

## Supplemental Information: Method

### *Study Setting*

The intervention was conducted at a highly selective, mid-size private university in the United States. URM participants represent 23% of the total population of students. The SAT scores of URM participants were significantly lower ( $M = 1380.64$ ,  $SD = 90.29$ ) than the SAT scores of White and Asian participants ( $M = 1489.56$ ,  $SD = 83.26$ ;  $F(1, 405) = 154.26$ ,  $p < .01$ ).

### *Intervention Recruitment Method*

**Sampling procedure.** As in prior interventions and described in our pre-registration, we used a convenience sampling procedure to recruit participants for the intervention. In order to recruit as many URM and first-generation students as possible, we emailed all URM or first-generation students. We randomly selected a subset of White and Asian continuing generation students and emailed them to participate in the study. We stopped recruiting this group once we had a sufficient number of White and Asian continuing generation students.

**Academic Preparation of Sample.** To confirm that URM participants in our study did not differ in academic preparation than URM nonparticipants (i.e. students in the campus-wide control group), we compared the SAT scores of the URM participants in the intervention conditions to the SAT scores of URM nonparticipants. Results indicated no significant difference in SAT scores in the sample of URM participants ( $M = 1380.64$ ,  $SD = 90.295$ ) compared to URM nonparticipants ( $M = 1378.56$ ,  $SD = 130.49$ ,  $F(1, 1624) = .12$ ,  $p = .73$ ). Additional results confirm that URM participants in our study did not differ in their academic preparation between the multicultural condition and the colorblind condition. Indeed, results indicated no significant differences in SAT scores among URM participants in the multicultural condition ( $M = 1389.25$ ,  $SD = 92.16$ ) and the colorblind condition ( $M = 1371.58$ ,  $SD = 87.99$ ;  $p = .20$ ).

### *Intervention Method.*

Once participants consented to participate in the study, they were asked to read over and evaluate a potential diversity statement for an incoming student guide. Next, they were randomly exposed to the multicultural condition or the colorblind condition.

Multicultural Diversity Statement:

Diversity Matters at [the University]

[The University] is committed to excellent teaching, innovative research, and the personal and intellectual growth of its students in a diverse and equitable academic environment. The foundation of this pursuit is made possible only by the students, faculty, and staff that have diverse identities and come from different cultures and socioeconomic backgrounds. We believe that the mutual exchange of diverse ideas, experiences, and perspectives sustains the depth of our learning and defines our community.

It is our responsibility to leverage our differences as strengths to ensure that we create a diverse, equitable, and inclusive campus. We have a variety of resources that help us to do so. The Campus Inclusion and Community group works with the university community to create opportunities for experiential

learning, multicultural education, and leadership development aimed at enriching the learning environment for all students.

Additionally, Student Enrichment Services builds an inclusive [University] community by engaging students and their allies with dialogue around their experiences of low-income and/or first-generation students, as well as ethnic and racial minority students' experiences. By recognizing and valuing the different backgrounds, cultures, and identities that people bring with them to [the University], these programs cultivate an inclusive and supportive community.

At [the University], we hope to weave together the fabric of our community as dynamic, vibrant, and just. Only by learning about people with different backgrounds and viewpoints can we challenge our assumptions, test our ideas, and broaden our understanding of the world.

#### Colorblind Diversity Statement:

##### Diversity Matters at [the University]

[The University] is committed to excellent teaching, innovative research, and the personal and intellectual growth of its students in a diverse and equitable academic environment. The foundation of this pursuit is made possible only by the students, faculty, and staff that have diverse identities and come from different cultures and socioeconomic backgrounds. We believe that the mutual understanding of each other's shared beliefs and common humanity sustains the depth of our learning and defines our community.

It is our responsibility to leverage our similarities as strengths to ensure that we create a diverse, equitable, and inclusive campus. We have a variety of resources that help us to do so. The Campus Inclusion and Community group works with the university community to create opportunities for experiential learning and leadership development aimed at enriching the learning environment for all students.

Additionally, Student Enrichment Services builds an inclusive [University] community by engaging students and their allies with dialogue around their experiences of low-income and/or first-generation students, as well as ethnic and racial minority students' experiences. By recognizing and valuing the what students have in common and share with one another at [the University], these programs cultivate an inclusive and supportive community.

At [the University], we hope to weave together the fabric of our community as dynamic, vibrant, and just. Only by learning about the unique perspectives and qualities of each and every individual community member can we challenge our assumptions, test our ideas, and broaden our understanding of the world.

