

# Supplemental Material

*CBE—Life Sciences Education*

Barnes *et al.*

**Supplemental Table 1:** Distribution of students along race/ethnicity and religious denomination

	<b>Catholic (%)</b>	<b>Non-Catholic Christian (%)</b>	<b>No affiliation (%)</b>	<b>Other faith (%)</b>	<b>Total</b>
<b>White</b>	985 (21)	1557 (34)	1754 (38)	306 (7)	4602
<b>Black/African American</b>	84 (15)	350 (62)	100 (18)	32 (6)	566
<b>Hispanic</b>	857 (55)	243 (16)	426 (27)	34 (2)	1560
<b>Asian</b>	212 (14)	173 (12)	634 (43)	445 (30)	1464
<b>Multiracial</b>	324 (26)	309 (25)	468 (38)	134 (11)	1235

**Supplemental Table 2:** Number of students by region of the United States and racial/ethnic identity for which religiosity and acceptance of evolution was collected.

	<b>West</b>	<b>Southwest</b>	<b>South</b>	<b>Southeast</b>	<b>Midwest</b>	<b>Northeast</b>	<b>Hawaii</b>
<b>White</b>	344	1072	501	1903	272	465	45
<b>Black</b>	28	99	106	230	19	79	5
<b>Hispanic</b>	338	473	407	270	7	53	12
<b>Asian</b>	567	287	91	280	33	93	113
<b>Multiracial</b>	213	343	163	311	26	105	74
<b>Total for region</b>	1490	2274	1268	2994	357	795	249

**Supplemental Table 3:** Unweighted and Weighted mean squares item fit statistics (equal to outfit and infit MNSQ respectively) for partial credit Rasch models for microevolution, macroevolution, human evolution and religiosity scales. Values of 0.7- 1.3 are considered to indicate good fit. There were no values lower than 0.7 and values greater than 1.3 are underlined. Reverse scored items are indicated with an asterisk.

Scale	Items	Unweighted MNSQ	Weighted MNSQ
<b>Macroevolution acceptance</b>	ISEA 1	0.81	0.83
	ISEA 2*	<u>1.33</u>	1.23
	ISEA 3	0.80	0.80
	ISEA 4	0.98	0.99
	ISEA 5	0.86	0.88
	ISEA 6*	1.17	1.14
	ISEA 7	1.02	1.03
	ISEA 8	<u>1.33</u>	1.29
<b>Microevolution acceptance</b>	ISEA 9*	1.15	1.11
	ISEA 10	1.20	1.15
	ISEA 11	1.02	1.04
	ISEA 12*	0.97	0.97
	ISEA 13*	0.92	0.95
	ISEA 14	1.05	1.07
	ISEA 15*	0.94	0.97
	ISEA 16	1.01	1.06
<b>Human evolution acceptance</b>	ISEA 17	0.96	0.97
	ISEA 18*	1.10	1.11
	ISEA 19*	0.98	1.03
	ISEA 20	0.86	0.89
	ISEA 21	0.79	0.85
	ISEA 22*	0.98	1.05
	ISEA 23	0.85	0.88
	ISEA 24	<u>1.33</u>	<u>1.41</u>
<b>Religiosity</b>	REL 4	1.02	1.06
	REL 6	0.85	0.94
	REL 7	0.72	0.77
	REL 8	1.23	<u>1.30</u>

**Supplemental Table 4:** Post-hoc comparisons of religiosity and evolution acceptance by race/ethnicity using the Tukey method.

<b>Contrast</b>	<b>Religiosity</b>			<b>Microevolution</b>			<b>Macroevolution</b>			<b>Human evolution</b>		
	estimate	SE	P-value	estimate	SE	P-value	estimate	SE	P-value	estimate	SE	P-value
White - Black	-1.03	0.09	<.0001	0.84	0.08	<.0001	0.70	0.07	<.0001	1.02	0.09	<.0001
White - Hispanic	-0.28	0.06	<.0001	0.44	0.05	<.0001	0.22	0.05	<.0001	0.41	0.06	<.0001
White - Asian	0.15	0.06	0.09	0.54	0.06	<.0001	0.23	0.05	<.0001	0.35	0.07	<.0001
Black - Hispanic	0.76	0.09	<.0001	-0.40	0.08	<.0001	-0.48	0.08	<.0001	-0.61	0.10	<.0001
Black - Asian	1.18	0.10	<.0001	-0.30	0.09	0.004	-0.47	0.08	<.0001	-0.67	0.10	<.0001
Hispanic - Asian	0.42	0.07	<.0001	0.10	0.06	0.368	0.01	0.06	1.000	-0.06	0.08	0.882

**Supplemental Table 5:** Parameter estimates from linear mixed models for evolution acceptance among college students with an interaction between race/ethnicity and religiosity as a predictor. Bolded numbers indicate  $p < 0.05$ .

