

## **Experiments 1 and 2 Materials**

### **SES measure (used in all 3 studies):**

Family's household income (select one):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> \$25,000 or less  | <input type="checkbox"/> \$70,001-\$90,000 | <input type="checkbox"/> \$150,001-200,000 |
| <input type="checkbox"/> \$25,001-40,000   | <input type="checkbox"/> \$90,001-120,000  | <input type="checkbox"/> \$200,001-300,000 |
| <input type="checkbox"/> \$40,001-\$70,000 | <input type="checkbox"/> \$120,001-150,000 | <input type="checkbox"/> \$300,001 or more |

### **In-lab manipulation procedure (used in both studies):**

Welcome to our lab! Today, you will be asked to complete 2 short studies, rather than just 1 larger one.

The first study is being conducted in conjunction with the [School name] Office of Undergraduate Admissions, who are seeking student opinions on some new, potential promotional materials directed at prospective undergraduate students.

As such, on the following pages, you will be asked to review some promotional statements about [school name] that have been proposed for use on the school's website and in promotional materials for the 2013-2014 admissions period.

The pool of materials being used were provided by 3 sources—the Admissions Office, the Student Life Office, and the Financial Aid Office—in order to present a range of varying information about the school. From our pool of statements, you will randomly be presented with 4.

We would like you to please do the following: First, we would like you to simply read each statement, and to respond to a few simple questions concerning each. Then, you will be asked to order those 4 statements as you feel they should be presented to the public (more instructions on this will be given later on).

### ***Statements seen in both conditions:***

[School name] has over 80 majors and 4,000 classes.

How useful do you find the information in this statement?

- |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Not useful at all     | Somewhat useful       | Useful                | Very useful           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Were you already aware of this information?

- |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|
| Not at all aware      | Somewhat aware        | Fully aware           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[School name] is recognized both nationally and internationally for the quality of its educational programs at all levels. U.S. News & World Report consistently ranks the University's undergraduate programs among the best in the country.

How useful do you find the information in this statement?

Not useful at all

☐

Somewhat useful

☐

Useful

☐

Very useful

☐

Were you already aware of this information?

Not at all aware

☐

Somewhat aware

☐

Fully aware

☐

*Statements seen only in the wealthy context condition:*

[School name] has worked hard to maintain acceptable fees. The cost of attendance for the 2011-12 academic year was \$58,429, which over half of [school name] families manage without any financial aid.

How useful do you find the information in this statement?

Not useful at all

☐

Somewhat useful

☐

Useful

☐

Very useful

☐

Were you already aware of this information?

Not at all aware

☐

Somewhat aware

☐

Fully aware

☐

In 2011, parents of [school name] students and alumni gave more than \$1.8 million to bolster the school's endowment through the Parents' Fund, with gifts ranging up to \$250,000. With their help, [school name] has maintained the 9th largest endowment in the nation, surpassing \$7 billion in 2010-2011.

How useful do you find the information in this statement?

Not useful at all

☐

Somewhat useful

☐

Useful

☐

Very useful

☐

Were you already aware of this information?

Not at all aware

☐

Somewhat aware

☐

Fully aware

☐

*Statements seen only in the financial diversity condition:*

[School name] has an extremely far-reaching financial aid program, with 60% percent of all [school name] undergraduates receiving financial aid.

How useful do you find the information in this statement?

Not useful at all

☐

Somewhat useful

☐

Useful

☐

Very useful

☐

Were you already aware of this information?

Not at all aware

☐

Somewhat aware

☐

Fully aware

☐

Dedicated to assisting students in earning money to meet their educational costs, [school name] is strongly involved with the Federal Work-Study program. [School name] will pay over \$2.8 million to its' Work-Study students this year.

How useful do you find the information in this statement?

Not useful at all

☐

Somewhat useful

☐

Useful

☐

Very useful

☐

Were you already aware of this information?

Not at all aware

☐

Somewhat aware

☐

Fully aware

☐

Now that you have read all 4 statements, we would like you to imagine that they were to appear in a promotional pamphlet, and thus to place them in the order you feel best belong if they were to be presented to the public.

