



## Georgia Student Mindset Survey: Descriptive Statistics for State Universities

Variable	Overall Mean (sd)	Significant differences by first gen status FG: 611 CG: 688	Significant differences by URM status*** URM: 581 Non-URM: 718	Significant differences by Gender*** Males: 397 Females: 902	Scale variables
<b>Persistence of Effort<sup>1</sup></b> <i>n</i> = 1,298 Scale = 1-5	3.77 (0.63)	No significance	URM higher, <i>p</i> < .001, <i>d</i> = 0.23	Females higher, <i>p</i> = .01, <i>d</i> = 0.16	1. Setbacks don't discourage me 2. I am a hard worker 3. I finish whatever I begin
<b>Consistency of Interest<sup>1**</sup></b> <i>n</i> = 1,297 Scale = 1-5	2.76 (0.78)	FG lower, <i>p</i> < .001, <i>d</i> = 0.25	URM lower, <i>p</i> < .001, <i>d</i> = 0.44	Females lower, <i>p</i> < .001, <i>d</i> = 0.23	1. I have been obsessed with a certain idea or project for a short time but later lost interest. 2. I often set a goal but later choose to pursue a different one. 3. I have difficulty maintaining focus on projects that take more than a few months to complete. 4. New ideas and projects sometimes distract me from previous ones.
<b>Grit<sup>1</sup></b> <i>(comprised of the persistency of effort and consistency of interest subscales)</i> <i>n</i> = 1,298 Scale = 1-5	3.47 (0.58)	FG higher, <i>p</i> < .001, <i>d</i> = 0.24	URM higher, <i>p</i> < .001, <i>d</i> = 0.44	Females higher, <i>p</i> < .001, <i>d</i> = 0.25	1. Setbacks don't discourage me 2. I am a hard worker 3. I finish whatever I begin 4. I have been obsessed with a certain idea or project for a short time but later lost interest* 5. I often set a goal but later choose to pursue a different one* 6. I have difficulty maintaining focus on projects that take more than a few months to complete* 7. New ideas and projects sometimes distract me from previous ones*



<b>Independent Self-Efficacy</b> <i>n</i> = 1,297 Scale = 1-5	3.61 (0.76)	No significance	No significance	Females higher, <i>p</i> = .03, <i>d</i> = 0.14	<i>How confident are you that you can...</i> 1. Manage time effectively 2. Research a term paper 3. Do well on your exams 4. Take good class notes 5. Understand your course/class readings 6. Keep up to date with your schoolwork 7. Write course papers
<b>Interpersonal Self-Efficacy</b> <i>n</i> = 1,298 Scale = 1-5	3.6 (0.89)	FG lower, <i>p</i> = .005, <i>d</i> = 0.16	No significance	Females lower, <i>p</i> < .001, <i>d</i> = 0.20	1. Talk to college/university staff 2. Participate in class discussions 3. Talk to your professors 4. Ask a professor a question
<b>College Identity<sup>2</sup></b> <i>n</i> = 1,297 Scale = 1-6	4.65 (1.01)	FG higher, <i>p</i> = .001, <i>d</i> = 0.18	URM higher, <i>p</i> < .001, <i>d</i> = 0.24	Females higher, <i>p</i> = .01, <i>d</i> = 0.16	1. Being a student at this college/university is an important part of my identity 2. I am very proud to be student at this college/university
<b>Campus Involvement<sup>2</sup></b> <i>n</i> = 1,295 Scale = 1-6	3.61 (1.27)	FG lower, <i>p</i> < .001, <i>d</i> = 0.25	No significance	No significance	1. I am very involved in groups and/or activities at this college/university 2. I am not involved on campus; I'm just here to take classes*
<b>Belonging<sup>3</sup></b> <i>n</i> = 1,288 Scale = 1-6	4.62 (1.12)	No significance	URM higher, <i>p</i> = .01, <i>d</i> = 0.14	Females higher, <i>p</i> = .02, <i>d</i> = 0.15	1. I belong at this college/university.
<b>Belonging Uncertainty<sup>3</sup></b> <i>n</i> = 1,294 Scale = 1-6	3.14 (1.29)	No significance	No significance	Females higher, <i>p</i> = .02, <i>d</i> = 0.14	1. When something bad happens, I feel that maybe I don't belong at college. 2. Sometimes I feel that I belong at college, and sometimes I feel that I don't belong at college*