Predictor	Microevolution acceptance			Macroevolution acceptance			Human evolution acceptance		
	Slope	SE	p-value	Slope	SE	p-value	Slope	SE	p-value
(Intercept)	<b>0.36</b>	<b>0.16</b>	<b>0.029</b>	<b>0.36</b>	<b>0.14</b>	<b>0.011</b>	<b>0.31</b>	<b>0.15</b>	<b>0.046</b>
Religiosity	<b>-0.40</b>	<b>0.03</b>	<b>&lt;0.001</b>	<b>-0.54</b>	<b>0.03</b>	<b>&lt;0.001</b>	<b>-0.77</b>	<b>0.03</b>	<b>&lt;0.001</b>
Age	<b>0.04</b>	<b>0.02</b>	<b>0.023</b>	<b>0.03</b>	<b>0.02</b>	<b>0.055</b>	<b>0.09</b>	<b>0.02</b>	<b>&lt;0.001</b>
Gender: male	<b>-0.08</b>	<b>0.04</b>	<b>0.038</b>	<b>0.13</b>	<b>0.03</b>	<b>&lt;0.001</b>	<b>0.15</b>	<b>0.04</b>	<b>0.001</b>
<i>Race/ethnicity:</i>	<i>(ref. White)</i>								
Black	<b>-0.59</b>	<b>0.08</b>	<b>&lt;0.001</b>	<b>-0.32</b>	<b>0.07</b>	<b>&lt;0.001</b>	<b>-0.40</b>	<b>0.09</b>	<b>&lt;0.001</b>
Hispanic	<b>-0.24</b>	<b>0.06</b>	<b>&lt;0.001</b>	-0.09	0.05	0.063	<b>-0.20</b>	<b>0.06</b>	<b>0.001</b>
Asian	<b>-0.60</b>	<b>0.06</b>	<b>&lt;0.001</b>	<b>-0.34</b>	<b>0.05</b>	<b>&lt;0.001</b>	<b>-0.51</b>	<b>0.06</b>	<b>&lt;0.001</b>
<i>Interactions:</i>									
Religiosity x Black	<b>0.27</b>	<b>0.08</b>	<b>0.001</b>	<b>0.24</b>	<b>0.07</b>	<b>0.001</b>	<b>0.22</b>	<b>0.09</b>	<b>0.012</b>
Religiosity x Hispanic	<b>0.17</b>	<b>0.05</b>	<b>0.002</b>	<b>0.24</b>	<b>0.05</b>	<b>&lt;0.001</b>	<b>0.24</b>	<b>0.06</b>	<b>&lt;0.001</b>
Religiosity x Asian	<b>0.17</b>	<b>0.05</b>	<b>0.001</b>	<b>0.27</b>	<b>0.04</b>	<b>&lt;0.001</b>	<b>0.36</b>	<b>0.06</b>	<b>&lt;0.001</b>
<i>Religious affiliation:</i>	<i>(ref. No affiliation)</i>								
Other faith	<b>-0.20</b>	<b>0.07</b>	<b>0.005</b>	-0.12	0.06	0.051	-0.11	0.08	0.167
Catholic	<b>-0.40</b>	<b>0.06</b>	<b>&lt;0.001</b>	<b>-0.30</b>	<b>0.05</b>	<b>&lt;0.001</b>	<b>-0.38</b>	<b>0.06</b>	<b>&lt;0.001</b>
Non-Catholic Christian	<b>-0.62</b>	<b>0.06</b>	<b>&lt;0.001</b>	<b>-0.75</b>	<b>0.05</b>	<b>&lt;0.001</b>	<b>-1.09</b>	<b>0.07</b>	<b>&lt;0.001</b>
<i>Parent education:</i>	<i>(ref. &lt;High school)</i>								
High School	0.11	0.07	0.101	0.09	0.06	0.126	<b>0.19</b>	<b>0.07</b>	<b>0.010</b>
Bachelors'	<b>0.23</b>	<b>0.06</b>	<b>&lt;0.001</b>	<b>0.16</b>	<b>0.05</b>	<b>0.003</b>	<b>0.31</b>	<b>0.07</b>	<b>&lt;0.001</b>
Masters'	<b>0.30</b>	<b>0.07</b>	<b>&lt;0.001</b>	<b>0.26</b>	<b>0.06</b>	<b>&lt;0.001</b>	<b>0.46</b>	<b>0.07</b>	<b>&lt;0.001</b>
>Masters'	<b>0.42</b>	<b>0.07</b>	<b>&lt;0.001</b>	<b>0.39</b>	<b>0.07</b>	<b>&lt;0.001</b>	<b>0.51</b>	<b>0.08</b>	<b>&lt;0.001</b>
<i>Region:</i>	<i>(ref. West)</i>								
Southwest	<b>-0.36</b>	<b>0.17</b>	<b>0.035</b>	-0.26	0.15	0.070	-0.24	0.15	0.125
South	<b>-0.41</b>	<b>0.19</b>	<b>0.028</b>	<b>-0.41</b>	<b>0.16</b>	<b>0.012</b>	<b>-0.46</b>	<b>0.17</b>	<b>0.009</b>
Southeast	0.11	0.17	0.539	-0.07	0.15	0.654	-0.01	0.15	0.959
Midwest	-0.46	0.24	0.057	<b>-0.63</b>	<b>0.20</b>	<b>0.003</b>	-0.43	0.22	0.052

Northeast	0.03	0.23	0.894	0.10	0.19	0.608	0.27	0.21	0.191
Hawaii	0.10	0.40	0.799	0.00	0.34	0.993	-0.02	0.35	0.961

**Supplemental Table 6:** Parameter estimates from linear mixed models for evolution acceptance among college students with an interaction between race/ethnicity and religious affiliation as a predictor. Bolded numbers indicate  $p < 0.05$ . Reference groups same as Supplemental Table 4.

