

Course-level Assessment of Student Learning in University Student Success

By: Marinda Ashman, Lead Instructor for SLSS 1000

Course Background

In 2022, a regular update of the online offering of the SLSS 1000 University Student Success course took place in the Student Leadership and Success Studies (SLSS) Department. Faculty decided to organize the curriculum around the seven barriers to student success (see Appendix B) and the First Year Seminar (FYS) learning outcomes (see Appendix A). The Academic Affairs Division created a new associate provost for student success position, and I wanted to ensure that if a FYS course was needed for UVU, then this course would meet the needs of UVU and its students.

The seven barriers to student success came from an institutional study conducted in 2021. I was introduced to them through a staff member in the First Year Experience and Student Retention Office in the Student Affairs Division at UVU. We discussed the importance of UVU students completing to graduation, as well as completion of certificates and degrees that students planned to complete while at UVU.

As shown in Appendix B, the top barrier to student success is finances. The remaining barriers to student success are, in no particular order:

1. Health
2. University Barriers
3. Academic Integration
4. External Responsibilities
5. Social Integration
6. Service

Course Redesign

When I started to redesign SLSS 1000, I surveyed students to find out what they liked in the SLSS 1000 course (see Appendix C). The primary survey questions queried:

- (a) what students like about the course.
- (b) what students need from the course.
- (c) what students would like to see in the course.

During Fall 2022, a total of 125 students were surveyed from five sections, which resulted in 84 responses. Analysis of the survey findings generated the following themes:

- More professor presence (Connection/Belonging)
- Ways to interact with each other more (Connection/Belonging)
- Resources on campus (Connection/Belonging)

To address these themes in my course redesign effort, I determined to accomplish the following:

- Add more “Marinda”
 - Create videos – 25 or more

- Include Prof's voice throughout
 - Connections students make
- Learn more about "self"
 - Personality assessments
 - Growth mindset
 - Strengths
 - Journals/reflections throughout course assignments
- Facilitate Belonging throughout Course
 - Assignments
 - Videos
 - Verbiage
 - Connecting activities
 - UVUM
 - In class activities
 - Online – feedback/connection

A detailed plan of this course redesign effort is provided in Appendix D, which included:


- 25 or more videos of me (professor) "talking" with the students. I made these videos in Kaltura, as shown in the screenshots below.

The image displays three screenshots of a Kaltura video player interface, each showing a video thumbnail, title, description, and metadata.

Video 1:
 Title: Marinda Moment: BAL Ch. 2 - Are you a Student or a Learner (Week 3)
 Description: How can we move from just consuming information and calling it "education" to becoming a learner who is in charge of our own learning?
 Status: Published
 Tags: learner, professors, ways, professor, + 19 more
 Owner: on April 18th, 2023
 Engagement: 0 hearts, 82 plays, 0 comments

Video 2:
 Title: SLSS-1000: Why the Course Is Designed this Way!
 Description: An overview of why the course is designed the way it is. It is focused on YOU, the UVU student.
 Status: Private
 Tags: learning, students, lot, bit, assignments, + 15 more
 Owner: on April 18th, 2023
 Engagement: 0 hearts, 213 plays, 0 comments

Video 3:
 Title: SLSS-1000: Workload
 Description: Don't get lulled into thinking college is easier than high school because you are taking half the amount of courses in half the amount of time you did in high scho... Show More
 Status: Private
 Tags: classes, hours, class, credit, amount, + 17 more
 Owner: on April 7th, 2023
 Engagement: 0 hearts, 66 plays, 0 comments




SLSS-1000: Personal Narrative vs Scholarly Identity - Overview

You belong. Find your place at UVU as we explore all that UVU has to offer AND how you can change your personal narrative to know you belong!

