LXDRESEARCH
AT CHARLES RIVER MEDIA

Grammarly Efficacy Study (Fall 2023 and Fall 2024)

Florida Atlantic University



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FLORIDA ATLANTIC UNIVERSITY EFFICACY STUDY SUMMARY
FALL 2023–FALL 2024

MODERATE EVIDENCE
LXD RESEARCH

STUDY DETAILS

Location
- Florida Atlantic University, Boca Raton, Florida

Sample sizes
- 898 unique Grammarly users during Fall 2023 (n=660) and Fall 2024 (n=345)
- 11,685 comparison students in similar writing-intensive courses
- 6 interviews with instructors who teach English and business courses

Student demographics
- 30% Pell Grant eligible
- 9% First-generation
- 25% Latino
- 13% Black
- 6% International

Academic period
- Fall 2023 and Fall 2024

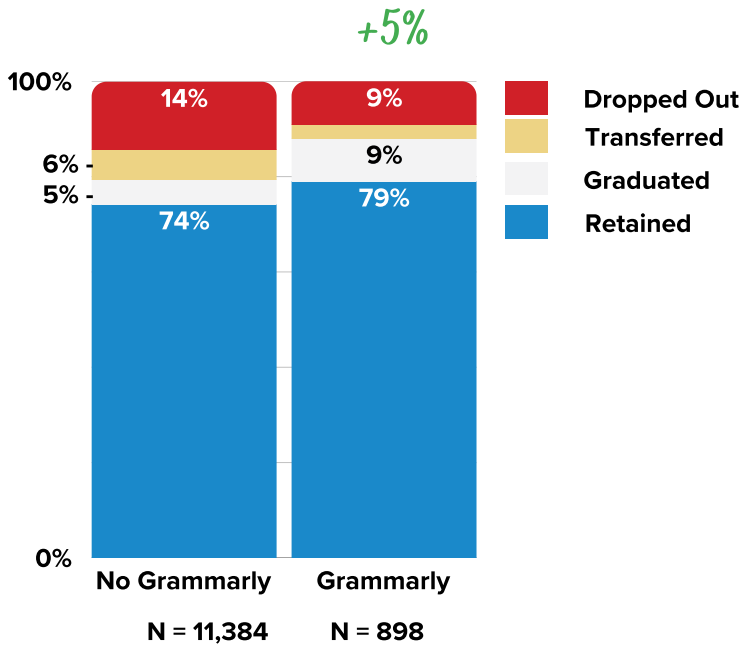
Implementation
- University-wide Grammarly licenses provided to all enrolled students
- Instructor-led onboarding sessions for students in some writing-intensive courses
- Varied course implementations based on instructor preferences

Methodology
- Study design: Quasi-experimental design with treatment and comparison groups
- Assessment measures: Course completion rates, writing quality scores, usage analytics
- Statistical analysis: Chi-square tests, regression models controlling for baseline characteristics
- Qualitative data analysis: Semi-structured interviews followed by thematic analysis of instructor perceptions and implementation experiences

