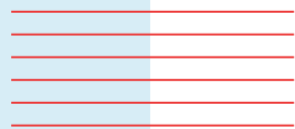




In the fall of 2020, we conducted research with 29 unique instructors at 26 institutions, teaching 67 sections to 2,670 students about how **ACHIEVE WORKED FOR THEM**



26
institutions
across
17 states

SETTING CONTEXT: MARKET SEGMENTATION FOR FALL 2020

Institution Type

46.2% Two-year institutions

53.8% Four-year institutions

Institution Size

11.5% Small

26.9% Medium

61.5% Large

Institution Selectivity

(Based on Carnegie Classification)

46.2% Open enrollment

11.5% Less selective

26.9% Moderately selective

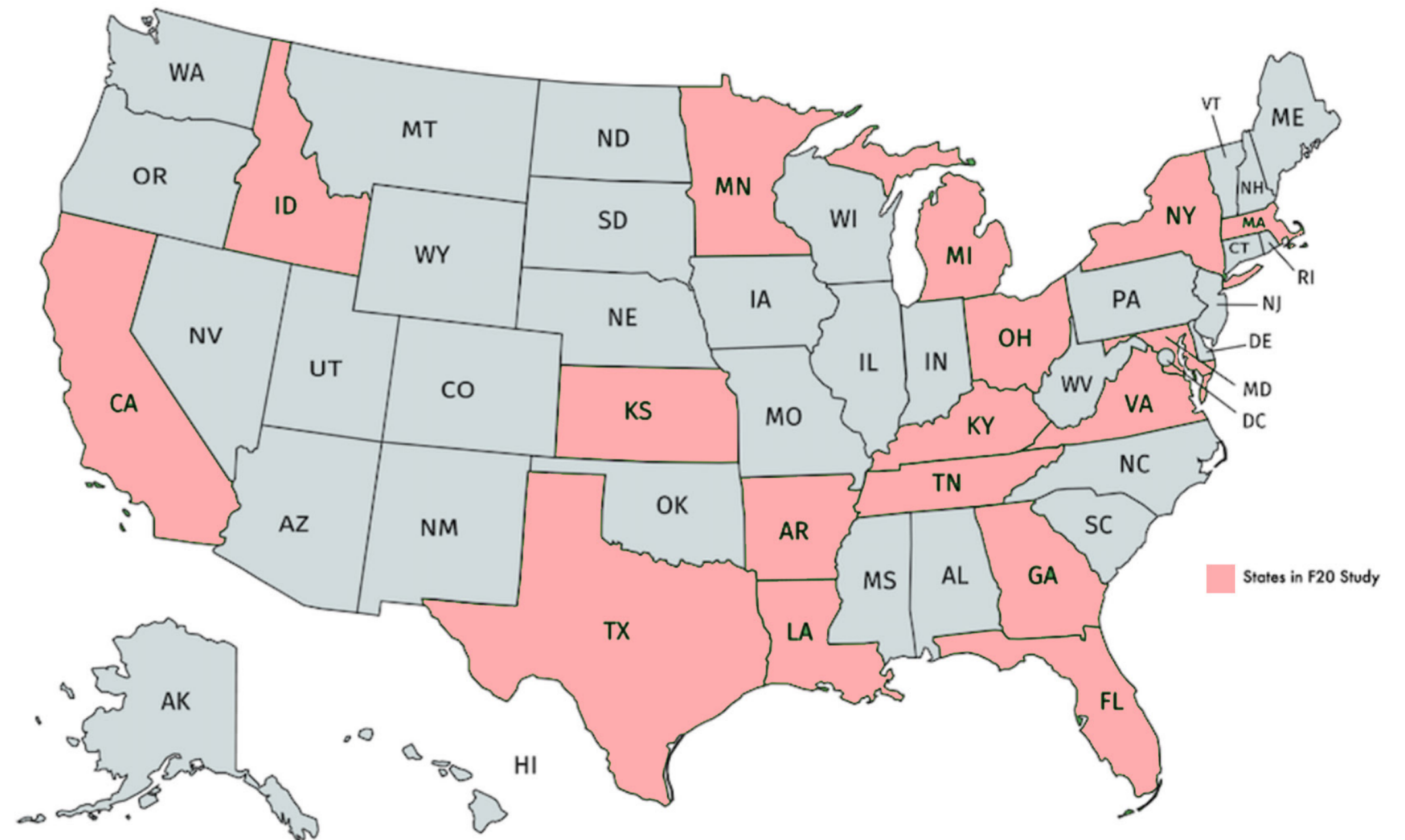
15.4% More selective

Class Size

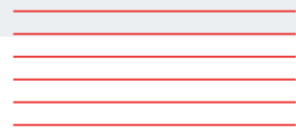
52.2% Small (less than 30)

37.3% Medium (30-100)

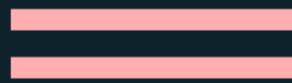
10.4% Large (more than 100)



INSTRUCTORS' GENERAL PERCEPTIONS OF ACHIEVE



INSTRUCTOR DEMOGRAPHICS



Setting context: User segmentation for instructors (n=29)