Private

uvu bit weeks sense students + 15 more

Owner • on April 7th, 2023 0 75 0




Marinda Moment: Personal Narrative - BUY THE CAR!! (Week 4)

We all suffer from imposter syndrome at times. But, did you know we get to be in control of our personal narrative that informs our scholarly identity. Hear... [Show More](#)

Private

semester identity narrative professor + 19 more

Owner • on April 6th, 2023 0 91 0



Marinda Moment: Emotional Intelligence (Week 10)

Like metacognition where we are in control of our learning, we must also be aware and in control of our emotions. Growth mindset teaches us that our learni... [Show More](#)

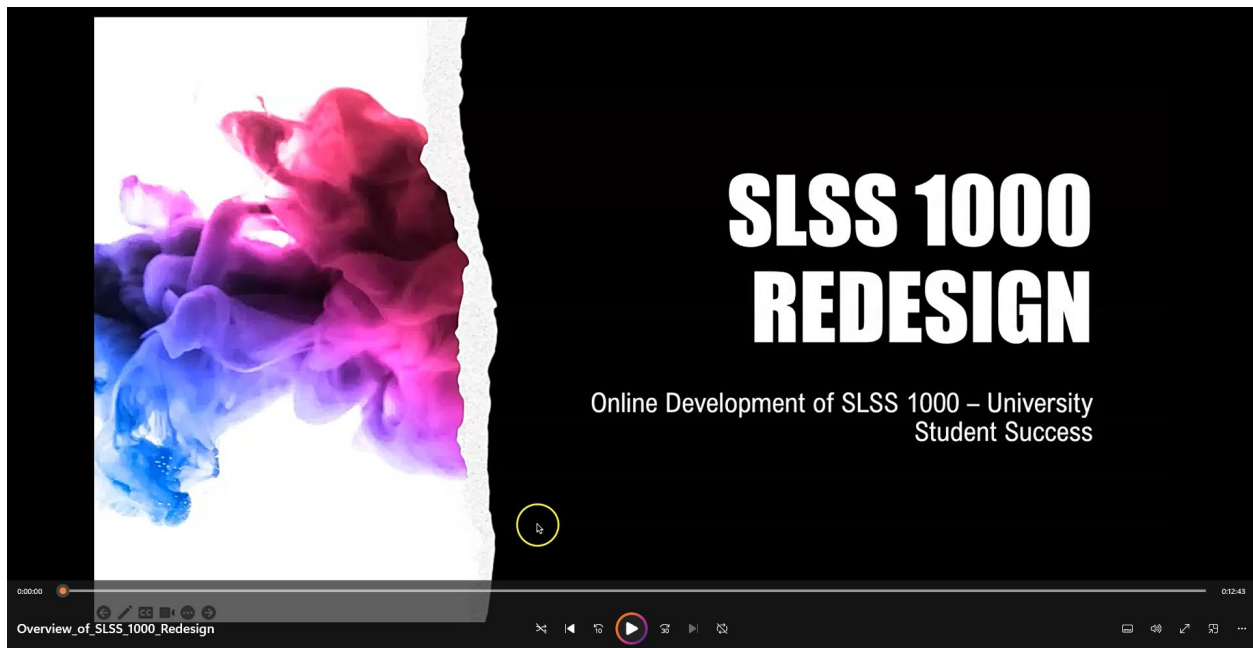
Private

intelligence emotions window quotient + 19 more

Owner • on April 6th, 2023 0 49 0

- 100 separate assignments students can CHOOSE from
- Additional videos of other professors, Anton Tolman and Douglas Gardner
- Alignment of course learning outcomes, FYS learning outcomes, and seven barriers to student success
- Choice was a huge part of this course
 - Let students choose what is meaningful to them NOW
 - Help students to make decisions about their learning
- TEXTBOOKS
 - Created open education resources – no cost, applicable to current students, chosen by professor
 - “Becoming a Learner: Realizing the Opportunity of Education”, by Matthew Sanders.
 - Low cost, short and VERY meaningful.
 - Students surveyed spoke to the power of this book

Once I redesigned the course based on student feedback, I implemented a peer review process among several key stakeholders from across campus. Their feedback was included in the refinement process of the course redesign effort. To facilitate the peer review process, I created a video that detailed the purpose of the course and the course redesign effort and shared it with 40 different employees at the university.