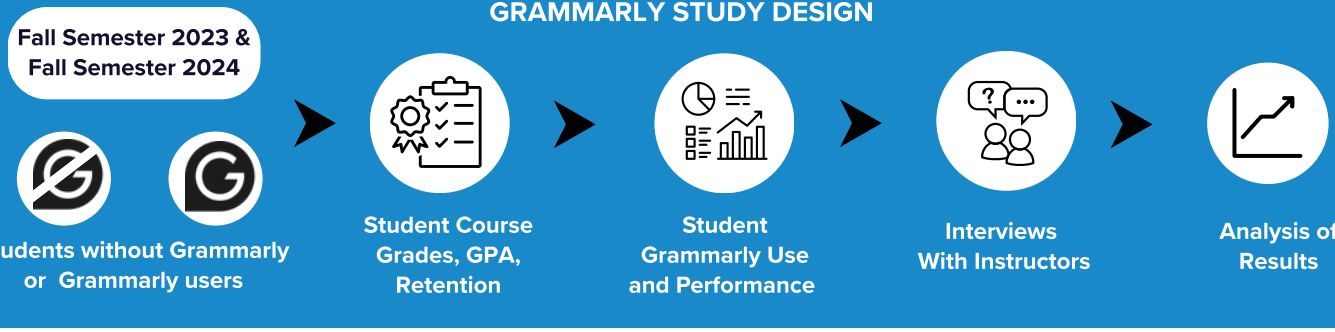
STUDY FINDINGS

- Course completion rates were 3.3% higher for Grammarly users vs. non-users.
- Students averaged 3.7 GPA if they use Grammarly 5–7 days per week vs. 3.3 for nonusers.
- Students' writing performance increases systematically over time using Grammarly.
- Instructors reported an increased ability to focus on content instead of grammar mistakes.
- Instructors expressed that students received writing support without traditional stigma and barriers. Instructors found that Grammarly integrated easily and effectively in their ecosystem of existing writing tools, including Word, Google Docs, Outlook, and Gmail.

Retention rates were significantly higher for Grammarly users (79%) vs. nonusers (74%).



GRAMMARLY STUDY DESIGN



grammarly Part of SUPERHUMAN

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Qualitative Findings: Instructor Perspectives

Student Access: Instructors report reduction of help-seeking barriers

Instructors observe that Grammarly eliminates common obstacles that prevent students from seeking writing help. Unlike traditional face-to-face tutoring, which can trigger feelings of shame or vulnerability, the technology provides private, on-demand support. This particularly benefits two groups who typically avoid seeking help: students with mechanical writing difficulties and multilingual learners. By removing the emotional and logistical burdens of in-person assistance, the tool reaches students who would otherwise forgo writing support entirely.

Instructors found that Grammarly provided effective support for:

- Multilingual learners
- Students struggling with mechanical errors
- Students hesitant to seek traditional writing center support

Instructors expressed that students gained access to writing support without traditional stigma barriers.

> *"Today's student is much more apt and much more comfortable engaging with software where they're not looking someone in the eyes and feeling dumb."*
>
> **Upper-Level Writing Instructor**

> *"With Grammarly, [students] were far less likely to feel as though they were being forced to remediate. Whereas if I had forced them to go to the writing center on campus ... to have a report generated of their visit, then they would very much feel like they were being remediated."*
>
> **Writing Instructor and Course Director**

> *"Oftentimes, because of the way we have presented help in writing and in other areas, it feels like remediation, and there's shame associated with it. You don't feel shame from a computer."*
>
> **Business Communication Instructor**

Instructor Impact: Instructors report reduced grading burden

Instructor interviewees reported an increased ability to focus on content instead of grammar mistakes. Instructors noticed tangible improvements in student writing quality, particularly in reducing mechanical errors that traditionally consume significant grading time. Instructors noted that Grammarly served as an effective "first line of defense" against common errors, allowing both students and instructors to focus more on content and critical thinking. The tool proved especially beneficial for students whose primary language is not English who struggled with grammar and mechanics, helping them achieve clarity in their academic writing.

> *"This helped improve my ability to read their writing because it was far fewer comma splices and things like that."*
>
> **Introductory Writing Instructor**

Integration Success: Instructors report easy integration with existing writing tools

Instructors found that Grammarly integrated easily and effectively in their ecosystem of existing writing tools, including Microsoft Word and Outlook. Instructors emphasized teaching students to use multiple tools strategically, starting with Word's built-in proofing options before leveraging Grammarly's additional capabilities. However, some concerns emerged about the evolving AI features, with instructors navigating how to best integrate these tools while maintaining focus on fundamental writing skills.