Discipline

34.5% Psychology

41.4% English

24.1% Chemistry

Years teaching

0.0% First year

20.7% One-five years

34.5% Six-ten years

20.7% Eleven-fifteen years

24.1% More than fifteen years

Comfort with technology

0.0% Extremely uncomfortable

20.7% Somewhat comfortable

44.8% Comfortable

34.5% Extremely comfortable

Course environment

0.0% face-to-face only

72.4% virtual only

27.6% hybrid

Instruction type

37.9% completely asynchronous

17.2% completely synchronous

44.8% combo of synch & asynch

Comfort level teaching virtual course

3.4% Extremely uncomfortable

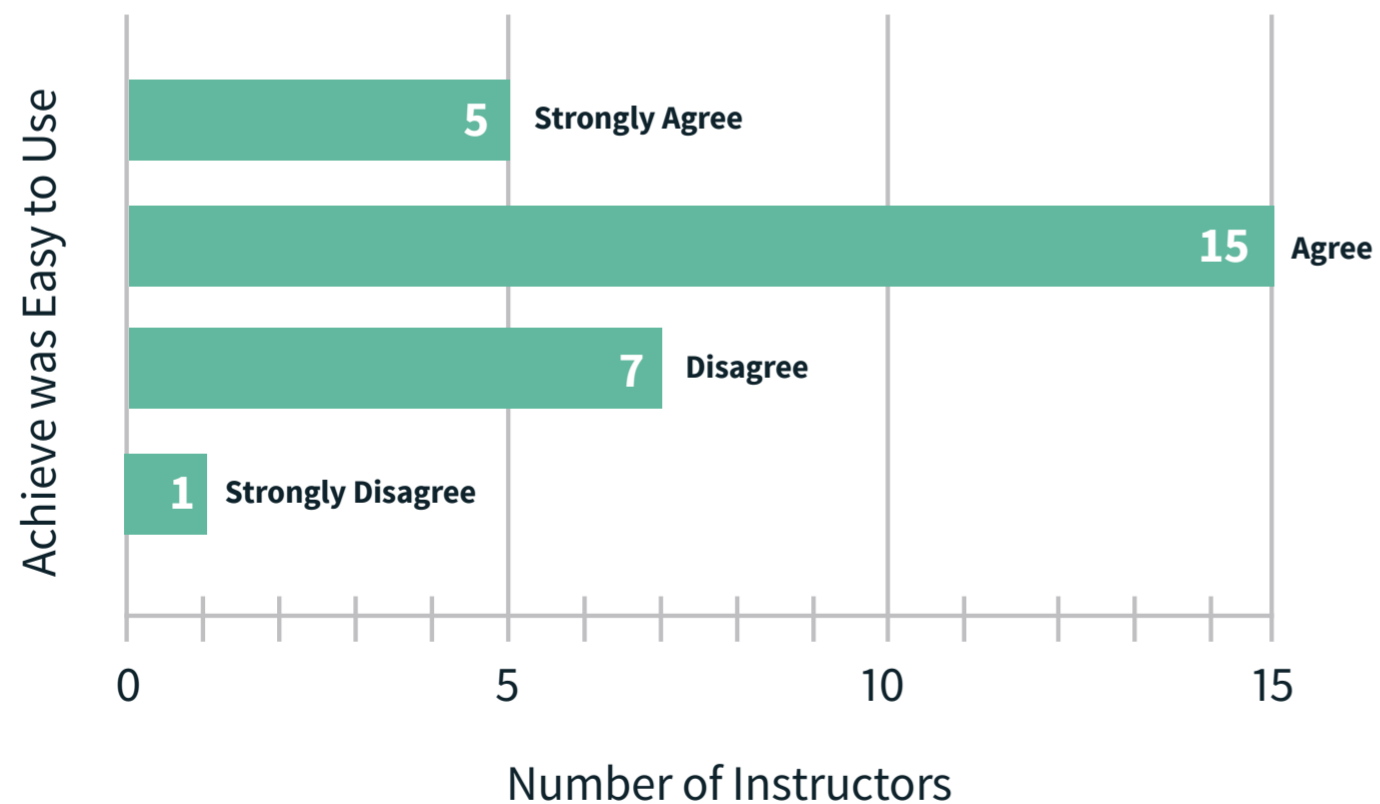
13.8% Somewhat comfortable

41.4% Comfortable

41.4% Extremely comfortable

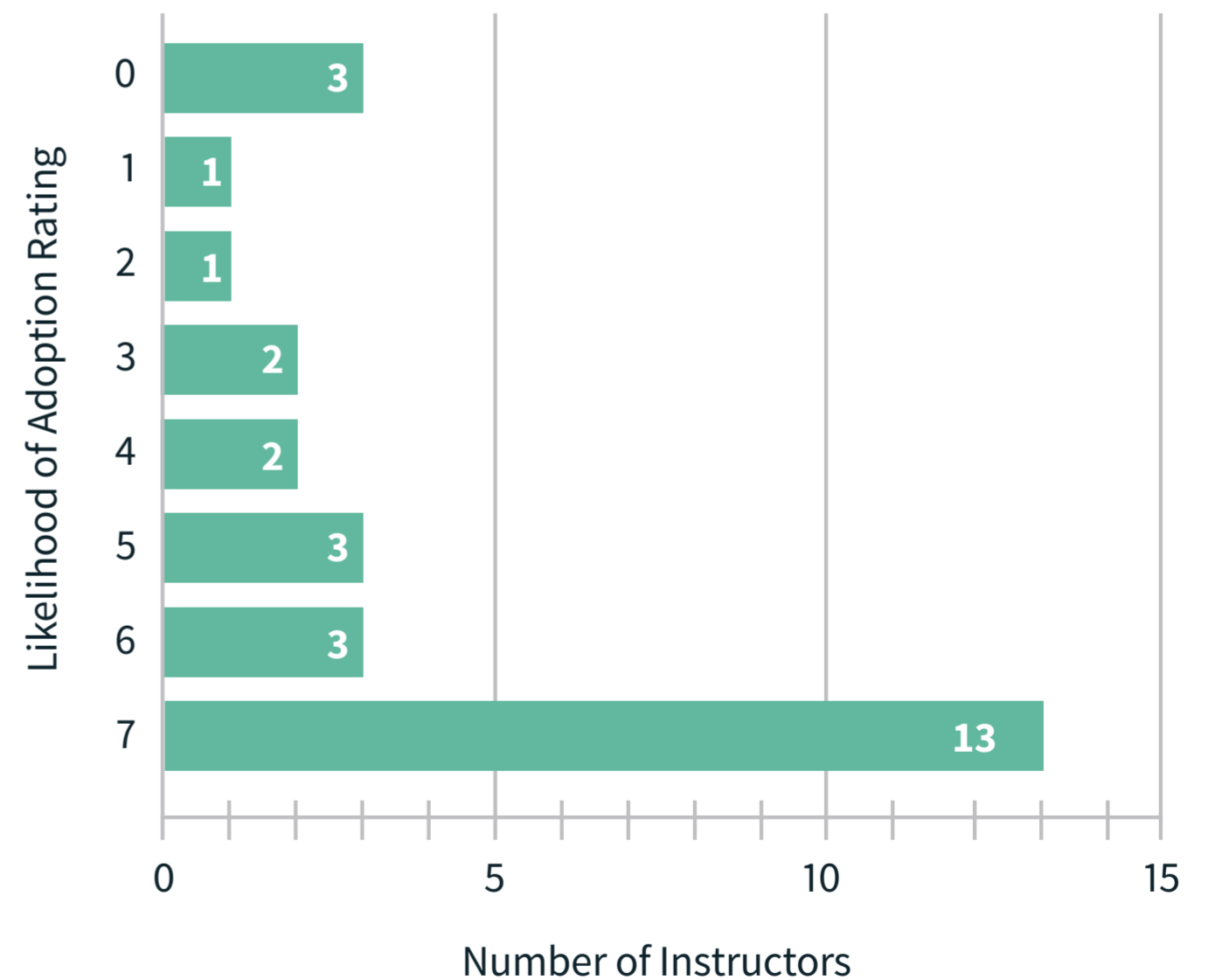
GENERAL PERCEPTIONS OF ACHIEVE

Ease of Use



71% of study instructors, agreed to strongly agreed, that Achieve was “easy to use”. (S20 91%, 42/46)

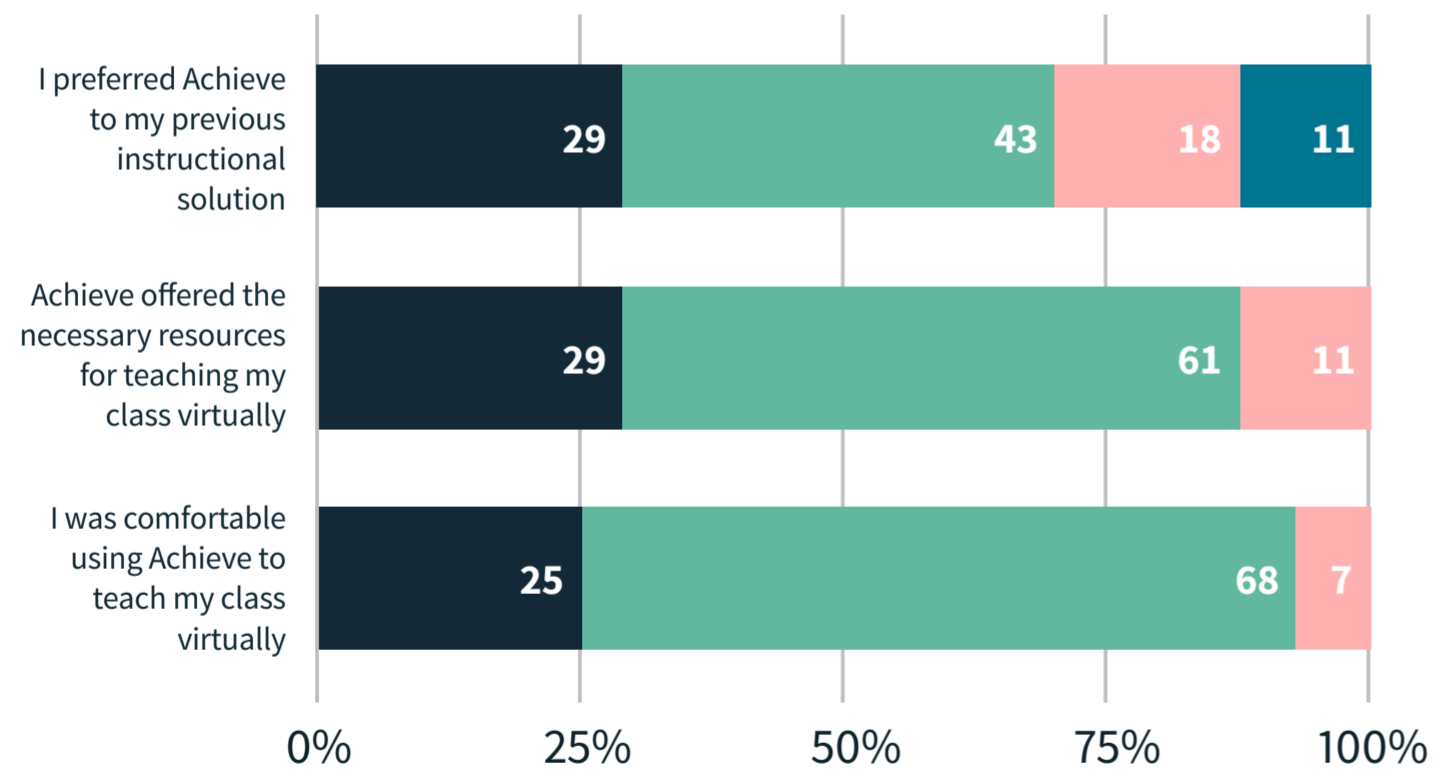
Likelihood of Adoption



The majority of instructors (**13**) agreed that they were highly likely to adopt Achieve.