A total of 19 staff members provided me feedback, which included the following:

First Year Advisors

- Dates for Academic Plan – making sure to do it during a time that is not busy for advisors
- Choice on 5 and 9 Squares – good
- Have students identify specific resources
- 7 Barriers – loved focusing on
- Keep study strategies

Academic Advisors

- No portfolio – too overwhelming
- 5 and 9 Squares – good to have choice
- Teach others – final exam
- Send students to Leave of Absence Office
 - (This is an assignment in 9 square for anyone leaving UVU during our semester together)
- Finances – have students explore Financial Aid options
- Partnered to have UVU mental health resources included in 9 square activities
 - Increase mental health on campus

- Huge help in paring down 5 and 9 squares into one 9 square for block offering
- Keep study strategies
- 7 Barriers – loved the focus on
- Choice – 5 and 9 squares
- Resources
- Academic plans, knowledge
- Belonging – safe environment
- Keep rigor while giving student choice
- Resources

Dean of Students

- Partnered to have UVU mental health resources included in 9 square activities
 - Increase mental health on campus

Based on the feedback received from the peer review process, I included the following in the course redesign:

- Based on choice (see Appendix E)
 - 5 and 9 square activities – one required 1-2 more choice
 - Each square is a separate assignment – 100 assignments created
- Open education resources – USS Textbook created with help from instructional designers in the Office of Teaching and Learning – students want low cost
- Purchase – low cost “Becoming a Learning: Realizing Your Potential”, Matt Sanders
 - Focus of course
- Connecting activities – building affinity to UVU, finding their “place” on campus
- Journaling – know self-reflection increases student learning = student success
- Low stakes group work – Eight Dimensions of Self
- Academic Plan – meet with and get to know academic advisor, worked with advisors in creation of course – set assignment due dates based on academic advisor’s suggestions on best times to meet
 - With an academic plan, students know next steps – retention and completion initiative
- UVU Mentor – five roles –announcements, 1-1’s, meet weekly with prof, share resources, reach out throughout semester, initiate group activities
- Common assignments and final – for ALL sections of SLSS 1000
 - Final – Course learning outcome assessment based on learning, teaching others
 - Common assignments – connecting activities
 - Same “textbooks”
- Orientation Video that describes to the student why the course is designed the way it is. Introduced and informed them of seven barriers to student success and why we want to help them identify them and how to overcome them. Focus on resources available at UVU.
 - Finances – discuss throughout

- Tie to personal responsibility, health
- Academic Integration
 - Study strategies, academic plan, Canvas Badge, Notifications, What is a Syllabus – Orientation Video, Marinda Moments, USS – Doug Gardner and Anton Tolman, Textbook – Becoming a Learner, Matt Sanders
- External Responsibilities
 - Identify roles and responsibilities, tie to dreams and goal setting, Marinda Moments, videos
- Health
 - Partnered with Alexis Palmer and Health Services – connect students to UVU resources but also national/regional resources, focus on growth mindset, positivity, happiness, stress management, also include financial impact
- Service
 - This is for military and church services and maternity/paternity leave
 - Introduce and have students visit Office of Leave – transition back is easier. Then focus on the health, mental, etc. benefits of acts of service on whole student
- University Barriers
 - Canvas tour, notifications, resources share – make students aware of the many resources available on campus
- Social Integration
 - Discussions, connecting activities – help find “place” at UVU, 1-1 meetings, group activities, small and large group in class activities, UVUM, resource shares, assignments that ask students to reach out and connect with each other, attend events together – facilitated by UVUM, faculty, students – very powerful.

Summary of Course Redesign

1. To have the student “touch” concepts often. Not a one and done but more of an inter-weaving – weaving concepts introduced into subsequent concepts and assignments. Ongoing.
2. Connect students to self, peers, prof, UVUM, campus, learning - BELONGING
3. Motivate/Empower students to find their own learning style/voice/habits – they get to choose how they learn, complete assignments, interact with material, connect to campus and others.
4. Educate students on obstacles that may interfere with their schooling. (7 Barriers). Meaning: retention and completion. As they are aware of the barriers they can identify them in their own lives. Course teaches/introduces them to resources to combat the obstacles.
5. Faculty are committed to building a “safe” environment where students know they belong, feel comfortable asking questions, know someone on campus cares about them and their wellbeing.