Predictor	Microevolution acceptance			Macroevolution acceptance			Human evolution acceptance		
	Slope	SE	P-value	Slope	SE	P-value	Slope	SE	P-value
(Intercept)	<b>0.59</b>	<b>0.17</b>	<b>0.001</b>	<b>0.55</b>	<b>0.15</b>	<b>&lt;0.001</b>	0.48	0.16	0.004
Religiosity	<b>-0.32</b>	<b>0.03</b>	<b>&lt;0.001</b>	-0.45	0.02	<b>&lt;0.001</b>	<b>-0.68</b>	<b>0.03</b>	<b>&lt;0.001</b>
Age	0.04	0.02	0.039	0.03	0.02	0.082	<b>0.08</b>	<b>0.02</b>	<b>&lt;0.001</b>
Gender: male	-0.07	0.04	0.072	0.14	0.04	<b>&lt;0.001</b>	<b>0.16</b>	<b>0.05</b>	<b>&lt;0.001</b>
<i>Race/ethnicity:</i>									
Black	<b>-0.93</b>	<b>0.16</b>	<b>&lt;0.001</b>	-0.60	0.15	<b>&lt;0.001</b>	<b>-0.65</b>	<b>0.18</b>	<b>&lt;0.001</b>
Hispanic	<b>-0.46</b>	<b>0.09</b>	<b>&lt;0.001</b>	<b>-0.26</b>	<b>0.08</b>	<b>0.001</b>	<b>-0.38</b>	<b>0.10</b>	<b>&lt;0.001</b>
Asian	<b>-0.99</b>	<b>0.08</b>	<b>&lt;0.001</b>	-0.77	0.07	<b>&lt;0.001</b>	<b>-1.03</b>	<b>0.09</b>	<b>&lt;0.001</b>
<i>Religious affiliation:</i>									
Catholic	<b>-0.62</b>	<b>0.07</b>	<b>&lt;0.001</b>	-0.47	0.06	<b>&lt;0.001</b>	<b>-0.61</b>	<b>0.08</b>	<b>&lt;0.001</b>
Non-Catholic Christian	<b>-0.86</b>	<b>0.07</b>	<b>&lt;0.001</b>	-0.98	0.06	<b>&lt;0.001</b>	<b>-1.31</b>	<b>0.08</b>	<b>&lt;0.001</b>
<i>Interactions:</i>									
Black x Catholic	<b>0.53</b>	<b>0.24</b>	<b>0.030</b>	0.39	0.22	0.073	<b>0.53</b>	<b>0.27</b>	<b>0.049</b>
Hispanic x Catholic	<b>0.25</b>	<b>0.11</b>	<b>0.030</b>	0.17	0.10	0.088	<b>0.27</b>	<b>0.13</b>	<b>0.036</b>
Asian x Catholic	<b>0.75</b>	<b>0.14</b>	<b>&lt;0.001</b>	0.70	0.13	<b>&lt;0.001</b>	<b>0.82</b>	<b>0.16</b>	<b>&lt;0.001</b>
Black x Non-Catholic Christian	<b>0.61</b>	<b>0.19</b>	<b>0.001</b>	<b>0.53</b>	<b>0.17</b>	<b>0.002</b>	<b>0.46</b>	<b>0.21</b>	<b>0.030</b>
Hispanic x Non-Catholic Christian	<b>0.36</b>	<b>0.14</b>	<b>0.011</b>	<b>0.38</b>	<b>0.12</b>	<b>0.002</b>	0.23	0.16	0.143
Asian x Non-Catholic Christian	<b>0.60</b>	<b>0.15</b>	<b>0.000</b>	0.69	0.13	<b>&lt;0.001</b>	0.74	0.16	<b>&lt;0.001</b>
<i>Parent education:</i>									
High School	0.03	0.07	0.621	0.04	0.06	0.508	0.14	0.08	0.074
Bachelors'	<b>0.17</b>	<b>0.07</b>	<b>0.010</b>	<b>0.12</b>	<b>0.06</b>	<b>0.035</b>	0.29	0.07	<b>&lt;0.001</b>
Masters'	<b>0.23</b>	<b>0.07</b>	<b>0.001</b>	<b>0.20</b>	<b>0.06</b>	<b>0.001</b>	0.40	0.08	<b>&lt;0.001</b>
>Masters'	<b>0.35</b>	<b>0.08</b>	<b>&lt;0.001</b>	0.36	0.07	<b>&lt;0.001</b>	0.51	0.09	<b>&lt;0.001</b>
<i>Region:</i>									
Southwest	<b>-0.37</b>	<b>0.18</b>	<b>0.040</b>	-0.28	0.15	0.068	-0.21	0.17	0.196
South	<b>-0.45</b>	<b>0.20</b>	<b>0.022</b>	<b>-0.43</b>	<b>0.17</b>	<b>0.011</b>	<b>-0.45</b>	<b>0.19</b>	<b>0.015</b>
Southeast	0.07	0.18	0.693	-0.11	0.15	0.467	-0.04	0.17	0.805
Midwest	<b>-0.53</b>	<b>0.25</b>	<b>0.034</b>	<b>-0.69</b>	<b>0.21</b>	<b>0.002</b>	<b>-0.49</b>	<b>0.23</b>	<b>0.036</b>
Northeast	0.03	0.24	0.891	0.11	0.21	0.587	0.35	0.22	0.118
Hawaii	0.09	0.42	0.821	-0.01	0.35	0.984	-0.02	0.37	0.967

**Supplemental Table 7:** Full results from the moderated mediation analyses using 1000 quasi-Bayesian Monte Carlo simulations to calculate confidence intervals and statistical significance. Mediation effect indicates the effect of racial/ethnic identity on evolution acceptance mediated by religiosity after controlling for religious affiliation. Direct effect indicates the effect of racial/identity on evolution acceptance not related to religiosity. Proportion mediated shows the proportion of total effect of racial/ethnic identity on evolution acceptance that can be attributed to religiosity. Bolded estimates indicate  $p < 0.05$ .