<b>Academic Preparedness<sup>2</sup></b> <i>n</i> = 1,295 Scale = 1-6	3.33 (0.97)	No significance	No significance	Females higher, <i>p</i> = .02, <i>d</i> = 0.15	1. I sometimes feel like other students on campus have stronger academic skills than me* 2. I feel more academically prepared than other students at this college/university.
<b>Expectancy in Math<sup>4</sup></b> <i>n</i> = 1,295 Scale = 1-6	4.87 (1.14)	No significance	No significance	No significance	1. I know I can learn the material in math 2. I believe that I can be successful in math
<b>Value in Math<sup>4</sup></b> <i>n</i> = 1,298 Scale = 1-6	4.47 (1.13)	FG higher, <i>p</i> = .04, <i>d</i> = 0.12	URM higher, <i>p</i> < .001, <i>d</i> = 0.19	Females lower, <i>p</i> = 0.02, <i>d</i> = 0.14	1. Math is important for me 2. I think math is useful 3. What I learn in my math classes will be useful in the future 4. What I learn in my math classes will be useful in my future career
<b>Cost in Math<sup>4</sup></b> <i>n</i> = 1,294 Scale = 1-6	2.66 (1.08)	No significance	No significance	Females lower, <i>p</i> = .006, <i>d</i> = 0.17	1. My math classwork requires too much time 2. Because of other things that I do, I don't have time to put into math 3. I'm unable to put in time needed to do well in math 4. I have to give up too much to do well in math
<b>Interest in Math</b> <i>n</i> = 1,297 Scale = 1-6	3.69 (1.42)	FG higher, <i>p</i> = .05, <i>d</i> = 0.11	URM higher, <i>p</i> = .006, <i>d</i> = 0.15	Females lower, <i>p</i> = .01, <i>d</i> = 0.15	1. I think math is interesting/enjoyable 2. What we learn in math fascinates me 3. To be honest, I just don't find what we learn in math to be interesting*
<b>Growth Mindset in Math<sup>5</sup></b> <i>n</i> = 1,297 Scale = 1-6	3.74 (1.15)	No significance	URM lower, <i>p</i> = .01, <i>d</i> = 0.14	No significance	1. You can learn new things, but you can't really change your basic math intelligence 2. Your math intelligence is something about you that you can't change very much* 3. You have a certain amount of math intelligence and you really can't do much to change it*



Motivate Lab

<b>Academic Preparedness in Math</b> <i>n</i> = 1,281 Scale = 1-6	3.22 (1.19)	No significance	No significance	Females lower, <i>p</i> < .001, <i>d</i> = 0.23	1. I sometimes feel like other students on campus have math skills I don't* 2. I feel more academically prepared in math than other students at this college/university
<b>Expectancy in English<sup>4</sup></b> <i>n</i> = 1,294 Scale = 1-6	5.13 (0.91)	No significance	URM higher, <i>p</i> < .001, <i>d</i> = 0.20	Females higher, <i>p</i> < .001, <i>d</i> = 0.31	1. I know I can learn the material in English 2. I believe that I can be successful in English
<b>Value in English<sup>4</sup></b> <i>n</i> = 1,295 Scale = 1-6	4.76 (1.04)	FG higher, <i>p</i> < .001, <i>d</i> = 0.18	URM higher, <i>p</i> < .001, <i>d</i> = 0.38	Females higher, <i>p</i> < .001, <i>d</i> = 0.27	1. English is important for me 2. I think English is useful 3. What I learn in my English classes will be useful in the future 4. What I learn in my English classes will be useful in my future career
<b>Cost in English<sup>4</sup></b> <i>n</i> = 1,288 Scale = 1-6	2.68 (1.11)	No significance	No significance	Females lower, <i>p</i> < .001, <i>d</i> = 0.26	1. My English classwork requires too much time 2. Because of other things that I do, I don't have time to put into English 3. I'm unable to put in time needed to do well in English 4. I have to give up too much to do well in math
<b>Interest in English</b> <i>n</i> = 1,291 Scale = 1-6	4.11 (1.18)	No significance	URM higher, <i>p</i> < .001, <i>d</i> = 0.22	Females higher, <i>p</i> < .001, <i>d</i> = 0.29	1. I think English is interesting/enjoyable 2. What we learn in English fascinates me 3. To be honest, I just don't find what we learn in English to be interesting*