6. In addition, course enrollment max was lowered from 30 per section to 25. I would argue that 15-20 is perfect (see Appendix F for an email requesting a decrease in course section enrollment sent to the department chair).

Course-level Assessment of Student Learning

On a regular basis, assessment of the SLSS 1000 course takes place. Appendices G, H, and I provide three instances of course-level assessment of student learning through final exams administered in the Spring 2024 semester. In each case, students detail specific activities undertaken in the SLSS 1000 course that facilitated their mastery of particular course learning outcomes.

So many wonderful things in these final exams. The way students take control of their own learning is remarkable. Having a professor's voice throughout helped students feel connect/belong, the power of choice in learning, increase in motivation, connection to UVUM, others, and campus – building affinity, and more.

All faculty who teach the SLSS 1000 course employ this same final exam using a common grading rubric. These final exams are collected, assessed, and used for evaluating student learning. Since this is the first year the redesigned course was implemented, I am currently evaluating the exams and will develop a Qualtrics survey to further gauge student understanding of course learning outcomes.

Appendix A

FYS Learning Outcomes

VALUES DEVELOPMENT & IDENTIFICATION

Students will be able to identify, explain, and value the mission, purpose and expectations of a general, liberal education and its necessity for lifelong learning.

INTENTIONAL LEARNER

Students will begin to see themselves as intentional learners who are self-motivated and self-directed and demonstrate that they are able to engage as active learners practicing the habits of mind (intellectual, motivational, emotional, self-awareness and self-directedness) necessary for agency, growth, wellness, and success in college and beyond.

DEVELOP PROFESSIONALISM, PROFESSIONAL COMPETENCY, WORK ETHIC

Students will begin to develop and demonstrate personal accountability and effective work habits by managing their /me and workload, working productively with others, and accepting critical feedback in order to improve their knowledge, skills and abilities.

INTELLECTUAL & PRACTICAL SKILLS

Students will begin to develop and demonstrate acquisition of skills and habits that promote deep learning and engage in higher-level thinking utilizing information gathered through research (digital, technological literacy), critical and creative thinking, problem solving, leadership of self and with others, and articulating results through written and oral communication.

DEVELOPING CONNECTIONS

Students will develop a mindset of success and belonging through mentoring by FYS faculty and will understand how they can contribute to and benefit from the university and wider community.

Add to course: grit/resilience

FOUNDATIONS OF THIS COURSE:

- The University as a place to acquire a formal education
 - The mission and purpose of General Education
 - Education and Vocation/Career: the conceptual differences
- Connecting and belonging to UVU
- Knowledge, Skills and Abilities for success at college and in life
- Self-awareness and Emotional Intelligence
- Values Identification and Acquisition
 - Discovery of Self and Others
 - Inclusion, Diversity (what those actually mean)

- Agency/Freedom and Responsibility

Brainstorm on modules

1. Orientation
 - a. Orientation – see #4 – University Barriers
2. Finances
 - a. M2 –read, submit Money Management Reflection
3. Academic integration
 - a. M4 – watch – How to identify Academic Sources
 - i. Info Literacy and Ethics – review this and see if better
4. University barriers
 - a. ADD: Academic plan – including visit to advisor, video of advisor explaining, short synchronous meetings with advisors/UVUM
 - b. M2 – Library Tutorial and quiz
 - c. Orientation – Set notifications
 - i. Add: how to navigate campus, what is a syllabus
 - ii.
5. Service
6. Health
 - a. M6 – Wellness - intro with readings,
 - i. links to UVU center and services
 - ii. Quiz is lame – Reading is good ADD: more here
 - iii. Mindfulness (videos -3)
 - iv. Discuss – Social Media/Anxiety – FOCUS more here
 - v. Discuss - Cyber Security (dignitary literacy?)
 - vi. Meditation and me - reflection
 - b.
7. Socialization
 - a. 1-1 with UVUM
 - b. Campus Connections – 3 resources, 2 events
 - c. Weekly/Module WHAT’S UP?
8. External Responsibilities
9. Time Management
10. Values, Motivation, Strengths
 - a. M2- read/ complete –) , Personality, Quiz, Who am I?
 - b. M4 – read/watch/discuss/quiz – motivation, Power of Believing(watch), submit reflection
 - c. M4 – Read/quiz – Intro Goals – very good
 - i. Submit – visual goals – using DAPPS, maybe go back to SMART (more universal)
 - ii. Complete - Reflection – Values and Change

