

Fall 12-7-2021

Finding a Home Through the Screen: A Glimpse into Student Experiences in a World of Remote Admissions Processes

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Carmen, Megan, "Finding a Home Through the Screen: A Glimpse into Student Experiences in a World of Remote Admissions Processes" (2021). *Honors Projects*. 643.
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Finding a Home Through the Screen: A Glimpse into Student Experiences in a
World of Remote Admissions Processes

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Honors Project

Submitted to the Honors College at Bowling Green State University in partial
fulfillment of the requirements for graduation with University Honors

1 December 2021

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I. Research Question

Through this survey project, I hoped to gain insight into the impact of the online admissions process on incoming first-year students. To maintain safety during the COVID-19 pandemic, Bowling Green State University admissions communications with prospective students and families moved online. Building connections and the feeling of belonging is not only a large part of BGSU's mission, but also a vital step in the success of students in higher education. Moving an admissions process online may have a negative impact on building connections, or it may have made it easier for certain students to participate in admissions programming. My central research question seeks to understand to what extent students felt they belonged during the process, and whether the virtual process established connections and relationships with faculty, staff, and fellow students along the way.

II. Literature Review

Finding the right college is a huge decision for incoming students (Holland, 2020), and creating a sense of belonging and community for those incoming students is often the deciding factor on where they will attend higher education (Felten, 2020). This process is not the same for everyone however, and many students struggle during their college admissions process. For underrepresented students, finding a community during their hunt for higher education can be challenging. Delaney (2020) found that 84% of students from advantaged high schools (where tuition is expensive and only accessible to high-income families) chose to attend college, compared to only 57% of students from disadvantaged high schools. This creates an environment

during the admissions process that inherently favors students from advantaged areas and backgrounds, as they are the majority of those applying.

Not all students feel an equal sense of belonging during the college search process; Felten (2020) found that Black undergraduates felt a higher prevalence of uncertainty and less like they belonged than their peers. This disconnect is troubling and potentially compounded by changes in the admission process due to the current pandemic. We need to know more about the impact of the online admissions process on all students, but especially underrepresented groups. With COVID-19 changing the way admissions functions, we are left with a gap in the research to guide the best ways to help all students with their college transition. With a global pandemic instilling uncertainty and confusion, students may be even more concerned about experiencing interpersonal connection (Gillis, 2020). Montacute (2020) suggests that the nontraditional methods in the college search process can put pressure on students to make decisions that might not be best for them, and that students from the poorest backgrounds will be at the greatest risk of missing out on opportunities. To understand how we can provide a great admissions process for all students entering college, we must look at what we know already know about inclusion in admissions and the impact of online communications to student success.

Not only has the post-admission process been altered in recent years, the application process has changed as well. For example, more than 60% of four-year colleges and universities in the U.S. do not require test scores such as the ACT or SAT (Belkin, 2020). This shift has positive and negative implications for underrepresented students. With test scores often hampering admission of underrepresented students, the pandemic provides an opportunity to stand out in other ways. College application essays have begun to add questions on how the pandemic has limited and impacted students (Belkin, 2020). The shift in focus from already

polarizing standardized test scores to a more personal, student experience-based focus means a greater opportunity for success for students who might have lower test scores and grades. The pandemic has motivated other positive changes; new programming like virtual recruiting has allowed colleges to reach students they otherwise might have missed (Bernhard, 2021). But how does this shift impact incoming students as they begin their admissions process?