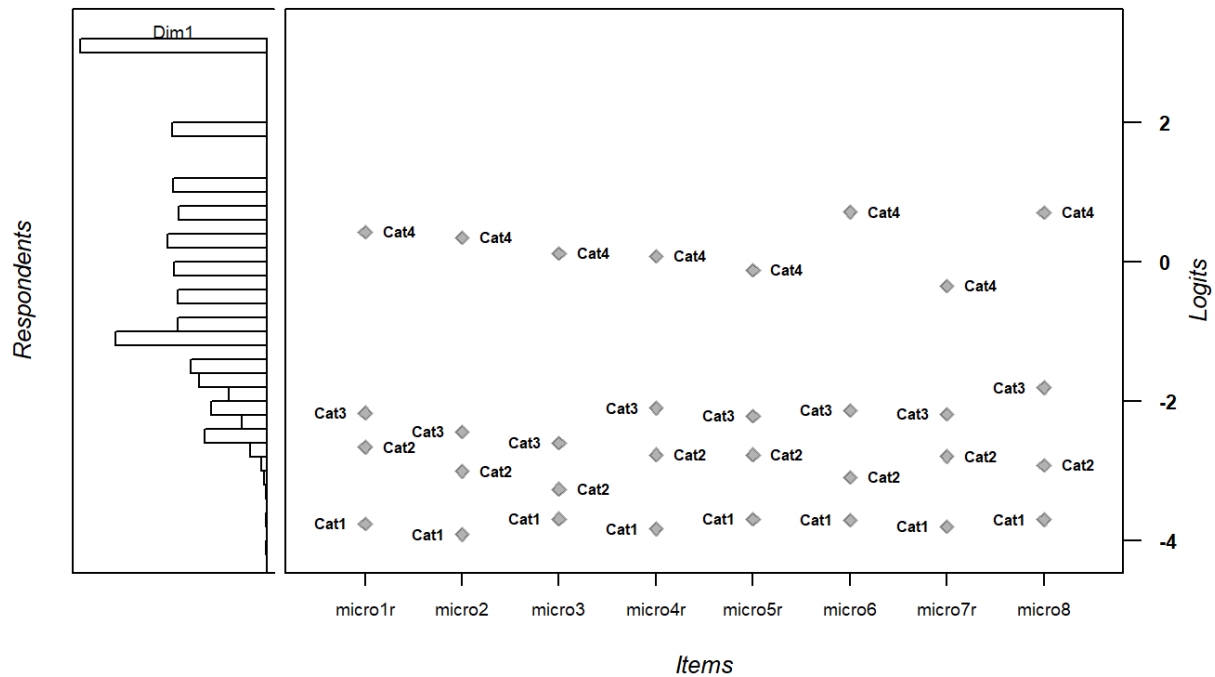
Black/African American and White students										
		Catholic			Non-Catholic Christian			No affiliation		
		Estimate	95% CI lower	95% CI upper	Estimate	95% CI lower	95% CI upper	Estimate	95% CI lower	95% CI upper
<b>Microevolution</b>	Mediation effect	<b>-0.05</b>	<b>-0.08</b>	<b>-0.03</b>	<b>-0.05</b>	<b>-0.08</b>	<b>-0.03</b>	<b>-0.05</b>	<b>-0.08</b>	<b>-0.03</b>
	Direct effect	<b>-0.48</b>	<b>-0.63</b>	<b>-0.35</b>	<b>-0.48</b>	<b>-0.62</b>	<b>-0.34</b>	<b>-0.49</b>	<b>-0.63</b>	<b>-0.34</b>
	Total Effect	<b>-0.54</b>	<b>-0.68</b>	<b>-0.41</b>	<b>-0.54</b>	<b>-0.68</b>	<b>-0.40</b>	<b>-0.54</b>	<b>-0.68</b>	<b>-0.39</b>
	Prop. Mediated	<b>0.10</b>	<b>0.06</b>	<b>0.16</b>	<b>0.10</b>	<b>0.06</b>	<b>0.16</b>	<b>0.10</b>	<b>0.06</b>	<b>0.15</b>
<b>Macroevolution</b>	Mediation effect	<b>-0.07</b>	<b>-0.10</b>	<b>-0.04</b>	<b>-0.07</b>	<b>-0.10</b>	<b>-0.05</b>	<b>-0.07</b>	<b>-0.10</b>	<b>-0.04</b>
	Direct effect	<b>-0.24</b>	<b>-0.37</b>	<b>-0.13</b>	<b>-0.24</b>	<b>-0.36</b>	<b>-0.11</b>	<b>-0.24</b>	<b>-0.37</b>	<b>-0.11</b>
	Total Effect	<b>-0.31</b>	<b>-0.44</b>	<b>-0.20</b>	<b>-0.31</b>	<b>-0.43</b>	<b>-0.18</b>	<b>-0.31</b>	<b>-0.45</b>	<b>-0.19</b>
	Prop. Mediated	<b>0.23</b>	<b>0.14</b>	<b>0.40</b>	<b>0.24</b>	<b>0.14</b>	<b>0.42</b>	<b>0.23</b>	<b>0.14</b>	<b>0.41</b>
<b>Human Evolution</b>	Mediation effect	<b>-0.11</b>	<b>-0.15</b>	<b>-0.07</b>	<b>-0.11</b>	<b>-0.16</b>	<b>-0.07</b>	<b>-0.11</b>	<b>-0.15</b>	<b>-0.07</b>
	Direct effect	<b>-0.34</b>	<b>-0.49</b>	<b>-0.18</b>	<b>-0.34</b>	<b>-0.51</b>	<b>-0.18</b>	<b>-0.34</b>	<b>-0.50</b>	<b>-0.17</b>
	Total Effect	<b>-0.45</b>	<b>-0.62</b>	<b>-0.28</b>	<b>-0.45</b>	<b>-0.62</b>	<b>-0.28</b>	<b>-0.45</b>	<b>-0.62</b>	<b>-0.27</b>
	Prop. Mediated	<b>0.24</b>	<b>0.15</b>	<b>0.39</b>	<b>0.24</b>	<b>0.15</b>	<b>0.40</b>	<b>0.24</b>	<b>0.15</b>	<b>0.41</b>
Hispanic/Latinx and White students										
		Catholic			Non-Catholic Christian			No affiliation		
		Estimate	95% CI lower	95% CI upper	Estimate	95% CI lower	95% CI upper	Estimate	95% CI lower	95% CI upper
<b>Microevolution</b>	Mediation	0.00	-0.02	0.02	0.00	-0.02	0.02	0.00	-0.02	0.01

	effect									
	Direct effect	<b>-0.24</b>	<b>-0.33</b>	<b>-0.14</b>	<b>-0.25</b>	<b>-0.34</b>	<b>-0.16</b>	<b>-0.25</b>	<b>-0.33</b>	<b>-0.14</b>
	Total Effect	<b>-0.24</b>	<b>-0.33</b>	<b>-0.14</b>	<b>-0.25</b>	<b>-0.35</b>	<b>-0.17</b>	<b>-0.25</b>	<b>-0.34</b>	<b>-0.13</b>
	Prop. Mediated	0.00	-0.08	0.06	0.00	-0.08	0.08	0.00	-0.06	0.07
<b>Macroevolution</b>	Mediation effect	0.00	-0.02	0.02	0.00	-0.02	0.02	0.00	-0.02	0.02
	Direct effect	<b>-0.09</b>	<b>-0.18</b>	<b>-0.01</b>	<b>-0.09</b>	<b>-0.18</b>	<b>0.00</b>	<b>-0.09</b>	<b>-0.18</b>	<b>-0.01</b>
	Total Effect	-0.09	-0.19	0.00	-0.09	-0.19	0.00	<b>-0.09</b>	<b>-0.17</b>	<b>-0.01</b>
	Prop. Mediated	0.01	-1.41	0.58	0.01	-0.47	2.25	0.03	-0.43	0.50
<b>Human Evolution</b>	Mediation effect	0.00	-0.04	0.03	0.00	-0.03	0.03	0.00	-0.03	0.03
	Direct effect	<b>-0.20</b>	<b>-0.32</b>	<b>-0.07</b>	<b>-0.21</b>	<b>-0.32</b>	<b>-0.11</b>	<b>-0.21</b>	<b>-0.30</b>	<b>-0.09</b>
	Total Effect	<b>-0.21</b>	<b>-0.33</b>	<b>-0.07</b>	<b>-0.21</b>	<b>-0.33</b>	<b>-0.10</b>	<b>-0.21</b>	<b>-0.32</b>	<b>-0.10</b>
	Prop. Mediated	0.03	-0.19	0.15	0.01	-0.18	0.14	0.01	-0.16	0.17



