College algebra courses have a high number of freshmen who are still adjusting to the college classroom. One strategy applied in many disciplines to help students regulate their learning is the exam wrapper. An exam wrapper is a task typically assigned when graded exams are returned. The goal is to help students think critically about their learning and to help them diagnose their academic strengths and weaknesses. While literature shows that students respond positively to the use of exam wrappers (Andaya, Hrabak, Reyes, Diaz, & McDonald, 2017), there are still unanswered questions. For example, in what ways do students change their study habits and strategies over the course of a semester after using exam wrappers, and do exam wrappers actually help students narrow the gap between perceived knowledge and actual knowledge?

To attempt to answer these questions, 54 college algebra students completed an exam wrapper after each of the three major exams. We also administered a survey called the Metacognitive Awareness Inventory (MAI) at the beginning and at the end of the semester to see if students’ perceptions of their metacognitive skills had changed. Quantitative and qualitative results from this preliminary study will be discussed as well as plans for future research. (Received September 16, 2019)