With online communications being the new normal, there are more reasons to ensure students are getting the best possible experience. Patterson (2020) provides several recommendations to assist with the transition to college, such as providing support even when it may not seem necessary and offering a lot of information to combat any uncertainty that may exist. Capezza (2020) points out the importance of enrollment teams working to create strong connections with admitted students, some of whom have never set foot on campus. For students whose decisions would normally rest on the influence of a campus visit, providing as much information and virtual exploration as possible is necessary to comfort and ease students and parents. Providing these online sessions is vital; students and families are comforted by individual and small-group interactions (Capezza, 2020). A positive aspect of online admissions is that students who would not have the opportunity to travel for an in-person visit to campus are now able to participate fully. Kezar's (2020) research on online academic instruction offers insight into supporting students in their online admissions process: students gained more beneficial experiences when presented with several types of programming that created a seamless learning environment for supporting students academically, socially, and personally. Kumi-Yeboah's (2016) research on the success of underrepresented students in online learning formats showed that access to resources, time convenience, student teacher interactions and open communication all enhanced the online learning experience and academic self-concept of

underrepresented students. By creating comfortable and open online environments, all students have a better opportunity to succeed. But what about disadvantaged students? Skinner (2019) made an important point about accessing online resources. Just because a student has a better chance of being admitted does not necessarily mean a greater likelihood of success if they lack access to resources: a computer and steady internet connection are now required to take most distance education courses. Students who do not have these technological resources may find themselves effectively shut out. Additionally, the ability to use technology in varying forms plays an important role in the academic performance of underrepresented students (Kumi-Yeboah, 2016).

Socio-economic status and racial identity are not the only disadvantaged statuses at play in the admissions process. Another important consideration is student age. Nontraditional students are also disadvantaged, traditionally aged college students may have been more likely to enjoy the synchronous interpersonal connections with peers (Gillis, 2020). First-generation students also struggle without a guide (Holland, 2020). First-generation college students typically find college to be a difficult cultural and social transition.

A common theme that runs through the success of students in online formats is the establishment of a support system (Felten, 2020). Especially in a global pandemic when much of what we know has been flipped upside-down, forming relationships during the college search is essential. When speaking of her daughter's college search and missing out on all the things normal high school seniors should be doing to find their new home, one mother stated "None of that matters nearly as much as her feeling safe [...] and making connections with all sorts of people" (Bernhard, 2021, p. 1). It seems clear that one of the most important factors in student success online, academically, and personally, is the creation of communities and development of

strong relationships with peers, mentors, and faculty. This development will aide students in their transition to higher education, and if it is lacking, students may not feel as though their best interests lie in pursuing a college degree. To better support students from under-represented groups, it is beneficial to initiate programs for students from underrepresented groups that offer additional supports and build a sense of community (Littenberg- Tobias, 2020). This can be implemented in the online admissions process, with programming and resources specific to student identities and backgrounds to help establish communities around commonalities. In his book on the importance of building relationships to student academic success, Felten (2020) noted that when considering all factors of online academic success, a network of overlapping relationships is more likely to meet a student's evolving needs. For underrepresented students this can be especially true, support and the establishment of a comfortable and connected environment allows for future success. Looking at the online admissions process in particular, students from all backgrounds have the potential to create relationships and join a community, but just because it is available does not mean that it meets everyone's specific needs. Though students often benefit from the availability of online communications and doing things virtually, they want personal connections with peers and faculty (Patterson, 2020).

Building a sense of community for all students is essential in their perception of belonging and long-term success in higher education. Felten (2020) summed it up well in saying "relationships are the beating heart of higher education and that learning and well-being are intimately, inseparably connected" (p.165). Gathering student reflections from their experience in an online admissions format will allow us to better understand how to support students in their transition to higher education in years to come.

III. Methodology

Data were collected through a survey with two main sections (Appendix A). The first part asked demographic questions to identify the participants' race/ethnicity, gender identity, age when entering BGSU, first-generation student status, and college of major. These metrics were used to understand advantages and representations students may experience. The second section asked a combination of Likert-scale questions and open response questions about the online admissions process. The Likert-scale questions had two parts. The first set of five questions asked questions pertaining to the level of comfort and inclusion students felt during the online admissions process. These aimed to understand how students felt comfortable and included when attending admissions events. The second set of five questions asked how well the admissions process helped students connect with others at BGSU. These questions are intended to understand how many connections BGSU provided during the admissions process. The first open ended question asked students to describe what worked to make them feel comfortable and included during the admissions process, and the second question asked what students felt prevented them from feeling comfortable and included. Both open-ended questions allowed students to describe their individual experience during the online admissions process, and for their answers to be compared to the answers of others to identify commonalities among students of different groups.