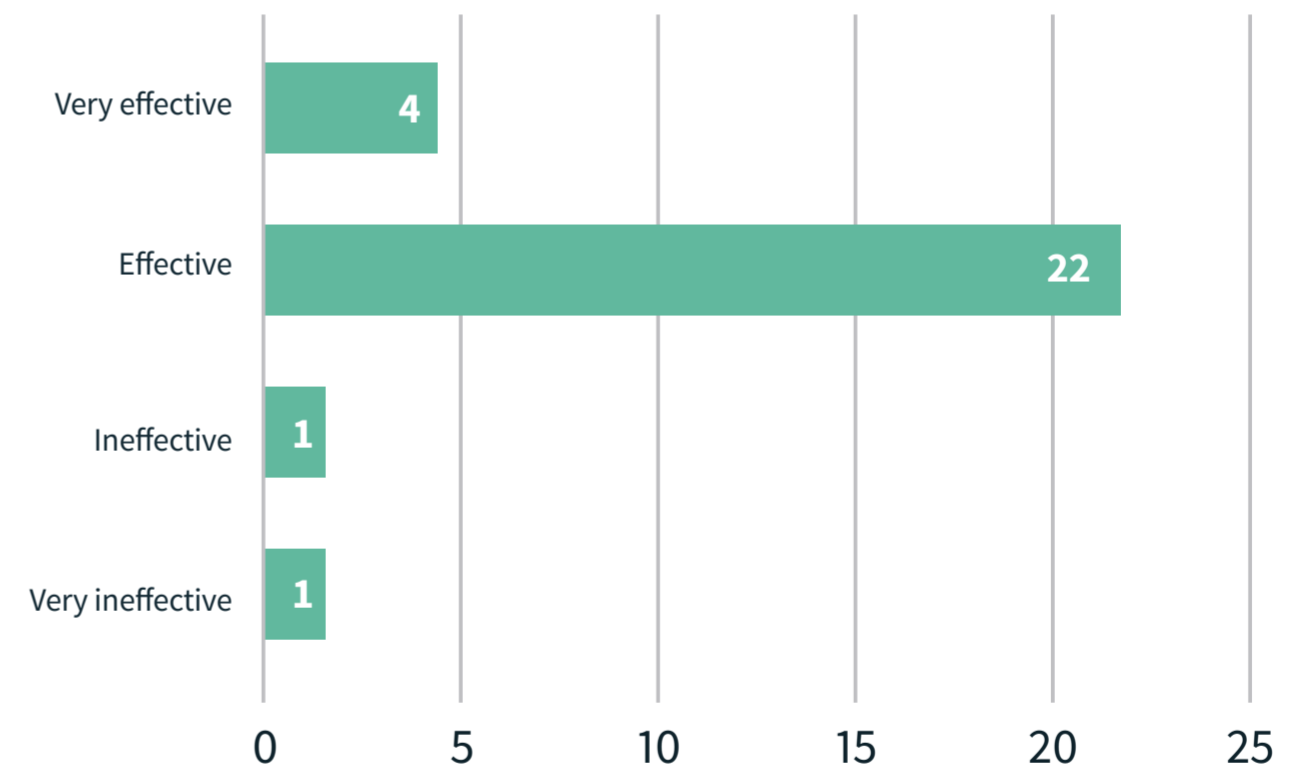
GENERAL PERCEPTIONS OF ACHIEVE

Using Achieve in a Virtual Environment



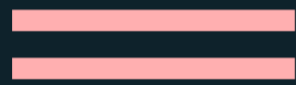
Strongly Agree Agree Disagree Strongly disagree

Effectiveness of Achieve as a Digital Learning Solution



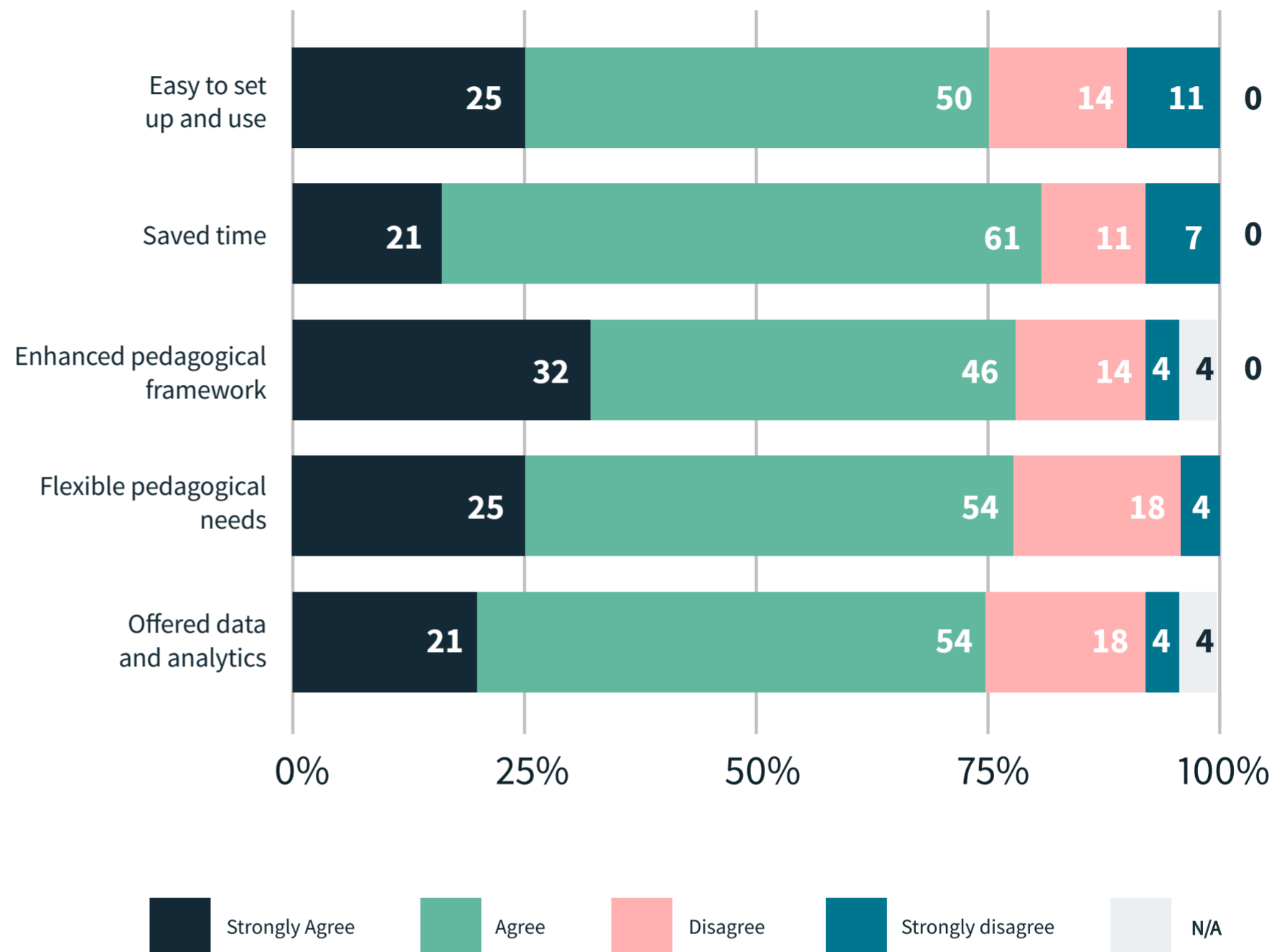
26 instructors (**92%**) agreed that Achieve was effective or very effective as a digital learning solution.