### Supplemental Information: Measures and Analyses

#### Academic Performance

**Academic performance without covariates.** There was a significant main effect of race,  $F(1, 1622) = 95.28, p < .001$  and no significant main effect of intervention condition,  $F(2,$

1622) = 1.68,  $p = .19$ . There was a marginal race x intervention condition interaction,  $F(2, 1622) = 2.91, p = .055$ .

There was a significant racial achievement gap in the multicultural condition ( $p = .002$ , 95% CI [0.07, 0.29]), colorblind condition ( $p < .001$ , 95% CI [0.25, 0.48]), and in the campus-wide control group ( $p < .001$ , 95% CI [0.24, 0.35]). However, there was a significant difference among URM participants across conditions,  $F(2, 1622) = 3.64, p = .03$ . Specifically, URM participants in the multicultural condition had higher GPAs than URM participants in the colorblind condition ( $p = .008$ , 95% CI [0.04, 0.29]) and had higher GPAs than URM nonparticipants in the campus-wide control group ( $p = .05$ , 95% CI [0.00, 0.20]). URM participants in the colorblind condition did not differ than URM nonparticipants in the campus-wide control group ( $p = .20$ , 95% CI [-0.17, 0.04]). In contrast, White and Asian participants did not significantly differ across conditions,  $F(2, 1622) = .12, p = .89$ .

**Academic performance of White students vs. URM students (i.e. excluding Asian students).** There was a significant main effect of race,  $F(1, 1247) = 26.95$  and no significant main effect of condition,  $F(2, 1247) = .40, p = .67$ . There was a marginal race x intervention condition interaction  $F(2, 1247) = 2.82, p = .06$ .

Consistent with the results reported in the main text, a racial achievement gap emerged between URM participants and White participants in the colorblind condition  $F(1, 1247) = 18.38, p < .001$ , and URM nonparticipants and White nonparticipants in the campus-wide control group,  $F(1, 1247) = 29.22, p < .001$ . However, URM participants and White participants' GPAs did not differ significantly in the multicultural condition,  $F(1, 1247) = 1.18, p = .28$ . These results indicate that the multicultural condition statistically eliminated the racial achievement gap.

Additionally, there was a marginal difference among URM participants and nonparticipants across conditions,  $F(2, 1247) = 2.59, p = .075$ . Specifically, URM participants in the multicultural condition had higher GPAs than URM participants in the colorblind condition ( $p = .023$ , 95% CI [.02, .27]) but only trending higher than URM nonparticipants in the campus-wide control group ( $p = .14$ , 95% CI [-0.03, 0.18]). URM participants in the colorblind condition did not differ than URM nonparticipants in the campus-wide control group ( $p = .20$ , 95% CI [-.18, .03]). In contrast, White and Asian participants did not differ across conditions in their GPA,  $F(2, 1247) = 0.58, p = .56$ .

**Academic performance of Asian students vs. URM students (i.e. excluding White students).** There was a significant main effect of race,  $F(1, 725) = 19.62, p < .001$  and no significant main effect of condition,  $F(2, 725) = 1.38, p = .25$ . There was no significant race x intervention condition interaction,  $F(2, 725) = 0.322, p = .73$ .

**Academic performance of First-Generation vs. Continuing Generation students.** There was a significant main effect of generation status,  $F(1, 1619) = 6.16, p = .013$ , no main effect of condition,  $F(2, 1619) = 0.40, p = .67$ , and no significant generation status x intervention condition interaction,  $F(2, 1619) = 0.21, p = .81$ .

**Academic performance of Advantaged students (i.e. Continuing-Generation White students) vs. Disadvantaged students (i.e. First-generation or URM students).** There was a significant main effect of disadvantaged status,  $F(1, 1619) = 40.34, p < .001$ , no main effect of

condition,  $F(1, 1619) = 0.93$ ,  $p = .39$ , and no significant disadvantaged status x intervention condition interaction,  $F(2, 1619) = 1.25$ ,  $p = .29$ .

### Time 1 Survey

#### **Anticipated College experiences.**

**Social fit.** Participants reported on the following six items how much they felt that they would fit in at college on a scale from 1 (*strongly disagree*) to 7 (*strongly agree*): I feel a part of the college community at [the University]; I expect that the academic experience at [the University] will be difficult for me (*reverse-scored*); I feel like an outsider at [the University] (*reverse-scored*); I am well prepared to be academically successful as a student at [the University]; It is a mystery to me how things work at [the University] (*reverse-scored*); I belong at [the University]. The mean of these six items served as our measure of anticipated social fit ( $\alpha = .70$ ).

