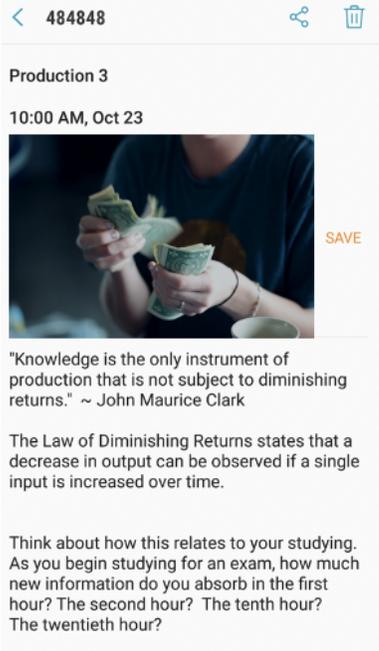
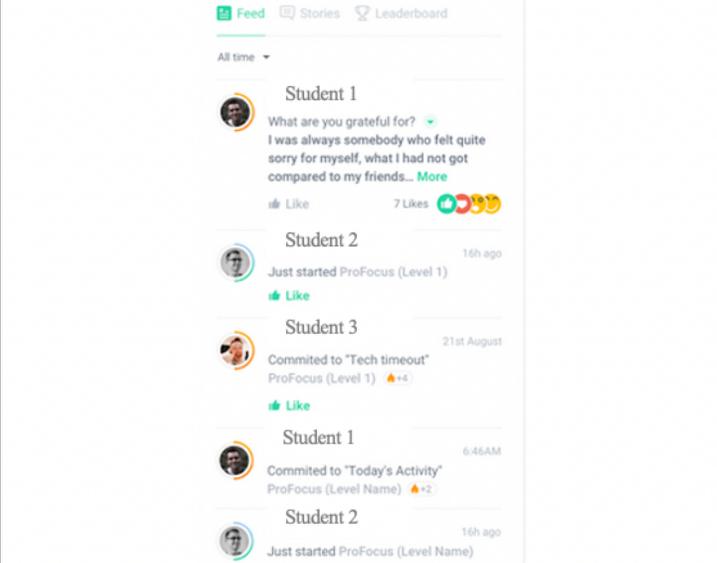


Microcommitments: The Effect of Small Commitments on Student Success

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Online Appendix

Control and Treatment Experience

Control Group	Treatment Group	
Content delivered via text message every weekday morning at 9am.	A link to the content is delivered via text message twice a day. In the morning it includes an “I commit” button and in the afternoon, it includes an “I did it” button.	
9am Text Message	Commitment Device	
	9am Text Message	4pm Text Message
	<p>Today's Activity-Production 3: http://prohab.it/kl1sxf4</p> <p style="text-align: center;">Production 3</p>  <p>"Knowledge is the only instrument of production that is not subject to diminishing returns." ~ John Maurice Clark</p> <p>The Law of Diminishing Returns states that a decrease in output can be observed if a single input is increased over time.</p> <p>Think about how this relates to your studying. As you begin studying for an exam, how much new information do you absorb in the first hour? The second hour? The tenth hour? The twentieth hour?</p> <p style="text-align: center;">I Commit</p>	<p>Did you do <u>it</u>-Production 3: http://prohab.it/aun5hy3</p> <p style="text-align: center;">Production 3</p>  <p>"Knowledge is the only instrument of production that is not subject to diminishing returns." ~ John Maurice Clark</p> <p>The Law of Diminishing Returns states that a decrease in output can be observed if a single input is increased over time.</p> <p>Think about how this relates to your studying. As you begin studying for an exam, how much new information do you absorb in the first hour? The second hour? The tenth hour? The twentieth hour?</p> <p style="text-align: center;">I did it</p>
	Social Feed For Accountability	
		

Image, “A twenty-four-year-old woman counting dollar bills”, by Sharon McCutcheon.