<b>Growth Mindset in English<sup>5</sup></b> <i>n</i> = 1,292 Scale = 1-6	4.11 (1.26)	No significance	No significance	No significance	1. You can learn new things, but you can't really change your basic English intelligence 2. Your English intelligence is something about you that you can't change very much* 3. You have a certain amount of English intelligence and you really can't do much to change it*
<b>Academic Preparedness in English</b> <i>n</i> = 1,281 Scale = 1-6	3.59 (1.13)	FG lower, <i>p</i> = .003, <i>d</i> = 0.17	No significance	Females higher, <i>p</i> = .004, <i>d</i> = 0.18	1. I sometimes feel like other students on campus have English skills I don't* 2. I feel more academically prepared in English than other students at this college/university
<b>Independent Reasons for Attending School<sup>6,7</sup></b> <i>n</i> = 1,298 Scale = 1-7	5.95 (1.01)	FG higher, <i>p</i> = .002, <i>d</i> = 0.17	URM higher, <i>p</i> < .001, <i>d</i> = 0.41	Females higher, <i>p</i> < .001, <i>d</i> = 0.25	<i>I am motivated to attend college because I want to...</i> 1. Explore new interests 2. Expand my understanding of world 3. Become an independent thinker 4. Learn more about my interests
<b>Interdependent Reasons for Attending School<sup>6,7</sup></b> <i>n</i> = 1,298 Scale = 1-7	5.81 (1.18)	FG higher, <i>p</i> < .001, <i>d</i> = 0.30	URM higher, <i>p</i> < .001, <i>d</i> = 0.51	Females higher, <i>p</i> < .001, <i>d</i> = 0.32	<i>I am motivated to attend college because I want to...</i> 1. Help my family out after I'm done with college 2. Give back to my community 3. Provide a better life for my own children 4. Be role model for people in my community
<b>Help Reasons for Attending School<sup>6,7</sup></b> <i>n</i> = 1,296 Scale = 1-7	5.83 (1.19)	FG higher, <i>p</i> < .001, <i>d</i> = 0.32	URM higher, <i>p</i> < .001, <i>d</i> = 0.50	Females higher, <i>p</i> < .001, <i>d</i> = 0.31	<i>I am motivated to attend college because I want to...</i> 1. Help my family out after I'm done with college 2. Give back to my community 3. Provide a better life for my own children



Motivate Lab

<b>Reason:</b> <b>Support myself financial</b> <i>n</i> = 1,283 Scale = 1-7	6.66 (.83)	No significance	No significance	Females higher, <i>p</i> = .009, <i>d</i> = 0.17	<i>I am motivated to attend college because I want to...</i> Support myself financially
<b>Reason:</b> <b>Career prep</b> <i>n</i> = 1,276 Scale = 1-7	6.74 (.72)	No significance	No significance	Females higher, <i>p</i> < .001, <i>d</i> = 0.26	<i>I am motivated to attend college because I want to...</i> Prepare for my future career
<b>Reason: Skills to help</b> <i>n</i> = 1,288 Scale = 1-7	6.36 (1.06)	FG higher, <i>p</i> = .04, <i>d</i> = 0.12	URM higher, <i>p</i> < .001, <i>d</i> = 0.33	Females higher, <i>p</i> < .001, <i>d</i> = 0.40	<i>I am motivated to attend college because I want to...</i> Gain skills that I can use in a job that helps others
<b>Reason:</b> <b>Contribute</b> <i>n</i> = 1,279 Scale = 1-7	5.83 (1.35)	No significance	URM higher, <i>p</i> = .004, <i>d</i> = 0.16	Females higher, <i>p</i> < .001, <i>d</i> = 0.22	<i>I am motivated to attend college because I want to...</i> Make a contribution to society
<b>Reason: Help others</b> <i>n</i> = 1,275 Scale = 1-7	6.18 (1.22)	FG higher, <i>p</i> = .007, <i>d</i> = 0.15	URM higher, <i>p</i> = .002, <i>d</i> = 0.17	Females higher, <i>p</i> < .001, <i>d</i> = 0.38	<i>I am motivated to attend college because I want to...</i> Help others
<b>Reason:</b> <b>Family proud</b> <i>n</i> = 1,278 Scale = 1-7	6.36 (1.22)	FG higher, <i>p</i> = .01, <i>d</i> = 0.14	URM higher, <i>p</i> < .001, <i>d</i> = 0.20	Females higher, <i>p</i> < .001, <i>d</i> = 0.31	<i>I am motivated to attend college because I want to...</i> Make my family proud