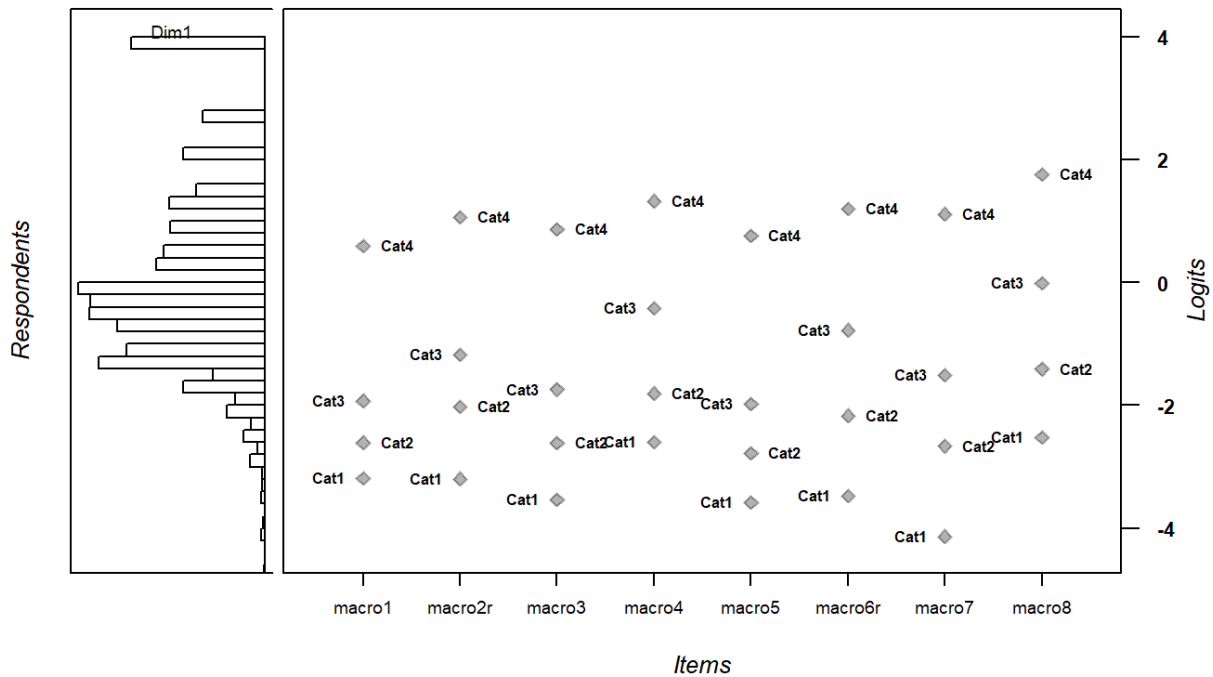
**Supplemental Figure 1** Wright map of acceptance of microevolution data. The data points on the right represent item difficulties and the histogram on the left shows the distribution of person abilities. Higher points and higher respondents indicate more difficult items, i.e. high evolution acceptance. Cat1 = “disagree”, Cat2= “neutral”, Cat3= “agree”, Cat4= “strongly agree”. Comparison of the histogram with the item difficulties shows that Rasch item difficulties are below most person abilities indicating that most students in our sample were accepting of microevolution.

**Wright Map**



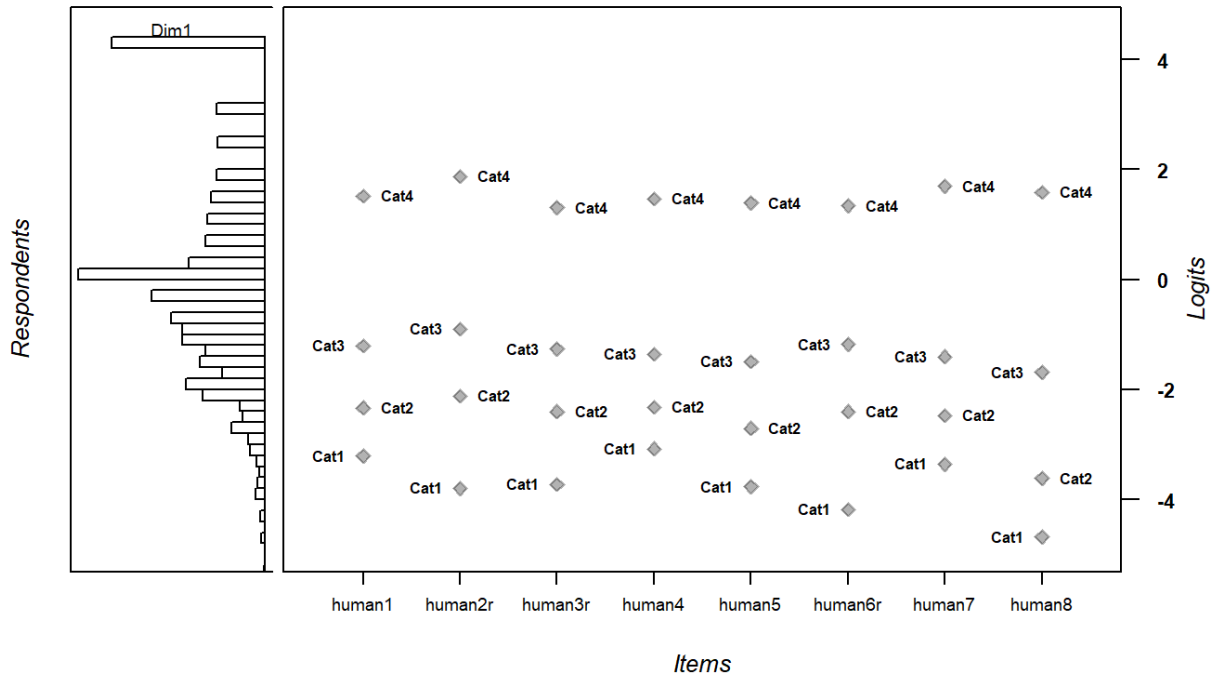
**Supplemental Figure 2** Wright map of acceptance of macroevolution scale. The data points on the right represent item difficulties and the histogram on the left shows the distribution of person abilities. Higher points and higher respondents indicate more difficult items, i.e. high evolution acceptance. Cat1 = “disagree”, Cat2= “neutral”, Cat3= “agree”, Cat4= “strongly agree”. Comparison of the histogram with the item difficulties shows that Rasch item difficulties are below most person abilities indicating that most students in our sample were accepting of macroevolution.

