall, buying a car, trying to have their car serviced, or even when dealing with law and health professionals. How people are treated is often times influenced by stereotypes associated with their groups. For example, stereotypical beliefs about gender groups can influence important decisions and events in life, such as being hired for a job, being recruited into an academic program, or getting a desired promotion (Eagly & Carli, 2007, Eagly & Koening, 2008).

It is no secret that there are gender disparities in certain domains. This is something that has been going on for years, and unfortunately many have come to accept this as a way of life. These gender gaps are most common in occupational leadership and in the science, technology, engineering, and mathematic (STEM) fields.

The majority of the research on gender bias and stereotyping has focused on inequality in the corporate setting. Previous studies have examined differences in salary, hiring, and job evaluation. Mount and Ellis (1987) found evidence that gender bias could influence job standing in the job hierarchy. Researchers have also found that indirect bias influenced pay, probability of being hired, and job placement levels (Grams & Schwab, 1985, Mount & Ellis, 1987).

According to Eagly & Karau (2002), men are preferred for jobs rated as masculine gendered-typed and women are preferred for jobs rated as feminine gendered-typed. Eagly and Karau argue that leadership qualities are usually associated with masculinity, thus more men are chosen for leadership positions.

Other major domains with evidence of gender disparities are in the Science, Technology, Engineering, and Mathematics (STEM) disciplines. The STEM fields are known for being dominated by males. According to Xu (2008) women and men are actually equally committed to pursuing careers in academia in the STEM disciplines, however they found that women have a higher tendency to leave these positions compared to men. Their decision to leave was

highly correlated with their experience in the work environment. Women reported being dissatisfied with the lack of advancement opportunities, financial support for research, and freedom to express ideas (Xu,2008).

These limitations are great examples of "gate keeping effects" and "environmental effects". Gate keeping effects limit women from entering higher positions in male dominated fields, and environment effects limit women's longevity in these positions (Nolan, Buckner, Marzabadi,& Kuck, 2008).

Factors Influencing Gender Differences

Researchers from different perspective examined factors that influence gender differences in certain domains. Researchers coming from a biology background suggested that there are biological origins to any cognitive ability, which can differ between gender groups. According to Halpern, Wai, and Saw (2005), there is biological evidence of systematic differences in math and cognition between males and females. Some of these differences may favor females, and others may favor males. Some theories and research suggest that sex hormones mediate the differences in math and science performance

(Halpern et al, 2005). Some of these studies found that high levels of testosterone in males can slow the development of the left hemisphere, resulting in right brain dominance (Geschwind, 1983; Halpern et al, 2005; O'Boyle & Gill, 1998). This explains why males will show more cognitive ability patterns associated with right hemisphere execution (Halpern, Wai, & Saw, 2005). The authors suggest that this is the reason why males tend to perform well at some mathematical reasoning and spatial tasks.

For females, estrogen and progesterone levels have been linked to certain cognitive abilities. Increased levels of estrogen and progesterone are associated with high performance on verbal fluency. They also found that when these hormones are low, they tend to perform well on tasks that are male dominated (Hampson & Kimura, 1988, Halpern et al, 2005).

Research on gender difference due to cognition found that women were faster and more accurate at tasks that required them to retrieve information form their long-term memory (Birenbaum, Kelly, & Levi-Kern, 1994). Willinham and Cole (1997) found that girls performed better in arithmetic in early elementary when math tasks required them to recall

arithmetic facts. Boys were found to be better at math tasks that were visual-spatial in nature, giving them an advantage (Loring-Meier & Halpern, 1999; Halpern et al, 2005).

This paper focused more on the social factors that influence gender differences and how they are related to discrimination. One of the main social factors that play a huge role in gender inequality in the previously mentioned domains are stereotypes. Stereotypes are defined as beliefs, expectations, and convictions referring to the traits, attitudes, and behavior of members of a group (Curseu & Boros 2008; Hilton, Hippel, 1996).

Gender bias is a prejudice or difference in treatment due to one's gender (Top, 1991). Gender stereotypes are ideas or distinctive attitudes about the roles men and women should play in society (Sczesny, Spreemann & Stahlberg, 2006; Top, 1991). Despite the increase of females in leadership positions in politics, academia, military, and management, they are still outnumbered by men in these areas (Agars, 2004). With the lack of representation of women in high corporate positions, as well as in professional positions in the STEM fields, it is important to examine the impact that stereotyping may have

on the future success of women professionals. Are these differences a consequence of gender bias and stereotyping, or is it due to other factors?

Stereotypes

Stereotypes cannot be attributed as the cause of all gender disparities. As mentioned earlier, there are other factors, biological and cognitive in nature, that also can account for disparities. However, a lot of the research has shown that stereotypes plays a huge role. Greenwald, Banaji, Rudman, Farnham, Nosek, and Mellott (2002) explain that stereotypes can be either conscious or automatic. Conscious stereotypes are stereotypes that are intentional and can be measured explicitly (Shiffrin & Schneider (1984). Automatic stereotypes are the opposite. They are unconscious and unintentional. There are measured using implicit measures (Greenwald, McGee & Schwartz, 1998).

Stereotypes can be descriptive or prescriptive. Stereotypes that are descriptive are beliefs about people, and prescriptive stereotypes are beliefs about how people should be (Eagly & Karau, 2002; Rudman & Glick, 2001). Problems develop when there is incongruity between what is stereotypically expected of a member of a group and the

role they actually occupy. Prejudice and bias attitudes develop when individuals fill social roles that are incongruent with what is expected of them.

In 1987, Alice Eagly came up with a theory that explained this problem, called the Social Role Theory. She later created a theory more specific to gender bias, called Gender Role Congruity Theory. This theory explains that gender discrimination develops when there are discrepancies in the perceived relations between the characteristics of a certain social category and the requirements of the social roles occupied by members of that category (Eagly & Karau, 2002). People can be judged unfavorable when they go against their social role. This is especially true for women.

A lot of research examining Eagly's theory has focused on leadership in the corporate setting(Eagly, 1987). Women are underrepresented in leadership or managerial positions. Theorists suggest this is due to gender bias. A metaphor to describe this limitation is the "Glass Ceiling" effect. The "glass ceiling" effect implies a certain level of recognition and achievement that women are unable to pass. It is a boundary that keeps women from obtaining higher position (Eagly & Carli, 2007). Another metaphor is the

"Glass Cliff" effect. This occurs when women who break through the glass ceiling and obtain higher positions continue to experience discrimination. A woman who achieves an executive position is at risk of experiencing ever more discrimination because she is going against what is expected of her. This puts women at a higher risk of failure compared to men in the same position (Ryan & Haslam, 2005). Eagly and her colleagues began to test this theory by using method known as the Goldberg Paradigm.

The Goldberg Paradigm

In 1968 Philip Goldberg designed a study using an interesting paradigm to investigate gender bias. He specifically examined women's perception of other women's professional competence and intelligence. Goldberg asked college women to evaluate journal articles on six different topics: linguistics, law, art history, dietetics, education, and city planning. There were two versions of each article; one authored by a male and one by a female. All of the written content of each type of article, with an exception for the name (Male or female name), were completely identical.

Two hypotheses were made in Goldberg's study. The first was that women would evaluate male authors and their work more favorably than female authors, even when the articles were identical. The second hypothesis was that the evaluation scores would be reversed for occupational fields that were traditionally for females, such as nursing, teaching, or dietetics. A preliminary study was conducted with 100 female college students. In this preliminary study, Goldberg gave the participants a list of 50 occupations, and asked them to rate the degree to which they felt each field was masculine or feminine. Goldberg found that the participants strongly associated law and city planning with men, and elementary school teaching and dietetics as feminine. Linguistics and art history had neutral scores.

In the experimental study, Goldberg chose a journal article for each of the six occupational fields: Art History, City Planning, Dietetics, Education, Linguistics, and Law. The articles were shortened to 1500 words and were made into booklets. Gender was manipulated by putting either a male's name or a females name on each article (Ex. "John T. McKay" or "Joan T. McKay"). Each booklet had three articles authored by men and three authored by women.

The participants were instructed to read each article and answer questions after each one. The questions asked them to rate each article on value, persuasiveness, and profundity on a 5-point scale. They were also asked to rate the author on professional competence, style, professional status, and ability to persuade the reader. Surprisingly they found that women were biased against women. These findings were the strongest in masculine occupational fields (law, city planning, and linguistics).

They also found the same to be true when women evaluated women in traditionally feminine occupational fields. This was interesting because it was expected that women would rate women higher at least in traditionally/stereotypically feminine occupations. Regardless of occupation, females evaluated males as more competent and their work more valuable than female authors' work. Goldberg's findings suggested that there was a tendency for women to downgrade professional work from their own group.

Intrigued by these findings, researchers decided to conduct studies to test and expand Goldberg's paradigm. Pheterson (1969) used the same procedure to explore biased attitudes among middle-aged uneducated women. The women

were asked to evaluate professional articles focused on marriage, child discipline, and special education. Pheterson's results were inconsistent with Goldberg's findings. She found that women evaluated male and female work equally. She also noted that the evaluations were almost significantly higher for female authors.

To investigate the conflicting results of Goldberg (1968) and Pheterson (1969), Pheterson, Kiesler, and Goldberg (1971) designed a study that examined women's evaluation of male and female attempts to accomplish and male and female accomplishments. Like the previous studies, they hypothesized that women would evaluate male attempts to accomplish higher than female's attempts to accomplish. Second, they hypothesized that women would evaluate female accomplishments higher or equal to male accomplishments. This hypothesis was based on the assumption that women who succeed in accomplishing their goals faced more obstacles to do so. Third, they hypothesized that women would evaluate accomplishments of those who suffered odds higher than those who didn't.

One hundred and twenty college freshmen and sophomore women were shown eight paintings, each accompanied with a fictitious profile. Half of the profiles described a female

artist and the other half described a male artist. For each group of profiles, half were described as paintings for a contest entry and the other half were described as prize-winning painting. Half of the profiles were also described the painter as someone who had experienced obstacles and the other half did not experience obstacles.

They found that there was an overall higher rating on competence for male artist. Contest entry paintings by men were evaluated more favorably than female contest entry paintings. There were no differences in competence between male prize winning paintings and female prize wining paintings. There was a slight difference in ratings of artistic future in the prize-winning paintings. Female prize winning paintings were evaluated slightly higher than male prize winning paintings. There were no significant differences between those who were described as having obstacles and those who weren't.

The findings of this study supported Goldberg's theory that women value men's work more than females'. Women seemed to devalue other women who are trying to succeed. They perceived them as less motivated, less of an expert, and less favored compared to males. On the other hand,

women do not devalue other women who have attained success. In fact they may overvalue them…

Levenson, Brent, Bonno, and Davis (1975) replicated Goldberg's study to see if women were still biased against women when being compared to men. They conducted two studies. The first study replicated Goldberg's methods, with an exception of having both female and male participants. The second study followed Goldberg's model, but instead of having the participants evaluate journal articles, they were asked to grade student essays from a political science quiz, as if they were teachers. They were asked to rate what grade they would give for each essay, ranging from an "A" to "F".

For the first study, they found no significant difference in evaluations based on either sex of the participant or author. For the second study, they found a significant difference in grading. Female participants graded essays written by female students higher than essays written male students (B vs. C+). Levenson et al (1975) findings suggest that women's discriminative attitudes were starting to change seven years after Goldberg's original experiment…

Lloyd(1990)applied the use the paradigm to examine discrimination among male and female expert journal article reviewers. The reviewers were given fabricated manuscripts describing research conducted at an elementary school. A cover letter accompanied the manuscript requesting the reviewers to read the manuscript and to place it into one of four categories: a) accept for publication, b) accept pending revisions, c) rewrite and resubmit, or d) reject. They found that female had tendency to accept significantly more submissions from female (62%) than males (10%). Male reviewers accepted slightly more male (30%) submissions than female submissions (21%). These findings support the notion that males have a bias in favor of males and against females. The finding also suggest that females have a string bias in favor of other females and against males, contrary to Goldberg's findings. This could be due to changing times. This study was conducted in 1990, 22 years after Goldberg's study.

Haemmerlie and Montgomery (1991)examined gender discrimination in performance evaluations using Goldberg's paradigm with male and female engineering students. They also examined professional status, and whether or not a field traditionally associated with males or females

influenced biases in performance evaluations. This study also examined participants' attitudes against women using the *Attitudes Towards Women Scale* (Spence, Helmreich & Stapp, 1973). Each subject evaluated four journal articles. Each article represented a different professional field. Two were fields that have been traditionally dominated by women (i.e. Nursing and education), and two were fields traditionally dominated by men (i.e. law and engineering). Similar to Goldberg's study, each article and author was evaluated on a 7 dimensions. Evaluators were asked to rate articles on a 5-point scale on meaningfulness, profundity, and value. They were also asked to evaluate the author on their writing ability, competence, professional status, and ability to sway the reader. The participants evaluated the four articles under four conditions: 1) four male authors with advanced degrees, 2) four male authors with no degree listed, 3) four female authors with advanced degrees listed, and 4) four female authors with no advanced degree listed.

They tested the Goldberg Paradigm using a 2x2x2 multivariate design, with rating on the 7 items as the depend variable. They found no significant main effect for sex of participant. There was a significant effect for the

authors' status with regard to all four articles. There was also a significant effect for sex of author with respect to law and engineering, but not for education and nursing. The results showed that instead of female authors being devalued, there was actually a bias in favor of females in law and engineering, with proportion of the variance accounted for these items ranging from 3% to 10%. They also measured participants' attitudes toward women and found a significant main effect for author's sex and subject's sex. These results indicated that male and female subjects who read four articles written by female authors did not differ from each other, however they did have more liberal attitudes toward the roles of women than did the male and female participants who read articles by male authors. Those who evaluated male authors had more conservative views.

In the second part of their study, they included the Bem Sex Role Inventory to assess if the Goldberg Paradigm would effect participants' sex role orientation. There was no significant effect for any of the four articles when manipulating participants' sex and authors' sex. These results did not replicate the findings in study one. When examining BSRI scores, they found that the Goldberg

Paradigm effectively produced higher androgyny scores for male engineers who read and evaluated articles authored by women. The result of this study suggest that exposure to performances of competent, professional females might be represent a way to enhance androgynous tendencies among males in engineering and other male dominated fields, causing them to be more liberal and accepting to the possibility of females entering and succeeding in the field.

A more recent study by Curseu and Boros (2008)use the Goldberg Paradigm as an evaluation strategy for gender stereotypes and discriminative attitudes in a simulated personnel task. They hypothesized that the evaluators would prefer men to women for managerial positions. Second, they hypothesized that the basis of gender related stereotypes in personnel decision tasks for managerial positions would be stronger for male evaluators, and that female evaluators would not show discrimination towards females.