**Motivate Lab**

<b>Reason: Positive impact</b> <i>n</i> = 1,272 Scale = 1-7	6.11 (1.22)	FG higher, <i>p</i> = .002, <i>d</i> = 0.18	URM higher, <i>p</i> < .001, <i>d</i> = 0.31	Females higher, <i>p</i> < .001, <i>d</i> = 0.28	<i>I am motivated to attend college because I want to... Learn things that will help me make a positive impact on the world</i>
<b>Reason: Please parents</b> <i>n</i> = 1,270 Scale = 1-7	5.63 (1.69)	FG higher, <i>p</i> = .05, <i>d</i> = 0.11	URM higher, <i>p</i> < .001, <i>d</i> = 0.21	Females higher, <i>p</i> < .001, <i>d</i> = 0.25	<i>I am motivated to attend college because I want to... Please my parents</i>
<b>Reason: Make friends</b> <i>n</i> = 1,278 Scale = 1-7	5.44 (1.64)	FG lower, <i>p</i> = .03, <i>d</i> = 0.12	No significance	Females higher, <i>p</i> = .02, <i>d</i> = 0.14	<i>I am motivated to attend college because I want to... Make new friends</i>
<b>Reason: Money</b> <i>n</i> = 1,283 Scale = 1-7	5.83 (1.45)	FG higher, <i>p</i> = .005, <i>d</i> = 0.16	URM higher, <i>p</i> < .001, <i>d</i> = 0.37	No significance	<i>I am motivated to attend college because I want to... Make a lot of money</i>

**Note:** First-generation status was calculated from parental education: FG = neither parent/legal guardian has a 4-year college degree, CG = at least one parent/legal guardian has a 4-year college degree. URM status was calculated from students' race/ethnicity: Non-URM = White and Asian students, URM = Black, Hispanic, Pacific Islander, and American Indian Students;

\* Indicates that the item was reverse scored from its raw form for the creation of composite variables

\*\* The Persistence of Interest composite variable is made up of all negatively worded items; it really measures a lack of persistence/consistency of interest

\*\*\* The N for URM and Gender breakdowns are different from the overall numbers for each construct because demographic information was not available for all survey respondents

FG = First generation students; CG = Continuing generation students; URM = Underrepresented minority students; Non-URM = Majority students; F = Female; M = Male; R = Research University; C = Comprehensive University; SU = State University; SC = State College



**Scale Sources**

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**Means by Generational Status, URM Status, and Gender**

Variable (scale)	Means by Generational Status (sd)	Means by URM Status (sd)	Means by Gender (sd)
<b>Persistence of Effort (1-5)</b>	<b>CG: 3.74 (0.63)</b> <b>FG: 3.80 (0.62)</b>	<b>Non-URM: 3.71 (0.63)</b> <b>URM: 3.85 (0.62)</b>	<b>F: 3.80 (0.61)</b> <b>M: 3.70 (0.67)</b>
<b>Persistence of Interest (1-5)</b>	<b>CG: 2.85 (0.76)</b> <b>FG: 2.66 (0.78)</b>	<b>Non-URM: 2.91 (0.74)</b> <b>URM: 2.57 (0.77)</b>	<b>F: 2.71 (0.78)</b> <b>M: 2.88 (0.75)</b>
<b>Grit (1-5)</b>	<b>CG: 3.40 (0.58)</b> <b>FG: 3.54 (0.58)</b>	<b>Non-URM: 3.35 (0.57)</b> <b>URM: 3.61 (0.57)</b>	<b>F: 3.51 (0.58)</b> <b>M: 3.37 (0.57)</b>
<b>Independent Self-Efficacy (1-5)</b>	<b>CG: 3.63 (0.72)</b> <b>FG: 3.58 (0.80)</b>	<b>Non-URM: 3.62 (0.76)</b> <b>URM: 3.60 (0.77)</b>	<b>F: 3.64 (0.75)</b> <b>M: 3.54 (0.77)</b>
<b>Interpersonal Self-Efficacy (1-5)</b>	<b>CG: 3.67 (0.82)</b> <b>FG: 3.53 (0.95)</b>	<b>Non-URM: 3.63 (0.86)</b> <b>URM: 3.57 (0.91)</b>	<b>F: 3.55 (0.90)</b> <b>M: 3.72 (0.84)</b>
<b>College Identity (1-6)</b>	<b>CG: 4.57 (1.05)</b> <b>FG: 4.75 (0.96)</b>	<b>Non-URM: 4.55 (1.01)</b> <b>URM: 4.78 (1.00)</b>	<b>F: 4.70 (0.99)</b> <b>M: 4.54 (1.05)</b>