d. Strengths

- i. M6 – VIA assessment, Discussion and Reflection on this,
- ii. M6 – Intro to Strengths – videos and written, -
 1. could we ADD: mindsets here? BELONGING
 2. Currently: 3 Videos – Positive Psychology (Seligman), GRIT (Duckworth) and Nyad – Never Give up

11. Mindset

- a. M7 – Intro to Lifelong Learning and Leadership
 - i. Mindset and personal leadership – ADD MORE HERE! For sure add Dweck
 1. VIDEO: Tom Hulme’s What Can we learn from Shortcuts
 2. VIDEO: Randy Pausch’s “Last Lecture.....”
 - ii. CURRENTLY: Quiz and readings – are focused on public speaking and class presentations - DOES THIS REALLY FIT HERE? MAYBE?
 - iii. CURRENTLY: This is Water?

12. Study strategies

- a. M3
 - i. – Skills Tests – Plus, retake plans
 - ii. Watch - How Thinking Works – right now it’s in the M2 as well- it’s twice (thought I fixed this!

13. Educated person

- a. M5 – Read (good) /Discuss/submit Intentional/Unintentional Learners, Reflection – Mid Semester Self Evaluation – ADD: should include what is in their portfolio thus far
- b. M5 - Understanding GE Requirements (Read – GOOD)
 - i. Focus on SYSTEM THINKING
 1. Roots of Knowledge – good assignment – gets them “on campus”
- c. Intro to design thinking – plug intro class
 - i. Discuss – Monday morning
- d. M8 – Intro – Becoming an Educated Person
 - i. Currently:
 1. Readings –

a. Purpose of UVU’s GE Curriculum – links to UVU’s website that describes:

Christopher Nelson’s Review of Beyond the University – overview of his book – The book’s supporting framework, which Roth borrows from the education scholar Bruce Kimball, is the idea that two distinct traditions of liberal education have “uneasily co-existed” in America. The first is a philosophical tradition emphasizing preparation for inquiry; its aim is freeing the mind to investigate the truth about things physical, intellectual and spiritual. The second is a rhetorical tradition emphasizing initiation into a common culture through the study of canonical works; its aim is learning to participate in the culture, to appreciate its monuments and to create new monuments inspired by the old. Roth characterizes the philosophical thread as “skeptical” and the rhetorical thread as “reverential.” The central argument is that liberal education is some combination of these two traditions that aims at serving the needs of the “whole person.” Both traditions are necessary for raising free and autonomous individuals who must also participate with others in society. It is next to impossible to attain independence alone, precious little can be learned without a common culture and

the society of others, and it is the special task of education to offer the tools required to understand both oneself and the world in which one lives.

- b. Whitehead's Aims of Education (1929) – excerpt included – basically, education helps us understand and use the power of ideas - *"What education has to impart is an intimate sense for the power of ideas, for the beauty of ideas, and for the structure of ideas, together with a particular body of knowledge which has peculiar reference to the life of the being possessing it."*

- 2. Video – Fareed Zakaria's "Defending Liberal Education" – defends the value of liberal education
- 3. D.G. Mulcahy – excerpt on how to reconcile this debate – stressing that it's better to see how education enhances everyday life, adding relevance, experiences, and understanding between the academic, theoretical, and practical education.
- 4. Nel Noddings "Caring in Education" – how does it matter to students that teacher care?
- 5. Video - Dr. Matthew Sanders, MAL: General Education - want to ADD more of his work throughout the course
- 6. ASSIGNMENT – main one of the semester – ACADEMIC PAPER (noticed, not listed in this semesters -whoops! Only the quiz – which is OK) - I'm not a fan of this paper – why I dropped it.
 - a. Possible – choice – educated person paper, interview with career/major,

14. ? Diversity/Cultures

- a. M7 – This is water?