Third, they hypothesized that women who apply for the managerial position would be perceived by evaluators as less task oriented and ore relationship oriented, compared to men. Lastly, they hypothesized that when compared to men, women would be devalued with respect to their

managerial skills. They found that there was a significant higher preference for males to have the managerial position than females. Surprisingly, they found that the preference for males in the managerial position was higher among female evaluators, suggesting a strong anti-female bias by female evaluators. Third, they found that females applicants were perceived as less task oriented than male applicant, and their skills were devalued compared to male applicants. This study strongly supports the notion that people still have strong discriminatory attitudes against women, even in 2008. It is important to norte that this study took place in Romania. It is possible that Romania is still very conservative in their beliefs about the roles of women.

Current Study

Based on the literature, gender-based discrimination is still a reality in our society. Goldberg's findings and method of studying gender stereotypes was groundbreaking ad lead to the production of interesting research from other researchers. For example, Alice Eagly used the Goldberg paradigm and added a great deal to the literature by creating a theory to explain the occurrence of gender bias,

called the Social Role Congruity Theory. She also later developed the Gender Role Congruity Theory.

A majority of the research has supported the Goldberg paradigm, and a lot of research has also confirmed the Gender Role Congruity Theory (Eagly & Karau, 2002). A good amount of studies found that there were inequalities in the appraisal of female and male candidates, applicants, or authors. In most studies, females were evaluated less favorably than males. There has been a lot of support for Goldberg's findings concerning women's bias against women in male dominated fields. In some cases, they had a stronger tendency than male participants to view females as less qualified (Garcia-Retamero et al, 2006). There have also been studies that found conflicting results. Some studies have found that women were not bias against women in male dominated fields. In fact, some were bias in favor of females (Koenig et al, 2011; Pheterson, 1971). It is unfortunate that these prejudices are still showing up in research, especially in recently conducted studies (see Curseu & Boros, 2008; Garcia-Retamero et al, 2006).

The purpose of this study was to reexamine the Goldberg Paradigm and the Gender Role Congruity Theory in the academic setting. Are we changing for the better in

year 2012? In 2011, Koenig et al suggested that women are no longer bias in favor of men. The present study was interested in examining the attitudes of both male and female evaluators in the college setting. This study was particularly interested to see if gender bias influenced evaluations of college applicants using the Goldberg paradigm. This study manipulated gender and major (math, business, English literature, and art). The present study was also interested to see if masculine and feminine traits predicted evaluations.

Two studies were conducted to examine evidence of gender bias in the academic setting. Study 1 was a replication of Goldberg's (1968) method of utilizing only female participants. Study 2 also examined gender bias in the application setting. The second collected data from both male and female participants.

Study One

Hypothesis 1. There will be a significant difference in evaluations based on two factors, the sex of the applicant and the major of the applicant. More specifically, the study predicts that male applicants will have significantly higher evaluation scores in

stereotypically male dominated fields compared to female applicants.

Hypothesis 2. There will be a significant differences in self evaluations based on the sex of the applicant and the major of the applicant. This hypothesis is based on the notion that exposure to certain applications and their attitudes may reflect how they evaluate their own ability. For example, if female applicants tend to have bias against female applicants in male dominated domains, will this bias effect the perception of their ability as a woman?

Hypothesis 3. Self identified gender traits (measured using the Bem Sex Role Inventory) will serve as a predictor of evaluations of applicants.

Study Two

Hypothesis 1. There will be a significant difference in evaluations of applicants based on 3 factors: sex of the participant, the sex of the applicant, and the major of the applicant. Specifically, we predict that males will be evaluated more favorably than females in stereotypically male dominated fields (ex. Math and business).We also predicted that male participants will have a bias in favor of male applicants and against female applicants. It is

also predicted that a bias against females will be highest among male evaluators.

Hypothesis 2. There will be a significant difference in self-evaluations based the sex of the participant, the sex of the applicant, and the major of the applicant.

Hypothesis 3. Self-identified gender traits will predict evaluations of applicants.

CHAPTER TWO

METHOD

Participants

The first study utilized female students from Psychology classes at a Southern California University. The students received extra credit for their participation. Study 1 replicated Goldberg's method by collecting data from only female students. The sample consisted of 155 students with an age range from 18 to 50. The sample consisted of 37 African Americans, 15 Asians, 24 Caucasians, 68 Hispanic/Latinos, 1 Native American, 10 people selected "other" for their ethnicity.

The second study utilized 191 undergraduate college students (67 males and 124 Females) from introductory psychology classes at a Southern California University. The students received extra credit for their participation. The sample consisted of 22 African Americans, 11 Asian Americans, 58 European Americans, 87 Hispanic/Latino Americans, 2 Middle Eastern, 1 Native American, and 10 students did not specify their ethnicity.

Materials

The surveys contained a consent form, a fictitious undergraduate application, a questionnaire, and a debriefing statement.

Applications and Evaluations

We developed mock applications and applicant evaluations. The participants were given one of the eight applications, and were asked to evaluate the applicant based on the information they read in their application. The applications contained a photograph of either a male or female and the person's major varied (math, business, English literature, or art). The applications were otherwise identical. All of the application information was entirely fictional. The evaluation questionnaire included rating scales on various qualities such as probability of success, competence, creativity, and likelihood of being admitted into college. The rating questionnaire had 23 items and was scored on a 5 point Likert-type scale. An example of an item for this questionnaire is "The applicant will be extremely competent in studying mathematics."

Creative Self-Assessment

The participants' creativity was self-assessed using the Creative Self-Assessment scale (Kaufman & Baer, 2004;

taken from Goldberg, 1999). These items measured students' perceived ability to come up with novel ideas and whether they had a good imagination. A high score on this scale indicates that one is confident in their creative ability. Items were measured on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). An example item from this measure is "I am good at coming up with new and different ideas."

Self-Assessed Competence

A competence scale was administered to examine beliefs about their competence. The scale was taken from The International Personality Item Pool (Goldberg, Johnson, Eber, Hogan, Ashton, Cloninger & Gough, 2006). The scale consisted of 6 items on a 5 point scale from 1 (strongly disagree) to 5 (strongly agree). This scale had a reliability score of .74.

Bem Sex-Role Inventory (BSRI)

This 60 item measure was used to assess degrees of masculinity, femininity, and androgyny according to Bem's (1981)gender schema theory. Bem's theory suggests that individuals have a generalized tendency to understand and process behaviors based on sex-linked associations. Items

are scored on a 7 point Likert scale. Some example items include: self-reliant, assertive, and sympathetic. This measure had a reliability score of .88.

Demographic Questionnaire

The demographic questionnaire consists of 6 items. Participants were asked questions regarding their age, gender, major, ethnicity, and political preference.

Research Design

Study one will use a 2 (Sex of Applicant: Male vs. Female) x 4 (Major: Art, Business, English, or Math) between subjects factorial design was used to test hypotheses 1 and 2. A Regression analysis was also conducted to examine the relationship between gender traits (using BSRI) and evaluations of applications.

Study two will a 2 (Sex of participant: Male vs. Female) x 2 (Sex of applicant: Male vs. Female) x 4 (Major: Art, Business, English, or Math) between subject factorial design was conducted to test hypotheses 1 and 2. A regression analysis was conducted to examine the relationship between gender traits and evaluations.

Procedure

The participants were recruited from undergraduate university courses. Surveys containing a consent form, a mock undergraduate application, a questionnaire, and debriefing form were administered. Study 1 administered in paper format and study 2 administered the surveys online. The participants were informed of the purpose of the research and received credit for their participation. The applications varied on gender and major. After reading the applications, the participants will be asked to rank applicants on various qualities including: intelligence, creativity, success, and the likelihood of being admitted into college. The duration of the survey has been estimated at 45 minutes. All of the information on the applications was entirely fictional.

CHAPTER THREE

RESULTS

The current research examined gender bias in the academic setting. This study was interested in examining the attitudes of both male and female evaluators in the college setting. This study was particularly interested to see if gender bias influenced evaluations of college applicants using the Goldberg paradigm.

Reliability

Reliability analysis was conducted to evaluate the internal consistency reliability for each measure using SPSS. All of the evaluation measures were reliable. The success rating scale had a Cronbach's Alpha coefficient of .894, and the competence rating scale had an Alpha coefficient of .778. The admissions and creativity rating scales had lower reliability Alpha coefficient scores (α= .631 and α= .637. The self-assessment measures were also reliable with sex role traits as the highest internal consistency measure with a Cronbach's Alpha of .89,

followed by the Creative Self Assessment (α=.81), and competence (α=.65).

Study One

A 2 (Sex of Applicant: Male vs. Female) x 4 (Major: Art, Business, English, or Math) between subjects factorial MANOVA was conducted to examine differences in evaluations and self-evaluations. A Regression analysis was also conducted to examine the relationship between gender traits (using BSRI) and evaluations of applications.

Hypothesis 1. A 2 way factorial MANOVA was conducted to examine differences in ratings of success, competence, creativity, and overall positive ratings. There was a significant difference in ratings of success as a result of applicant major, $F(3,155)=3.26$, $p<.05$. Applicants who were math (M=8.3) and business majors (M=8.47) were rated slightly higher than those majoring in English (M=8.05) and art (M=8.09). The sex of the applicant did not have an overall main effect on success ratings. However, there were significant differences within each major. There was a significant interaction between applicant major and applicant sex, $F(3,155)=3.53$, $p<.05$. Females (M=12.44) were rated more successful in math than males (M=11.30). Male

applicants who declared business and English as a major were rated higher in likeliness to succeed than females with the same major. See Table 1.

There was a significant difference in competence evaluations, $F(1,155)=4.61$, $p<.05$ between male applicants ($M=15.77$) and female applicants ($M=14.65$). See Table 2. There was no significant difference between applicant majors. There was a significant difference in creativity ratings between male and female applicants, $F(3, 155)= 6.31$, $p<.05$. Female applicants had lower rating of creativity ($M=18.90$) compared to male applicants ($M=20.47$). There was also a significant difference in creativity between majors, $F(3, 155)=3.64$, $p<.05$. Those majoring in business ($M=21.11$) and English ($M=20.30$) had higher ratings than those majoring in math ($M=18.30$) and art ($M=19.34$). See Table 3. There was a significant mean difference in overall positive ratings as a result of applicant major, $F(3, 155)=2.64$, $p<.05$. See Table 4.

Table 1. Means and Standard Deviations in Success Ratings.

Major	App.Sex	Mean	St. Dev.
Math	Male	11.38	2.15
	Female	12.44	1.94
	Total	11.87	2.10
Business	Male	12.81	1.33
	Female	12.50	1.22
	Total	12.69	1.28
English	Male	11.88	2.51
	Female	11.38	2.06
	Total	11.63	2.28
Art	Male	12.15	2.11
	Female	10.200	2.70
	Total	11.04	2.63
Total	Male	12.07	2.07
	Female	11.45	2.33
	Total	11.77	2.22

Table 2. Means and Standard Deviations in Competence Ratings.

App.Sex	Major	Mean	Std. Dev.
Male	Math	14.95	2.71
	Business	16.54	3.09
	English	16.11	3.37
	Art	15.47	2.85
	Total	15.77	3.01
Female	Math	13.38	3.32
	Business	15.28	3.19
	English	15.27	3.00
	Art	14.76	3.36
	Total	14.65	3.26
Total	Math	14.23	3.07
	Business	16.05	3.15
	English	15.69	3.17
	Art	15.06	3.14
	Total	15.23	3.18

Table 3. Means and Standard Deviations in Creativity Ratings.

Major	App.Sex	Mean	Std. Dev.
Math	Male	18.42	2.27
	Female	18.16	3.71
	Total	18.30	2.98
Business	Male	21.72	3.61
	Female	20.14	2.34
	Total	21.11	3.24
English	Male	21.44	4.70
	Female	19.16	3.63
	Total	20.30	4.30
Art	Male	20.36	4.16
	Female	18.56	3.75
	Total	19.34	3.99
Total	Male	20.47	3.90
	Female	18.90	3.49
	Total	19.71	3.78

Table 4. Means and Standard Deviations in Overall Positive Ratings.

Major	App. Sex	Mean	St. Dev
Math	Male	23.04	3.38
	Female	24.50	3.05
	Total	23.71	3.27
Business	Male	25.36	2.73
	Female	24.64	2.30
	Total	25.08	2.56
English	Male	24.11	3.32
	Female	22.88	3.37
	Total	23.50	3.35
Art	Male	24.21	3.32
	Female	21.72	3.73
	Total	22.79	3.73
Total	Male	24.20	3.24
	Female	23.21	3.43
	Total	23.72	3.36

Hypothesis 2. Another 2 way factorial MANOVA was conducted to examine differences in self-ratings in creativity and competence. There were no significant differences in self-ratings of creativity or competence.

Hypothesis 3. A linear regression was conducted to examine if gender traits served as a predictor of applicant evaluations. Only the feminine gender trait significantly

predicted evaluations (β=.244, t (154)= 2.59, p<.01). A significant proportion of the variance was explained by this gender trait R=.12, F(3,154)=3.48, p<.05. See Table 5.

Table 5. Predictors of Applicant Evaluations.

Gender Trait	B	SE B	β	Sig.	t	R	R^2
Femininity	1.39	.53	.24	.01	2.59	.25	.06
Masculinity	-.43	.46	.08	.34	-.94		
Androgynous	.24	.62	.04	.69	.39		

Study Two

Hypothesis 1. A 2 (Sex of participant: Male vs. Female) x 2 (Sex of applicant: Male vs. Female) x 4 (Major: Art, Business, English, or Math) between subject factorial MANOVA was conducted to examine differences in evaluations of applicants. The applicants were evaluated on success, competence, and creativity. The study also examined overall positive rating of the applicants.

There was no significant difference in success ratings. There were also no significant differences in

competence for gender, sex of applicant, or major of the applicant. There was however a significant interaction between the sex of an applicant and gender, $F(1,191)=6.11$, $p<.05$. There was a significant difference in creativity evaluations between male and female participants, $F(1,191)=10.47$, $p<.01$. Males rated all applicants higher in creativity than female evaluators. There was no evidence of gender bias. There was also a significant difference in creativity between applicant majors, $F(3,191)= 4.37$, $p<.01$ (See Table 6). The creativity scores were highest for English ($M=14.06$) and business majors ($M=14.63$). See Figures 10 and 11 in Appendix C.

Overall positive evaluations were significantly different, $F(1,191)=6.93$, $p<.01$ (See Table 7). Male evaluators rated male ($M=36.5$) applicants higher than female applicants ($M=34.18$). See Figure 12 in Appendix C.

Table 6. Means and Standard Deviations in Creativity Ratings.

Gender of Participant	Major	Mean	Std. Dev.
Male	Math	15.40	3.36
	Business	14.71	2.81
	English	17.57	3.59
	Art	12.14	2.41
	Total	14.92	3.52
Female	Math	13.11	1.45
	Business	13.88	2.98
	English	13.33	2.02
	Art	13.60	2.19
	Total	13.49	2.22
Total	Math	13.63	2.17
	Business	14.12	2.90
	English	14.68	3.24
	Art	13.13	2.31
	Total	13.90	2.71
Male	Math	14.75	1.03
	Business	17.00	3.63
	English	13.80	3.11
	Art	13.00	3.54
	Total	14.60	3.41
Female	Math	13.93	1.43
	Business	13.61	2.72
	English	13.33	2.52
	Art	13.12	2.39
	Total	13.49	2.26
Total	Math	13.63	1.34
	Business	14.63	3.54
	English	14.06	2.72
	Art	13.10	2.62
	Total	13.95	2.83

Table 7. Means and Standard Deviations in Overall Positive Evaluations.