FG = First generation students; CG = Continuing generation students; URM = Underrepresented minority students; Non-URM = Majority students; F = Female; M = Male; R = Research University; C = Comprehensive University; SU = State University; SC = State College





<b>Campus Involvement (1-6)</b>	<b>CG: 3.75 (1.28)</b> <b>FG: 3.44 (1.24)</b>	<b>Non-URM: 3.58 (1.29)</b> <b>URM: 3.65 (1.24)</b>	<b>F: 3.64 (1.29)</b> <b>M: 3.54 (1.20)</b>
<b>Belonging Uncertainty (1-6)</b>	<b>CG: 3.08 (1.27)</b> <b>FG: 3.21 (1.32)</b>	<b>Non-URM: 3.11 (1.30)</b> <b>URM: 3.18 (1.29)</b>	<b>F: 3.19 (1.30)</b> <b>M: 3.02 (1.26)</b>
<b>Belonging (1-6)</b>	<b>CG: 4.58 (1.16)</b> <b>FG: 4.67 (1.07)</b>	<b>Non-URM: 4.55 (1.15)</b> <b>URM: 4.71 (1.08)</b>	<b>F: 4.67 (1.10)</b> <b>M: 4.51 (1.17)</b>
<b>Academic Preparedness (1-6)</b>	<b>CG: 3.37 (0.98)</b> <b>FG: 3.29 (0.96)</b>	<b>Non-URM: 3.36 (0.98)</b> <b>URM: 3.30 (0.95)</b>	<b>F: 3.29 (0.94)</b> <b>M: 3.43 (1.03)</b>
<b>Expectancy in Math (1-6)</b>	<b>CG: 4.82 (1.17)</b> <b>FG: 4.92 (1.10)</b>	<b>Non-URM: 4.83 (1.15)</b> <b>URM: 4.91 (1.13)</b>	<b>F: 4.84 (1.14)</b> <b>M: 4.91 (1.13)</b>
<b>Value in Math (1-6)</b>	<b>CG: 4.41 (1.14)</b> <b>FG: 4.54 (1.12)</b>	<b>Non-URM: 4.38 (1.14)</b> <b>URM: 4.59 (1.12)</b>	<b>F: 4.42 (1.13)</b> <b>M: 4.58 (1.13)</b>
<b>Cost in Math (1-6)</b>	<b>CG: 2.71 (1.09)</b> <b>FG: 2.60 (1.06)</b>	<b>Non-URM: 2.69 (1.08)</b> <b>URM: 2.61 (1.07)</b>	<b>F: 2.60 (1.05)</b> <b>M: 2.78 (1.13)</b>
<b>Interest in Math (1-6)</b>	<b>CG: 3.61 (1.44)</b> <b>FG: 3.77 (1.38)</b>	<b>Non-URM: 3.59 (1.45)</b> <b>URM: 3.81 (1.37)</b>	<b>F: 3.62 (1.44)</b> <b>M: 3.84 (1.36)</b>
<b>Growth Mindset in Math (1-6)</b>	<b>CG: 3.77 (1.12)</b> <b>FG: 3.71 (1.18)</b>	<b>Non-URM: 3.82 (1.12)</b> <b>URM: 3.65 (1.17)</b>	<b>F: 3.76 (1.11)</b> <b>M: 3.71 (1.23)</b>
<b>Academic Preparedness in Math (1-6)</b>	<b>CG: 3.25 (1.20)</b> <b>FG: 3.17 (1.18)</b>	<b>Non-URM: 3.25 (1.23)</b> <b>URM: 3.17 (1.14)</b>	<b>F: 3.13 (1.19)</b> <b>M: 3.40 (1.19)</b>
<b>Expectancy in English (1-6)</b>	<b>CG: 5.12 (0.92)</b> <b>FG: 5.14 (0.91)</b>	<b>Non-URM: 5.05 (0.95)</b> <b>URM: 5.23 (0.86)</b>	<b>F: 5.21 (0.84)</b> <b>M: 4.93 (1.04)</b>
<b>Value in English (1-6)</b>	<b>CG: 4.67 (1.05)</b> <b>FG: 4.86 (1.03)</b>	<b>Non-URM: 4.58 (1.06)</b> <b>URM: 4.97 (0.98)</b>	<b>F: 4.84 (1.01)</b> <b>M: 4.56 (1.08)</b>
<b>Cost in English (1-6)</b>	<b>CG: 2.70 (1.10)</b> <b>FG: 2.66 (1.12)</b>	<b>Non-URM: 2.73 (1.09)</b> <b>URM: 2.62 (1.14)</b>	<b>F: 2.59 (1.08)</b> <b>M: 2.88 (1.15)</b>
<b>Interest in English (1-6)</b>	<b>CG: 4.08 (1.17)</b> <b>FG: 4.17 (1.18)</b>	<b>Non-URM: 4.01 (1.23)</b> <b>URM: 4.26 (1.10)</b>	<b>F: 4.23 (1.18)</b> <b>M: 3.88 (1.13)</b>
<b>Growth Mindset in English (1-6)</b>	<b>CG: 4.14 (1.23)</b> <b>FG: 4.08 (1.30)</b>	<b>Non-URM: 4.16 (1.21)</b> <b>URM: 4.06 (1.32)</b>	<b>F: 4.12 (1.24)</b> <b>M: 4.09 (1.32)</b>