To do so, drag the statements from the "Items" column on the left into the statement boxes marked on the right. You must place one statement (and only 1 statement) in each of the 4 boxes.

Items
[School name] has over 80 majors and 4,000 classes.
[School name] is recognized both nationally and internationally for the quality of its educational programs at all levels. U.S. News & World Report consistently ranks the University's undergraduate programs among the best in the country.
[School name] has worked hard to maintain acceptable fees. The cost of attendance for the 2011-12 academic year was \$58,429, which over half of [school name] families manage without any financial aid. <b>OR</b> [School name] has an extremely far-reaching financial aid program, with 60% percent of all [school name] undergraduates receiving financial aid.
In 2011, parents of [school name] students and alumni gave more than \$1.8 million to bolster the school's endowment through the Parents' Fund, with gifts ranging up to \$250,000. With their help, [school name] has maintained the 9th largest endowment in the nation, surpassing \$7 billion in 2010-2011. <b>OR</b> Dedicated to assisting students in earning money to meet their educational costs, [school name] is strongly involved with the Federal Work-Study program. [School name] will pay over \$2.8 million to its Work-Study students this year.

1 <sup>st</sup> statement
2 <sup>nd</sup> statement
3 <sup>rd</sup> statement
4 <sup>th</sup> statement

The [school name] Office of Undergraduate Admissions would like to thank you for completing this study.

Please press >> to continue to the 2nd study.

**Experiment 1 dependent measures:**

***Academic expectations:***

What do you predict your GPA will be at YOUR EXPECTED GRADUATION TIME?

***Academic efficacy:***

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I can do even the hardest work at [school name] if I try.

I'm certain I can figure out how to do the most difficult class work.

I'm certain I can master the skills taught at [school name] this upcoming year.

When I experience challenges at [school name], I will have no problem asking for help.

I can do all of the work in class if I don't give up.

## **Experiment 2 dependent measure:**

Winter Mason's Open and Online IAT (see <http://sourceforge.net/projects/implicitassoc/> or <https://web.archive.org/web/20151013211000/http://sourceforge.net/projects/implicitassoc/>), completed online on a page hosted on our lab server and linked into the main Qualtrics.com survey.

Pair 1: "I" vs. "They"

- "I" items: I, me, my, mine
- "They" items: they, them, their, theirs

Pair 2: "High achievement" vs. "Low achievement"

- "High achievement" items: honors, Dean's list, top 5%, success, A+, 4.0 GPA
- "Low achievement" items: probation, drop out, bottom 5%, failure, D-, 1.0 GPA

### **Experiment 3 Materials**

***Perceptions of institutional commitment to SES diversity (same response scale as for the academic efficacy in Experiment 1):***

I feel that [school name] is committed to promoting socioeconomic diversity within its student body.

I feel that [school name] cares about all its students and applicants equally, regardless of their social class background.

***Perceived numerical Representation:***

What percentage of [school name] students do you think come from each of these socioeconomic backgrounds? (total must equal 100%)

- Lower-class and working-class \_\_\_\_\_
- Middle-class and upper-class \_\_\_\_\_

***Sensitivity to SES-based Identity Discrepancies (SSID; same response scale as for the academic efficacy in Experiment 1):***

Most students at [school name] have had more opportunities (for success) than I have.

Compared to most students at [school name], I have had to work hard to overcome obstacles to get to a school like [school name].

My family background/upbringing is similar to that of the typical [school name] student.

Most students at [school name] come from a more privileged background than I do.

I come from a very different socioeconomic background than most [school name] students.

I am similar to the typical [school name] student.

***Belonging (same response scale as for the academic efficacy in Experiment 1):***

I feel that I belong at [school name].

***Belonging uncertainty (same response scale as for the academic efficacy in Experiment 1):***

Sometimes I feel that I belong at [school name], and sometimes I feel that I don't belong.

When something bad happens, I feel that maybe I don't belong at [school name].