Table 1. Variable Definitions and Descriptive Statistics By Course Type

	Definition	<u>Total</u> Mean (s.d.)	<u>Face-to-Face</u> Mean (s.d.)	<u>Online/Hybrid</u> Mean (s.d.)
<i>Dependent Variables</i>				
Exam After	Score on exam immediately following experiment, percentage	81.14 (13.36)	82.35 (10.91)	79.10 (16.53)
Relative Exam After	(Student Exam After Score – Class Mean Exam After)/Class Mean Exam After	0.010 (0.154)	0.010 (0.131)	0.009 (0.186)
<i>Explanatory Variables</i>				
Microcommitments	=1 if student was offered microcommitments with social accountability	0.532 (0.499)	0.530 (0.500)	0.535 (0.499)
Exam Before	Percentage score on exam before the experiment	85.41 (12.42)	87.15 (10.11)	82.46 (15.15)
Relative Exam Before	(Student Exam Before Score – Class Mean Exam Before)/Class Mean Exam Before	0.002 (0.138)	0.000 (0.112)	0.006 (0.174)
Prior Econ	=1 if has taken a college-level micro- or macroeconomic course in a prior semester	0.279 (0.449)	0.300 (0.459)	0.243 (0.429)
High Perform	=1 if prior GPA > 3.75 or SAT score > 1450 or ACT score > 32	0.571 (0.495)	0.777 (0.416)	0.222 (0.416)
Required	=1 if the course is required for major	0.769 (0.422)	0.748 (0.434)	0.804 (0.398)
High Study Hours	=1 if student studies at least 7 hours per week	0.095 (0.294)	0.105 (0.306)	0.079 (0.271)
Female	=1 if female	0.468 (0.499)	0.421 (0.494)	0.549 (0.498)
Nonwhite	=1 if nonwhite	0.304 (0.460)	0.212 (0.409)	0.460 (0.499)
Financial Aid	=1 if student receives financial aid	0.389 (0.488)	0.366 (0.482)	0.428 (0.495)
High Efficacy Type	=1 the student's responses to the MSLQ self-efficacy questions were above average	0.566 (0.496)	0.550 (0.498)	0.593 (0.492)
High Procrastination	=1 if the student's IPS responses were above the participant average	0.517 (0.500)	0.477 (0.500)	0.584 (0.493)

Table 2. Relative Student Performance By Class Type

	Dependent Variable: Relative Exam After							
	Total		Face-To-Face		Hybrid		Online	
	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
Microcommitments	0.017** (0.008)	0.015** (0.008)	0.001 (0.009)	-0.001 (0.009)	0.032* (0.019)	0.040** (0.019)	0.054*** (0.021)	0.044** (0.021)
Exam Before	0.576*** (0.028)	0.526*** (0.029)	0.535*** (0.038)	0.469*** (0.042)	0.690*** (0.124)	0.667*** (0.129)	0.614*** (0.049)	0.559*** (0.052)
Prior Econ		-0.003 (0.010)		-0.001 (0.011)		-0.002 (0.034)		-0.005 (0.022)
High Perform		0.042*** (0.010)		0.046*** (0.011)		0.027 (0.022)		0.064** (0.022)
Required		0.029*** (0.009)		-0.021** (0.010)		-0.044** (0.021)		-0.068** (0.033)
High Study Hours		-0.004 (0.013)		-0.010 (0.014)		-0.064 (0.049)		0.014 (0.034)
Female		0.0004 (0.008)		-0.006 (0.009)		0.034* (0.019)		-0.014 (0.021)
Nonwhite		-0.002 (0.009)		0.012 (0.011)		-0.049** (0.020)		-0.008 (0.021)
Financial Aid		-0.020** (0.008)		-0.014 (0.009)		0.005 (0.021)		-0.040* (0.021)
Adjusted R ²	0.276	0.296	0.230	0.250	0.180	0.211	0.358	0.385
Sample Size	1155	1155	727	727	152	152	276	276

Standard errors are in parentheses. *, ** and *** indicate significance at the 10%, 5% and 1% levels, respectively

Table 3. Online and Hybrid Student Performance By Procrastination and Self-Efficacy

	Dependent Variable: Relative Exam After								
	High (1)	<u>By Procrastination</u>				<u>By Self-Efficacy</u>			
		High (2)	Low (1)	Low (2)	High (1)	High (2)	Low (1)	Low (2)	
Microcommitments	0.052*** (0.020)	0.051** (0.020)	0.037* (0.022)	0.048** (0.022)	0.051*** (0.019)	0.051*** (0.018)	0.034 (0.025)	0.032 (0.025)	
Exam Before	0.568*** (0.059)	0.549*** (0.061)	0.675*** (0.062)	0.602*** (0.064)	0.669*** (0.054)	0.625*** (0.056)	0.479*** (0.072)	0.449*** (0.074)	
Prior Econ		-0.020 (0.024)		0.024 (0.027)		-0.026 (0.022)		0.038 (0.031)	
High Perform		0.029 (0.026)		0.061** (0.027)		0.046** (0.022)		0.024 (0.035)	
Required		-0.048* (0.026)		-0.057* (0.034)		-0.053** (0.025)		-0.046 (0.032)	
High Study Hours		-0.012 (0.044)		0.016 (0.035)		-0.021 (0.032)		0.055 (0.053)	
Female		0.007 (0.021)		0.003 (0.022)		-0.010 (0.019)		0.047* (0.026)	
Nonwhite		-0.002 (0.021)		-0.056** (0.023)		-0.022 (0.019)		-0.030 (0.024)	
Financial Aid		-0.013 (0.021)		-0.038* (0.025)		-0.012 (0.020)		-0.039 (0.025)	
Adjusted R ²	0.278	0.248	0.395	0.441	0.389	0.411	0.201	0.218	
Sample Size	250	250	178	178	254	254	174	174	

Standard errors are in parentheses. *, ** and *** indicate significance at the 10%, 5% and 1% levels, respectively