### Spring 2009 Course Grade and Accumulative GPAs of FRS 180 Students Who Completed the Course

<table>
<thead>
<tr>
<th>FRS 180 Course Grade</th>
<th>Semester GPA</th>
<th>Accumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Passing Grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A - Grades</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>B - Grades</td>
<td>15</td>
<td>34%</td>
</tr>
<tr>
<td>C - Grades</td>
<td>11</td>
<td>25%</td>
</tr>
<tr>
<td>Failure Grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D - Grades</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>F - Grades</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>Overall Totals</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Spring 2009 Semester GPAs of FRS 180 Students and Breakdown by Gender

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>St. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Everyone</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>44</td>
<td>2.20</td>
<td>1.02</td>
</tr>
<tr>
<td>Pass</td>
<td>34</td>
<td>2.58</td>
<td>0.69</td>
</tr>
<tr>
<td>Fail</td>
<td>10</td>
<td>1.10</td>
<td>0.96</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>12</td>
<td>2.85</td>
<td>0.61</td>
</tr>
<tr>
<td>Pass</td>
<td>11</td>
<td>2.87</td>
<td>0.63</td>
</tr>
<tr>
<td>Fail</td>
<td>1</td>
<td>2.55</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>32</td>
<td>2.02</td>
<td>1.00</td>
</tr>
<tr>
<td>Pass</td>
<td>23</td>
<td>2.44</td>
<td>0.69</td>
</tr>
<tr>
<td>Fail</td>
<td>9</td>
<td>0.94</td>
<td>0.87</td>
</tr>
</tbody>
</table>
### The Percentages of Student Responses in Each Category (N=37)

#### Did this course include:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>1. Variety of teaching methods</td>
<td>3</td>
<td>8%</td>
<td>9</td>
<td>24%</td>
</tr>
<tr>
<td>2. Meaningful class discussions</td>
<td>1</td>
<td>3%</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>3. Meaningful homework</td>
<td>3</td>
<td>8%</td>
<td>7</td>
<td>19%</td>
</tr>
<tr>
<td>4. Interesting Subject Matter</td>
<td>3</td>
<td>8%</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>5. Meaningful Assignments</td>
<td>1</td>
<td>3%</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>6. Productive use of class time</td>
<td>2</td>
<td>5%</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>7. Encouragement to speak in class</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>8. Encouragement to work together</td>
<td>0</td>
<td>0%</td>
<td>5</td>
<td>14%</td>
</tr>
</tbody>
</table>

#### Taking this class improved my:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>1. Reading skills</td>
<td>8</td>
<td>22%</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td>2. Writing skills</td>
<td>9</td>
<td>24%</td>
<td>9</td>
<td>24%</td>
</tr>
<tr>
<td>3. Learning skills</td>
<td>0</td>
<td>0%</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>4. Listening/Notetaking skills</td>
<td>1</td>
<td>3%</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>5. Self-monitoring skills</td>
<td>1</td>
<td>3%</td>
<td>9</td>
<td>24%</td>
</tr>
<tr>
<td>6. Self-Efficacy skills</td>
<td>1</td>
<td>3%</td>
<td>9</td>
<td>24%</td>
</tr>
<tr>
<td>7. Time Management skills</td>
<td>1</td>
<td>3%</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>8. Academic Anxiety/Motivation skills</td>
<td>3</td>
<td>8%</td>
<td>7</td>
<td>19%</td>
</tr>
</tbody>
</table>

#### To what extent:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>1. Did this course cover topics which are important to you?</td>
<td>4</td>
<td>11%</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>2. Did this course contribute to your ability to succeed academically?</td>
<td>3</td>
<td>8%</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>3. Did the course syllabus give you a realistic view of the course expectations?</td>
<td>0</td>
<td>0%</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>4. Did the course meet your expectations?</td>
<td>1</td>
<td>3%</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>5. Did you feel that the ASM weekly reports/Learning Logs for self-monitoring were worthwhile?</td>
<td>6</td>
<td>16%</td>
<td>7</td>
<td>19%</td>
</tr>
<tr>
<td>6. Did you feel that the class activities were useful to your learning/development?</td>
<td>2</td>
<td>5%</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>7. Did the course provide an opportunity for you to interact with the instructor?</td>
<td>1</td>
<td>3%</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>8. Did you feel that the class exams and paper assignments were appropriate/worthwhile?</td>
<td>2</td>
<td>5%</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>9. Did you feel that your instructor graded you fairly in your class assignments?</td>
<td>2</td>
<td>5%</td>
<td>6</td>
<td>16%</td>
</tr>
</tbody>
</table>
FRS 180: Course Assessment
Individual Student Responses

1. What was the most important element of this course that promoted your learning?
   - Styles
   - Anti-anxiety
   - The time management part of the course.
   - Lecture
   - Nothing
   - Information processing
   - I guess the logs that I need to do
   - The logs helped me reflect on myself.
   - Organization
   - Time Management
   - A lot that I learned in class was about how the brain worked and note taking. It taught me to take better care of myself and learn better.
   - Working on my self motivation for work.
   - Learning about anxiety
   - The subject matter; time management, goal setting, motivation, learning styles, etc.
   - Learning time management, listening skills, test-taking strategies, writing strategies, self efficacy, motivation, learning style, motivation and setting/keeping realistic goals.
   - Going to class
   - Motivation and learning styles
   - The different note taking and motivation skills learned.
   - Getting to know my learning style, how to use it, how to improve it, and ways to incorporate other learning styles.
   - Motivation
   - Motivation & anxiety lesson
   - Time management sections
   - Learning time management skills
   - Logs (4)
   - No comment (10)