> *"Switch[ed] from paying for ChatGPT to paying for Grammarly ... because [the student] didn't need help with generative ideas or organization or flow ... what he needed was grammar in English ... it helped the clarity of his writing a lot."*
>
> **Business Communication Instructor**

> *"Word has those style checks and grammar style refinements. But then I started suggesting on top of that, Hey, download Grammarly. Some students took to that because it's embedded in other tools and has a browser plug-in."*
>
> **Business Communication Instructor**

Quantitative Findings: Student Outcomes

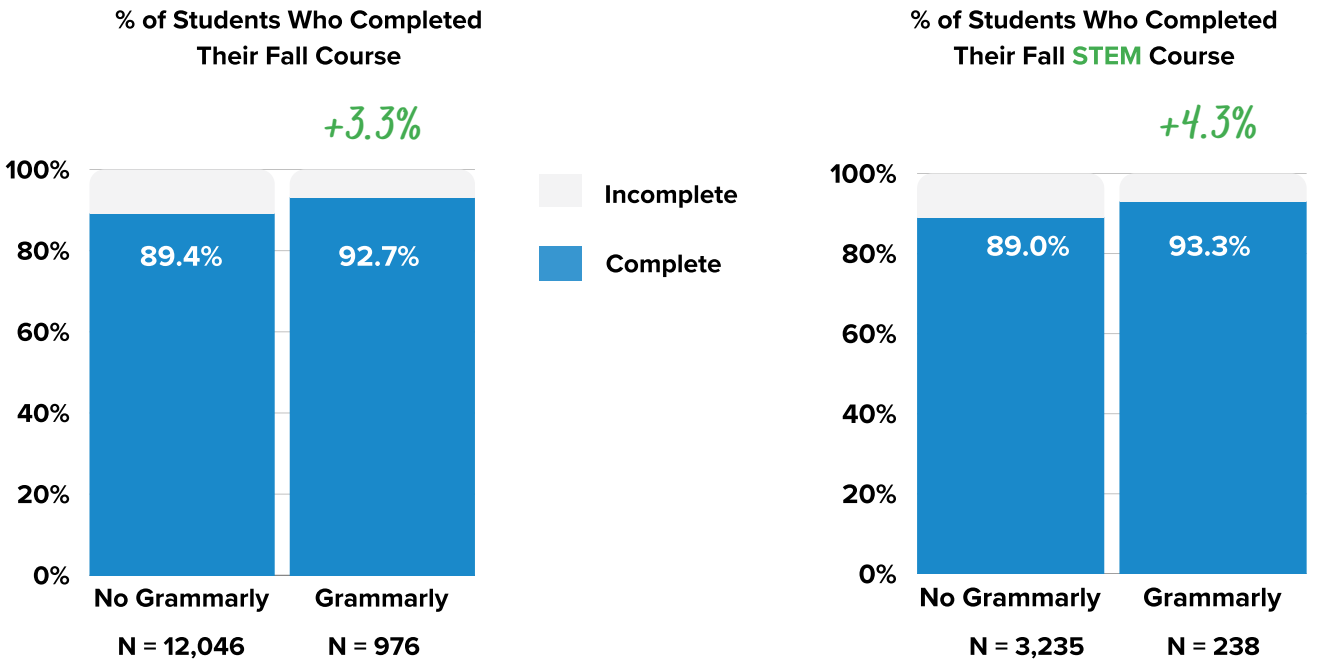
Course Completion: Completion rates were higher for Grammarly users vs. nonusers

Course completion rates serve as a crucial early indicator of student success, particularly in writing-intensive courses where students often struggle with the dual demands of content mastery and academic writing skills. Research consistently shows that students who successfully complete their initial college courses are significantly more likely to persist to graduation, making completion rates a key metric for institutional effectiveness.

