Unlocking First Generation Student Success

The Power of LearningCurve's Low-Stakes Assessment with Quality Feedback
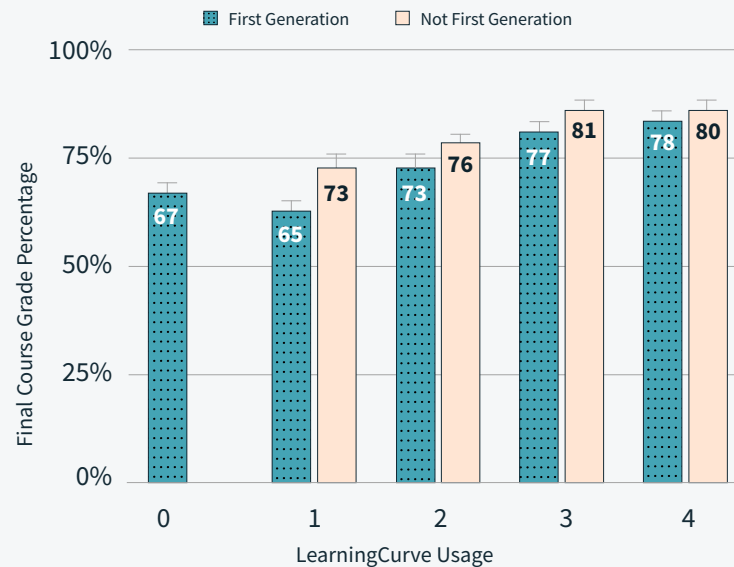
Regular, quality feedback via formative assessment fuels motivation, boosts academic performance and aids in developing adaptable learning strategies. Without taking extra class time, LearningCurve is a highly efficient and effective way to get the benefits of formative assessment feedback.

Prior research suggests that frequent low stakes assessments bolster students' self-efficacy and are less likely to trigger stereotype threat, both of which have disproportionately greater benefit for underrepresented students.

■ **LearningCurve is a personalized formative assessment tool** that adapts to your students' ability level and provides quality feedback in a stress-free environment.

Exam Performance by LearningCurve Usage

Legend: ▦ First Generation   ▢ Not First Generation

Bar chart — Final Course Grade Percentage (y-axis, 0% to 100%) vs LearningCurve Usage (x-axis, 0 to 4):
- 0: First Generation 67
- 1: First Generation 65, Not First Generation 73
- 2: First Generation 73, Not First Generation 76
- 3: First Generation 77, Not First Generation 81
- 4: First Generation 78, Not First Generation 80

0 - No LearningCurve completed
1 - Less than 50% of the overall median completed
2 - 50%-99% of the overall median completed
3 - 100% of the overall median completed
4 - Greater than the median

Research results from **9803** students across **161** institutions found that instructors who assigned more LearningCurve activities found significantly higher average student exam scores and course grades overall, but this effect was **particularly impactful with first generation students**.

LearningCurve helps to bridge the equity gap

As LearningCurve usage increases, first generation students perform just as well as their non first-generation peers thereby closing the achievement gap.

To learn more about this research go to **go.macmillanlearning.com/learningcurveresearch**

Scan here to learn more about the research.

1. (Cogliano et al., 2020; Han & Finkelstein, 2013; Shute, 2008)