PERCEPTIONS OF DIGITAL TOOLS USED



“I found that scaffolding assignments between learning curves [adaptive quizzing], active learning problems, and then homeworks helped students keep pace.”

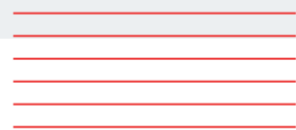
“I could literally completely change my lesson plan for any given day within 30 minutes of class starting, and with Achieve I would easily be able to prep the class with time to spare.”



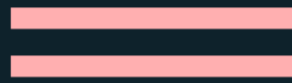
The majority (**75% or more**) of instructors reported that Achieve’s digital tools were:

- Easy to use (again we see this)
- Saved time
- Enhanced pedagogy
- Flexible to meet needs
- Offered data to inform instruction
- Helped identify students’ content gaps

THE NEARLY 2000
STUDENTS INVOLVED
IN THIS STUDY CAN
BE DESCRIBED THUSLY:



STUDENT DEMOGRAPHICS



“It was really easy to navigate
and know exactly what
assignments I had due each week.”

Setting Context: Students Using Achieve (n=1953)

Year in College

5.0% High school/dual enrolled

54.4% First year

21.9% Second year

11.7% Third year

3.5% Fourth year

1.3% Fifth year

2.2% Other

First generation

27.9% Yes

72.1% No

Gender

68.9% Female

30.5% Male

<1% Other

Race/Ethnicity

39.1% Traditionally
underrepresented

Financial aid eligible

67.7% Yes

32.3% No

Age range (14 - 55 years old)

81.8% 22 or younger

11.4% 23 - 30

6.8% 30 or older

Work outside the home

53.1% Yes

46.9% No

Hours working outside home

13.5% Less than 10 hours/week

37.0% 11 - 20 hours/week

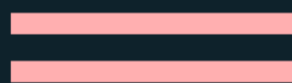
49.5% More than 20 hours a week

Child under 18 at home

83.3% No

16.7% Yes

STUDENT DEMOGRAPHICS



“I really liked that it gave detailed solutions to each problem which really helped me understand each chapter.”

Course environment

1.5% face-to-face only

64.0% virtual only

34.5% hybrid

Instruction type

34.9% completely asynchronous

41.4% completely synchronous

23.6% combo of synch & asynch

Experienced a previous virtual or hybrid class

35.1% yes

64.9% no

Comfort with taking virtual course

6.5% Extremely uncomfortable

42.6% Somewhat comfortable

36.0% Comfortable

15.0% Extremely comfortable

Comfort level with digital tools

2.3% Extremely uncomfortable

18.6% Uncomfortable

67.4% Comfortable

11.7% Extremely comfortable

Why are you taking this course?

9.6% It's an elective

37.1% General credit requirement

53.3% Major credit requirement

How do you feel about attending this class?