Before data collection, this survey underwent IRB approval. After receiving IRB approval for myself, my advisors, and the survey project itself, I requested a representative list of first-year student emails from the Office of Institutional Research, containing samples from different backgrounds and identities. To determine how first-year students felt about their admissions experience, I sent my anonymous survey directly to a random sample of 750 students, which

represented around 25% of the total first-year students at BGSU in fall of 2021. After receiving the student emails, an excel spreadsheet was created grouping 75 email addresses together by color for easy distribution. For example, the first 75 emails were coded “Green Group”, and these email addresses were bcc’d together when emails were issued. The first email (Appendix B) was sent on September 24th, 2021. A second follow up email (Appendix C) was sent on October 2nd, 2021. The survey was closed on October 9th, and all partial and full responses were recorded as data and downloaded to a secure computer.

After data were compiled, I conducted quantitative and qualitative analyses to determine student perception of the online admission process. The quantitative analysis began by removing any responses that did not include demographic data or that stopped after the informed consent and agree to participate sections. A total of 96 students responded to the survey with only 57 passing the informed consent section. Fifty-seven students responded to the demographic questions, 50 to the Likert-scale questions, and 17 to the open response questions. For demographic categories where participants chose more than one option, they were recorded in each of those categories. For example, in Table 5, if a student chose their college as College of Arts and Sciences and Honors, they were added in both of those categories. For the Likert-Scale section of the survey, the percent of overall agreement for each question was calculated by combining “strongly agree” and “agree” and made into a percent of the total responses for that question. For qualitative analysis, 17 students responded to the open-ended questions on what worked and what could be improved through the online admission process. These responses were analyzed for common themes and recurring critiques. After observing open ended responses, commonalities among students with similar characteristics were analyzed. Participants were

identified using a number denoted in parentheses after quotes taken from responses. Upon the completion of this research, all materials pertaining to student responses will be destroyed.

IV. Results

Quantitative Analysis

After conclusion of the survey, there were a total of 96 participants. Of these 96, 57 responses passed the initial survey informed consent and agree to participate questions and responded to the demographic and Likert-scale questions and were able to be used for data analysis. Fifty-three percent of respondents identified as White women. 15.79% of respondents were first-generation students, and 89.47% of respondents came into college between 17 and 18 years of age. The most prevalent college of participants was Arts and Sciences. Tables 1-5 show the breakdown of participant demographics, in Table 5, if a student listed multiple colleges, then their response was recorded in each category noted. These results are listed in the “total responses recorded” row, and the overall number of students who answered the question is listed in the “total respondents” row.

Table 1	Number	% Of Total Responses
African American/ Black	4	7.14
Asian American	2	3.57
Hispanic/ Latinx	2	3.57
Indigenous/ Native American	1	1.79
White	47	83.93
Total	56	100

Table 1. Race and Ethnicities of Respondents. One participant listed two ethnicities and was counted in each category, respectively. One student did not respond, leaving 56 total respondents.

Table 2	Number	% Of Total Responses
Man	17	29.83
Woman	38	66.67
Non-Binary	1	1.75
Prefer not to say	1	1.75
Total	57	100

Table 2. Gender Identities of Respondents.

Table 3	Number	% Of Total Responses
Yes, First-Gen	9	15.79
No, Not First-Gen	48	84.21
Total	57	100

Table 3. First-Generation Status of Respondents.

Table 4	Number	% Of Total Responses
17-18	51	89.47
19-24	4	7.02
25+	2	3.51
Total	57	100

Table 4. Age of Respondents when Entering College as a First-Year student.

