

Time Management for College Learners

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Abstract

This report describes the final evaluation of our learning module, Time Management for College Learners. The purpose of this study was to find out how well the course helped college students plan, schedule, and reflect on their study time. We gathered information through surveys, observations, and short interviews. The four areas of evaluation were learner reaction, learning outcomes, behavior change, and results.

Most students reacted positively to the course, showed measurable learning progress, and reported new time-management behaviors. The results showed more scheduled study blocks and stronger confidence in weekly planning. Feedback led us to make small improvements such as clearer instructions, shorter videos with captions, and reminders to complete weekly reviews. This report treats the evaluation not as the end of the design process but as the start of the next cycle of improvement.

Purpose

The goal of this summative evaluation was to understand the overall effectiveness of our module and how to improve it for future use. The module teaches practical skills that help students balance work, school, and home life. It focuses on three habits: capturing tasks, scheduling study sessions, and reflecting briefly after each block of study.

We used the four-level evaluation model as a guide:

1. **Level 1: Reaction** – What did learners think and feel about the module?
2. **Level 2: Learning** – What knowledge or skills did they gain?
3. **Level 3: Behavior** – How did they use those skills in real life?
4. **Level 4: Results** – What was the overall impact, and what should change next?

This structure allowed us to gather both numbers and personal feedback to build a complete picture of the course's value.

Level 1: Reaction

How We Measured Reaction

To measure students' reactions, we created a short online survey with five-point rating questions and a few open comments. Students completed it after finishing the module. Questions asked about clarity, ease of use, relevance, and satisfaction. We also asked whether they would recommend the module to other students and if they planned to keep using the strategies learned.

We included one “transfer of job” question from Piskurich’s model:

- Do you think you can apply what you learned to your daily or weekly study routine?

Findings

Students responded very positively. Most rated the course between 4 and 5 for clarity, ease, and usefulness. They liked that all materials were available in Google Classroom

Reaction — Student Survey Questions

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Not shared

The instructions and examples in this module were clear and easy to follow.

Your answer

The activities and materials (videos, planner templates, checklists) were useful for managing my time.

Your answer

The examples in this module felt relevant to my life as a college student.

Your answer

I feel confident I can use what I learned to plan and manage my study time each week.

Your answer

I would recommend this module to other students who want to improve their time management skills.

Your answer

and could be accessed from phones or laptops. Comments often mentioned that the planner templates and “Daily Top-3 Card” were simple and realistic.

One student wrote, “This makes planning less stressful. I finally know where my time goes.”

A few minor issues appeared. Some students were unsure how to enter times correctly in Google Calendar (they forgot to include “AM” or “PM”), and others wanted even shorter videos.

Changes Made

Based on this feedback, we:

- Added example time entries (“e.g., Tuesday 7:00 PM”) in the calendar instructions.
- Cut longer videos into 45–60-second clips with captions.
- Created a “First-Run Checklist” to help students connect Google Calendar the first time.

These small edits made the module easier to follow and reduced first-time confusion.

Level 2: Learning

How We Measured Learning

We used a short **pre- and post-assessment** to see how much students learned. The same four statements were rated on a 1–5 scale (1 = strongly disagree, 5 = strongly agree):

1. I can plan study time for my due dates.
2. I know the exact steps to schedule study sessions.
3. I will follow my plan through the week.
4. I can adjust when things change.

We also checked their final submissions (weekly plan, daily logs, and review note) using a simple performance checklist to see if they applied what was taught.

Post Self Assessment

Form description

I keep all fixed commitments and deadlines in one place.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

I estimate how long major tasks will take.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

I add buffer time around classes/work before studying.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

I schedule study blocks on specific days/times.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

Self Diagnostic

This short quiz helps you reflect on your current study habits, how much control you feel over your learning, and some common challenges that might get in the way. There are only 8 questions, and there are no right or wrong answers it's all about understanding yourself better.

Your honest responses will give you (and your teacher, if shared) a snapshot of how you currently manage your time, motivation, and focus. You can use your results to set personal goals, find strategies to improve your study routine, and overcome barriers like distractions or stress.

Take your time, answer truthfully, and think of what's **usually** true for you , not just on a good or bad day.

This form is automatically collecting emails from all respondents. [Change settings](#)

I regularly set aside specific times to study or complete assignments.

- ☐ 1 = Not at all true
- ☐ 2 = Slightly true
- ☐ 3 = Somewhat true
- ☐ 4 = Mostly true
- ☐ 5 = Very true

I keep track of due dates and plan ahead for tests and projects.