15. Communication

- i. M7 - Quiz and readings – are focused on public speaking and class presentations

16. Personal Responsibility

- a. M7 – This is water?
- b. M8 – What comes Next?

Assessments:

- 1. Academic Plan – LO 6- campus resources
 - a. Could include: what learning and motivation strategies are necessary (LO 4) and principles of academic self-regulation (LO 3)
- 2. What's an Educated Person Paper/interview/presentation (use in discussion or other) – LO 2 – SEE #11 – M5, M8
- 3. Capstone/Portfolio Project – collection of work and short reflection– learning strategies (LO 4), study strategies (LO 4), based on personality, skills and values (LO 1), campus resources and activities – belonging (LO 5 & 6)

4. MIDTERM/FINAL – teach someone else and report out – also a good mid semester capstone/portfolio project check in.
 - a. Midterm – currently has Sanders, Cuseo, interesting GE classes – can we tie this into Academic Plan – good time to do this assignment?
 - b. M8 - Finale –
 - i. PART 1: have them tie metacognition to goals, self-awareness, how learn, leveraging resources, understanding what “educated person”
 - ii. PART 2: Career/Major, balancing life etc (EXTERNAL RESPONSIBILITIES), failure – (mindset – but don’t see failure addressed in our modules yet – SEE HYBRID....), social networks – (NOT SEEN IN HERE YET – SEE HYBRID)
 - iii. PART 3: focuses on Sanders’ MAL – keep and ADD more around this book.
 - c. M7 - Reflective Essay – Becoming a Learner – focused on Sanders’ MAL – I like this assignment – MAYBE ADD: as final reflection for portfolio

Appendix B
Top 7 Reasons Why UVU Students Stop Out



Top 7 Reasons Why UVU Students “Stop Out”



Finances

(for non-returning students)

- 40% were unable to pay tuition
- 38% chose to work instead of attending UVU
- 46% were working full-time
- 70% make less than \$20k per year
- 57% paid for school via savings or work



Academic Integration

(for non-returning students)

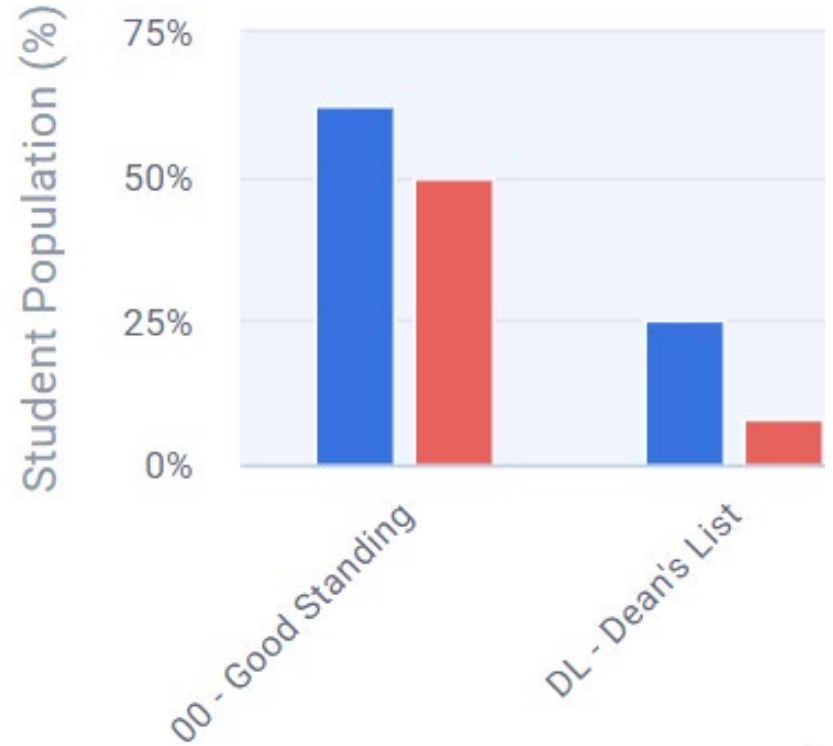
- 17% reported that coursework was the most challenging aspect of their first-year
- 20% left UVU due to coursework
- Most common suggestion for “How students’ first year could be improved” was better/more available professors
- 88% were highly satisfied/satisfied with their overall academic experience