Sex of App.	Gender	Major	Mean	SD
Male	Male	Math	34.60	4.66
		Business	35.71	5.46
		English	38.28	4.82
		Art	36.85	4.94
		Total	36.50	4.89
	Female	Math	34.17	3.37
		Business	33.77	4.34
		English	32.80	3.78
		Art	32.60	2.16
		Total	33.38	3.52
	Total	Math	34.27	3.58
		Business	34.32	4.65
		English	34.54	4.79
		Art	33.95	3.77
		Total	34.27	4.18
Female	Male	Math	33.50	5.83
		Business	34.54	6.26
		English	32.70	5.55
		Art	35.41	2.39
		Total	34.14	5.04
	Female	Math	33.06	5.10
		Business	37.00	3.55
		English	33.80	4.19
		Art	34.18	3.01
		Total	34.42	4.19
	Total	Math	33.21	5.23
		Business	35.87	5.02
		English	33.36	4.70
		Art	34.71	2.78

Hypothesis 2. Another 2 (Sex of participant: Male vs. Female) x 2 (Sex of applicant: Male vs. Female) x 4 (Major: Art, Business, English, or Math) between subject 3-way factorial MANOVA was conducted to examine differences in self-evaluations. There were no significant differences in self evaluated competence, however, there was a significant interaction between the sex of the applicant, the gender of the evaluator, and applicants' major, $F(3,191)=3.266$, $p<.05$. There was a significant difference in self-assessed creativity between males and females, $F(1,191)= 9.09$, $P<.01$ (See Table 8). Males had a higher score in creativity ($M=21.91$) than females ($M=19.81$). See Figure 13.

Table 8. Means and Standard Deviations in Creative Self Assessment Scores.

Gender	Major	Mean	St. Dev.
Male	Math	21.38	5.22
	Business	22.44	3.79
	English	21.35	3.21
	Art	22.26	4.47
	Total	21.91	4.10
Female			
	Math	19.71	3.38
	Business	20.12	4.31
	English	19.33	3.93
	Art	20.06	3.53
	Total	19.81	3.77

Hypothesis 3: A linear regression was conducted to examine if gender traits served as a predictor of applicant evaluations. Gender traits from the gender traits did not significantly predict evaluations.

CHAPTER FOUR

DISCUSSION

The purpose of this study was to implicitly examine gender bias in the academic setting. The present study was interested in examining the attitudes of both male and female evaluators in the college setting. This study was particularly interested to see if gender bias influenced evaluations of college applicants using the Goldberg paradigm. This study was divided in to two parts. The first part replicated Goldberg's method by using only female participants. The second part examined gender bias among male and female college students.

The present study predicted that evaluations of college applicants would differ based on the applicant's gender and major. This was based on Alice Eagly's theory that females are commonly undervalued when they obtain a role, or try to obtain a position that is stereotypically male dominated (Gender Role Congruity theory; Eagly et al, 2002). The study also predicted that the self-evaluations of the participants would vary based on the application they evaluated. This effect was expected to be

significantly greater in females if they held stereotypical beliefs about their own gender group.

Lastly, the current study predicted that self-identified gender traits would be predictive of applicant evaluations. This was based on the notion that certain gender traits are more likely to display gender-biased attitudes, and some are more likely to be more liberal in their perspectives on gender roles.

Each study made the same predictions, but used different samples. In study one, the results supported the first hypothesis. There were significant differences in some of the evaluations, but not all of them. The study found that evaluations of success varied based on major but not on the applicant's gender. Those who were math or business majors were rated more likely to succeed. Our findings are moderately consistent with the idea that both of these positions are considered powerful fields, and male dominated. There was no significant difference in success due to the applicant' sex overall, but there was a significant interaction between major and sex. In other words, evaluations differed between male and female applicant within certain majors.

The results of the present study found that scores of success were the highest among females who chose a math major. In fact, the female applicant was rated higher in math than the male applicant in math. This goes against the stereotypical belief that females perform worse in math than women. This is consistent with Levenson, Brent, Bonno, and Davis (1975). In their study, they found that female evaluators to evaluated female student more favorably. The same seemed to happen in this study, although in our study it was not an extremely big difference.

The study also found that there was a significant difference in ratings of competence, creativity and overall positive evaluations. Male applicants had significantly higher ratings in male dominated fields, especially in business. This is consistent with past work (Goldberg, 1968).

The second hypothesis was not supported by our findings. Reviewing the applicant information did not influence how they perceived themselves. This is not surprising since the female evaluators in this study did not show evidence of a strong female bias or male bias in male domains. Since they didn't have stereotypical beliefs

about the role of females, it makes sense that their self-perception of female applicants would not be tainted.

The third prediction was partially supported by the literature. The femininity trait of the participants served as a significant prediction of applicant evaluations. The other two traits (masculinity and Androgynous) did not predict applicant evaluations.

For the second study, it was predicted that evaluations would be effected by three factors: the sex of the applicant, the sex of the evaluator, and the major of the applicant. They found that ratings in creativity were significantly different among evaluators. Male evaluators tended to be more liberal with their evaluations with all participants. There was a significant difference in overall evaluations. male evaluators rated male applicants ore favorable than female applicants. This is consistent with previous research and supports the hypothesis. Previous research has found that males tend to be biased against females and biased in favor of men (Eagly & Karau, 2002).

The second hypothesis was that there would be a significant difference in self-evaluations. The hypothesis was only partially supported. Male participants evaluated themselves higher in self-assessed creativity than females.

There were no significant findings for evaluations and self-identified ratings.

Future Research and Limitations

Future research on this topic should be conducted among diverse groups to examine cultural differences in gender bias attitudes. It would also be a good idea to include a scale that measured participant's opinions about the roles of men and women.

One of the main limitations of this study was that it did not have enough male participants. In study two, there were 124 females and only 67 males. We will attempt to collect more male participants for future research.

Conclusion

The findings of this study did somewhat add to the previous studies. The results confirmed that some gender bias does exist in present times, even in the college setting. Through the analysis, we also found that females have changed in their way of thinking. When examining female participants, we noticed that a lot of them have more favorable views toward women in male dominated roles.

APPENDIX A

SUMMARY OF DEMOGRAPHIC VARIABLES

Summary of Demographic Variables

	Frequency	Percent
Study 1		
Gender		
Male	67	35.1
Female	124	64.9
Age 17-61		
Ethnicity		
African American	22	11.5
Asian	11	5.8
Caucasian	58	30.4
Hispanic American/Latino	87	45.5
Middle Eastern	2	1.0
Native American	1	.5
Other	10	5.2
Study 2		
Gender		
Male	0	0
Female	155	100.0
Age 18-58		
Ethnicity		
African American	37	23.9
Asian	15	9.7
Caucasian	24	15.5
Hispanic American/Latino	68	43.9
Middle Eastern	0	0
Native American	1	.6
Other	10	6.5

APPENDIX B

FIGURES FOR STUDY ONE

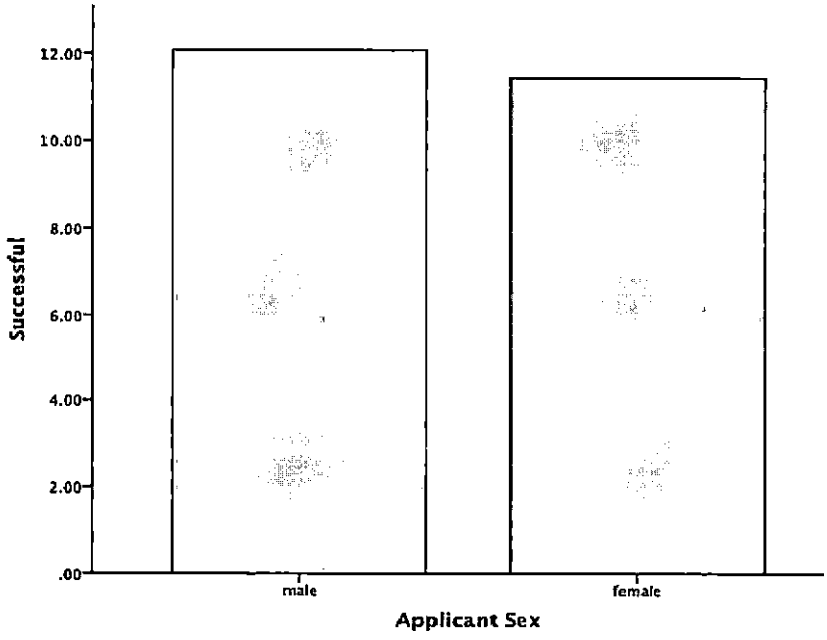

Figure 1. Differences in Success Ratings Between Male and Female Applicants

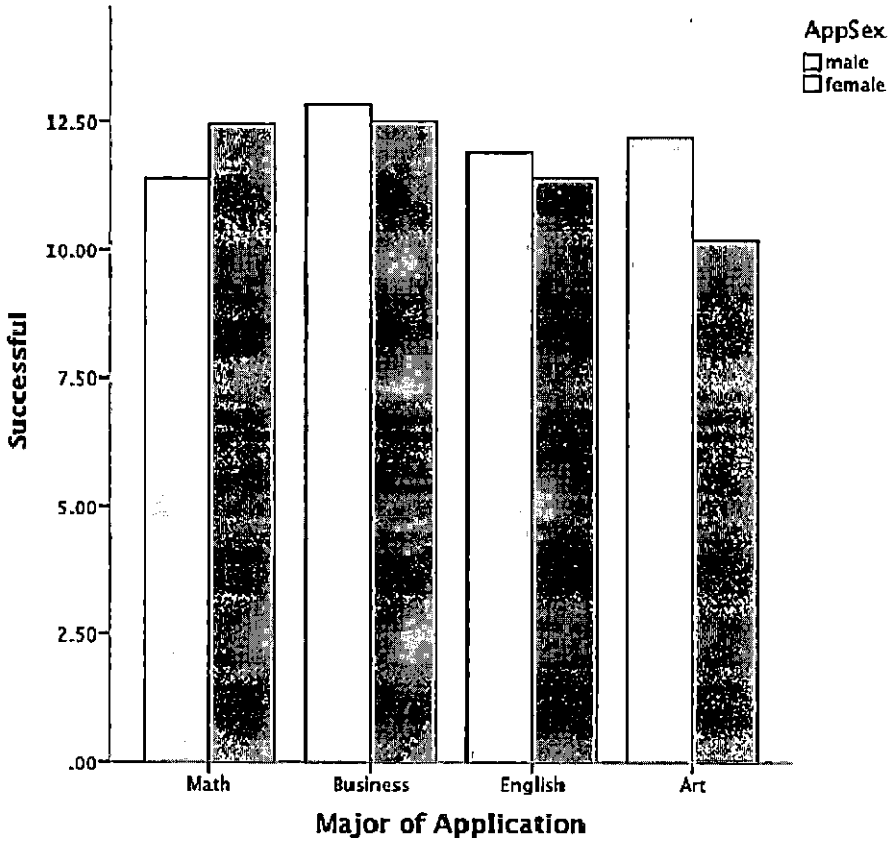

Figure 2. Differences in Success Ratings Between Major and Sex of Applicant.

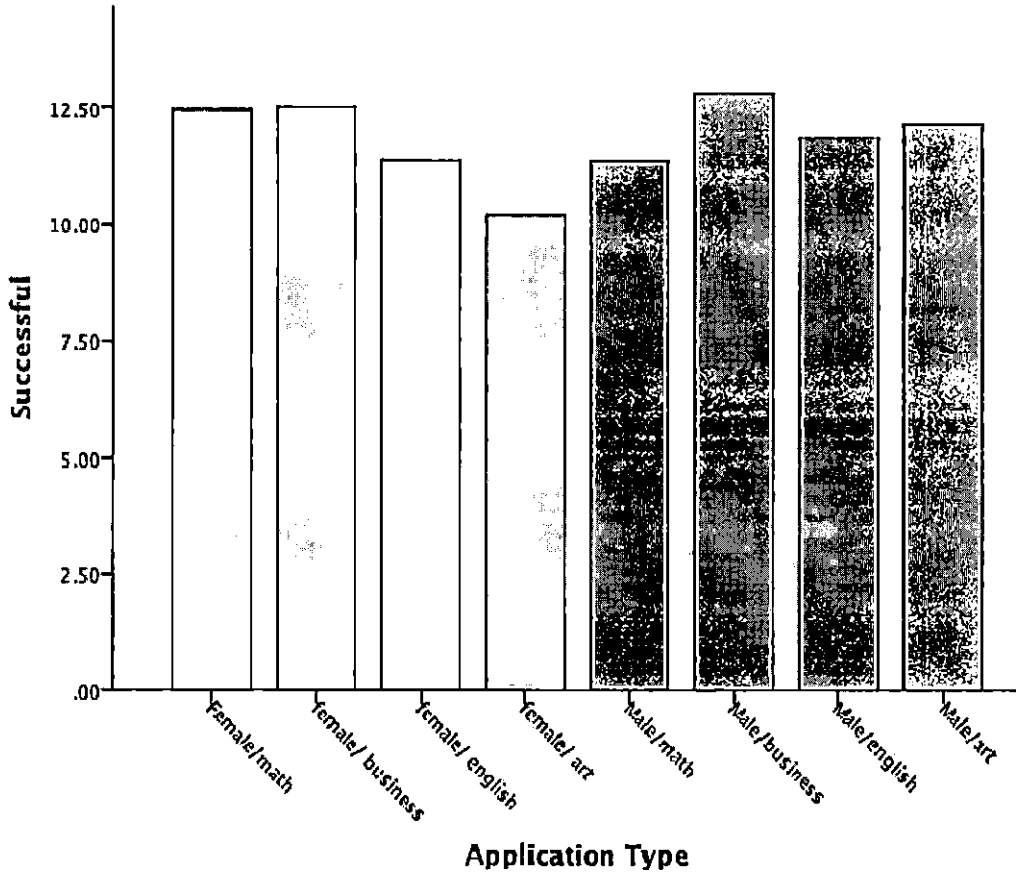

Figure 3. Mean Difference in Evaluations of Success Due to an Interaction Between the Sex of the Applicant and their Major.