In this study, Grammarly users demonstrated significantly higher course completion rates during both academic years examined. Students with access to the AI-powered writing assistant completed their writing-intensive courses at a rate of 92.7%, compared to 89.4% for their peers without Grammarly access—representing a 3.3 percentage point improvement.[1] This improvement was consistent across both Fall 2023 and Fall 2024, suggesting that Grammarly's impact represents a consistent benefit rather than a temporary novelty effect.

The completion advantage becomes even more noteworthy when considering that these were already high-performing students, with an average high school GPA of 3.95. Finding measurable improvements in course completion among academically prepared students suggests that Grammarly's real-time writing support addresses genuine barriers to success that persist even among college-ready populations.

The impact of Grammarly was particularly pronounced in science, technology, engineering, and mathematics (STEM) writing-intensive courses, where students historically struggle with translating complex technical concepts into clear written communication. Grammarly users in STEM courses achieved a 93.3% completion rate compared to 89.0% for nonusers—a substantial 4.3 percentage point improvement.[2] This finding is especially noteworthy, given that STEM students often report feeling less confident in their writing abilities and may avoid or struggle with courses that require extensive written work.



How is Completion Rate calculated?
Course completion is defined as earning grades of C or higher, with grades of D, F, or Withdrawal and Incomplete classified as non-completion.

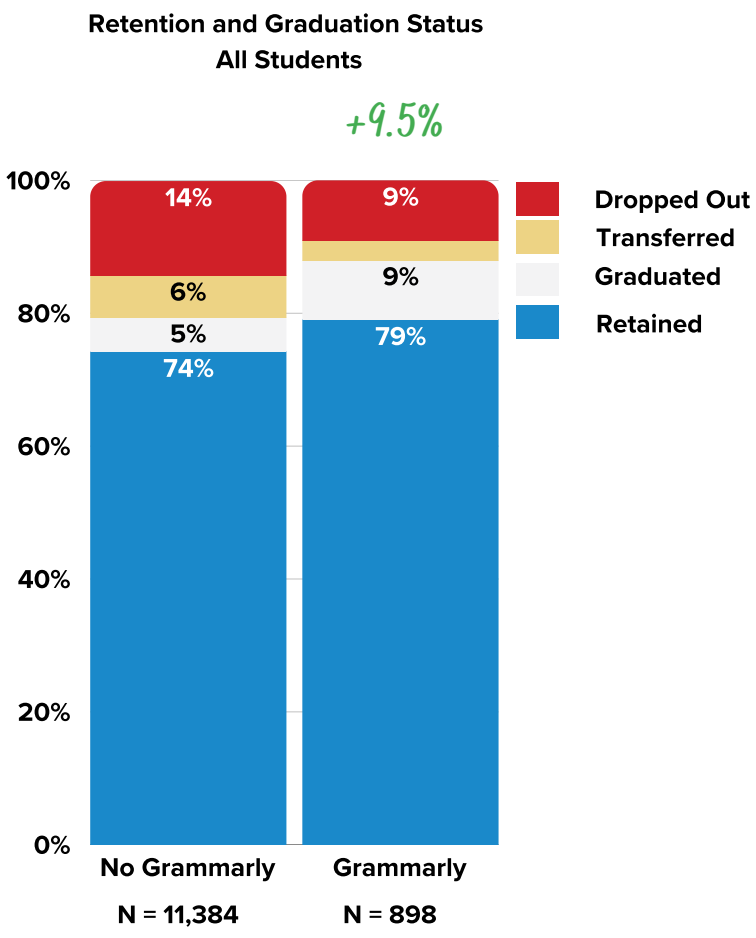
Retention: Across all years of study, dropout and transfer rates were significantly lower for Grammarly users vs. nonusers