2. What aspects, if any, of the course environment hindered your learning?
   - The room was warm = drowsy.
   - The hot room.
   - It was hot.
   - Warm all the time.
   - Heat of the room was distracting.
   - Heat (2)
   - Getting off topic in class, people interrupting or speaking out of turn.
   - Most students in the class talk a lot about random, stupid things unrelated to the course.
   - Focus; Too much random unneeded input aloud by students
   - The talkativeness of the class.
   - Too many class clowns in the same room.
   - Distractions
   - Some of the other students
• The class had no ability to stay on task.
• I am a ‘hands on” learner.
• None (11)
• No comment (9)

3. What are some of your suggestions for improving the course?
• More group work
• Different room.
• More group activities during class.
• Cooler room. & Better topic for paper.
• Make it more appealing.
• Take it out of the ‘go’ program so it is not forced on students, they can take it if they want.
• Topics were confusing.
• Not many. Nice job, wish I attended at a more motivating segment of my life.
• Air conditioner in the room.
• Don’t sit with your back to the class when presenting material.
• I think the class was done very well
• Have more questions on exams that are covered in the text but not in the lectures.
• I think that the course was fine and that nothing should be changed.
• Stricter rules for the classroom interruptions.
• Let people miss a lot of classes.
• Don’t allow suggestions
• Do more than just logs to see how we are using our new skills.
• Make the class 100 % optional
• Don’t sit with your back to the class.
• Work more in groups (team building).
• Get rid of it.
• None or N/A (3)
• No comment (12)

4. What did your instructor do especially well to help you learn?
• Slides
• Overhead for visual learners.
• Spoke clearly.
• Used visuals and detailed explanations.
• She did her best.
• Connected the topics together as best as possible.
• Always there to listen.
• Lots.
• Very nice and understanding.
• Explained material well.
• I think the presentations he showed everyday were entertaining and educational.
• Power points were done well; clear with many examples.
• Helped me to understand why certain techniques weren’t working.
• He let you go to his office and talk to you about what you need to learn.
• Used power point projections.
• Use of power point presentation.
• Talked about the material and did a lot of hands on things.
• Took time to explain and talked to students.
• Very specific with his techniques and always gave examples on how to incorporate things.
• Great presentation with power point. Notes available on-line.
• Was able to restate to reach understanding.
• Explain confusing concepts.
• Reinforced what he taught.
• Gave a good lecture.
• Lectures (3)
• No comment (10)

5. What could your instructor do differently that would have better enhanced your learning experiences in the course?

• Not much.
• Nothing
• Use a power point.
• Made it more fun.
• Be more specific.
• Say what is due next, I lost my syllabus and had to check another one.
• Not much, I don’t really have many complaints.
• Lots.
• Have you interact more.
• Less Evaluations
• Don’t sit with your back to the class.
• Be less harsh when grading.
• Drop the logs and make the class more hands on.
• None (7)
• No comment (17)

6. How has this course helped you become a more effective learner in your other courses?

• Taught me different strategies.
• Yes.
• Somewhat.
• Taught me how to take better notes and learn time management.
• Highlighted problem areas to work on and improve.
• Somewhat.
• It did not.
• I take better notes.
• It would have if I weren’t having such a jaded attitude right now.
• Many ways.
• Taught me different techniques to learn.
• It has helped me organize my work and time better.
• If I was staying in college, it would have for sure.
• It helped me learn time management.
• This course made me face my academic issues head on.
• I am pretty much the same when it comes to being an effective learner but I need to feel better about myself and my achievements.
• No
• Taught me my style of learning.
• I was able to apply this course to my other classes.
• Getting to know my learning style, how to use it, how to improve it, and ways to incorporate other learning styles.
• Mandatory attendance showed me that class isn’t as bad as I thought.
• It has greatly helped my motivation and efficiency.
• I know how to manage my time.
• A little.
• Helped me manage my time and learning skills.
• It has helped me better manage my time and effort.
• Little to none.
• No comment (10)

7. Would you recommend this course to other students? Why or why not?

• Yes, it helps.
• Not really, gets irritating because it seems like a high school class.
• Yes because it helps adjust to college expectations.
• Yes, it can help you find and improve in places you may not even know you are lacking in.
• Yes, to help them learn to study.
• No.
• Yes, it was a good class if you were unsure about school work, but not for students who are confident about what they do.
• Nope.
• Yes, good for new students.
• Yes if you’re up for the reading. No if you don’t have the gall to point out your own weaknesses.
• Yes, awesome for first year students.
• Yes, because it’s helpful.
• Yes. It’s a great way to learn how to prioritize your school time.
• Yes, to students who need help with motivation and organization skills.
• YES! The topics covered in this class are so valuable I feel FRS 180 should be required for all students regardless of their major.
• Yea, It taught skills I didn’t know.
• Yes, all the info. Is relevant for early college students.
• Yes, if I feel they could take the course seriously and benefit from it.
• No, don’t worth the money or the time.
• Yes, but not to be forced.
• I would recommend this class because it is helpful in identifying your strengths and weaknesses.
• I would recommend this to all freshman. It teaches you a lot about college success.
• Yes, and No. Depends on the student.
• All other students because it is helpful in supporting academic success.
• Yes, helps focus on importance of other classes.
• Yes, because it gives students a chance to think about what you’re learning about.
• Yes, it has helped me, so I believe it could help others.
• No, the material is boring and to me, useless.
• Yes (2)
• No comment (7)
8. Additional comments?

- The only reason I took it was because I had to.
- “BIODOT” was no good in my opinion 😊
- You’re a really good teacher. Not much else to say.
- I enjoyed the class.
- Thanks!
- None (3)
- No comment (28)