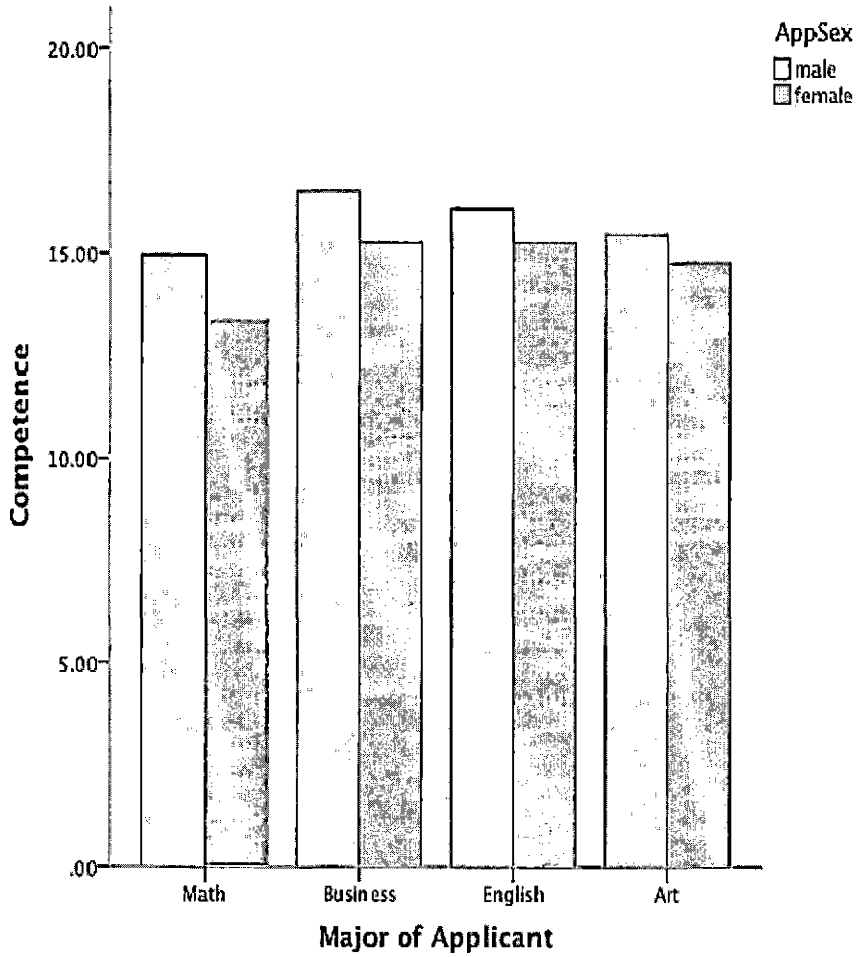

Figure 4. Mean Differences in Competence Ratings Due to Major and Sex of Applicant.

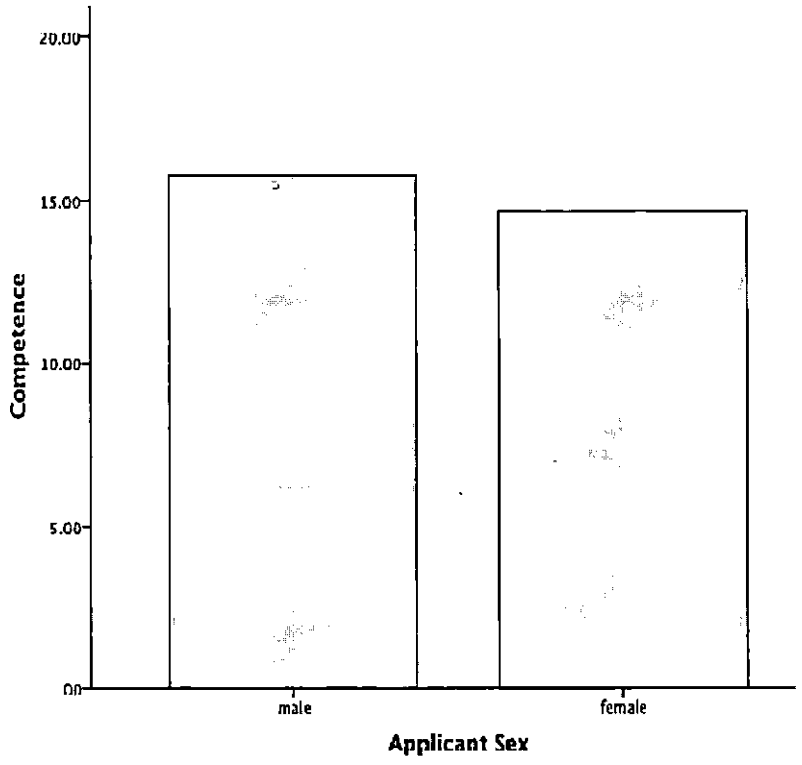

Figure 5. Competence Evaluations of Male and Female Applicants.

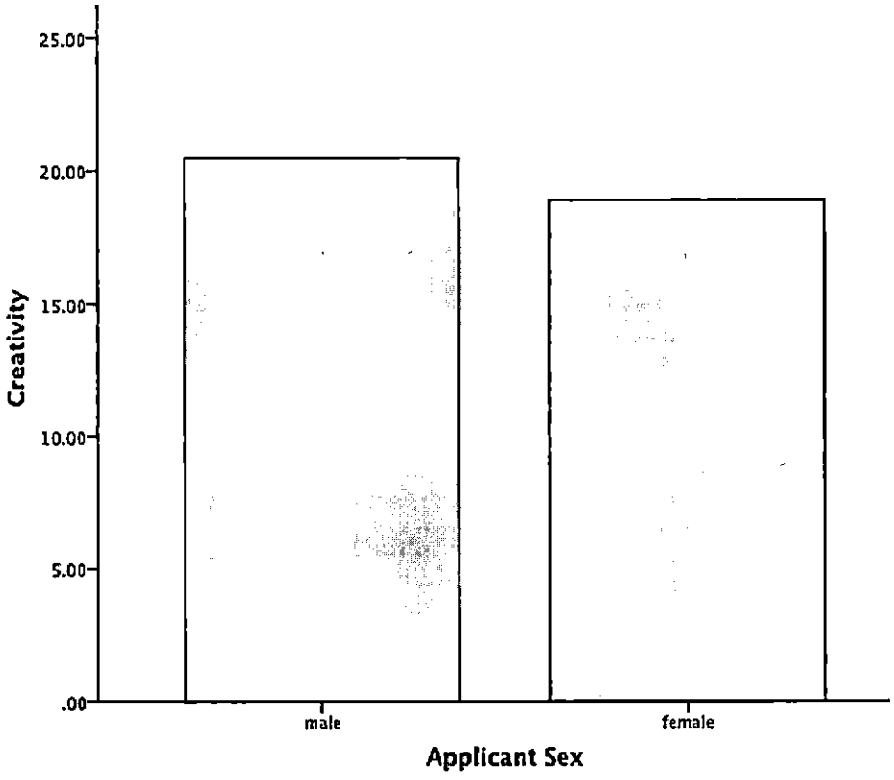

Figure 6. Differences in Creativity Ratings Between Male and Female Applicants.

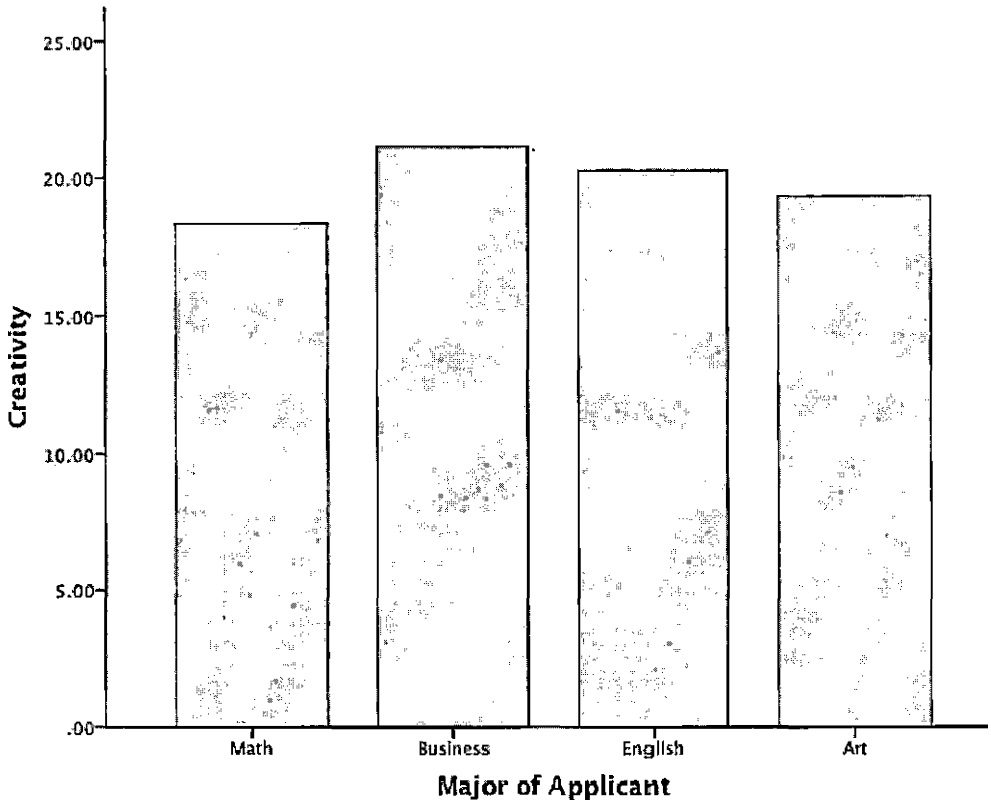

Figure 7. Differences in Ratings of Creativity Due to Applicants Major.

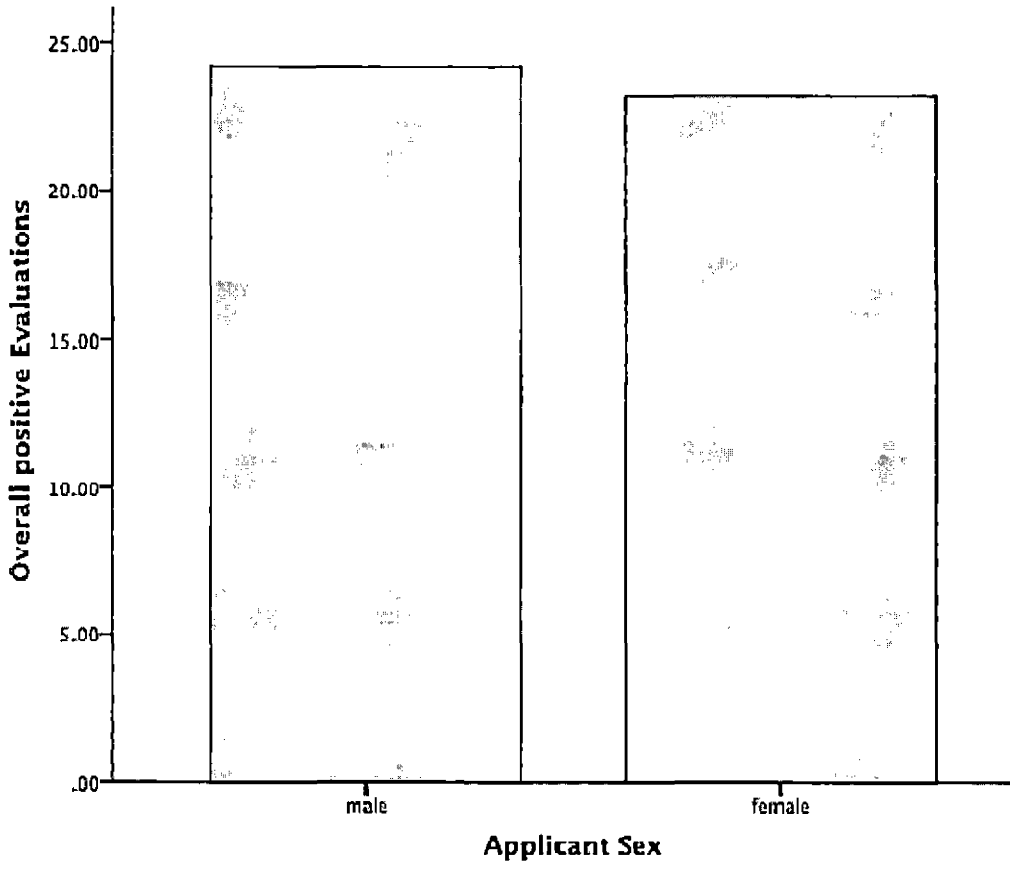

Figure 8. Mean Differences in Overall Positive Ratings between Male and Female Applicants.

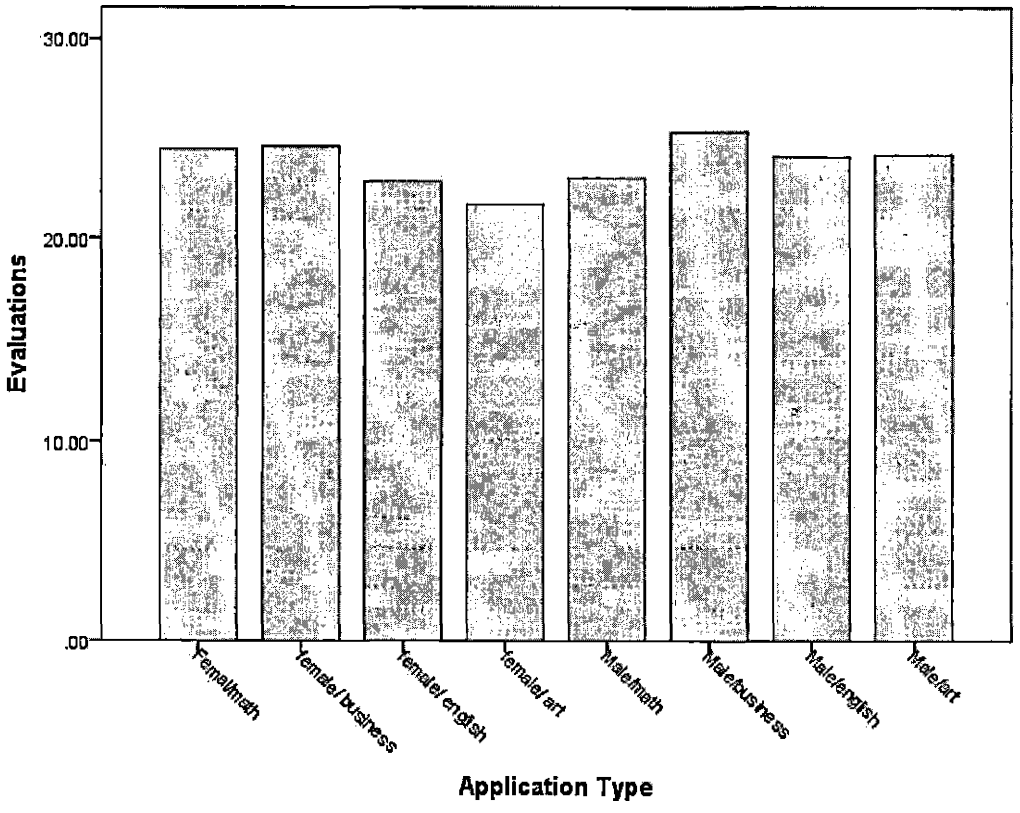

Figure 9. Differences in Overall Positive Evaluations Due to Sex of Applicant and Applicants' Major.