Table 5	Number	% Of Total Responses
Arts and Sciences	27	43.55
Business	6	9.68
Musical Arts	1	1.61
Education and Human Development	11	17.74
Honors	3	4.84
Technology, Architecture and Applied Engineering	7	11.29
Unsure	7	11.29
Total responses recorded	62	100

Table 5. College Respondents major falls into. If multiple colleges were identified, each was counted individually under each college.

After compiling the data from the Likert-scale questions, I was able to tabulate the responses as percentage of agreement to the 10 questions asked. Overall, responses were majority positive and only 3 questions fell below 75% “strongly agree” or “agree” responses (denoted in table 6. darker shaded boxes). These three questions all pertained to building connections with peers, faculty, and admissions staff. The largest number of students answering “strongly disagree” came when asked if participants felt that had made at least one friend during the admissions process. The questions with the highest overall agreement, at 94% of participants answering with “strongly agree” or “agree” was “I felt that BGSU is the place for me”. The second highest overall agreement was a 90% and was given to the questions “I felt acknowledged and respected” and “I felt included”. After taking the average of the percentage Agreement column for the first five questions and the second five questions, Table 7 was created. The Likert-questions relating to comfort and inclusion had a mean percentage agreement that was 22.4% higher than the average for the questions relating to establishing connections.

Question	Strongly Agree Count	Strongly Agree %	Agree Count	Agree %	Disagree Count	Disagree %	Strongly Disagree Count	Strongly Disagree %	Total Count	% Agreement
First Five Questions: Comfort and Inclusion										
I felt comfortable and at ease.	9	18	34	68	7	14	0	0	50	86
I felt acknowledged and respected.	14	28	31	62	5	10	0	0	50	90
I felt included.	12	24	33	66	5	10	0	0	50	90
I felt there were other students who were like me.	17	34	26	52	4	8	3	6	50	86
I felt like BGSU is the place for me.	25	50	22	44	3	6	0	0	50	94
Second Five Questions: Establishing Connections										
I met other incoming students.	7	14	31	62	12	24	0	0	50	76
I interacted with other students and/or faculty in my major.	6	12	28	56	14	28	2	4	50	68
I made connections with BGSU/ admissions staff.	7	14	22	44	18	36	3	6	50	58
I feel like I made at least one friend during the admissions process.	6	12	20	40	18	36	6	12	50	52
The admissions process gave me resources to make future connections at BGSU.	6	12	34	68	7	14	3	6	50	80

Table 6. Likert-Scale Questions and responses by category. Responses are denoted as number of participants that answered with that response (count columns) and as percentage of the total respondents that answered with that answer choice (% column). Only 50 total participants responded, so the total count is 50. The % Agreement column is the sum of “Strongly Agree %” and “Agree %” columns.

Table 7	Mean % Agreement (averaged from values in table 6)
First 5 Questions: Comfort and inclusion	89.2
Second 5 Questions: Establishing connections	66.8

Table 7. The average of the % agreements found in table 6 for each of the sets of 5 Likert-scale questions asked.

Qualitative Analysis

A total of 17 survey respondents gave detailed written accounts of their perception of the admissions process. Of the 17 students who responded to the open-ended questions, 35% (6) identified as men, 59% (10) identified as women, and 6% (1) chose not to specify. 12% (2) were first generation students, and 24% (4) entered college at an age older than 18. All but two participants listed their race/ethnicity as White; these two identified as Hispanic/Latinx and Indigenous/Native American. Fourteen participants responded about what worked well to make them feel comfortable and included during the admissions process, and eleven responded about what kept them from feeling comfortable and included. The following section is divided into two main themes: beneficial admissions activities, and negative admissions experiences.

Beneficial Admissions Activities: what worked?