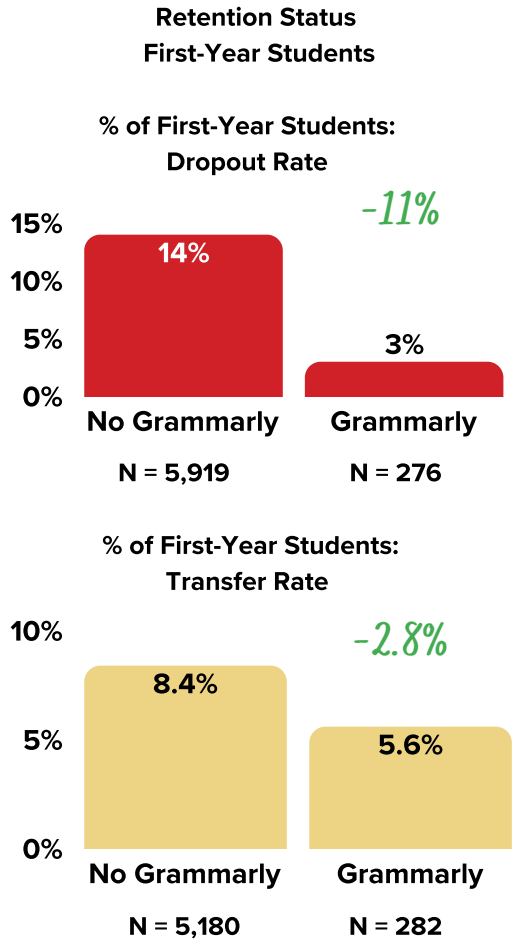
Student retention for the following academic year represents a critical predictor of degree completion, particularly for diverse student populations navigating the college transition. We explored differences in four possible outcomes: Retention, Graduation, Transfer, and Drop Out. Grammarly users demonstrated significantly higher retention across these measures, suggesting that consistent writing support helps students feel more academically capable.

Overall, 79.5% of Grammarly users enrolled in spring courses compared to 74.2% of nonusers—a 5.3 percentage point improvement.[1] Grammarly users also showed dramatically lower dropout rates (8.6% vs. 14.4%) and were significantly less likely to transfer to other institutions (3.3% vs. 6.2%), indicating greater satisfaction and success at their current institution.[2],[3]

Retention: First-year dropout rates were 11% lower for Grammarly users (3%) vs. nonusers (14%)

The retention benefits were most pronounced among first-year students, who face the steepest learning curve in college-level academic expectations. Among first-year students, only 3.4% of Grammarly users dropped out compared to 14.3% of nonusers— 10.9 percentage points lower.[4] First-year transfer rates were 5.6% for Grammarly users vs. 8.4% for nonusers—2.8 percentage points low, suggesting they found greater academic success during this critical transition period.[5]





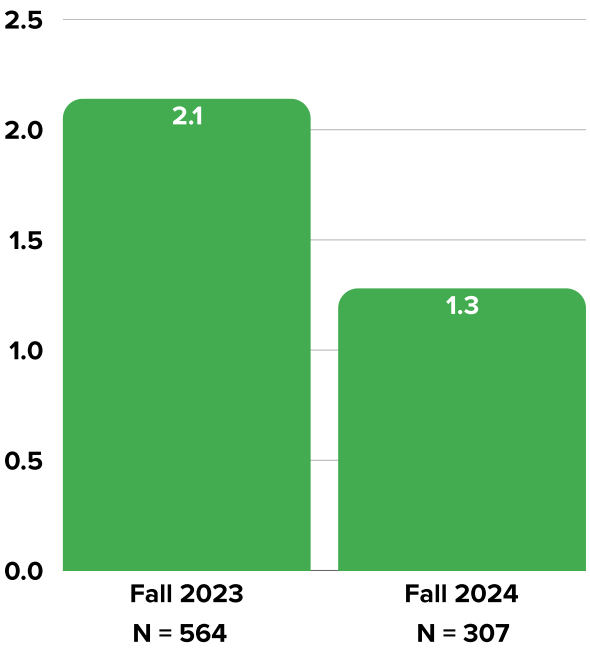
Grade Point Average: Students' writing performance increases systematically over time using Grammarly

For each Grammarly user, every piece of writing is scored for performance. By analyzing how their Grammarly performance score changes for long-form writing (i.e., above a set word threshold) over time, we can see if students' writing improves with Grammarly—not just their final drafts. This metric helps distinguish genuine writing development from surface-level editing.