Academic Preparedness in English (1-6)	CG: 3.67 (1.13) FG: 3.49 (1.12)	Non-URM: 3.58 (1.16) URM: 3.60 (1.09)	F: 3.65 (1.13) M: 3.45 (1.12)
Independent Reasons for Attending School (1-7)	CG: 5.86 (1.02) FG: 6.04 (0.98)	Non-URM: 5.77 (1.05) URM: 6.16 (0.90)	F: 6.02 (0.97) M: 5.78 (1.08)
Interdependent Reasons for Attending School (1-7)	CG: 5.64 (1.23) FG: 5.99 (1.10)	Non-URM: 5.55 (1.24) URM: 6.13 (1.03)	F: 5.92 (1.11) M: 5.55 (1.31)
Help Reasons for Attending School (1-7)	CG: 5.65 (1.23) FG: 6.03 (1.10)	Non-URM: 5.57 (1.24) URM: 6.14 (1.04)	F: 5.94 (1.12) M: 5.58 (1.30)
Reason: Support myself financial (1-7)	CG: 6.63 (0.88) FG: 6.70 (0.77)	Non-URM: 6.65 (0.83) URM: 6.67 (0.83)	F: 6.71 (0.76) M: 6.56 (0.96)
Reason: Career prep (1-7)	CG: 6.72 (0.75) FG: 6.77 (0.69)	Non-URM: 6.72 (0.69) URM: 6.77 (0.76)	F: 6.80 (0.62) M: 6.62 (0.90)
Reason: Skills to help (1-7)	CG: 6.30 (1.07) FG: 6.42 (1.04)	Non-URM: 6.21 (1.14) URM: 6.54 (0.90)	F: 6.48 (0.93) M: 6.07 (1.26)
Reason: Contribute (1-7)	CG: 5.80 (1.35) FG: 5.86 (1.35)	Non-URM: 5.74 (1.38) URM: 5.95 (1.31)	F: 5.92 (1.30) M: 5.63 (1.45)
Reason: Help others (1-7)	CG: 6.09 (1.28) FG: 6.28 (1.14)	Non-URM: 6.09 (1.26) URM: 6.29 (1.15)	F: 6.31 (1.12) M: 5.86 (1.36)
Reason: Family proud (1-7)	CG: 6.28 (1.28) FG: 6.45 (1.14)	Non-URM: 6.25 (1.29) URM: 6.49 (1.12)	F: 6.47 (1.12) M: 6.10 (1.40)
Reason: Positive impact (1-7)	CG: 6.01 (1.28) FG: 6.23 (1.14)	Non-URM: 5.95 (1.27) URM: 6.32 (1.13)	F: 6.22 (1.18) M: 5.88 (1.30)
Reason: Please parents (1-7)	CG: 5.54 (1.69) FG: 5.73 (1.70)	Non-URM: 5.47 (1.73) URM: 5.83 (1.63)	F: 5.76 (1.62) M: 5.34 (1.81)
Reason: Make friends (1-7)	CG: 5.53 (1.60) FG: 5.33 (1.68)	Non-URM: 5.51 (1.62) URM: 5.35 (1.66)	F: 5.51 (1.60) M: 5.27 (1.73)
Reason: Money (1-7)	CG: 5.72 (1.51) FG: 5.95 (1.39)	Non-URM: 5.60 (1.50) URM: 6.12 (1.35)	F: 5.84 (1.41) M: 5.80 (1.56)