

TABLE 1**Demographics of the study participants (n = 128).**

| Demographic | Number of study participants (%) |
|---------------------------|----------------------------------|
| Low income | 24 (18.6) |
| First generation | 47 (36.4) |
| Underrepresented minority | 39 (30.0) |
| Female | 54 (41.9) |
| International | 12 (9.0) |
| Transfer | 22 (16.0) |
| Freshman | 0 (0.0) |
| Sophomore | 6 (4.7) |
| Junior | 82 (63.6) |
| Senior | 41 (31.8) |

Note. *First generation* refers to students who do not have parents who have graduated from a 2- or 4-year institution, whereas *underrepresented minority* (URM) refers to Hispanic, African American, and Native American students. The student population at the institution is identified as a Hispanic-serving institution, and the majority of the URM students are Hispanic or Latino (59% of the URM students identified as Hispanic or Latino). Year in school (freshman, sophomore, junior, or senior) was determined based on the student's number of credit units.

TABLE 2**List of ground rules utilized to establish team norms.**

| Rule number | Ground rules |
|-------------|------------------------------------------------------|
| 1 | Complete agreed work on time |
| 2 | Inform of noncompletion |
| 3 | Read and respond to messages within agreed timeframe |
| 4 | Inform others of progress |
| 5 | Respect consensus decisions |
| 6 | Value diversity |
| 7 | Be honest |
| 8 | Play an active part in the team |
| 9 | Trust each other |
| 10 | Respect each other |
| 11 | Attend meetings that have been arranged |
| 12 | Prepare for meetings |
| 13 | Be punctual for meetings |
| 14 | Send apologies if unable to attend |

Sources. King (2019); Whatley (2009).

TABLE 3**Percentages of individuals and teams that chose each rule to follow.**

| No. | Ground rules | Individual (%) | Group (%) |
|-----|-------------------------------------------------|----------------|-----------|
| 1 | Complete agreed work on time | 76.7 | 88.4 |
| 8 | Play an active part in the team | 79.8 | 84.5 |
| 11 | Attend meetings that have been arranged | 51.2 | 65.1 |
| 4 | Inform others of progress | 49.6 | 59.7 |
| 7 | Be honest | 42.6 | 41.9 |
| 12 | Prepare for meetings | 24.0 | 37.2 |
| 3 | Read and respond to messages within agreed time | 47.3 | 35.7 |
| 5 | Respect consensus decisions | 41.9 | 29.5 |
| 2 | Inform of noncompletion | 25.6 | 24.8 |
| 10 | Respect each other | 0.0 | 20.2 |
| 9 | Trust each other | 37.2 | 18.6 |
| 13 | Be punctual for meetings | 10.1 | 13.2 |
| 6 | Value diversity | 8.5 | 8.5 |
| 14 | Send apologies if unable to attend | 6.2 | 7.8 |

Note. Rules are displayed based on popularity by group selection.

TABLE 4**Impact of demographic characteristics on the selection of “play an active part in the team” as a group rule.**

| | Estimate | Standard error | Test statistic | p value |
|------------------|----------|----------------|----------------|---------|
| (Intercept) | 0.8642 | 0.3506 | 2.4647 | 0.0137 |
| Female | 1.1814 | 0.5225 | 2.2611 | 0.0238* |
| URM | 0.1858 | 0.5353 | 0.3472 | 0.7285 |
| First generation | 0.7195 | 0.5614 | 1.2815 | 0.2000 |
| Low income | -0.0491 | 0.6797 | -0.0722 | 0.9425 |
| Transfer student | -0.8802 | 0.5526 | -1.5928 | 0.1112 |

Note. Logistic regression analyses looking at the impact of demographic characteristics on individuals selecting “play an active part in the team” Comparison group is male, non-URM, continuing-generation, non-low-income, and non-transfer student. URM (underrepresented minority) refers to students who are Hispanic, African American, or Native American students. * $p < 0.05$

TABLE 5**Impact of demographic characteristics on the selection of “read and respond to messages in agreed time” as a group rule.**

| | Estimate | Standard error | Test statistic | p value |
|------------------|-----------------|-----------------------|-----------------------|----------------|
| (Intercept) | -0.6243 | 0.3183 | -1.9614 | 0.0498 |
| Female | 0.9342 | 0.3856 | 2.4227 | 0.0154* |
| URM | -0.4081 | 0.4344 | -0.9394 | 0.3475 |
| First generation | 0.9846 | 0.4552 | 2.1627 | 0.0306* |
| Low income | -0.0938 | 0.5388 | -0.1740 | 0.8619 |
| Transfer student | -0.6664 | 0.5168 | -1.2894 | 0.1973 |

Note. Logistic regression analyses looking at the impact of demographic characteristics on individuals selecting “read and respond to messages in agreed time.” Comparison group is male, non-URM, continuing-generation, non-low-income, and non-transfer student. URM (underrepresented minority) refers to students who are Hispanic, African American, or Native American students. * $p < 0.05$

TABLE 6**Impact of demographic characteristics on overlap for group rules.**

| | Estimate | Standard error | Test statistic | p value |
|------------------|-----------------|-----------------------|-----------------------|----------------|
| (Intercept) | 1.158 | 0.4290 | 2.6991 | 0.0070* |
| Female | -0.0292 | 0.1232 | -0.2372 | 0.8125 |
| URM | 0.1176 | 0.1351 | 0.8703 | 0.3841 |
| First generation | 0.0043 | 0.1072 | 0.0399 | 0.9682 |
| Low income | 0.0038 | 0.1171 | 0.0328 | 0.9738 |
| Transfer student | -0.0925 | 0.1246 | -0.7424 | 0.4579 |

Note. Poisson regression analyses looking at the impact of demographic characteristics on overlap, which we define as the fraction of rules selected by a student that were then selected by the group. Comparison group is male, non-URM, continuing-generation, non-low-income, and non-transfer student. URM (underrepresented minority) refers to students who are Hispanic, African American, or Native American students. * $p < 0.05$