**Learner Empowerment.** Participants reported on the following four items about their anticipated learner empowerment on a scale from 1 (*strongly disagree*) to 7 (*strongly agree*): I can do things at my college in a way that is right for me; I have the power to influence my college experience; I'm certain I can master the skills taught at my college this upcoming year; I can do all of the work in class if I don't give up. The mean of these four items served as our measure of anticipated learning empowerment ( $\alpha = .76$ ).

**Appreciation of Difference.** Participants reported on the following four items whether they believed differences would be valued in college on a scale from 1 (*strongly disagree*) to 7 (*strongly agree*): Students with different backgrounds and experiences can find their own ways of being successful at [the University]; There are different ways to be successful at [the University]; My college makes an effort to include ideas and practices that represent a wide variety of backgrounds; I think that my background will help me succeed at [the University]. The mean of these items served as our measure of appreciation of difference ( $\alpha = .69$ ).

**Social Identity Threat.** Participants reported on the following three items about their concern of being treated poorly based on their differences on a scale from 1 (*strongly disagree*) to 7 (*strongly agree*): I expect students at my college to be accepting of people who have diverse backgrounds (*reverse-scored*); I expect other students at my college to make unfair assumptions about me based on my background; I expect professors at my college to make unfair assumptions about me based on my background. The mean of these three items served as our measure of social identity threat ( $\alpha = .72$ ).

**Bridging Difference.** Participants reported on the following two items about their expectations for learning from others and education others about differences on a scale from 1 (*strongly disagree*) to 7 (*strongly agree*): In college, I hope to have the opportunity to educate others about my background, culture, and identity; In college, I look forward to learning about others' backgrounds, cultures, and identities. The mean of these items served as our measure of comfort learning and educating about differences ( $\alpha = .72$ ).

**Intergroup Comfort.** Participants reported how comfortable on a scale from 1 (*not comfortable at all*) to 7 (*very comfortable*) they would be interacting with someone from: a different social class background than you; a different racial or ethnic background than you; a different country than you; a different religious background than you? The mean of these items served as our measure of intergroup comfort ( $\alpha = .79$ ).

**Help Seeking.** Participants reported on seven items approximately how many times per month (on a scale from 0 – 5 or more) they would ask in the upcoming school year. Participants

were asked to answer how many times they would engage in the following actions: Email a professor to ask a question; Meet with a professor outside of class; Meet with other students to study for tests or exams outside of class; Meet with other students to study for tests or exams outside of class; Meet with a mentor or advisor to seek feedback or advice on course assignments; Meet with a mentor or advisor to seek feedback or advice on choosing classes or choosing a major; Meet with a mentor or advisor to seek feedback or advice on future aspirations or career goals. The mean of these three items served as our measure of anticipated help seeking behavior ( $\alpha = .77$ ).

**Table S1a.** Multivariate Analysis of Covariance Results for main effects of condition on anticipated college experiences in Time 1 survey

Measure	Multicultural Condition	Colorblind Condition	$F(1, 295)$
Social Fit	4.58 (.07)	4.69 (.07)	1.34
Learner Empowerment	5.74 (.07)	5.93 (.07)	4.06*
Appreciation of Difference	6.06 (.06)	6.10 (.07)	.19
Social Identity Threat	2.58 (.10)	2.39 (.10)	3.65†
Bridging Differences	5.97 (.08)	6.11 (.09)	1.25
Intergroup Comfort	6.37 (.06)	5.41 (.06)	.12
Help Seeking	2.65 (.07)	2.58 (.08)	.35

*Note:* The same covariates (highest SAT scores, family income, generation status, and gender) are included in the model and mean values indicate marginal means. Numbers in parentheses are standard errors of the mean. †  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Table S1b.** Multivariate Analysis of Covariance Results for main effects of race on anticipated college experiences in Time 1 survey

Measure	URM	White and Asian	$F(1, 295)$
Social Fit	4.63 (.08)	4.64 (.07)	.02
Learner Empowerment	5.83 (.08)	5.85 (.07)	.02
Appreciation of Difference	5.94 (.08)	6.23 (.06)	6.83**
Social Identity Threat	2.63 (.12)	2.27 (.10)	4.55*
Bridging Differences	6.03 (.10)	6.05 (.08)	.01
Intergroup Comfort	6.35 (.08)	6.43 (.06)	.43
Help Seeking	2.63 (.09)	2.60 (.07)	.06