APPENDIX C

FIGURES FOR STUDY TWO

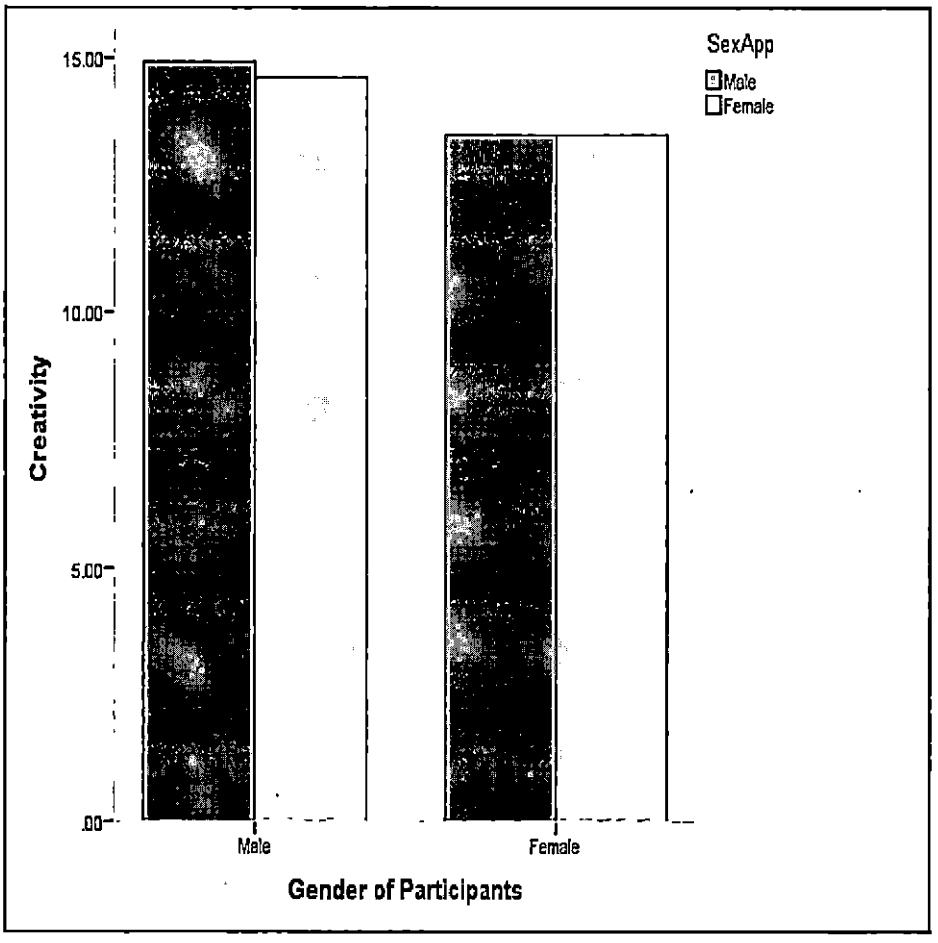

Figure 10. Mean Differences in Creativity Ratings Between Male and Female Participants.

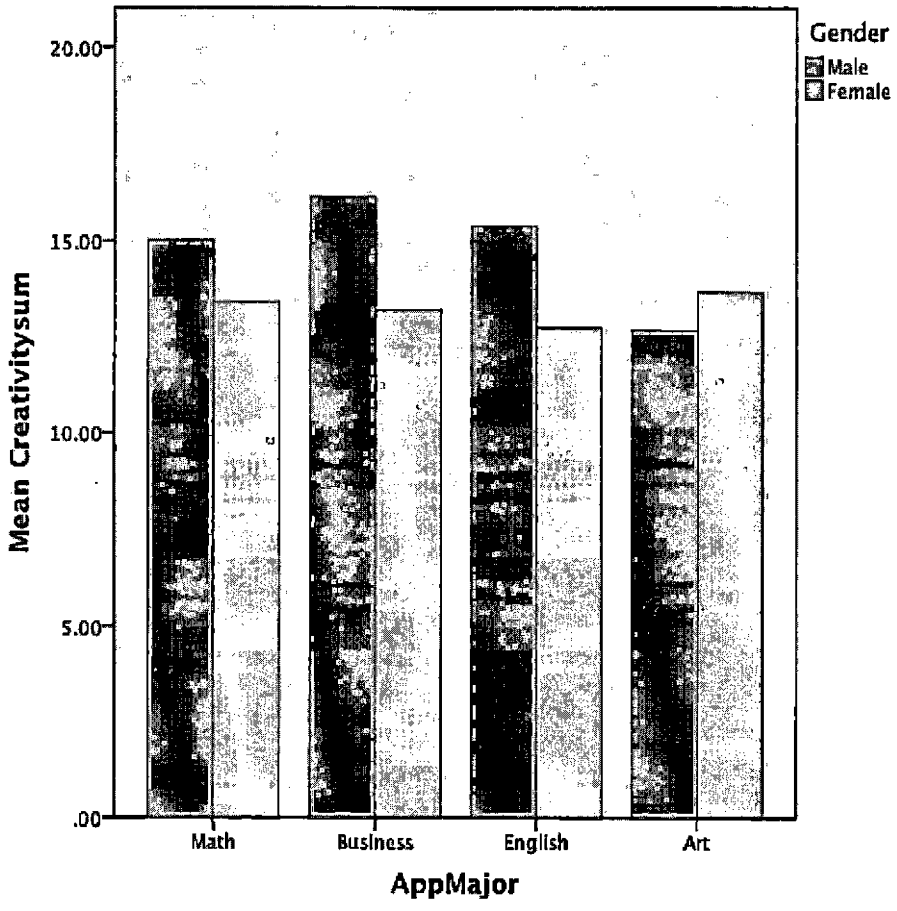

Figure 11. Differnces in Creative Ratings Due to Major.

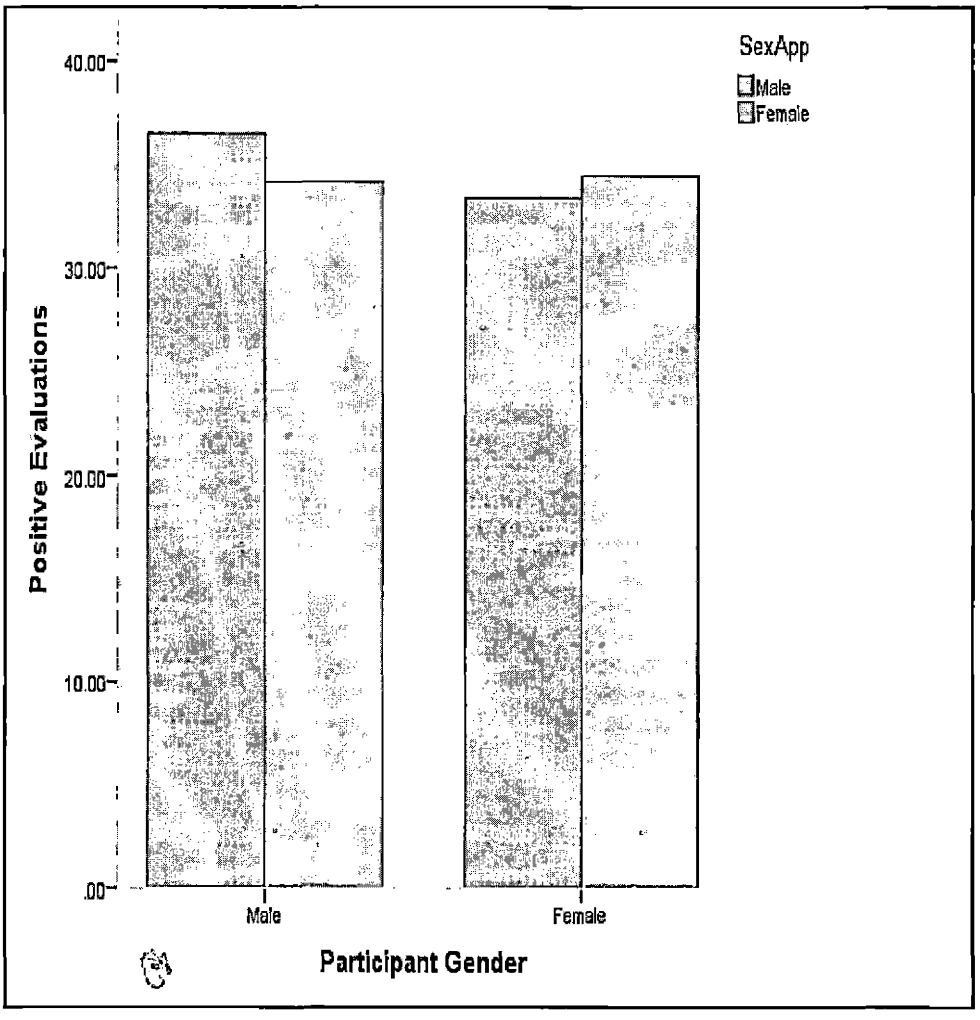

Figure 12. Differences in Overall Positive Evaluations Due to Participant Gender and Applicants Gender.

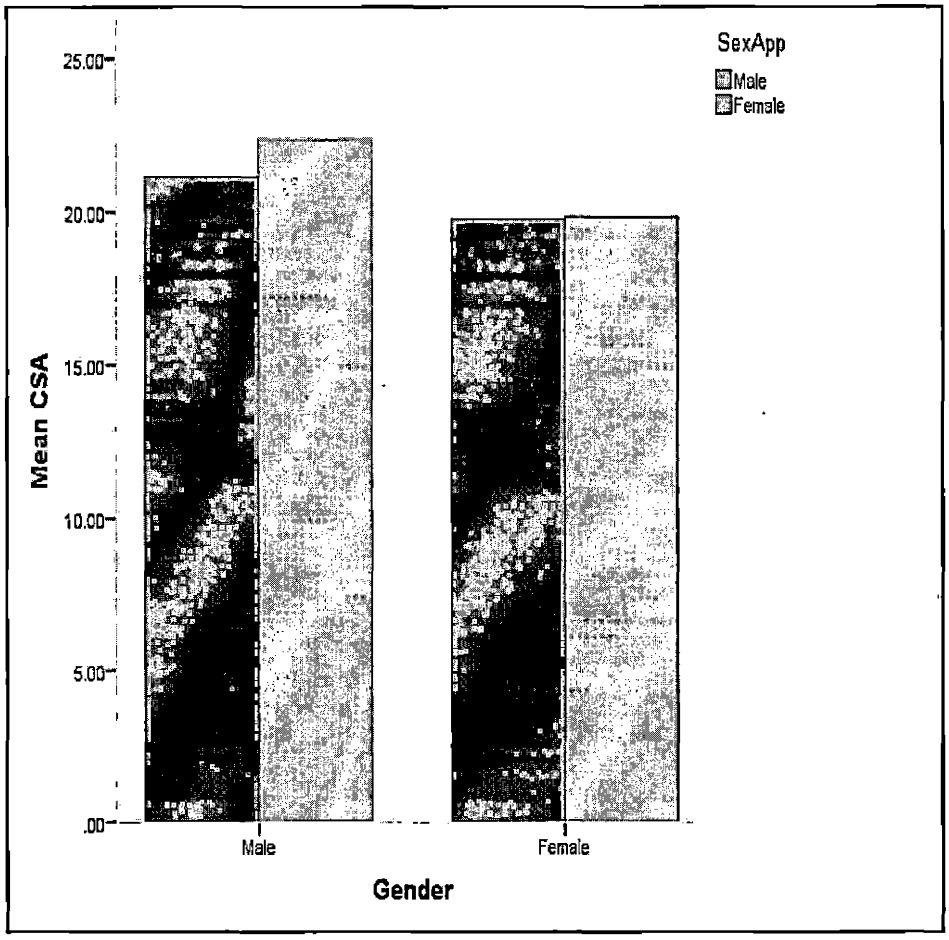

Figure 13. Differences in CSA Scores Between Male and Female Participants

APPENDIX D

COMPLETE SURVEY

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

College of Social and Behavioral Sciences
Department of Psychology

Informed Consent

The study in which you are invited to participate is designed to investigate various qualities that influence one's chance of be admitted into college. Candice Davis is conducting this study under the supervision of Dr. James Kaufman, Professor of Psychology at the California State University, San Bernardino (CSUSB). This study has been approved by the Department of Psychology Institutional Review Board Subcommittee of the California State University, San Bernardino, and this consent form should bear the official Psychology Subcommittee IRB stamp of approval. The University requires that you give your consent before participating in this study.

You will be asked to evaluate a potential college applicant, then answer some questions and complete some brief surveys. We anticipate this study will take approximately 20 minutes. All of your responses will be kept completely anonymous; your name will not be collected and the researcher will not share the data outside of the research project. If you are a CSUSB student and psychology major, you will be asked to provide your SONA ID for 1 extra credit point. Contact information for SONA extra credit will be stored separately from the survey responses in order to protect the anonymity of your responses. All data will be reported in group form only and stored in a CSUSB password protected computer. Data will be destroyed seven years after publication. Summary results of this study will be available from James Kaufman at jkaufman@csusb.edu no earlier than December 30, 2013.

Your participation in this study is entirely voluntary. You are free to withdraw your participation at any time during the study without penalty or loss of benefit to which you are otherwise entitled. You are also free to remove any data at any time. This study entails no risk beyond those routinely encountered in daily life, nor does it provide any direct benefits to individual participants. When you complete the rating task, if you are a CSUSB psychology student, at your instructor's discretion, you may receive 1 unit of extra credit.

If you have any question regarding the content of the study, please feel free to contact Dr. James C. Kaufman at (909) 537-3841 or jkaufman@csusb.edu. If you have any concerns regarding the study, please feel free to contact the Psychology Subcommittee at Psyc.IRB@csusb.edu. Again, please note that your responses will remain completely anonymous. Please try to answer as many questions as possible to the best of your knowledge. Thank you for your participation.

I acknowledge that I have been informed of, and that I understand the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

I acknowledge that I have been informed of, and understand the true nature and purpose of this study, and I freely consent to participate. I acknowledge that I am at least 18 years of age. Please indicate your desire to participate by placing and "X" on the line below.

Participant's X: _____

Date: _____

CALIFORNIA STATE UNIVERSITY PSYCHOLOGY INSTITUTIONAL REVIEW BOARD SUB-COMMITTEE			
APPROVED	1/20/12	VOID AFTER	1/20/13
IRB #	H-12WI-20	CHAIR	

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Undergraduate Application

Social Security #: XXX-XX-XXXX

Personal Information

Full Name (Please print): Marshall (Last) Danielle (First) Michelle (Middle)

Preferred First name: Danielle Birth date: 08/16/1990

□Male ■ Female

Address: XXXX Terrace Dr. (Street address or PO Box) San Bernardino (City) CA (State) XXXX (Zip)

Phone: (XXX) XXX-XXXX

Email address: Marshd1783@yahoo.com

Ethnicity

■ White □ Black □ Hispanic/Latino □ Asian
□ Native American/ Alaskan Native □ Other _____

Resident: _____

Citizenship

■ U.S Citizen □ Permanenty □ Non Resident:

Education

Intended Major: Mathematics with a concentration in geometry

Enrollment Date: 9 /2009

Do you intend to apply for financial aid? ■ Yes □ No

Do you intend to apply for merit based scholarships? ■ Yes □ No

High School(s) and college(s) Attended:

School Name	City	State	From	To
Cajon High School	San Bernardino	CA	200	2008

Did/will you graduate? ■ Yes □ No
High School GPA: 3.4 SAT test score: 1080
ACT test score: 22

Honors/Awards:

Title of honors or award	Date received
Good Citizenship Award	2008
Honors Geography	2008
Best improved Soccer player	2008

Activities

Extracurricular: Please list any extracurricular, community and voluntary activities and hobbies.

