Using MindTap can have a significant impact on student learning...

**Time in the platform matters.** Students who spend at least three hours in MindTap each week are nearly twice as likely to get an 80% or above on their assignments.

**MindTap helps develop and reinforce good study skills.** Students who set aside time for MindTap assignments and start them early perform better.

Instructors can take specific actions to increase student time and engagement with MindTap, leading to better student outcomes...

**Make it count.** Students spend 50% more time working in MindTap if it counts for at least 20% of their grade.

**Customize the course.** Students are 40% more likely to use MindTap for at least one hour per week if the learning path is customized.
In Abnormal Psychology, working in MindTap leads to better scores

The more time spent in MindTap, the better the results.

**Percentage of Abnormal Psychology students receiving each score**

- Students who use MindTap at least 3 hours per week are nearly twice as likely to receive an 80% average or better compared to students who spend less than an hour.

<table>
<thead>
<tr>
<th>Time spent in MindTap each week</th>
<th>90-100%</th>
<th>80-90%</th>
<th>70-80%</th>
<th>60-70%</th>
<th>&lt;60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1 hour per week</td>
<td>19%</td>
<td>16%</td>
<td>11%</td>
<td>9%</td>
<td>44%</td>
</tr>
<tr>
<td>1-3 hours per week</td>
<td>31%</td>
<td>28%</td>
<td>17%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>3+ hours per week</td>
<td>32%</td>
<td>34%</td>
<td>18%</td>
<td>8%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Using the platform consistently throughout the course matters.

**Percentage of Abnormal Psychology students receiving each score**

- Students who use MindTap every week are much more likely to get an 80% average or higher compared to students who only log in every other week.

<table>
<thead>
<tr>
<th>Number of weeks in which student did work in MindTap (Single-semester courses)</th>
<th>90-100%</th>
<th>80-90%</th>
<th>70-80%</th>
<th>60-70%</th>
<th>&lt;60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 to 6</td>
<td>24%</td>
<td>16%</td>
<td>9%</td>
<td>10%</td>
<td>41%</td>
</tr>
<tr>
<td>7 to 10</td>
<td>26%</td>
<td>26%</td>
<td>17%</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>11 or more</td>
<td>30%</td>
<td>31%</td>
<td>19%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>
If faculty use the platform, students will use the platform

Instructors spending time in MindTap drives students to spend time in MindTap.

**Average time per week Psychology & Psychotherapy students spent in MindTap**

- Instructors who spend 8 or more hours managing their course (modifying or adding content, monitoring student progress, communicating with students, etc.) through the semester get students to spend nearly twice as much time working in the course.

![Bar chart showing time per week](image)

- 58 min per week
- 1 hr, 21 min per week
- 1 hr, 52 min per week

**Instructor hours in MindTap throughout the semester**

Students use MindTap more extensively when the Learning Path has been customized.

**Percentage of students in Psychology & Psychotherapy using the platform for an hour or more per week**

- Instructors who customize the learning path for their course get ~40% more students to spend an hour or more per week in MindTap.

![Bar chart showing percentage](image)

- 31%
- 45%

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Instructor hours in MindTap throughout the semester

No changes to the Learning Path by the instructor

Changes to the Learning Path by the instructor
What can you do to increase student usage, before and during the course?

Make MindTap part of the grade.

Student use grows the more MindTap is part of the course grade.

<table>
<thead>
<tr>
<th>Percentage of total grade from MindTap assignments</th>
<th>&lt;10%</th>
<th>10-20%</th>
<th>&gt;20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average student time spent in MindTap per week</td>
<td>54 min per week</td>
<td>1 hr 21 min per week</td>
<td>1 hr 34 min per week</td>
</tr>
</tbody>
</table>

Set up your course to promote MindTap usage.

- Schedule an **in-class training session** prior to the first homework assignment.
- Modify the **learning path** to reflect the progression of the class content.
- Update **syllabus with instructions** on getting access to MindTap.
- Add **multimedia content you use in class** to the MindTap learning path.

Use the MindTap features & apps during the course.

Instructors suggest ways to grow MindTap use during the course:

- **Use the analytics dashboard to intervene with low-performers**
  
  “At 3 weeks, I send out a progress report to let students know how they're doing.”

- **Allow students to re-take assignments to improve score**
  
  “Allowing students to retake assignments to improve their score gives students instant feedback on topics they understood and an occasion to get reps on the topics they didn't.”

- **Use inline assignments to encourage reading and comprehension**
  
  “Adding inline assignments into some reading ensures the student is thinking about what they're reading.”
How can you encourage student achievement using MindTap?

Use MindTap to build good study skills.
Planning ahead promotes success.

Average score on completed assignments in Abnormal Psychology courses

- Scores increase the earlier the assignments are started before the due date.

Use the MindTap features & apps during the course.
Students using apps perform better on assignments.

Percentage of students receiving each score

- In Psychology & Psychotherapy, students using the Flashcard app more than 10 times during the term are more likely to get a 90% average or better.
Check the Progress App to learn more about how your students use MindTap

You can always access information about your students’ usage from within MindTap by opening the Progress App (or gradebook)....

...and clicking on the Analytics tab at the top of the window.

- You can track your students’ progress, including grades, how many assignments each student has completed, and how much time students are spending in the course
- You can also export student grades to see which assignments are giving your students difficulty
Based on analysis of usage data from MindTap students across the country during the 2014-15 academic year.

Scores are based on performance of in-course assignments, which typically represent a portion of a student's overall grade ranging from 5-40%. Scores only include assignments completed by at 50% of the class or more.

Faculty quotes from current and past MindTap users, unattributed to preserve anonymity.

Cengage Abnormal Psychology titles included in this analysis: Barlow “Abnormal Psychology An Integrative Approach”, Kearney/Trull “Abnormal Psychology & Life”, Sue/Sue/Sue/Sue “Understanding Abnormal Behavior”, and Durand/Barlow “Essentials Of Abnormal Psychology”.