*Note:* The same covariates (highest SAT scores, family income, generation status, and gender) are included in the model and mean values indicate marginal means. Numbers in parentheses are standard errors of the mean. †  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Table S1c.** Multivariate Analysis of Covariance Results for effects of anticipated college experiences for URM participants by condition in Time 1 survey

Measure	URM in Multicultural Condition	URM in Colorblind Condition	$F(1, 295)$
Social Fit	4.65 (.11)	4.50 (.11)	.09
Learner Empowerment	5.71 (.11)	5.95 (.11)	2.78†
Appreciation of Difference	6.01 (.10)	5.87 (.11)	.89
Social Identity Threat	2.77 (.16)	2.49 (.17)	1.69
Bridging Differences	6.02 (.14)	6.05 (.14)	.02
Intergroup Comfort	6.32 (.10)	6.39 (.11)	.30
Help Seeking	2.68 (.12)	2.58 (.13)	.35

*Note:* The same covariates (highest SAT scores, family income, generation status, and gender) are included in the model and mean values indicate marginal means. Numbers in parentheses are standard errors of the mean. †  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

### Identity.

***Pride in social identity.*** Participants reported on nine items how proud they were of their different identities on a scale from 1 (*strongly disagree*) to 7 (*strongly agree*): I feel a strong sense of pride about people with the same racial or ethnic background as me; I feel good about my racial or ethnic background; I feel ashamed of my racial or ethnic background (*reverse-scored*); I feel a strong sense of pride about people with the same social class background as me; I feel good about my social class background; I feel ashamed of my social class background (*reverse-scored*); I feel a strong sense of pride about people with the same gender as me; I feel good about my gender; I feel ashamed of my gender (*reverse-scored*). The mean of these items served as our measure of pride in one's social identity ( $\alpha = .78$ ). Results indicated no significant main effect of condition ( $p = .23$ ). However, there was a significant main effect of race, such that URM participants reported greater pride in their social identity ( $M = 5.72$ ,  $SD = .85$ ) than White and Asian participants ( $M = 5.30$ ,  $SD = .86$ ; Race  $F(1, 295) = 5.08$ ,  $p = .03$ .) Additionally, there was no significant interaction ( $p = .53$ ).

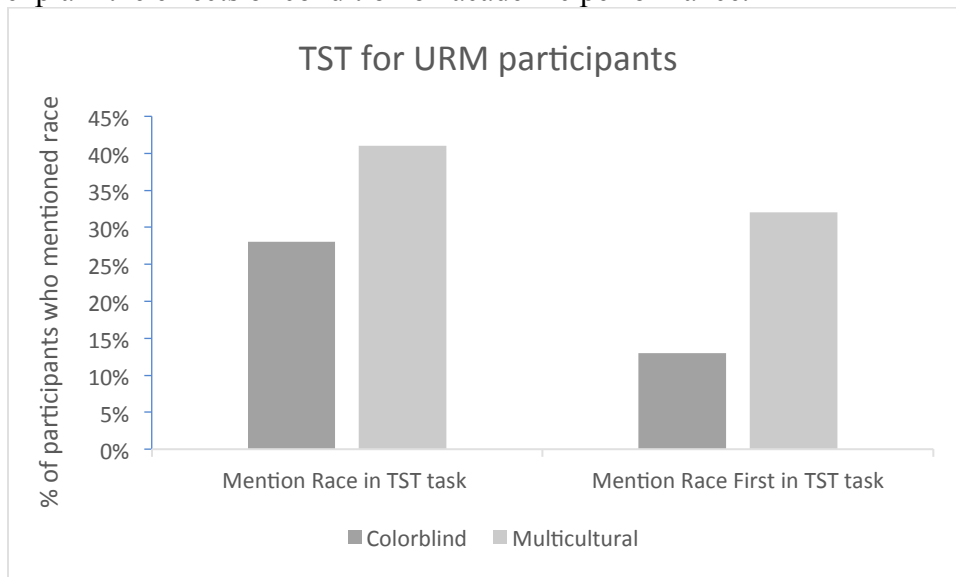
***Racial self-concept.*** Participants completed a shortened version of the Twenty Statements Task (TST; Kuhn & McPartland, 1954). To reduce time to complete the task, they reported 5 identities instead of the typical 20. In this task, students were told: "People have different ways of describing themselves. Below are 5 fill-in the blanks for you to answer the basic question: 'Who am I?'"