- ☐ 1 = Not at all true
- ☐ 2 = Slightly true
- ☐ 3 = Somewhat true
- ☐ 4 = Mostly true
- ☐ 5 = Very true

I try to stay focused on my tasks, even when I don't feel motivated.

- ☐ 1 = Not at all true
- ☐ 2 = Slightly true
- ☐ 3 = Somewhat true
- ☐ 4 = Mostly true
- ☐ 5 = Very true

Results

Average scores increased for every statement:

Skill Area	Pre	Post	Gain
Plan study time	2.8	4.1	+1.3
Know steps to schedule	2.6	4.4	+1.8
Follow plan	3.0	4.0	+1.0
Adjust when plans change	3.1	4.2	+1.1

Students' written work also showed they were able to estimate study times and add buffer periods correctly. They understood the importance of keeping study sessions short and focused.

Revisions for Next Cycle

For the next version, we plan to:

- Add a short knowledge-check quiz with simple planning scenarios before the final assignment.
- Include one optional example video showing how to fix scheduling conflicts.
- Provide instant feedback in Google Forms so students know if they applied the steps correctly.

Level 3: Behavior

How We Measured Behavior Change

We wanted to know whether students used what they learned in real life after the module ended. We used three “transfer” questions from Piskurich’s model:

1. Did you create and use a study schedule this week?
2. How many planned study sessions did you actually complete?
3. When plans changed, did you reschedule or skip the session?

We also used a short **performance checklist**:

- Scheduled realistic blocks (yes/no)
- Completed 70 percent or more (yes/no)
- Logged short reflections (yes/no)

Results

Almost all students created at least three study sessions for the week, and the median number was four. They reported completing two to four of those sessions. Many said the “Daily Top-3 Card” helped them stay focused and made large projects feel more doable.

One student explained, “Even if I miss one session, I know how to move it to another day instead of giving up.”

Challenges

Some learners had difficulty keeping the habit after the module ended. Work hours or family duties interrupted their plans. This shows that transfer takes practice and continued support.

Next Steps

To help with behavior change, we plan to:

- Add optional weekly reminders in Google Classroom.
- Encourage peer “accountability pairs” for two weeks.
- Offer examples of “busy-week” and “finals-week” versions of the plan so students can adapt when life gets hectic.

Level 4: Results

Overall Impact

Level 4 looks at the bigger picture—what the module achieved and what it still needs.

Overall, the course had a clear positive impact on student organization, confidence, and planning consistency.

Positive outcomes:

- Students reported feeling more control over their time.
- They built the habit of writing small reflections after each study block.
- They could explain the difference between intention (“I’ll study sometime”) and planning (“I’ll study Tuesday at 7 PM”).
- Many said they would continue using the planner after the course ended.

Areas That Need Work

While the results were strong, several needs remain:

1. **More support for working students.** Add real-life stories from students who juggle full-time jobs.
2. **Follow-up support.** Create a mini-module called “Staying Consistent” to help learners keep using the system.
3. **Offline options.** Add a printable quick-guide for students who prefer paper planners or have limited internet access.

These adjustments will extend the module’s reach and maintain progress beyond the first week.

Challenges During Evaluation

The evaluation went well overall, but our team faced a few obstacles:

- **Technical confusion:** Some users typed times without “AM” or “PM,” which caused errors in Google Calendar.
- **Mobile formatting:** A few phones displayed the forms differently, so we adjusted layouts for small screens.
- **Data tracking:** Privacy settings limited how much progress data we could collect automatically. We relied on self-reports instead.

- **Limited time:** Because of the short testing window, only a few students were able to test the full four-week cycle.

Even with these challenges, the data we gathered were consistent and useful for improving the design.

Reflection

Conducting this summative evaluation showed us that evaluation is not the end of the project but part of the design process itself. Each step—from reaction surveys to behavioral checks—gave us insights for the next version of the course.

We learned that students value clear, visual steps more than advanced tools. Many preferred low-tech options, like printed planners, over full automation. We also learned the importance of accessibility: captions, high-contrast text, and simple instructions made the course more inclusive.

As a team, we practiced self-regulated learning just like our students—we planned, tested, reviewed, and adjusted. The evaluation confirmed that our course helped students manage their time more effectively, but it also reminded us that real learning happens when new habits continue beyond the classroom.

Next Steps

For the next design cycle, we plan to:

1. Simplify navigation in Google Classroom with numbered steps for each week.
2. Add a “Progress Tracker” form to help students see their improvement visually.
3. Develop a short facilitator’s guide so instructors can reuse the module easily.
4. Conduct a longer study (4–6 weeks) with a larger group to measure long-term behavior changes.

Through continuous updates, this time-management course will remain relevant, practical, and inclusive for college learners with different responsibilities.

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