Activity/Hobby	Positions	Date participated
Key Club	Treasurer	2006- 2008
Techn. Coordinator	Three Productions	2004-2006
Mary's Table	Volunteere	Summer, 2007
Toy drives	Led by Key Club	December, 2006
Second Clarinet	Cajon High Band	2004 - 2008

Toy drives by Key Club December, 2006

References

Name : Mr. David Brown Phone: (XXX)- XXX-XXXX

Position: Geometry Teacher E-mail: brownd2y34@msn.com

Name : Mrs. Nancy West Phone: (XXX)- 534-XXXX

Position: Guidance Counselor E-mail: westn42U@gmail.com

Name : Mr. Charles Gibbs Phone: (XXX)- XXX-XXXX

Position: Soccer Coach/Social Studies Teacher

E-mail: gibbsc33V@gmail.com

Name : Ms. Cynthia Daniels Phone: (XXX)XXX-XXXX

Position: Key Club Advisor E-mail: danielc223@msn.com

Personal Statement

I am very excited about the possibility of attending California State University at San Bernardino, because they have a wonderful reputation as an institution. I believe I have the qualities to succeed as a student at CSUSB. I am interested in majoring in math with a focus on geometry. I've always enjoyed math because it requires the ability to solve challenging problems.

The strongest influence in my decision to attend college was my father, who never went to college. My father worked hard for years at a factory, which paid very little. Watching my dad struggle to provide for the family was enough motivation for me. I don't want to struggle financially like my father did. I also want to show that his hard work was not in vain. Because of his hard work I am able to get an education and become the person he always wanted me to be.

I believe I am an exceptional candidate for the undergraduate mathematics program at California State University at San Bernardino, because I am a hard worker and a team player. I will be able to work effectively with my class mates on group assignments and on independent assignments. I hope that I can bring something to CSUSB and contribute to a legacy of producing outstanding scholars.

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Undergraduate Application

Social Security#: XXX-XX-XXXX

Personal Information

Full Name (Please print): Marshall Daniel Michael
Last First Middle

Preferred First name: Daniel Birth date: 08/16/1990
■ Male □ Female

Address: XXXX Terrace Dr. San Bernardino CA XXXXX
Street address or PO Box City State Zip

Phone: (XXX)XXX-XXXX
Email address: Marshd1783@yahoo.com

Ethnicity

■ White □ Black □ Hispanic/Latino □ Asian
□ Native American/ Alaskan Native □ Other _____

Citizenship

■ U.S Citizen □ Permanent Resident: □ Non Resident:

Education

Intended Major: Mathemeatics

Enrollment Date: 9 /2009
Do you intend to apply for financial aid? ■ Yes □ No
Do you intend to apply for merit based scholarships? ■ Yes □ No
Do you intend to be full time? ■ Yes □ No
Do you intend to earn a degree? ■ Yes □ No

High School(s) and college(s) Attended:

School Name	City	State	From	To
Cajon High School	San Bernardino	CA	200	2008

Did/will you graduate? ■ Yes □ No
High School GPA: 3.4 SAT test score: 1080
ACT test score: 22

Honors/Awards:

Title of honors or award	Date received
Good Citizenship Award	2008
Honors Geography	2008
Best improved Soccer player	2008

Activities

Extracurricular: Please list any extracurricular, community and voluntary activities and hobbies.

Activity/Hobby	Positions held, honors	Date participated
Key Club	Treasurer	2006- 2008
Techn. Coordinator	Three Productions	2004-2006
Mary's Table	Volunteere	Summer, 2007
Toy drives	Led by Key Club	December, 2006
Second Clarinet	Cajon High Band	2004 - 2008

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Name : Mrs. Nancy West Phone: (XXX)- XXX-XXXX

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CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Undergraduate Application

Social Security#: XXX-XX-XXXX

Personal Information

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Birth date: 08/16/1990
□Male ■ Female

Address: XXXX Terrace Dr. (Street address or PO Box) San Bernardino (City), CA (State) XXXXX (Zip)

Phone: (XXX)XXX-XXXX
Email address: Marshd1783@yahoo.com

Ethnicity

■ White □ Black □ Hispanic/Latino □ Asian
□ Native American/ Alaskan Native □ Other _____

Citizenship

■ U.S Citizen □ Permanent Resident □ Non Resident:

Education

Intended Major: Art
Enrollment Date: 9 /2009

Do you intend to apply for financial aid?	■ Yes	□ No
Do you intend to apply for merit based scholarships?	■ Yes	□ No
Do you intend to be full time?	■ Yes	□ No
Do you intend to earn a degree?	■ Yes	□ No

High School(s) and college(s) Attended:

School Name	City	State	From	To

Cajon High School San Bernardino CA 200 2008
Did/will you graduate? ■ Yes □ No
High School GPA: 3.4 SAT test score: 1080
ACT test score: 22

Honors/Awards:

Title of honors or award	Date received
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Honors Geography	2008
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Activities

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Key Club	Treasurer	2006- 2008

References

Name : Mr. David Brown Phone: (XXX)- XXX-XXXX

Position: Geometry Teacher E-mail: brownd2y34@msn.com

Name : Mrs. Nancy West Phone: (XXX)- XXX-XXXX

Position: Guidance Counselor E-mail: westn42U@gmail.com

Name : Mr. Charles Gibbs Phone: (XXX)- XXX-XXXX

Position: Soccer Coach/Social Studies Teacher

E-mail: gibbsc33V@gmail.com

Name : Ms. Cynthia Daniels Phone: (XXXX)- XXX-XXXX

Position: Key Club Advisor E-mail: danielc223@msn.com

Personal Statement

I am very excited about the possibility of attending California State University at San Bernardino, because they have a wonderful reputation as an institution. I believe I have the qualities to succeed as a student at CSUSB. I am interested in majoring in art with a focus on painting. I've always enjoyed art because it requires the ability to capture something and express it in a different way.

The strongest influence in my decision to attend college was my father, who never went to college. My father worked hard for years at a factory, which paid very little. Watching my dad struggle to provide for the family was enough motivation for me. I don't want to struggle financially like my father did. I also want to show that his hard work was not in vain. Because of his hard work I am able to get an education and become the person he always wanted me to be.

I believe I am an exceptional candidate for the undergraduate art program at California State University at San Bernardino, because I am a hard worker and a team player. I will be able to work effectively with my class mates on group assignments and on independent assignments. I hope that I can bring something to CSUSB and contribute to a legacy of producing outstanding scholars.

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Undergraduate Application

Social Security#: XXX-XX-XXXX

Personal Information

Full Name (Please print): Marshall (Last) Daniel (First) Michael (Middle)

Preferred First name: Daniel Birth date: 08/16/1990

■ Male □ Female

Address: XXXX Terrace Dr. (Street address or PO Box) San Bernardino (City) CA (State) XXXXX (Zip)

Phone: (XXX)XXX-XXXX
Email address: Marshd1783@yahoo.com

Ethnicity

■ White □ Black □ Hispanic/Latino □ Asian
□ Native American/ Alaskan Native □ Other _____

Citizenship

■ U.S Citizen □ Permanent Resident: □ Non Resident:

Education

Intended Major: Art with an emphasis on painting

Enrollment Date: 9/2009

Do you intend to apply for financial aid?	■ Yes	□ No
Do you intend to apply for merit based scholarships?	■ Yes	□ No
Do you intend to be full time?	■ Yes	□ No
Do you intend to earn a degree?	■ Yes	□ No

High School(s) and college(s) Attended:

School Name	City	State	From	To
Cajon High School	San Bernardino	CA	200	2008

Did/will you graduate? ■ Yes □ No
High School GPA: 3.4 SAT test score: 1080
ACT test score: 22

Honors/Awards:

Title of honors or award	Date received
Good Citizenship Award	2008
Honors Geography	2008
Best improved Soccer player	2008

Activities

Extracurricular: Please list any extracurricular, community and voluntary activities and hobbies.

Activity/Hobby	Positions held, honors	Date participated
Key Club	Treasurer	2006- 2008
Techn. Coordinator	Three Productions	2004-2006
Mary's Table	Volunteere	Summer, 2007
Toy drives	Led by Key Club	December, 2006
Second Clarinet	Cajon High Band	2004 - 2008

References

Name : Mr. David Brown Phone: (XXX)- XXX-XXXX

Position: Geometry Teacher E-mail: brownd2y34@msn.com

Name : Mrs. Nancy West Phone: (XXX)- XXX-XXXX

Position: Guidance Counselor E-mail: westn42U@gmail.com

Name : Mr. Charles Gibbs Phone: (XXX)- XXX-XXXX

Position: Soccer Coach/Social Studies Teacher

E-mail: gibbsc33V@gmail.com

Name : Ms. Cynthia Daniels Phone: (XXXX)- XXX-XXXX

Position: Key Club Advisor E-mail: danielc223@msn.com

Personal Statement

I am very excited about the possibility of attending California State University at San Bernardino, because they have a wonderful reputation as an institution. I believe I have the qualities to succeed as a student at CSUSB. I am interested in majoring in art with a focus on painting. I've always enjoyed art because it requires the ability to capture something and express it in a different way.

The strongest influence in my decision to attend college was my father, who never went to college. My father worked hard for years at a factory, which paid very little. Watching my dad struggle to provide for the family was enough motivation for me. I don't want to struggle financially like my father did. I also want to show that his hard work was not in vain. Because of his hard work I am able to get an education and become the person he always wanted me to be.

I believe I am an exceptional candidate for the undergraduate art program at California State University at San Bernardino, because I am a hard worker and a team player. I will be able to work effectively with my class mates on group assignments and on independent assignments. I hope that I can bring something to CSUSB and contribute to a legacy of producing outstanding scholars.

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Undergraduate Application

Social Security#: XXX-XX-XXXX

Personal Information

Full Name (Please print): Marshall (Last) Danielle (First) Michelle (Middle)

Preferred First name: Danielle
Birth date: 08/16/1990
□Male ■ Female

Address: XXXX Terrace Dr. San Bernardino , CA XXXXX
(Street address or PO Box) (City) (State) (Zip)

Phone: (XXX)XXX-XXXX
Email address: Marshd1783@yahoo.com

Ethnicity

■ White □ Black □ Hispanic/Latino □ Asian
□ Native American/ Alaskan Native □ Other _____

Citizenship

■ U.S Citizen □ Permanent Resident □ Non Resident:

Education

Intended Major: English literature
Enrollment Date: 9 /2009

Do you intend to apply for financial aid?	■ Yes	□ No
Do you intend to apply for merit based scholarships?	■ Yes	□ No
Do you intend to be full time?	■ Yes	□ No
Do you intend to earn a degree?	■ Yes	□ No

High School(s) and college(s) Attended:

School Name	City	State	From	To
Cajon High School	San Bernardino	CA	2004-	2008

Did/will you graduate? ■ Yes □ No

High School GPA: 3.4 SAT test score: 1080
ACT test score: 22

Honors/Awards:

Title of honors or award	Date received
Good Citizenship Award	2008
Honors Geography	2008
Best improved Soccer player	2008

Activities

Extracurricular: Please list any extracurricular, community and voluntary activities and hobbies.

Activity/Hobby	**Positions,**	**Date participated**
Key Club	Treasurer	2006- 2008
Techn. Coordinator	Three Productions	2004-2006
Mary's Table (Soup kitchen)	Volunteer	Summer, 2007
Toy drives	Led by Key Club	December, 2006
Second Clarinet	Cajon High band	2004 - 2008

References

Name : Mr. David Brown Phone: (XXX)- XXX-XXXX

Position: Geometry Teacher E-mail: browndy34@msn.com

Name : Mrs. Nancy West Phone: (XXX)- XXX-XXXX

Position: Guidance Counselor E-mail: westn42U@gmail.com

Name : Mr. Charles Gibbs Phone: (XXX)- XXX-XXXX

Position: Soccer Coach/Social Studies Teacher

E-mail: gibbsc33V@gmail.com

Name : Ms. Cynthia Daniels Phone: (XXXX)- XXX-XXXX

Position: Key Club Advisor E-mail: danielc223@msn.com

Personal Statement

I am very excited about the possibility of attending California State University at San Bernardino, because they have a wonderful reputation as an institution. I believe I have the qualities to succeed as a student at CSUSB, because I am a hard worker and a team player. I like English literature because I like reading and interpreting different books in different ways.

The strongest influence in my decision to attend college was my father, who never went to college. My father worked hard for years at a factory, which paid very little. Watching my dad struggle to provide for the family was enough motivation for me. I don't want to struggle financially like my father did. I also want to show that his hard work was not in vain. Because of his hard work I am able to get an education and become the person he always wanted me to be.

I believe I am an exceptional candidate for the undergraduate English literature program at California State University at San Bernardino, because I am a hard worker and a team player. I will be able to work effectively with my class mates on group assignments and on independent assignments. I hope that I can bring something to CSUSB and contribute to a legacy of producing outstanding scholars.

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Undergraduate Application

Social Security Number: XXX-XX-XXXX

Personal Information

Full Name (Please print): Marshall Daniel Michael
Last First Middle

Preferred First name: Daniel Birth date: 08/16/1990
■ Male □ Female

Address: XXXX Terrace Dr. San Bernardino ,CA XXXXX
Street address or PO Box City State Zip

Phone: (XXX)XXX-XXXX
Email address: Marshd1783@yahoo.com

Ethnicity

■ White □ Black □ Hispanic/Latino □ Asian
□ Native American/ Alaskan Native □ Other _____

Citizenship

■ U.S Citizen □Permanent Resident □ Non Resident

Education

Intended Major: English literature
Enrollment Date: 9 /2009

Do you intend to apply for financial aid? ■ Yes □ No
Do you intend to apply for merit based scholarships ■ Yes □ No
Do you intend to be full time? ■ Yes □ No
Do you intend to earn a degree? ■ Yes □ No

High School(s) and college(s) Attended:

School Name	City	State	From	To
Cajon High School	San Bernardino	CA	200	2008

Did/will you graduate? ■ Yes □ No
High School GPA: 3.4 SAT test score: 1080
ACT test score: 22

Honors/Awards:

Title of honors or award	Date received
Good Citizenship Award	2008
Honors Geography	2008
Best improved Soccer player	2008

Activities

Extracurricular: Please list any extracurricular, community and voluntary activities and hobbies.