Several common subthemes among responses emerged to illustrate that worked well for incoming students: first, students felt that their connections with their admissions counselor were personal and helpful. One participant said, “the admissions team really helped me in feeling connected with BGSU” (29), and “the rapid response from staff was appreciated” (7). Another participant mentioned the quick turnaround, saying “I felt getting my emails answered quickly and having someone to text for questions was nice” (32). Students also spoke to the ease of the

admissions process, “the admissions process felt simple and straight forward” (1), and “Almost everyone was helpful and provided valuable information” (9). Another participant wrote “the application process was relatively easy” (13). These respondents came from a variety of identities; all three were men but were of varying ages and ethnicities.

A second subtheme that emerged was a positive consensus around the virtual webinars. Students responded: “I liked all the different webinars there were!” (5), “I liked all the virtual sessions” (29), and “I enjoyed the variety of online virtual sessions that were offered, they really helped me confirm what major I wanted to choose” (43). All three of these respondents identified as White and entered college between 17-18. The third and final subtheme was the feeling of connection between current students and other incoming students. One participant responded “[I liked] how connecting the students were to me and went out of their way to help” (49). Another student answered, “The Facebook page was phenomenal and connected me with my roommate” (14), and a third student said, “we were in small groups, so it was easy to talk to new people” (35). These three student respondents all identified as White and 17-18 years old when entering college.

Negative Admissions Experiences: what didn’t work?

Some less positive subthemes emerged from responses to illustrate things that did not work. First, several respondents said that as a transfer student, things were difficult. “The transfer transition was not great. I felt out of place [...] and like I did most of the work myself” (26) answered one student. Another student responded, “Not a great experience as a transfer” (13). Commuter students felt similarly, answering “being a commuter student in general has stopped me from feeling included and connected” (52). Participants 13 and 26 were both nontraditional students who entered college after age 18, and participant 52 was a first-generation student. A

second negative subtheme centered around anxiety as far as navigating online resources to connect with others. One participant responded, “The virtual seminars were a little rough [...] the BGSU website was confusing when it came to finding information” (43). “The whole online thing was strange” (14), said one respondent. Most concerning of all was the subtheme of feeling unsafe. One student spoke of their experience:

“For context, I identify as a lesbian. That's important because the people who they grouped me with were very homophobic during orientation. One had a confederate flag hanging in the background and I felt very unsafe. I wish there was an option to say you were part of the LGBTQ+ community and be gathered with people who accept that or are part of that. It's very hard to find safe spaces as a gay person unless you're in a big city and put me off BGSU for a bit.” (19)

Participant 19 did not specify their gender identity but was White and entered college between 17-18 like the other two participants who responded about their struggles with online experiences.

V. Discussion

Using the responses of 57 students in their first year of college at BGSU, we can begin to understand what worked and what needs improving in the online admissions process. From the demographic responses, we can identify that most respondents identified as White, as women, and entered college between 17 and 18 years of age. With BGSU’s student body being majority White students, it is not surprising that a total of only 16% of respondents identified their ethnicity as something besides White. Similarly, only two students listed a gender identity other than man or woman. Future research would benefit from a more diverse group of respondents. A focus group of students or in-person interviews with first year students would also be an effective way to gather responses on the success of the online admissions process.

The Likert-scale questions lend an insight into which aspects of the online admissions process were most beneficial to students. In the first set of five questions pertaining to comfort and inclusion, the average agreement was 89%, whereas in the second set of five questions pertaining to making connections it was a 66%. This indicates that through the online admissions process, students felt more comfortable and included and less that they established connections with others. In future online admissions sessions, it would be beneficial to implement more time for building student to student relationships as well as connecting incoming students with current students, BGSU faculty and staff, and admissions personnel. The question with the lowest level of agreement was “I felt I made at least one friend during the admissions process.” Allowing students more time to connect with other incoming students and providing access to incoming student connection resources could improve this rating.