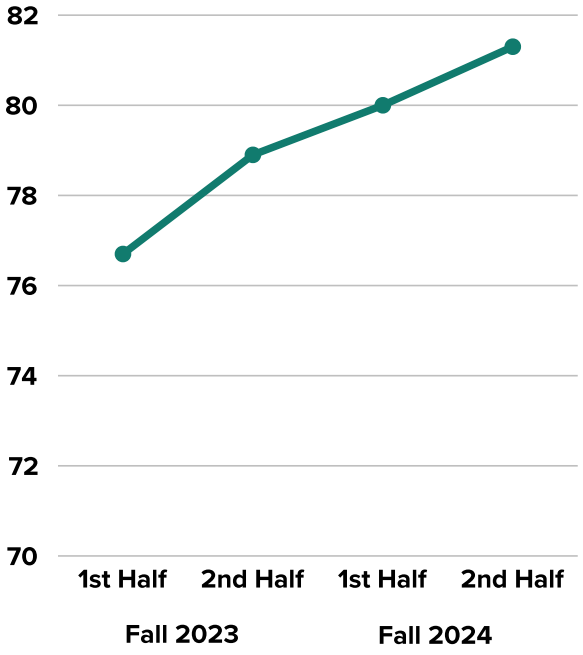
Using this measure, students showed consistent improvement: Fall 2023 users improved an average of 2.14 points from the first to second half of the semester; Fall 2024 users improved 1.28 points.[1]

Students who used Grammarly consistently during both academic years showed progressive improvement, from 76.7 in Fall 2023 to 81.3 by Fall 2024—suggesting that sustained usage supports continued writing development.[2]

Grammarly student writing performance rate improves in the first and second half of the semester.



Grammarly student writing performance improves over two semesters. (N=162)



How is the Grammarly performance score calculated?
Grammarly's performance score combines measures of accuracy, clarity, and benchmarks the score of each document against tens of millions of daily users with similar writing goals. For example, a score of 90 means the writing is stronger than 90% of comparable users.

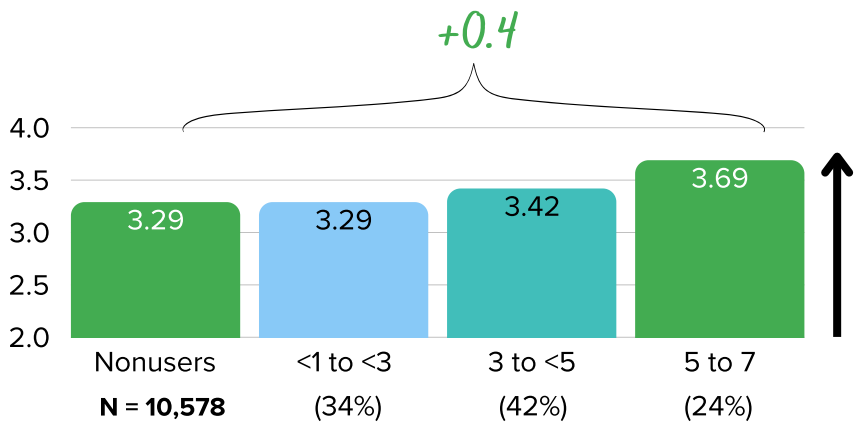
Grade Point Average: Frequent Grammarly users averaged higher GPAs vs. nonusers

Research consistently shows that academic support interventions are most effective when used regularly rather than sporadically. The relationship between Grammarly usage frequency and academic outcomes provided insight into optimal implementation patterns for writing support technologies. After controlling for student characteristics including high school GPA and demographic factors, Grammarly users demonstrated a 0.161 to 0.177 GPA increase across all courses.[1]