Activity/Hobby	Positions held, honors	Date participated
Key Club	Treasurer	2006- 2008
Techn. Coordinator	Three Productions	2004-2006
Mary's Table	Volunteere	Summer, 2007
Toy drives	Led by Key Club	December, 2006
Second Clarinet	Cajon High Band	2004 - 2008

References

Name : Mr. David Brown Phone: (XXX)- XXX-XXXX

Position: Geometry Teacher E-mail: browndy34@msn.com

Name : Mrs. Nancy West Phone: (XXX)- XXX-XXXX

Position: Guidance Counselor E-mail: westn42U@gmail.com

Name : Mr. Charles Gibbs Phone: (XXX)- XXX-XXXX

Position: Soccer Coach/Social Studies Teacher

E-mail: gibbsc33V@gmail.com

Name : Ms. Cynthia Daniels Phone: (XXXX)- XXX-XXXX

Position: Key Club Advisor E-mail: danielc223@msn.com

Personal Statement

I am very excited about the possibility of attending California State University at San Bernardino, because they have a wonderful reputation as an institution. I believe I have the qualities to succeed as a student at CSUSB, because I am a hard worker and a team player. I like English literature because I like reading and interpreting different books in different ways.

The strongest influence in my decision to attend college was my father, who never went to college. My father worked hard for years at a factory, which paid very little. Watching my dad struggle to provide for the family was enough motivation for me. I don't want to struggle financially like my father did. I also want to show that his hard work was not in vain. Because of his hard work I am able to get an education and become the person he always wanted me to be.

I believe I am an exceptional candidate for the undergraduate English literature program at California State University at San Bernardino, because I am a hard worker and a team player. I will be able to work effectively with my class mates on group assignments and on independent assignments. I hope that I can bring something to CSUSB and contribute to a legacy of producing outstanding scholars.

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Undergraduate Application

Social Security#: XXX-XX-XXXX

Personal Information

Full Name (Please print): Marshall (Last) Danielle (First) Michelle (Middle)

Preferred First name: Danielle
Birth date: 08/16/1990
□Male ■ Female

Address: XXXX Terrace Dr. San Bernardino , CA XXXXX
Street address or PO Box City State Zip

Phone: (XXX)XXX-XXXX
Email address: Marshd1783@yahoo.com

Ethnicity

■ White □ Black □ Hispanic/Latino □ Asian
□ Native American/ Alaskan Native □ Other _____

Citizenship

■ U.S Citizen □ Permanent Resident □ Non Resident:

Education

Intended Major: Business
Enrollment Date: 9 /2009

Do you intend to apply for financial aid?	■ Yes	□ No
Do you intend to apply for merit based scholarships?	■ Yes	□ No
Do you intend to be full time?	■ Yes	□ No
Do you intend to earn a degree?	■ Yes	□ No

High School(s) and college(s) Attended:

School Name	City	State	From	To
Cajon High School	San Bernardino	CA	200	2008

Did/will you graduate? ■ Yes □ No
High School GPA: 3.4 SAT test score: 1080
ACT test score: 22

Honors/Awards:

Title of honors or award	Date received
Good Citizenship Award	2008
Honors Geography	2008
Best improved Soccer player	2008

Activities

Extracurricular: Please list any extracurricular, community and voluntary activities and hobbies.

Activity/Hobby	Positions held, honors	Date participated
Key Club	Treasurer	2006- 2008
Techn. Coordinator	Three Productions	2004-2006
Mary's Table	Volunteere	Summer, 2007
Toy drives	Led by Key Club	December, 2006
Second Clarinet	Cajon High Band	2004 - 2008

References

Name : Mr. David Brown Phone: (XXX)- XXX-XXXX

Position: Geometry Teacher E-mail: brownd2y34@msn.com

Name : Mrs. Nancy West Phone: (XXX)- XXX-XXXX

Position: Guidance Counselor E-mail: westn42U@gmail.com

Name : Mr. Charles Gibbs Phone: (XXX)- XXX-XXXX

Position: Soccer Coach/Social Studies Teacher

E-mail: gibbsc33V@gmail.com

Name : Ms. Cynthia Daniels Phone: (XXXX)- XXX-XXXX

Position: Key Club Advisor E-mail: danielc223@msn.com

Personal Statement

I am very excited about the possibility of attending California State University at San Bernardino, because they have a wonderful reputation as an institution. I believe I have the qualities to succeed as a student at CSUSB. I am interested in majoring in business with an emphasis on advertising. I want to major in business because I like the idea of facing many different types of problems and working to solve them.

The strongest influence in my decision to attend college was my father, who never went to college. My father worked hard for years at a factory, which paid very little. Watching my dad struggle to provide for the family was enough motivation for me. I don't want to struggle financially like my father did. I also want to show that his hard work was not in vain. Because of his hard work I am able to get an education and become the person he always wanted me to be.

I believe I am an exceptional candidate for the **undergraduate** business program at California State University at San Bernardino, because I am a hard worker and a team player. I will be able to work effectively with my class mates on group assignments and on independent assignments. I hope that I can bring something to CSUSB and contribute to a legacy of producing outstanding scholars.

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Undergraduate Application

Social Security#: XXX-XX-XXXX

Personal Information

Full Name (Please print): Marshall (Last) Daniel (First) Michael (Middle)

Preferred First name: Daniel Birth date: 08/16/1990

■ Male □ Female

Address: XXXX Terrace Dr. (Street address or PO Box) San Bernardino (City) CA (State) XXXXX (Zip)

Phone: (XXX)XXX-XXXX
Email address: Marshd1783@yahoo.com

Ethnicity

■ White □ Black □ Hispanic/Latino □ Asian
□ Native American/ Alaskan Native □ Other _____

Citizenship

■ U.S Citizen □ Permanent Resident: □ Non Resident:

Education

Intended Major: Art with an emphasis on painting

Enrollment Date: 9 /2009
Do you intend to apply for financial aid? ■ Yes □ No
Do you intend to apply for merit based scholarships? ■ Yes □ No
Do you intend to be full time? ■ Yes □ No

High School(s) and college(s) Attended:

School Name	City	State	From	To
Cajon High School	San Bernardino	CA	200	2008

Did/will you graduate? ■ Yes □ No
High School GPA: 3.4 SAT test score: 1080
ACT test score: 22

Honors/Awards:

Title of honors or award	Date received
Good Citizenship Award	2008
Honors Geography	2008
Best improved Soccer player	2008

Activities

Extracurricular: Please list any extracurricular, community and voluntary activities and hobbies.

Activity/Hobby	Positions held, honors	Date participated
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Techn. Coordinator	Three Productions	2004-2006
Mary's Table	Volunteere	Summer, 2007
Toy drives	Led by Key Club	December, 2006
Second Clarinet	Cajon High Band	2004 - 2008

References

Name : Mr. David Brown Phone: (XXX)- XXX-XXXX

Position: Geometry Teacher E-mail: brownd2y34@msn.com

Name : Mrs. Nancy West Phone: (XXX)- XXX-XXXX

Position: Guidance Counselor E-mail: westn42U@gmail.com

Name : Mr. Charles Gibbs Phone: (XXX)- XXX-XXXX

Position: Soccer Coach/Social Studies Teacher

E-mail: gibbsc33V@gmail.com

Name : Ms. Cynthia Daniels Phone: (XXXX)- XXX-XXXX

Position: Key Club Advisor E-mail: danielc223@msn.com

Personal Statement

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I believe I am an exceptional candidate for the undergraduate business program at California State University at San Bernardino, because I am a hard worker and a team player. I will be able to work effectively with my class mates on group assignments and on independent assignments. I hope that I can bring something to CSUSB and contribute to a legacy of producing outstanding scholars.

Questionnaire (created for this study)

Instructions: Please answer the following questions on how likely or unlikely the applicant is

to do the following.

(1) Strongly Disagree
(2) Disagree
(3) Neither Agree Nor Disagree
(4) Agree
(5) Strongly Agree

1. The applicant will be successful as a math major at CSUSB.

1 2 3 4 5

2. The applicant will not succeed as a math major at CSUSB?

1 2 3 4 5

3. The applicant has what it takes to succeed as a math major.

1 2 3 4 5

4. The applicant does not have what it takes to succeed as a math major.

1 2 3 4 5

5. The applicant will be a high achiever in the math field.

1 2 3 4 5

6. The applicant will not be a high achiever in the math field.

1 2 3 4 5

7. The applicant will be extremely competent in studying mathematics.

1 2 3 4 5

8. The applicant will be extremely incompetent in studying mathematics.

1 2 3 4 5

9. The applicant is competent enough to handle college level course work.

1 2 3 4 5

10. The applicant is above average compared to other students of the same age.

1 2 3 4 5

11. The applicant is below average compared to other students of the same age.

1 2 3 4 5

12. The applicant is not competent enough to handle college level course work.

1 2 3 4 5

13. The applicant is very likely to complete a Bachelor degree in mathematics within the next 4 years.

1 2 3 4 5

14. The applicant is not likely to complete a Bachelor degree in mathematics within the next 4 years.

1 2 3 4 5

15. The applicant will change their major from math to a non-math major.

1 2 3 4 5

16. The applicant will be admitted into the undergraduate program at CSUSB.

1 2 3 4 5

17. The applicant will not be admitted into the undergraduate program at CSUSB.

1 2 3 4 5

18. The applicant is more creative than most people.

1 2 3 4 5

19. The applicant is not that creative.

1 2 3 4 5

20. The applicant will be good at coming up with new and different ideas within the math major.

1 2 3 4 5

21. The applicant will not be good at coming up with new and different ideas within the math major.

1 2 3 4 5

22. The applicant will be able to come up with original and novel plans as part of being a math major.

1 2 3 4 5

23. The applicant will not be able to come up with original and novel plans as part of being a math major.

1 2 3 4 5

Created by Candice Davis and James C. Kaufman

Questionnaire

Instructions: Please answer the following questions on how likely or unlikely the applicant is
to do the following.

(1) Strongly Disagree
(2) Disagree
(3) Neither Agree Nor Disagree
(4) Agree
(5) Strongly Agree

1. The applicant will be successful as an art major at CSUSB.

1 2 3 4 5

2. The applicant will not succeed as an art major at CSUSB?

1 2 3 4 5

3. The applicant has what it takes to succeed as an art major.

1 2 3 4 5

4. The applicant does not have what it takes to succeed as an art major.

1 2 3 4 5

5. The applicant will be a high achiever in the art field.

1 2 3 4 5

6. The applicant will not be a high achiever in the art field.

1 2 3 4 5

7. The applicant will be extremely competent in studying art.

1 2 3 4 5

8. The applicant will be extremely incompetent in studying art.

1 2 3 4 5

9. The applicant is competent enough to handle college level course work.

1 2 3 4 5

10. The applicant is above average compared to other students of the same age.

1 2 3 4 5

11. The applicant is below average compared to other students of the same age.

1 2 3 4 5

12. The applicant is not competent enough to handle college level course work.

1 2 3 4 5

13. The applicant is very likely to complete a Bachelor degree in mathematics within the next 4 years.

1 2 3 4 5

14. The applicant is not likely to complete a Bachelor degree in mathematics within the next 4 years.

1 2 3 4 5

15. The applicant will change their major from art to a non-art major.

1 2 3 4 5

16. The applicant will be admitted into the undergraduate program at CSUSB.

1 2 3 4 5

17. The applicant will not be admitted into the undergraduate program at CSUSB.

1 2 3 4 5

18. The applicant is more creative than most people.

1 2 3 4 5

19. The applicant is not that creative.

1 2 3 4 5

20. The applicant will be good at coming up with new and different ideas within the art major.

1 2 3 4 5

21. The applicant will not be good at coming up with new and different ideas within the art major.

1 2 3 4 5

22. The applicant will be able to come up with original and novel plans as part of being an art major.

1 2 3 4 5

23. The applicant will not be able to come up with original and novel plans as part of being an art major.

1 2 3 4 5

Created by Candice Davis and James C. Kaufman

Questionnaire

Instructions: Please answer the following questions on how likely or unlikely the applicant is

to do the following.

(1) Strongly Disagree
(2) Disagree
(3) Neither Agree Nor Disagree
(4) Agree
(5) Strongly Agree

1. The applicant will be successful as an English literature major at CSUSB.

1 2 3 4 5

2. The applicant will not succeed as an English literature major at CSUSB?

1 2 3 4 5

3. The applicant has what it takes to succeed as an English literature major.

1 2 3 4 5

4. The applicant does not have what it takes to succeed as an English literature major.

1 2 3 4 5

5. The applicant will be a high achiever in the English field.

1 2 3 4 5

6. The applicant will not be a high achiever in the English field.

1 2 3 4 5

7. The applicant will be extremely competent in studying English literature.

1 2 3 4 5

8. The applicant will be extremely incompetent in studying English literature.

1 2 3 4 5

9. The applicant is competent enough to handle college level course work.

1 2 3 4 5

10. The applicant is above average compared to other students of the same age.

1 2 3 4 5

11. The applicant is below average compared to other students of the same age.

1 2 3 4 5

12. The applicant is not competent enough to handle college level course work.

1 2 3 4 5

13. The applicant is very likely to complete a Bachelor degree in English literature within the next 4 years.

1 2 3 4 5

14. The applicant is not likely to complete a Bachelor degree in English literature within the next 4 years.

1 2 3 4 5

15. The applicant will change their major from English to a non-English major.

1 2 3 4 5

16. The applicant will be admitted into the undergraduate program at CSUSB.

1 2 3 4 5

17. The applicant will not be admitted into the undergraduate program at CSUSB.

1 2 3 4 5

18. The applicant is more creative than most people.

1 2 3 4 5

19. The applicant is not that creative.

1 2 3 4 5

20. The applicant will be good at coming up with new and different ideas within the English major.

1 2 3 4 5

21. The applicant will not be good at coming up with new and different ideas within the English major.

1 2 3 4 5

22. The applicant will be able to come up with original and novel plans as part of being an English literature major.

1 2 3 4 5

23. The applicant will not be able to come up with original and novel plans as part of being an English literature major.

1 2 3 4 5

Created by Candice Davis and James C. Kaufman

Questionnaire

Instructions: Please answer the following questions on how likely or unlikely the applicant is to do the following.