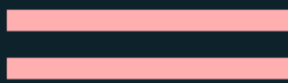
0.6% I dread attending

9.1% I'm not enthusiastic

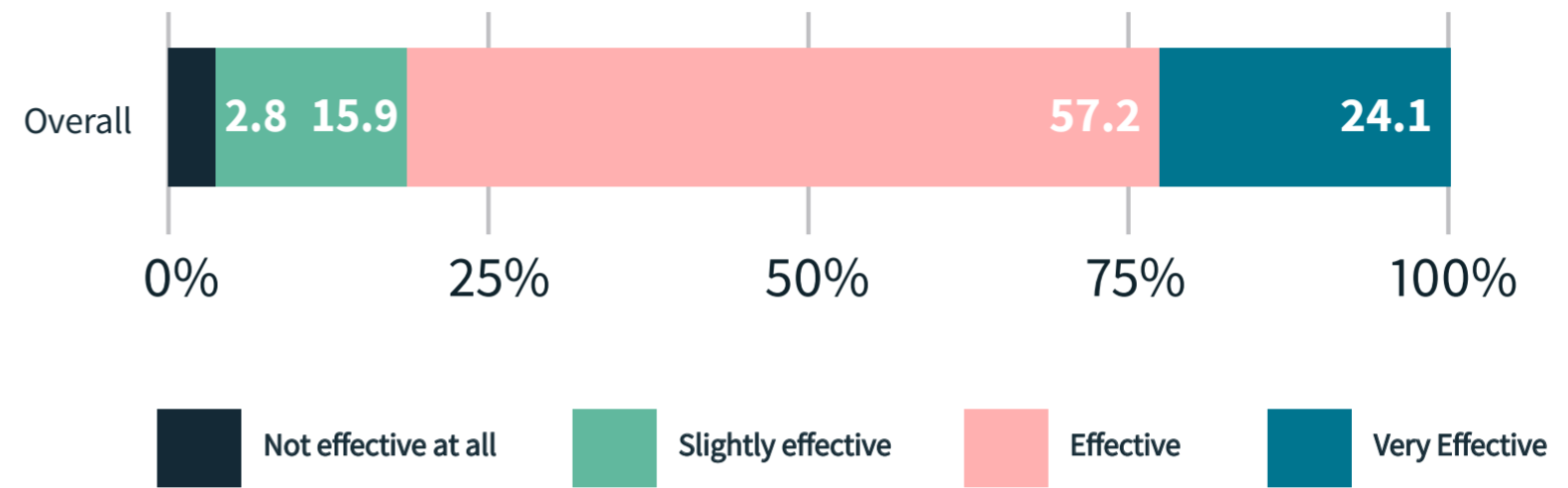
65.4% I'm enthusiastic

24.9% I'm very enthusiastic

GENERAL PERCEPTIONS: ACHIEVE SUPPORTED LEARNING

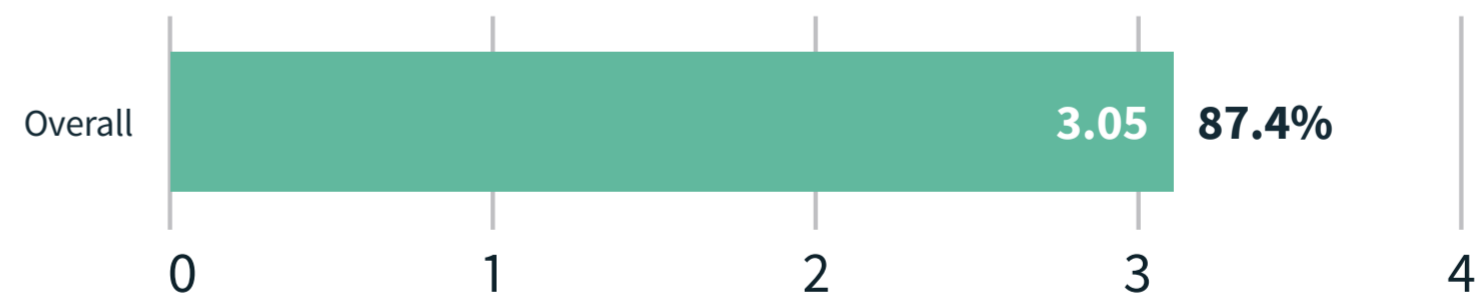


Effectiveness of Achieve in Supporting Learning



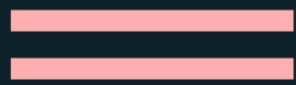
The vast majority of the students (**83%**) indicated that **Achieve was “effective to very effective”** in supporting their learning this semester.

Achieve Helped Gain Better Mastery of Course Content than Course Without Achieve



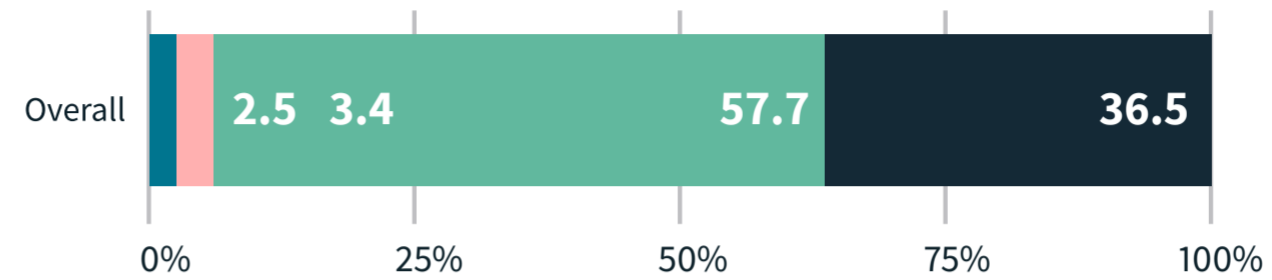
87% of students agreed that Achieve helped them gain better mastery of their course content than a course where they weren't using Achieve.

GENERAL PERCEPTIONS: EASE OF USE IN VIRTUAL ENVIRONMENT

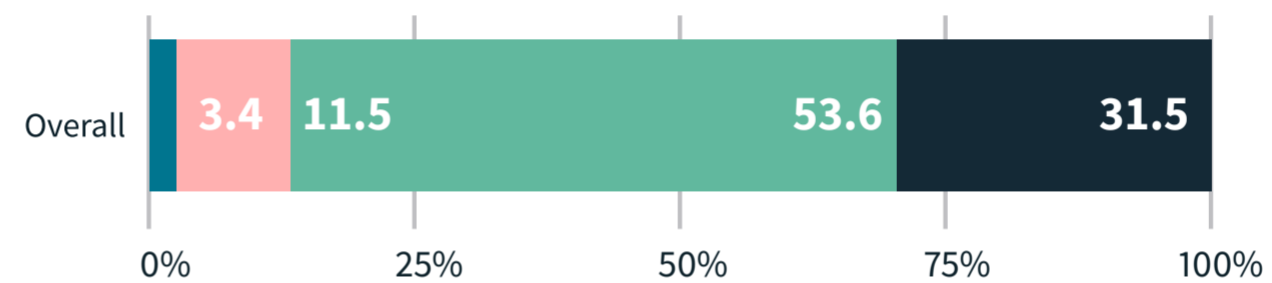


“It helped me comprehend more of the material we learned in class and understand concepts a lot more thoroughly.”

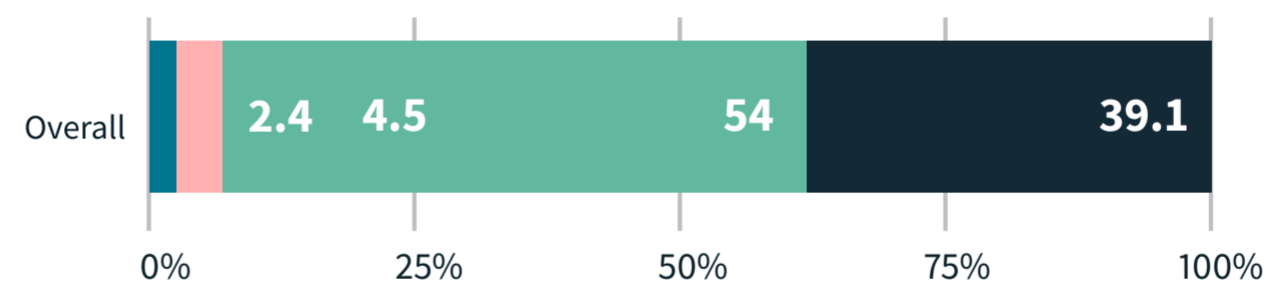
Achieve offered necessary resources to take class virtually



I preferred Achieve to others for virtual environment



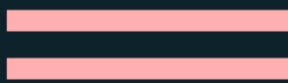
I was comfortable using Achieve in virtual environment



The vast majority of Achieve students agreed that Achieve offered all the necessary resources to take their class(es) virtually (**94%**) and that they were comfortable using Achieve in their virtual environment (**93%**).

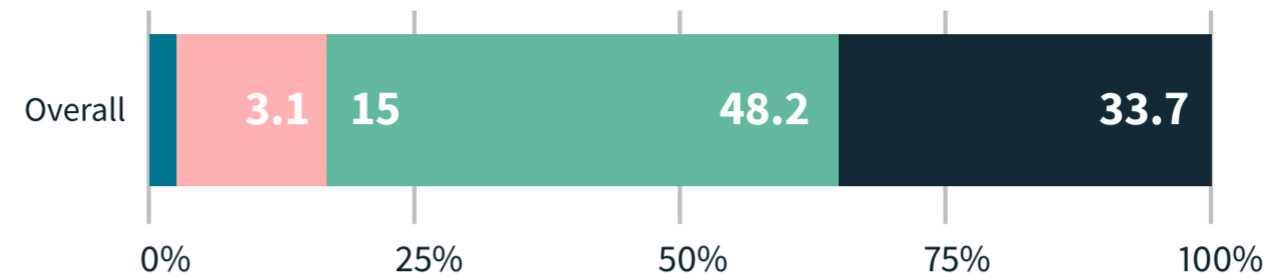
Further, the majority (**85%**) of Achieve students also reported that they preferred using Achieve compared to other instructional solutions or curriculum they were using this semester for other courses.