Of the open-ended questions, the responses were mostly positive. The themes indicating the need for improvement of the transfer student process and better grasp on online resources were the most prevalent things hindering students from feeling connected and included during the online admissions process. Providing incoming transfer students with more personalized resources and individualized connections with admissions staff, BGSU faculty, and current students would allow incoming transfer students to feel more welcomed and included during their transfer process. As for online resource use, providing students step-by-step guides on online resources as well as contact information to use when stuck might remedy some of the anxiety surrounding incoming student’s use of online resources. Changes also need to be made to ensure all students feel safe in BGSU admissions settings as well. Students displaying themes or images of hatred towards a group should be removed immediately from any virtual admissions events to prevent feelings of discomfort or targeting for any other students. One respondent

mentioned feeling unsafe in a virtual event because of their membership in the LGBTQ+ community. This is unacceptable and does not align with any of the values upheld by Bowling Green State University.

Further research into student experiences would provide insight into other events like this that may have been overlooked. Ensuring that students feel supported during their college search is critical to their success in higher education and gathering background information on student identity and life experiences that may influence student experiences is the first step in creating a better admissions process for all incoming students. This study was limited by lack of student participation, lack of respondent diversity, and inherent bias towards BGSU since all students are active BGSU students. A broader study that encompasses a wide range of student identities and spans several universities would be the next step in understanding the impact of an online admissions process on student perceptions of belonging and inclusion.

VI. Conclusion

This study provided insight into the effectiveness of an online admissions process on incoming first year students. From student responses about their experiences, it becomes clear that further research is necessary to fully understand the impact of a remote college process on those from underrepresented and disadvantaged backgrounds. With further data collection, we may fully begin to understand the ways an online college process has affected students on their path to higher education, and in what ways we can work to better support students and provide a comfortable environment for students to build connections with others and embark on their college journey. This preliminary research and subsequent findings demonstrate a need for further investigation as to how students feel they are being supported and included during the

online admissions process. The role a student's identity plays in their admissions experience is vital to understand, and by broadening our scope to gather as many perspectives and backgrounds as possible would result in a greater understanding of student perception of the online admissions process.

VII. Appendix

A. Survey Questions:

B. Are you a first-generation college student? (First-generation students are students whose parents have not attended college)

1. Yes

2. No

A. What gender do you identify as?

1. Man

2. Woman

3. Transgender

4. Non-Binary

5. _____ (your response)

6. Prefer not to answer.

C. Please specify your race-ethnicity (check all that apply):

1. African American/Black

2. Asian American

3. Hispanic/Latinx

4. Indigenous/Native American

5. Middle Eastern
6. White
7. _____(your response)

D. Age when entering college

1. 18 or younger
2. 19-25
3. 26-30
4. 30+

E. Which College does your Major fall under?

1. Arts and Sciences
2. Health and Human Services
3. Schmidthorst College of Business
4. Education and Human Development
5. Technology, Architecture, and Applied Engineering
6. College of Musical Arts
7. Honors College

The following questions will be scored on a Likert Scale, from strongly disagree, disagree, agree, and strongly agree.

- This question asks about your feelings of belonging during the online admissions process. For each statement about the admission process indicate the extent to which you disagree or agree:

I felt comfortable and at ease.

I felt acknowledged and respected.

I felt included.

I felt there were other students who were like me.

I felt like BGSU is the place for me.

In this question we are interested in how well the admissions process helped you connect with others at BGSU. For each statement about the admission process indicate the extent to which you disagree or agree:

I met other incoming students.

I got to know students and/or faculty in my major

I made connections with admissions counselors.

I feel like I made at least one friend during the admissions process.

The process gave me the resources to make future connections at BGSU.

The following questions are open-ended response questions.

- Please describe anything during the admission process that made you uncomfortable or kept you from feeling included and connected:
- Please describe what about the admissions process worked best to make you feel comfortable and included.

B. Email Recruitment Script

Subject: Invitation to participate in Student Research!

Hello!