(1) Strongly Disagree
(2) Disagree
(3) Neither Agree Nor Disagree
(4) Agree
(5) Strongly Agree

1. The applicant will be successful as a business major at CSUSB.

1 2 3 4 5

2. The applicant will not succeed as a business major at CSUSB?

1 2 3 4 5

3. The applicant has what it takes to succeed as a business major.

1 2 3 4 5

4. The applicant does not have what it takes to succeed as a business major.

1 2 3 4 5

5. The applicant will be a high achiever in the business field.

1 2 3 4 5

6. The applicant will not be a high achiever in the business field.

1 2 3 4 5

7. The applicant will be extremely competent in studying business.

1 2 3 4 5

8. The applicant will be extremely incompetent in studying business.

1 2 3 4 5

9. The applicant is competent enough to handle college level course work.

1 2 3 4 5

10. The applicant is above average compared to other students of the same age.

1 2 3 4 5

11. The applicant is below average compared to other students of the same age.

1 2 3 4 5

12. The applicant is not competent enough to handle college level course work.

1 2 3 4 5

13. The applicant is very likely to complete a Bachelor degree in business within the next 4 years.

1 2 3 4 5

14. The applicant is not likely to complete a Bachelor degree in business within the next 4 years.

1 2 3 4 5

15. The applicant will change their major from business to a non- business major.

1 2 3 4 5

16. The applicant will be admitted into the undergraduate program at CSUSB.

1 2 3 4 5

17. The applicant will not be admitted into the undergraduate program at CSUSB.

1 2 3 4 5

18. The applicant is more creative than most people.

1 2 3 4 5

19. The applicant is not that creative.

1 2 3 4 5

20. The applicant will be good at coming up with new and different ideas within the business major.

1 2 3 4 5

21. The applicant will not be good at coming up with new and different ideas within the business major.

1 2 3 4 5

22. The applicant will be able to come up with original and novel plans as part of being a business major.

1 2 3 4 5

23. The applicant will not be able to come up with original and novel plan s as part of being a business major.

1 2 3 4 5

Created by Candice Davis and James C. Kaufman

Creative Self-Assessment

Please rate yourself on the following:

(1) Strongly Disagree
(2) Disagree
(3) Neither Agree Nor Disagree
(4) Agree
(5) Strongly Agree

1. I consider myself to be very creative.

1 2 3 4 5

2. I am good at coming up with new and different ideas.

1 2 3 4 5

3. I don't have much of an imagination.

1 2 3 4 5

4. People who know me would say that I am more creative than most people.

1 2 3 4 5

5. I like thinking of original and novel plans.

1 2 3 4 5

6. I prefer to do things by the book.

1 2 3 4 5

7. I come up with good solutions.

1 2 3 4 5

8. I am full of ideas.

1 2 3 4 5

9. I know how to apply my knowledge.

1 2 3 4 5

10. I excel in nothing at all.

1 2 3 4 5

11. I know that I am not a special person.

1 2 3 4 5

12. I question my ability to do my work properly.

1 2 3 4 5

Kaufman, J. C., & Baer, J. (2004). Sure, I'm creative – but not in math!: Self-reported creativity in diverse domains. Empirical Studies of the Arts, 22, 143-155.

The Bem Sex-Role Inventory

The following items are from the Bem Sex-Role Inventory.

Rate yourself on each item, on a scale from:

(1) Never true
(2) Almost never true
(3) Sometimes never true
(4) Moderately true
(5) Sometimes true
(6) Almost true
(7) True

1.	self-reliant	1	2	3	4	5	6	7
2.	yielding	1	2	3	4	5	6	7
3.	helpful	1	2	3	4	5	6	7
4.	defends own beliefs	1	2	3	4	5	6	7
5.	cheerful	1	2	3	4	5	6	7
6.	moody	1	2	3	4	5	6	7

7. independent	1	2	3	4	5	6	7
8. shy	1	2	3	4	5	6	7
9. conscientious	1	2	3	4	5	6	7
10. athletic	1	2	3	4	5	6	7
11. affectionate	1	2	3	4	5	6	7
12. theatrical	1	2	3	4	5	6	7
13. assertive	1	2	3	4	5	6	7
14. flatterable	1	2	3	4	5	6	7
15. happy	1	2	3	4	5	6	7
16. strong personality	1	2	3	4	5	6	7
17. loyal	1	2	3	4	5	6	7
18. unpredictable	1	2	3	4	5	6	7
19. forceful	1	2	3	4	5	6	7
20. feminine	1	2	3	4	5	6	7
21. reliable	1	2	3	4	5	6	7
22. analytical	1	2	3	4	5	6	7
23. sympathetic	1	2	3	4	5	6	7
24. jealous	1	2	3	4	5	6	7
25. has leadership abilities							
	1	2	3	4	5	6	7
26. sensitive to the needs of others							
	1	2	3	4	5	6	7

27. truthful 1 2 3 4 5 6 7

28. willing to take risks

1 2 3 4 5 6 7

29. understanding

1 2 3 4 5 6 7

30. secretive 1 2 3 4 5 6 7

31. makes decisions easily

1 2 3 4 5 6 7

32. compassionate

1 2 3 4 5 6 7

33. sincere 1 2 3 4 5 6 7

34. self-sufficient

1 2 3 4 5 6 7

35. eager to soothe hurt feelings

1 2 3 4 5 6 7

36. conceited 1 2 3 4 5 6 7

37. dominant 1 2 3 4 5 6 7

38. soft-spoken 1 2 3 4 5 6 7

39. likable 1 2 3 4 5 6 7

40. masculine 1 2 3 4 5 6 7

41. warm 1 2 3 4 5 6 7

42. solemn 1 2 3 4 5 6 7

43. willing to take a stand	1	2	3	4	5	6	7
44. tender	1	2	3	4	5	6	7
45. friendly	1	2	3	4	5	6	7
46. aggressive	1	2	3	4	5	6	7
47. gullible	1	2	3	4	5	6	7
48. inefficient	1	2	3	4	5	6	7
49. acts as a leader	1	2	3	4	5	6	7
50. childlike	1	2	3	4	5	6	7
51. adaptable	1	2	3	4	5	6	7
52. individualistic	1	2	3	4	5	6	7
53. does not use harsh language	1	2	3	4	5	6	7
54. unsystematic	1	2	3	4	5	6	7
55. competitive	1	2	3	4	5	6	7
56. loves children	1	2	3	4	5	6	7
57. tactful	1	2	3	4	5	6	7
58. ambitious	1	2	3	4	5	6	7
59. gentle	1	2	3	4	5	6	7
60. conventional	1	2	3	4	5	6	7

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Psychological Review, 88, 354-364.

Demographic Information

Instructions: Please identify your information below

What is your current age?: _____

Gender: _____ Male _____ Female

Student status: _____ Freshman _____ Sophomore

____ Junior __ Senior _____ Graduate

Major: _____

With which group do you most identify?

a. African American/ Black
b. Asian American/ Pacific Islander
c. European American/ Caucasian
d. Hispanic American/ Hispanic/ Latino
e. Middle Eastern/ Arab
f. Native American/ American Indian
g. Other (please specify): _____

What is your political preference?

a. Liberal/Democrat
b. Moderate/Democrat
c. Moderate/Republican
d. Conservative/Republican
e. Libertarian
f. Green party
g. Independent
h. Not political
i. Other political preference: _____

Created by Candice Davis and James C. Kaufman

Debriefing Statement

Thank you for participating in this study. The purpose of this study was to examine various qualities that influence one's chance of be admitted into college.

Please contact Dr. James Kaufman at (909) 537-3841 or jkaufman@csusb.edu or

Candice Davis at davisc@csusb.edu if you have any questions or concerns about your participation in this study. Please do not reveal the nature of this study to other potential participants. It is anticipated that the summary results of this study will be available no earlier than June 30, 2009. You may obtain a copy of the results by contacting Dr. James Kaufman or Candice Davis.

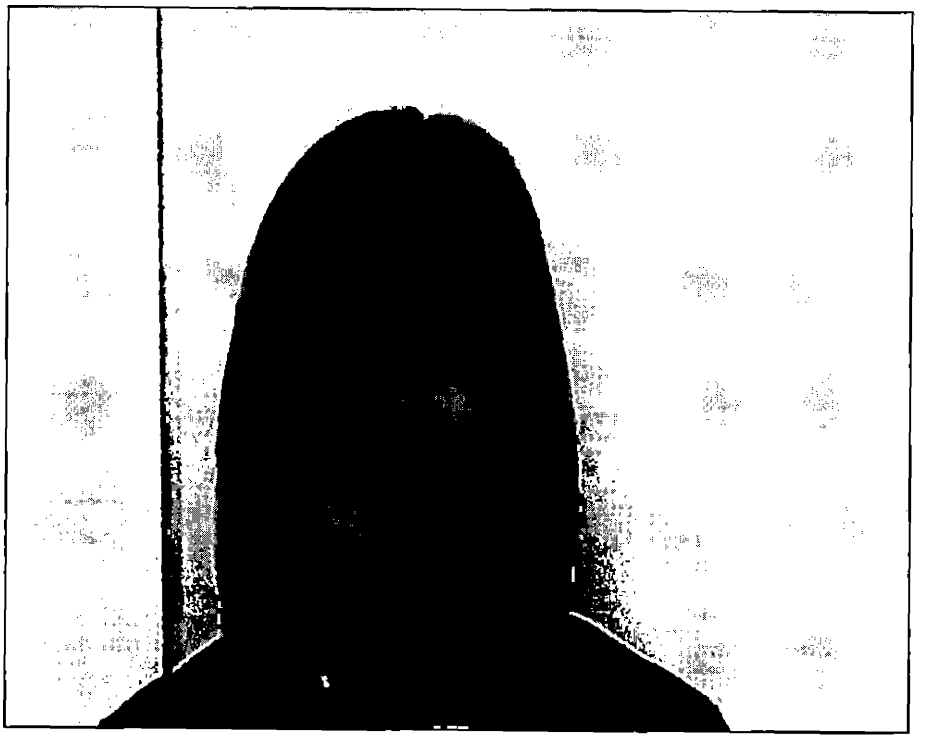
Thank you for your participation!

APPENDIX E

PHOTOGRAPHS OF APPLICANTS AND PHOTOGRAPH

INFORMED CONSENT FORM

Female Applicant.



PHOTOGRAPH/VIDEO/AUDIO USE
INFORMED CONSENT FORM
FOR NON-MEDICAL HUMAN SUBJECTS

As part of this research project, we will be making a photograph/videotape/audiotape recording of you during your participation in the experiment. Please indicate what uses of this photograph/videotape/audiotape you are willing to consent to by initialing below. You are free to initial any number of spaces from zero to all of the spaces, and your response will in no way affect your credit for participating. We will only use the photograph/videotape/audiotape in ways that you agree to. In any use of this photograph/videotape/audiotape, your name would *not* be identified. If you do not initial any of the spaces below, the photograph/videotape/audiotape will be destroyed.

Please indicate the type of informed consent

☒ Photograph ☐ Videotape ☐ Audiotape

(*AS APPLICABLE*)

- **The photograph/videotape/audiotape can be studied by the research team for use in the research project.**

  Please initial: MF

- **The photograph/videotape/audiotape can be shown/played to subjects in other experiments.**

  Please initial: MF

- **The photograph/videotape/audiotape can be used for scientific publications.**

  Please initial: MF

- **The photograph/videotape/audiotape can be shown/played at meetings of scientists.**

  Please initial: MF

- **The photograph/videotape/audiotape can be shown/played in classrooms to students.**

  Please initial: MF

- **The photograph/videotape/audiotape can be shown/played in public presentations to nonscientific groups.**

  Please initial: MF

- **The photograph/videotape/audiotape can be used on television and radio.**

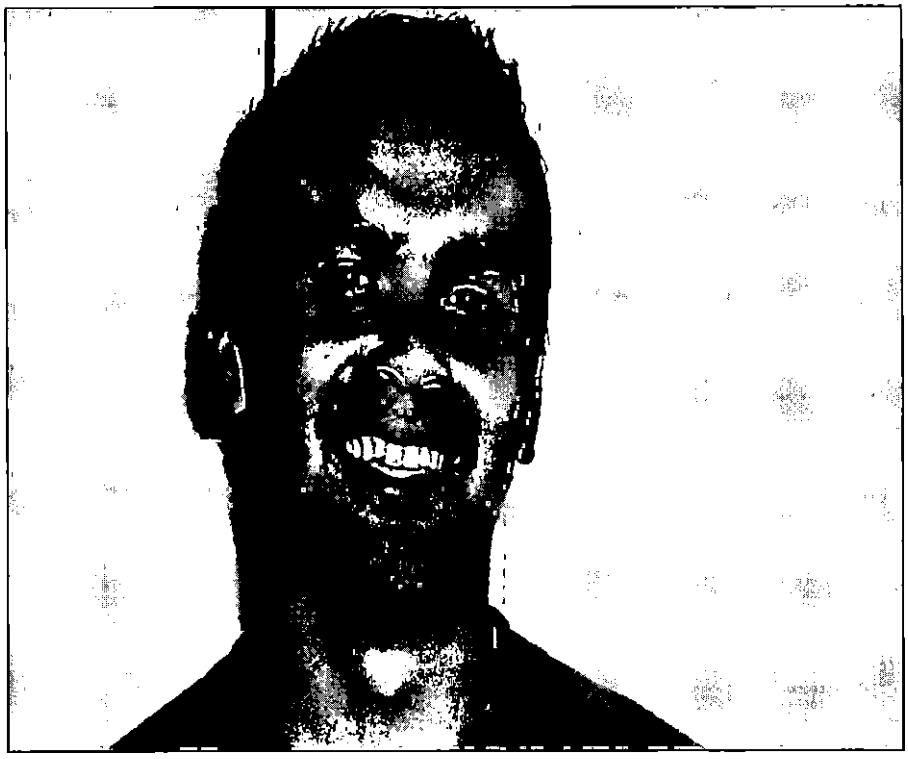
  Please initial: MF

I have read the above description and give my consent for the use of the photograph/videotape/audiotape as indicated above.

The extra copy of this consent form is for your records.

SIGNATURE Megan Parker **DATE** 9-10-12

Male Applicant.



PHOTOGRAPH/VIDEO/AUDIO USE
INFORMED CONSENT FORM
FOR NON-MEDICAL HUMAN SUBJECTS

As part of this research project, we will be making a photograph/videotape/audiotape recording of you during your participation in the experiment. Please indicate what uses of this photograph/videotape/audiotape you are willing to consent to by initialing below. You are free to initial any number of spaces from zero to all of the spaces, and your response will in no way affect your credit for participating. We will only use the photograph/videotape/audiotape in ways that you agree to. In any use of this photograph/videotape/audiotape, your name would *not* be identified. If you do not initial any of the spaces below, the photograph/videotape/audiotape will be destroyed.

Please indicate the type of informed consent

☒ Photograph ☐ Videotape ☐ Audiotape

(AS APPLICABLE)

- **The photograph/videotape/audiotape can be studied by the research team for use in the research project.**

  Please initial: AM

- **The photograph/videotape/audiotape can be shown/played to subjects in other experiments.**

  Please initial: AM

- **The photograph/videotape/audiotape can be used for scientific publications.**

  Please initial: AM

- **The photograph/videotape/audiotape can be shown/played at meetings of scientists.**

  Please initial: AM

- **The photograph/videotape/audiotape can be shown/played in classrooms to students.**

  Please initial: AM

- **The photograph/videotape/audiotape can be shown/played in public presentations to nonscientific groups.**

  Please initial: AM

- **The photograph/videotape/audiotape can be used on television and radio.**

  Please initial: AM

I have read the above description and give my consent for the use of the photograph/videotape/audiotape as indicated above.

The extra copy of this consent form is for your records.

SIGNATURE Adam Kanda **DATE** 9-10-10

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