

1106-L1-2222

Jennifer L Travis* (jennifer.travis@lonestar.edu). *A self-regulated learning intervention for developmental mathematics students at a community college: Effects of study journals on achievement and study habits.*

This mixed methods study evaluated a study-journaling intervention for developmental mathematics students at a community college. Two weekly study journal worksheets were designed, based on key elements of self-regulated learning theory: forethought, self-monitoring, and reflection. In each of nine pairs of intact classes, one class was randomly assigned to the treatment (study journal) condition and the other to control. Propensity score matching was used to trim the groups so they had similar distributions of starting characteristics. Logistic regression was then used to estimate the intervention's effect on course success and final exam success. Departing students were counted among the unsuccessful. Due to implementation shortcomings, the original sample (n=257) was replaced by a modified sample (n=137). Propensity score matching trimmed the sample further (n=108). Treatment students were significantly more likely to leave the class than control students (odds ratio 2.94). However, qualitative data from focus groups and surveys indicated the study journals may have positively affected study habits. Together, qualitative and quantitative results suggest the intervention increased students' awareness of study habit inadequacies and time constraints. (Received September 16, 2014)