My name is Megan, and I am a Senior in the BGSU Honors program! I am reaching out to ask you to complete a survey about your experience with the admissions process before you came to campus this fall. This survey will take about 10 minutes and is anonymous. To complete this survey, click the attached link.

(Link)

You must be 18 years of age or older to participate in this survey. Participation is voluntary- you may stop taking the survey at any point, and all survey responses will remain confidential. All data will be kept anonymous. This BGSU student email address was obtained through the Office of Institutional Research.

Thank you for contributing to student research!

Megan Carmen

C. Follow Up Email Recruitment Script

Subject: Participate in Student Research: Follow up!

Hello!

My name is Megan, and I am a Senior in the BGSU Honors program! I am reaching out to ask you to complete a survey about your experience with the admissions process before you came to campus this fall. Thank you to those of you who have already completed this! If you have not completed the survey, you can find it by clicking the attached link.

(link)

You must be 18 years of age or older to participate in this survey. Participation is voluntary- you may stop taking the survey at any point, and all survey responses will remain confidential. All data will be kept anonymous. This BGSU student email address was obtained through the Office of Institutional Research.

Thank you for contributing to student research!

Megan Carmen

D. Informed Consent Form

Introduction of the Researcher

The principle investigator for this survey study is Megan Carmen, a student and member of the Honors College at Bowling Green State University. This survey is a sociological look into how incoming first-year students felt about the admissions process as it existed online. You are being

asked to participate based on your status as a first-year student during the 2021-2022 school year. You must be at least 18 years old to participate in this survey.

Purpose

This study aims to understand how first-year students felt about their online admissions process. With admissions moving primarily online, it is beneficial to understand how well students formed connections and found resources through the college search process so we may improve the admissions process in the future. This is in part for the completion of the Honors Capstone Project in the BGSU Honors College. Participants may choose to provide an email address on their survey to be entered into a drawing for amazon gift cards. There will be a total of five (5) gift cards dispersed, each in an amount of ten (\$10.00) dollars.

Procedure

You will be asked to answer a series of questions, some demographic questions, some Likert-scale questions, and some open-ended questions that seek to gauge your personal experiences during the admissions process. Please give each question thought and answer each question to the best of your ability. This survey will take 10-15 minutes, and can be taken on any mobile device or computer.

Voluntary Nature

Your participation in this survey is completely voluntary. You are free to withdraw at any time and are not required to answer any questions you do not feel comfortable with. You may discontinue participation at any time without explanation or penalty. Your participation in this research will not affect your admissions status or relationship with Bowling Green State

University, nor will participation in this survey affect any class standings or grades at Bowling Green State University.

Confidentiality Protection

All answers in this survey will be kept confidential. Only principle investigator Megan Carmen and advisors Dr. Margaret Weinberger, Dr. Jessica Turos, and Dr. Kevin Neves will have access to survey answers. Data from this survey will be stored on password protected computers in a password protected drive. Data will be kept until the completion of the research project in Fall of 2021. To maintain confidentiality, it is best to complete this survey on a private device and close out of survey tabs immediately after completion.

Risks

The only risk this study may contain is psychological difficulty with answering questions. You may cease participation at any point, and are not required to answer any questions you are uncomfortable with. All responses will be kept confidential and protected under password security.

Contact Information

Principal Investigator: Megan Carmen can be contacted at 419-806-1620, or carmenm@bgsu.edu with questions and concerns relating to the study or participation in the research. Participants may also contact Dr. Margaret Weinberger at weinber@bgsu.edu or at 419-372-3907. You may also contact the Chair of the Bowling Green State University Institutional Review Board at 419-372-7716 or at irb@bgsu.edu if you have any questions about your rights as a participant in this research. Thank you for your time and participation!

I have been informed of the purpose, procedure, risks, and benefits of this study. I have had the opportunity to have all my questions answered and I have been informed that my participation is completely voluntary. I agree to participate in this research.

VIII. References

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