GENERAL PERCEPTIONS: ACHIEVE EASY TO USE

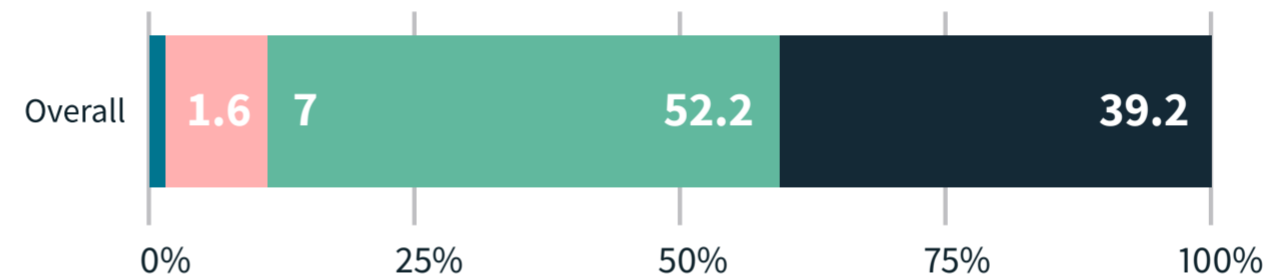


“Achieve really broke down the information into consumable pieces. If I had more time, I would have endlessly done the learning curves.”

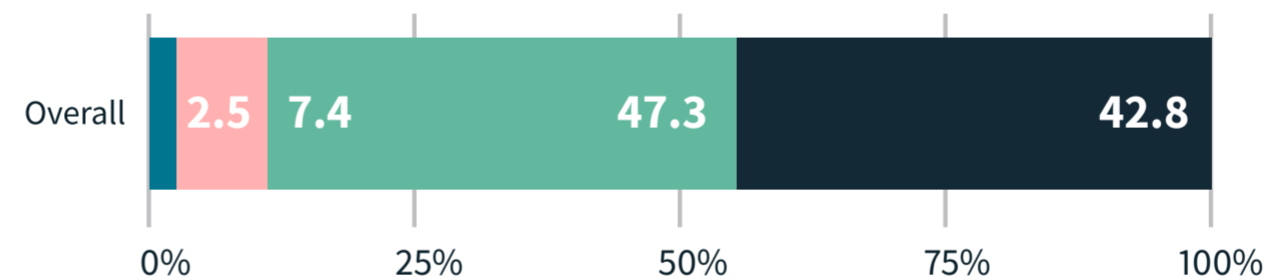
I had no problems accessing Achieve.



It was easy to navigate around Achieve.



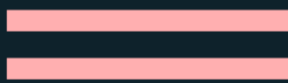
It was clear which activities were coming due.



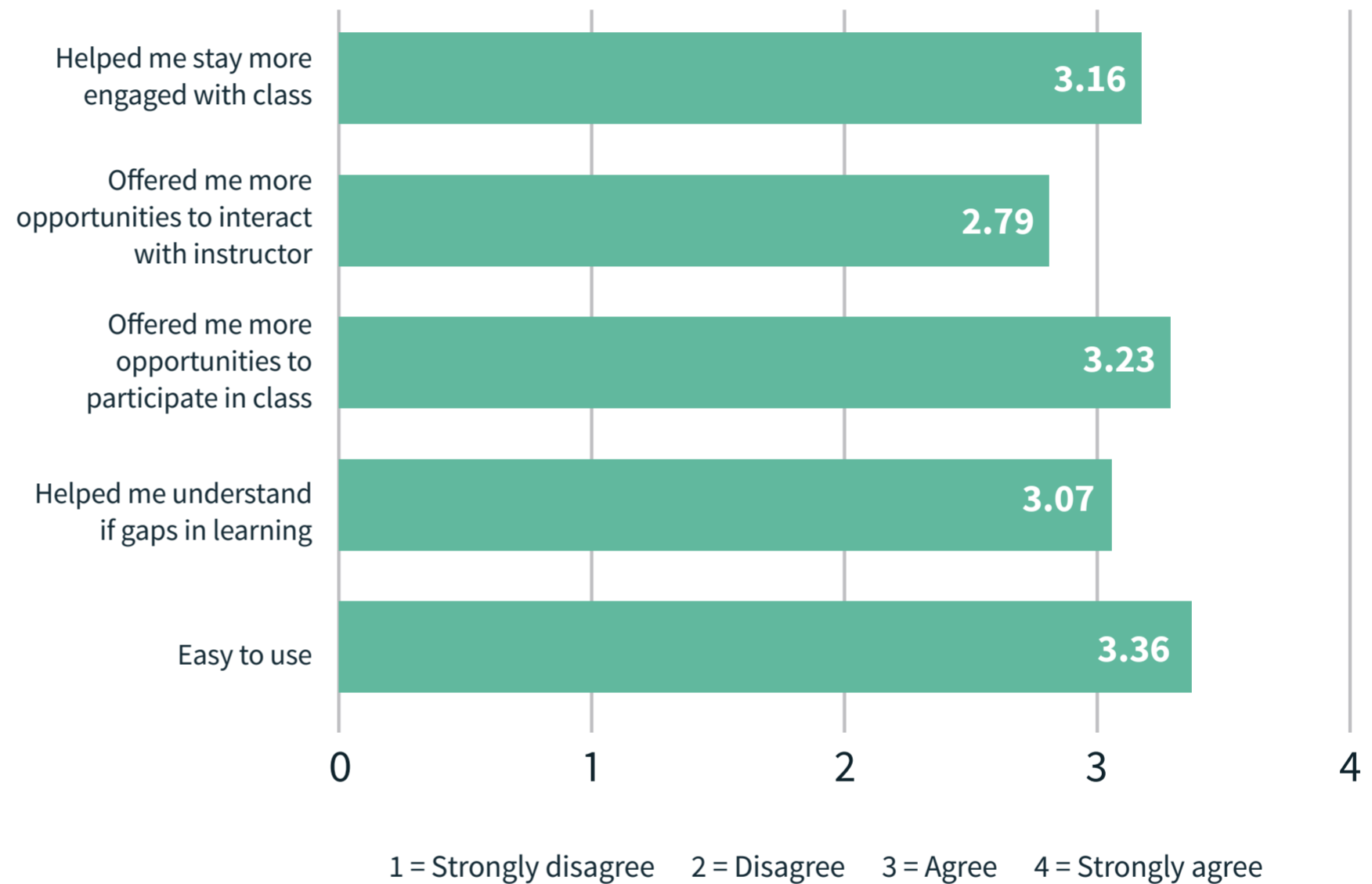
When exploring ease-of-use:

82% of students reported they had no problems accessing Achieve, **91%** said it was easy to navigate around Achieve, and **90%** reported it was clear which activities were coming due.

FEATURE PERCEPTIONS: IClicker



iClicker, Macmillan Learning's student engagement system, is integrated with Achieve, so we asked students if they used iClicker in this class and if so, what they thought.

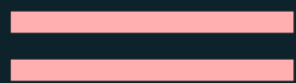


A total of 439 students indicated that their instructor chose to use iClicker at some point during the semester.

Generally, student perceptions of iClicker were high.

Students most positively indicated iClicker offered more opportunities for participation in class and that it was easy to use.

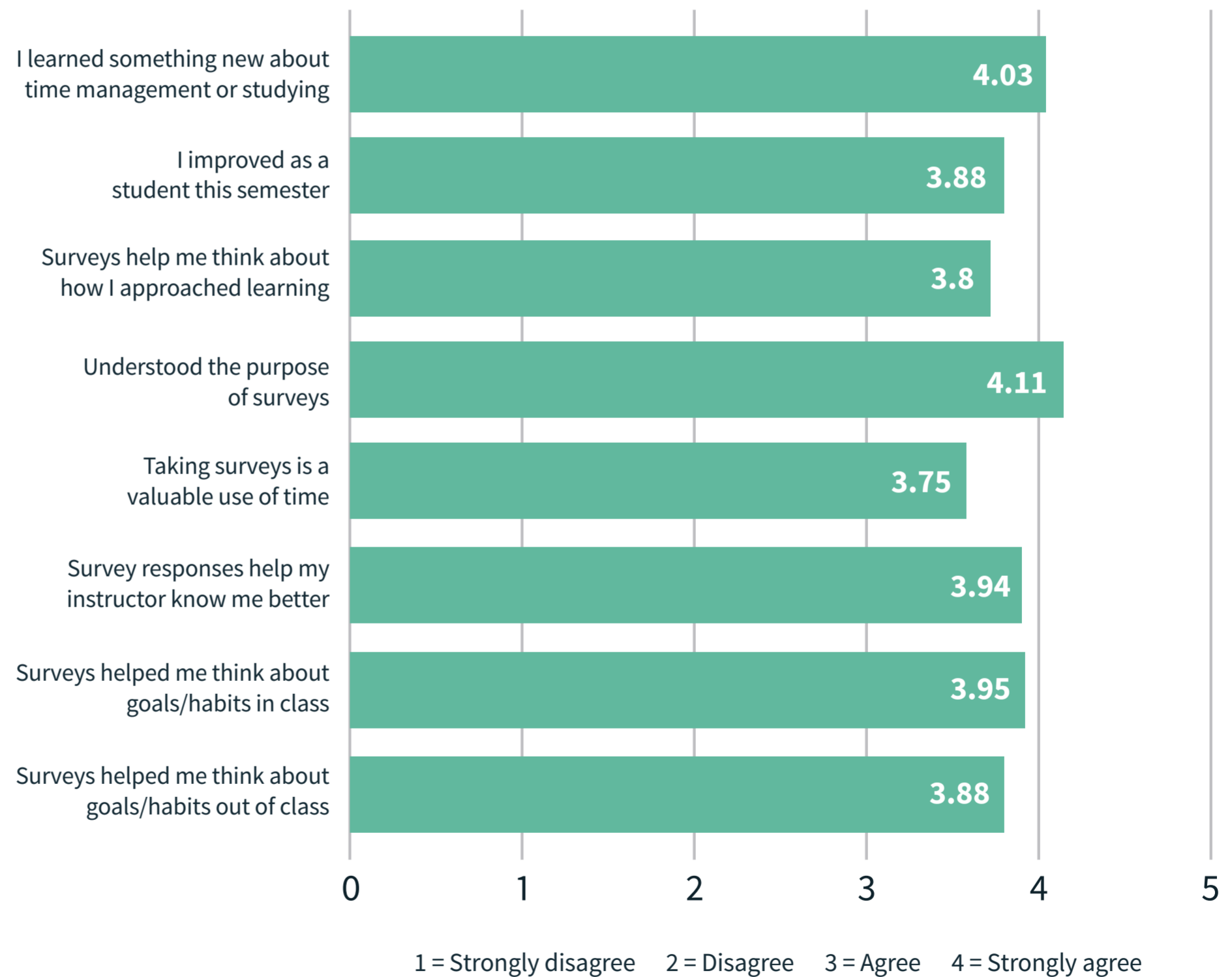
FEATURE PERCEPTIONS: SELF-REGULATED LEARNING SURVEYS



Student Perceptions of Surveys

At the beginning of the semester, an optional Intro Survey asks students to consider their goals for the class and to think about how they plan to manage their time and learning strategies. Later, Checkpoint Surveys get students to reflect on what's been working and what has not so that they can decide to make changes on their own. Each survey that students complete generates a report that gives instructors a bigger picture of how their class is doing beyond their grades.

We asked students what they thought of these surveys.



There were 491 students that used these surveys at some point in semester.



If you'd like more information about our research or about Achieve, please check us out online at **[macmillanlearning.com/achieve](https://www.macmillanlearning.com/achieve)**.