A research assistant (unaware of hypotheses) examined whether participants' racial self-concept by coding whether participants mentioned a racial category such as African American, Black, Latinx in two ways. First, they coded whether participants mentioned their race throughout the entire set of five responses. Next, they coded whether participants mentioned their race first, perhaps indicating that race is the most central, salient, or accessible to them. We

used chi-square analyses to examine differences in URM participants' responses to the TST between the two conditions.

First, we examined variation in whether URM participants mentioned their race throughout the entire set of responses on the TST. A chi-square analysis revealed no significant differences across conditions,  $\chi^2(1) = 2.26, p = .13$ , though the pattern of results was in the expected direction (see Figure 2). Second, we examined variation in whether URM participants mentioned their race first among the TST responses. A chi-square analysis revealed that URM participants in the multicultural condition mentioned their race first nearly three times as often (32%) and significantly more often than those in the colorblind condition (13%),  $\chi^2(1, N = 123) = 5.926, p = .015$ . This result suggests that the diversity statements may have influenced URM participants' racial self-concept.

We conducted a mediation analysis with participants' mentioning their race first among the TST responses as the mediator between the diversity condition and academic performance. Because the mediation analysis included a dichotomous mediator variable, we used equations from MacKinnon & Dwyer (1993) as well as the Sobel test to examine mediation. The Sobel test = 1.55, indicating no significant mediation. Results suggest that mentioning racial identity first cannot explain the effects of condition on academic performance.



**Figure 2.** Percent of URM participants who mentioned their race throughout the five responses and percent of URM participants who mentioned their race first as a function of condition.

**Perceptions of Intergroup Relations in the U.S.** Participants reported on the following two items about their perceptions of the quality of race and social class relations in the United States on a scale from 1 (*very good*) to 7 (*very bad*). The mean of the two items served as our measure of perceptions of intergroup relations in the U.S. ( $\alpha = .80$ ). Results indicated no significant main effect of condition ( $p = .68$ ). However, there was a significant main effect of race, such that URM participants reported worse perceptions of intergroup relations in the U.S. ( $M = 5.34, SD = 1.14$ ) compared to White and Asian participants ( $M = 5.01, SD = 1.24$ ; Race  $F(1, 295) = 3.94, p = .05$ ). There was no significant interaction ( $p = .81$ ).

## Time 2 Survey

### Actual College experiences.

After consenting, participants were asked to complete the same survey items as in the first survey. The only difference was that instead of reporting on their anticipated college experiences, they reported on their actual college experiences. For example, instead of reporting how many times per month they expected to ask for help, they reported the number of times they asked for help. Additionally, participants were asked to report the number and type of events and clubs they participated in during their first year in college. As described in the main text, all results should be taken with caution given that this sample was under-powered (i.e., 47% power) to examine the effect of the intervention on actual college experiences for URM participants.

**Table S2a.** Multivariate Analysis of Covariance Results for main effects of condition on actual college experiences in Time 2 survey

Measure	Multicultural Condition	Colorblind Condition	$F(1, 209)$
Social Fit	4.56 (.10)	4.61 (.10)	.11
Learner Empowerment	5.30 (.09)	5.42 (.09)	.83
Appreciation of Difference	5.36 (.11)	5.45 (.10)	.33
Social Identity Threat	2.71 (.11)	2.82 (.11)	.51
Bridging Differences	5.31 (.11)	5.33 (.11)	.01
Intergroup Comfort	5.95 (.09)	6.24 (.09)	5.02*
Help Seeking	2.02 (.11)	1.97 (.11)	.11

*Note:* The same covariates (highest SAT scores, family income, generation status, and gender) are included in the model and mean values indicate marginal means. Numbers in parentheses are standard errors of the mean. <sup>+</sup>  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Table S2b.** Multivariate Analysis of Covariance Results for main effects of race on actual college experiences in Time 2 survey

Measure	URM	White and Asian	$F(1, 209)$
Social Fit	4.63 (.08)	4.64 (.07)	.02
Learner Empowerment	5.83 (.08)	5.85 (.07)	.02
Appreciation of Difference	5.94 (.08)	6.23 (.06)	6.83**
Social Identity Threat	2.63 (.12)	2.27 (.10)	4.55*
Bridging Differences	6.03 (.10)	6.05 (.08)	.01
Intergroup Comfort	6.35 (.08)	6.43 (.06)	.43
Help Seeking	2.63 (.09)	2.60 (.07)	.06