Grade Point Average: Students averaged 3.7 GPA if they used Grammarly 5–7 days per week vs. 3.3 for 1–3 days a week

Most compelling was the clear dose-response relationship: while nonusers and low-usage students both averaged 3.29 GPAs, students using Grammarly 3–5 days per week achieved 3.42, and high-usage students (5–7 days per week) reached 3.69.[2] This 0.4 GPA difference between high-usage and non-usage groups represents nearly half a letter grade improvement, suggesting that consistent engagement with writing support unlocks substantial academic benefits. The relationship was significant, despite FAU's high-achieving student population (average high school GPA of 3.95), indicating that Grammarly's impact extends beyond remedial support to enhance performance across all achievement levels.

Average GPA by Grammarly Use Category



Days per Week on Average
(% of Grammarly Users)

Study Implications

This comprehensive analysis demonstrates that AI-powered writing support can meaningfully enhance student success when integrated consistently into student study habits. The convergence of improved course completion, higher retention rates, better writing performance, and stronger GPAs—particularly among high-usage students—suggests that Grammarly functions as more than a proofreading tool, serving as a genuine catalyst for improved academic achievement. For institutions seeking evidence-based approaches to student success, these findings indicate that sustained writing support represents a promising intervention with measurable impact across multiple success metrics.

Statistical Citations by Key Finding

Key Finding: Course completion rates were 3.3% higher for Grammarly users vs. nonusers

[1] All students: $\chi^2(1, N = 12,822) = 10.1806$, $p = .001$.
[2] Students in STEM courses: $\chi^2(1, N = 3,473) = 3.7651$, $p = .052$. While this result approached but did not reach conventional statistical significance, the practical significance of the 4.3 percentage point improvement warrants attention given the known challenges STEM students face in writing-intensive courses.

Key Finding: Retention rates were significantly higher for Grammarly users (80%) vs. nonusers (74%)

[1] $\chi^2(1, N = 13,020) = 11.76$, $p = .001$. Retention defined as enrollment in spring semester or graduation.
[2] $\chi^2(1, N = 12,282) = 23.17$, $p < .001$, $\varphi = .043$. Dropout defined as non-enrollment without transfer to another institution.
[3] $\chi^2(1, N = 12,282) = 11.82$, $p < .001$, $\varphi = .031$. Transfer rates based on institutional records of student movement to other colleges.
[4] $\chi^2(1) = 24.53$, $p < .001$, $\varphi = .067$. First-year dropout analysis included 267 Grammarly users and 5,180 comparison students.
[5] Transfer rate comparison between 282 Grammarly users and 5,180 comparison first-years showed 2.8 percentage point reduction
Note: Year in school was defined by credit hours earned to date.

Key Finding: Students' writing performance increased systematically over time using Grammarly

[1] Fall 2023: $t(563) = 4.26$, $p < .001$; Fall 2024: $t(306) = 1.99$, $p = .047$.
[2] Based on 162 students who used Grammarly consistently during both semesters.

Key Finding: Students averaged 3.7 GPA if they use Grammarly 5–7 days per week vs. 3.3 for nonusers

[1] Linear regression models controlling for high school GPA, race/ethnicity, Pell Grant status, and international student status (N = 10,892).
[2] ANCOVA with post-hoc comparisons, $F(3, 10887) = 14.48$, $p < .001$.

How to read statistical citations:
The statistical results presented above use chi-square tests to determine whether differences between groups are meaningful or due to chance. The notation χ^2(df, N = sample size) = test statistic, p = probability value provides key information. The N shows how many people were studied, while the chi-square value measures how different results are from chance expectations. The p-value indicates the likelihood these results happened randomly; values below .05 are considered statistically significant. Values near .05 suggest trends that may still have practical importance, especially when studying groups with known challenges.



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