**Wright Map**



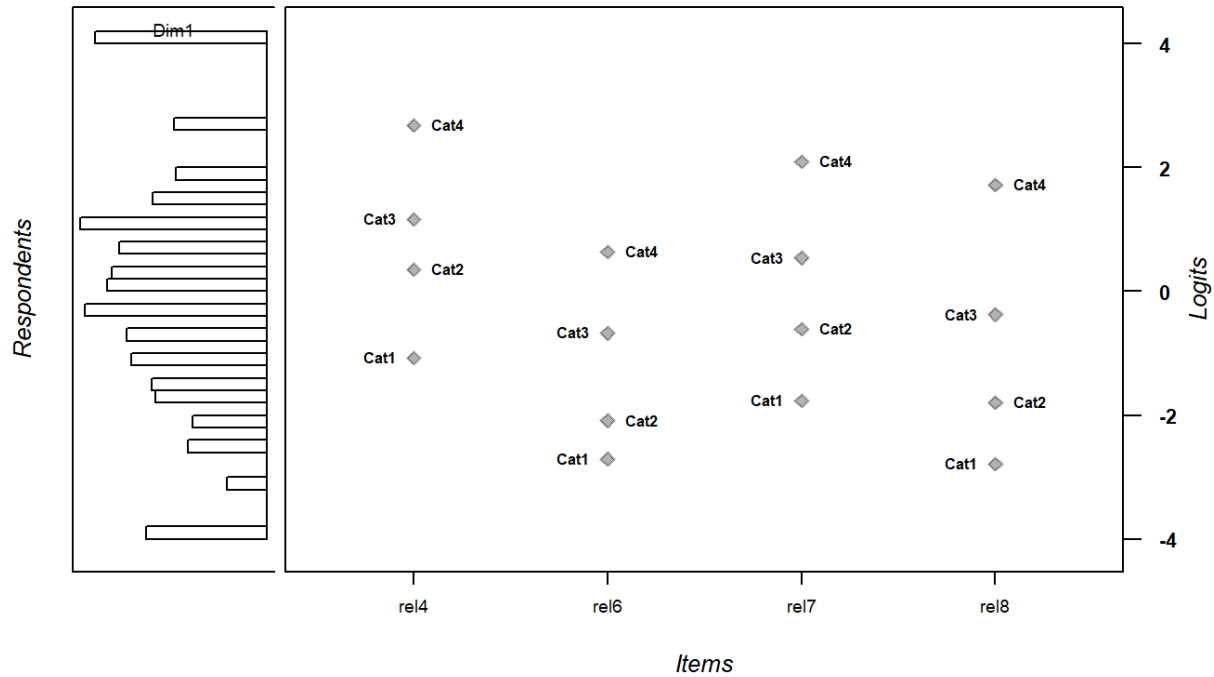
**Supplemental Figure 3** Wright map of acceptance of human evolution scale. The data points on the right represent item difficulties and the histogram on the left shows the distribution of person abilities. Higher points and higher respondents indicate more difficult items, i.e. high evolution acceptance. Cat1 = “disagree”, Cat2= “neutral”, Cat3= “agree”, Cat4= “strongly agree”. Comparison of the histogram with the item difficulties shows many more person abilities below Cat3, i.e. the agree option, compared to the Wright maps for micro- and macroevolution. This suggests that fewer students in our sample were accepting of human evolution, compared to their acceptance of micro- and macroevolution.

**Wright Map**



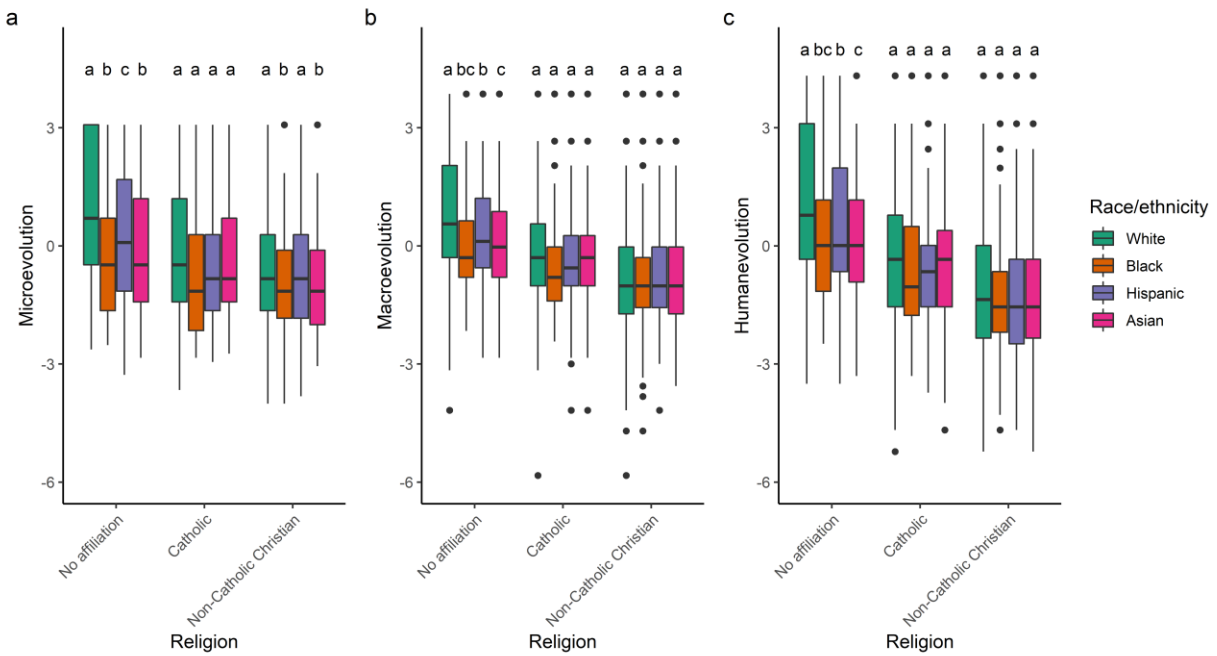
**Supplemental Figure 4** Wright map of religiosity scale. The data points on the right represent item difficulties and the histogram on the left shows the distribution of person abilities. Higher points and higher respondents indicate more difficult items, i.e. high religiosity. Cat1 = “disagree”, Cat2= “neutral”, Cat3= “agree”, Cat4= “strongly agree”. Comparison of the histogram with the item difficulties shows a pretty wide distribution of religiosity among students in our sample.

**Wright Map**



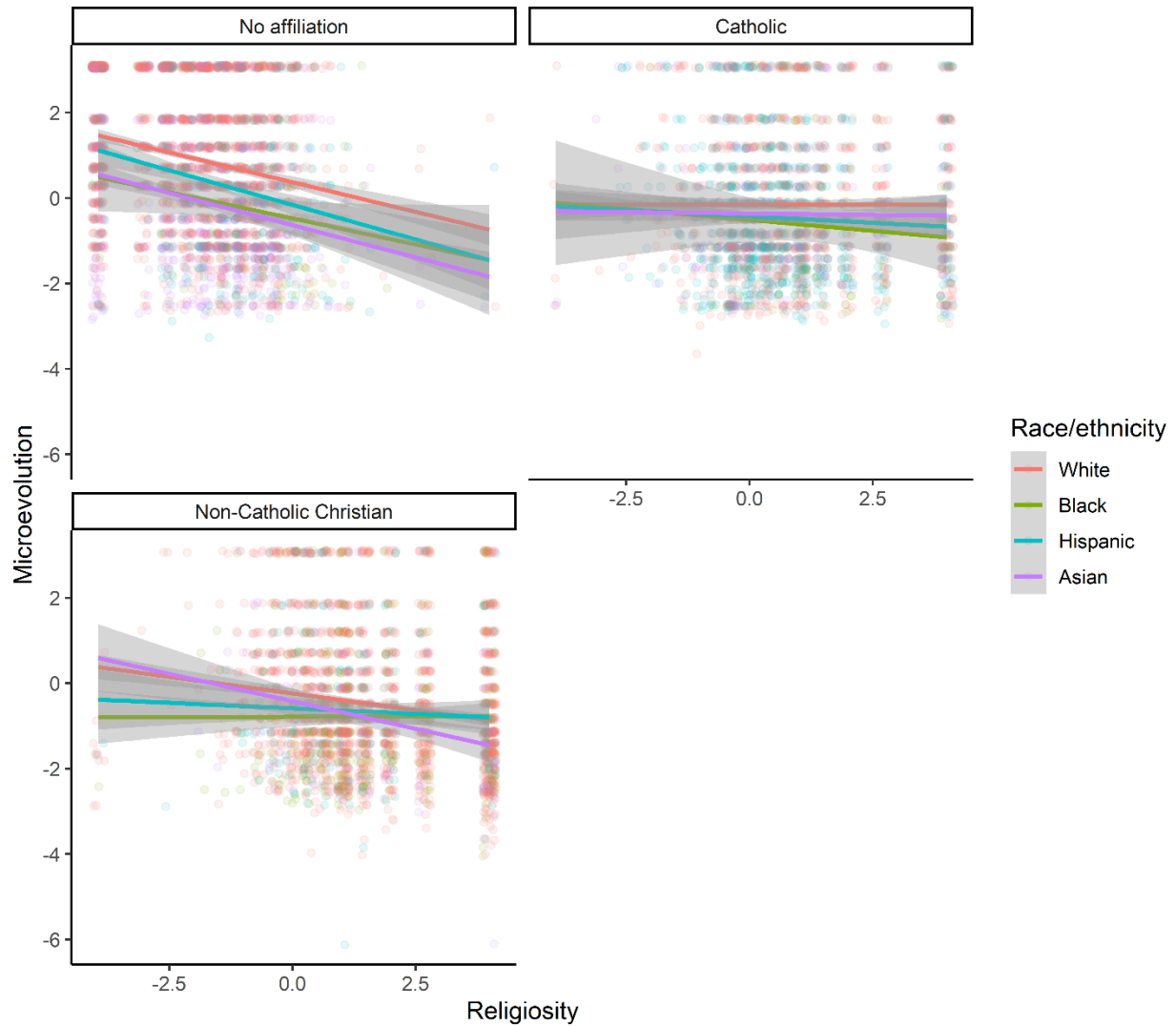
### Supplemental Figure 5

Evolution acceptance of students from different racial/ethnic backgrounds by religious affiliation. There are greater differences in evolution acceptance by race/ethnicity among students with no religious affiliation compared to Catholic and Non-Catholic Christian students. Same letter on top of the boxplot indicates that groups are similar and different letter indicates that they are different.