*Note:* The same covariates (highest SAT scores, family income, generation status, and gender)



are included in the model and mean values indicate marginal means. Numbers in parentheses are standard errors of the mean. <sup>+</sup>  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Table S2c.** Multivariate Analysis of Covariance Results for effects of anticipated college experiences for URM participants by condition in Time 2 Survey

Measure	URM in Multicultural Condition	URM in Colorblind Condition	$F(1, 209)$
Social Fit	4.44 (.16)	4.31 (.16)	.40
Learner Empowerment	5.13 (.15)	5.24 (.15)	.29
Appreciation of Difference	5.29 (.17)	5.17 (.17)	.28
Social-Identity Threat	2.96 (.18)	3.22 (.18)	1.13
Bridging Differences	5.47 (.18)	5.25 (.18)	.86
Intergroup Comfort	6.02 (.15)	6.34 (.15)	2.42
Help Seeking	1.98 (.17)	1.99 (.07)	.00

*Note:* The same covariates (highest SAT scores, family income, generation status, and gender) are included in the model and mean values indicate marginal means. Numbers in parentheses are standard errors of the mean. <sup>+</sup>  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

### Supplemental Information: Additional Analyses

**GPA and difficulty of course selection.** To rule out the possibility that multicultural condition improved participants' grades by altering their selection of courses, we conducted a series of follow up analyses. Specifically, we examined whether participants across conditions took classes that were comparably difficult. To do so, we followed the same procedure as in Stephens, Hamedani & Destin (2014) intervention. First, we calculated the difficulty of each of the 102 subject areas. Specifically, we took the mean GPA for each subject area across the nonparticipants in the campus-wide control group. This allowed us to examine the average GPA of each subject area (e.g., in the fall term, Chemistry's mean GPA was 3.12, Art History's mean GPA was 3.74, Econ's mean GPA was 2.97). Higher average GPAs across subject area indicate easier courses. Next, for each participant (i.e. those in the multicultural condition and colorblind condition), we calculated the mean subject area GPA for each quarter. For example, if a participant took a Chemistry course, an Art history course, and an Econ course in the Fall semester, that participant's mean subject area GPA would be 3.28.

We then conducted a series of 2 (race: URM vs. White and Asian) x 2 (intervention condition: multicultural vs. colorblind) analysis of covariances (ANCOVAs) predicting mean subject area for each quarter. Results indicated no differences in subject area GPA that could explain the effects of the intervention on participants' academic performance. For the fall, winter, and spring terms, there was no significant main effects of condition [fall:  $F(1, 399) = 1.36, p = .245$ ; winter:  $F(1, 399) = 0.65, p = .42$ ; spring:  $F(1, 399) = 0.61, p = .44$ ] or race x intervention condition interaction [fall:  $F(1,399) = 0.36, p = .551$ ; winter:  $F(1, 399) = 0.008, p = .93$ ; spring:  $F(1, 399) = .93, p = .34$ ].

To lend additional support to the claim that the intervention effects on academic achievement were not due to course selection, we conducted an additional of 2 (race: URM vs.

White and Asian) x 2 (intervention condition: multicultural vs. colorblind) analysis of covariances (ANCOVAs) predicting academic performance, and included the mean of the fall, winter and spring subject area GPAs as additional covariates. There was a significant effect of race  $F(1, 396) = 6.53, p = .01, \eta^2 = .02$  and no significant effect of condition  $F(1, 396) = 1.93, p = .17$ . However, the predicted race x intervention condition interaction remained significant  $F(1, 396) = 3.77, p = .053, \eta^2 = .01$ .

***Controlling for Authenticity of Diversity Statement.***

**Table S3.**

*Univariate Analyses of Covariance Results for Grade Point Average (GPA) with Authenticity as a Control.*

	<b>F statistic</b>	<b><math>\eta^2</math></b>	<b>Comparisons</b>	<b>Mean (SD)</b>
Main Effect of Condition	21.49	0.005	Multicultural	3.46 (.41)
			Colorblind	3.40 (.41)
Main Effect of Race	9.84**	0.032	URM	3.34 (.44)
			White & Asian	3.51 (.43)
Condition x Race Interaction	4.35*	0.015	URM, Multicultural	3.42 (.41)
			URM, Colorblind	3.26 (.43)
			White & Asian, Multicultu	3.50 (.41)
			White & Asian, Colorblinc	3.54 (.41)

*Note.* Degrees of freedom ( $df$ ) = 399. Covariates are included in the model and mean values indicate marginal means. <sup>+</sup>  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .