

APPENDIX

Table S1 ACT Math and Pre-Term Course GPA Mean Comparison Scores by Students' Demographic Groups in General Chemistry I Course

ACT Math Scores							
Demographics		N	Mean	Std. Dev	Df	<i>t</i>	<i>p</i> -value
Gender	Female	166	22.8	3.7	223	1.294	.197
	Male	59	23.7	3.6			
Race/Ethnicity	Racially marginalized groups	56	22.8	4.1	82.9	.581	.563
	White	168	23.1	3.5			
First-Generation Status	First-Gen	41	21.3	3.8	223	3.346	<.001*
	Non-First Gen	184	23.4	3.5			
Pre-Term Course GPA							
Demographics		N	Mean	Std Dev	Df	<i>t</i>	<i>p</i> -value
Gender	Female	185	3.3	0.5	255	1.381	.168
	Male	72	3.2	0.6			
Race/Ethnicity	Racially marginalized groups	69	3.4	0.5	251	.760	.448
	White	184	3.3	0.5			
First-Generation Status	First-Gen	48	3.1	0.6	255	2.940	.004*
	Non-First Gen	209	3.4	0.5			

*Indicates that $p < .01$ and statistically significant.

Table S2 The reported transfer of acquired study strategies to other courses and the corresponding effect sizes by demographic groups

Demographics	Demographic groups (n)	% Transfer to other courses	Cohen's <i>h</i>
Race/Ethnicity	Racially marginalized groups (18)	58.1	0.1
	White (64)	54.2	
Gender	Female (66)	56.9	0.2
	Male (17)	48.6	
First-Generation status	First-gen (14)	56.1	0.1
	Non-first gen (69)	50.0	

*Notes: Cohen's *h* of .2 is a small effect size, *h* = .5 is a moderate effect size, and *h* = .8 is a large effect size (Cohen, 1988).*