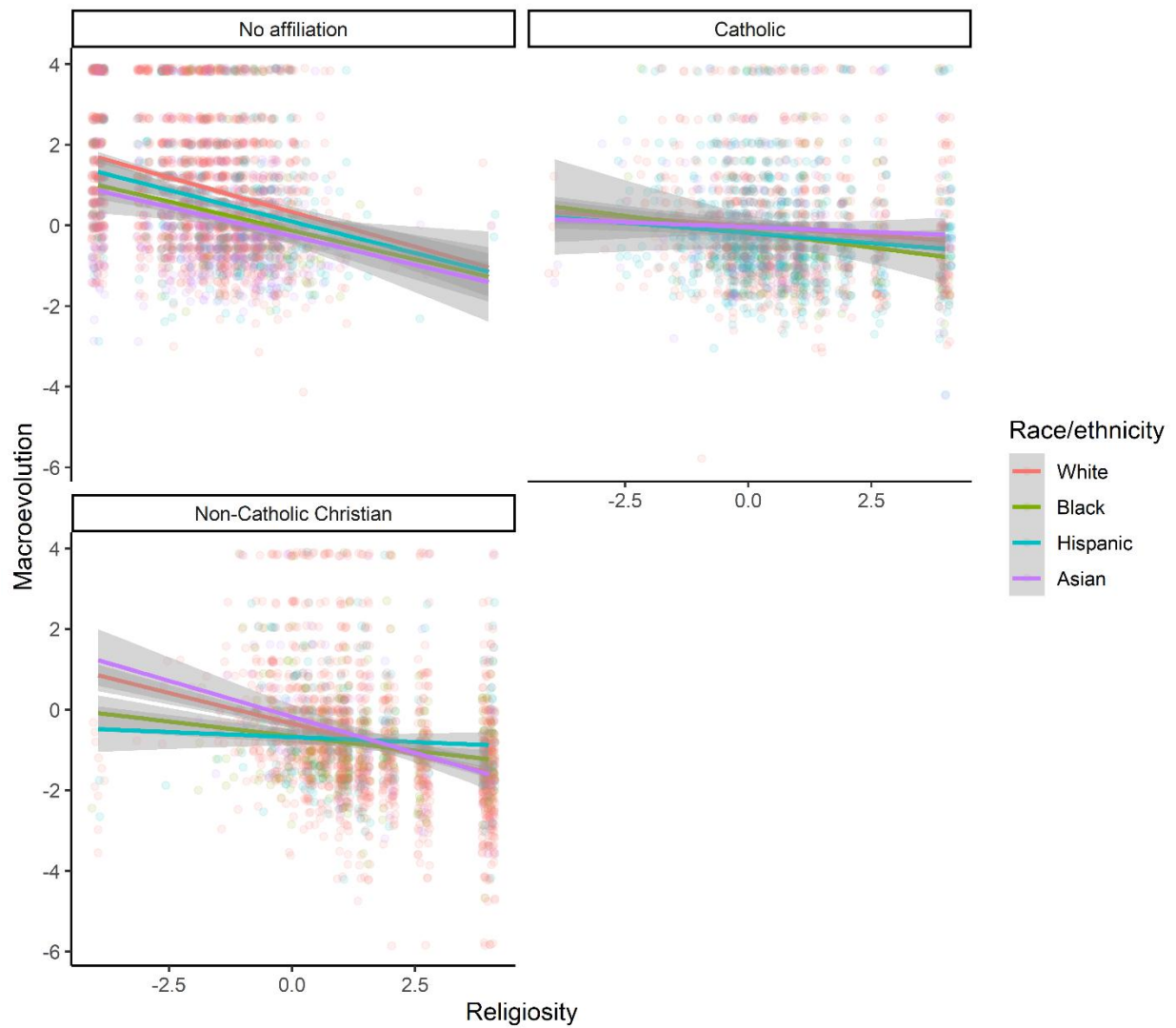


### Supplemental Figure 6

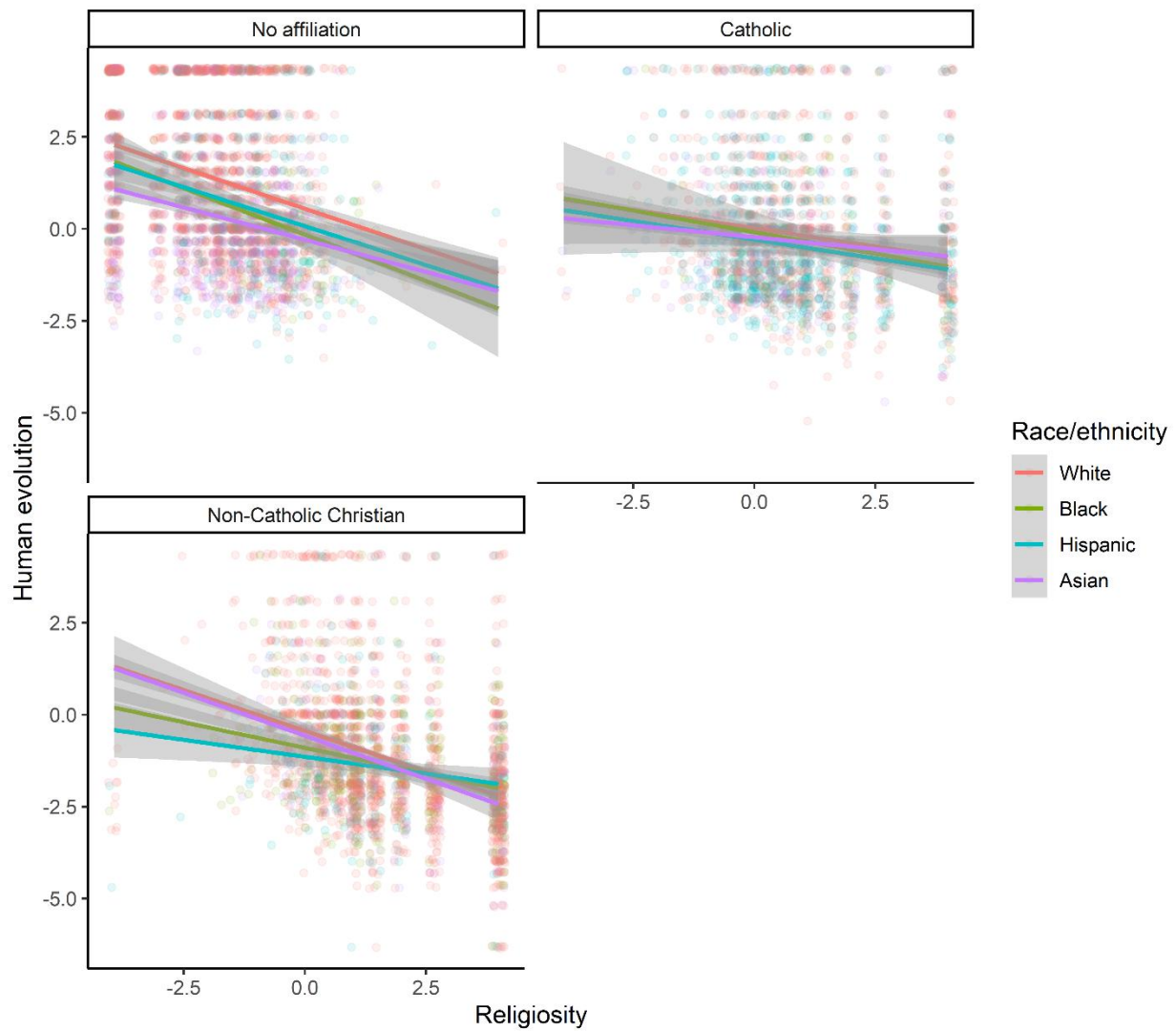
Scatterplots of microevolution acceptance measures against religiosity measures with overlaid OLS regression lines broken down by students' racial/ethnic identity. The points were jittered for clarity, darker points indicate multiple overlapping points, and grey spread around the lines indicates 95% confidence intervals.



**Supplemental Figure 7** Scatterplots of macroevolution acceptance measures against religiosity measures with overlaid OLS regression lines broken down by students' racial/ethnic identity. The points were jittered for clarity, darker points indicate multiple overlapping points, and grey spread around the lines indicates 95% confidence intervals.



**Supplemental Figure 8** Scatterplots of human evolution acceptance measures against religiosity measures with overlaid OLS regression lines broken down by students' racial/ethnic identity. The points were jittered for clarity, darker points indicate multiple overlapping points, and grey spread around the lines indicates 95% confidence intervals.





**Supplemental Figure 9** Religiosity of students from different racial/ethnic backgrounds by religious affiliation. Black students are significantly more religious than students from other race/ethnicities within each of the three religious affiliations. Same letter on top of the boxplot indicates that groups are similar and different letter indicates that they are different.