Academic Integration

(for non-returning students)

00 - DL Selected Range	85.70% Persistence Rate	5.97% Dist From Avg	87.32% of Persisters	57.31% of Non-persisters
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External Responsibilities

(for non-returning students)

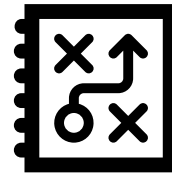
- 6% left due to family issues
- 42% lived with parents
- 7% lived with their spouse and/or children
- 4% supported children at home



University Barriers

(for non-returning students)

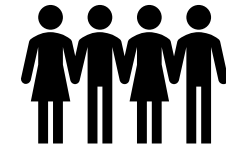
- 15% indicated that better/more accessible advisors would have improved their first-year experience
- Large advising portfolios (some as many as 600:1)
- Course offerings and non stackable degrees



Social Integration

(for non-returning students)

- 20% reported not fitting in at UVU
- 5% reported making friends was their greatest challenge during their first year
- Various student involvement initiatives proven to increase student persistence



Service

(for non-returning students)

- 20% left to serve LDS missions
- 2% left to fulfill military duties



Health

(for current students)

- 5% left due to serious medical issues
- Current students:
 - 30% have been diagnosed or treated by a professional within the past 12 months
 - Large discrepancy between female and male students who have experienced traumatic/ difficult to handle experiences
 - Most common traumatic/very difficult to handle experience was finances



Appendix C
Qualtrics Survey Report for SLSS 1000 Course

Qualtrics Survey Report for SLSS Course

SLSS-1000-Fall2022

Q2 - I like, I wish, I wonder Reflect on your experience in this course. What is something you liked?

I like, I wish, I wonder

Reflect on your experience in this course. What is something you liked?

I loved the positive outlook and the mentors. I appreciate having someone in the class that has taken it before.

I learned a lot.

I really liked how this course focused on my opportunity to grow and change my self as a learner and as a person.

I liked doing some of the different campus things and learning about motivation and what other things are important at college.

I liked how all of the assignments were actually purposeful! I felt like I actually gained something from this class.

I really liked that the content felt like there had meaning and purpose. Many time's in class I feel that information is just thrown around. This class was specific about the purpose of the material being taught and it was something that I really enjoyed.

Something that I liked about this course was that the teacher had feedback for every assignment that I did and it was very helpful.

I liked the variety of things talked about in this course.

Q2 - I like, I wish, I wonder Reflect on your experience in this course. What is something you liked?

I like, I wish, I wonder

Reflect on your experience in this course. What is something you liked?

I liked everything about the class, it was super easy and fun. It honestly was a relief from taking the other hard classes, this is what I needed.

I really liked how we could relate this course to real-world things.

I liked how you (professor) interacted frequently with the students, even though it was an online course. It still helped me feel like a part of the class and you were very kind in your words, so that's something I appreciate.

I liked this class a lot! I learned so many things that will help me with every aspect of my future such as learning how I learn and learning how I think.

Discussions were pretty easy, it was nice talking to other classmates from different majors and seeing what their life plans were.

I really liked what I learned in this class. I think that especially learning about the UVU resources is super important.

I liked how this class related to real-life problems you may face as a college student.

I loved how we actually learned life skills in this class. I also liked that the instructor was so interactive with our work.

Q2 - I like, I wish, I wonder Reflect on your experience in this course. What is something you liked?

I like, I wish, I wonder

Reflect on your experience in this course. What is something you liked?

I really liked doing the skills tests and learning how to improve my critical thinking skills. The best thing about this course was I didn't feel like there was a bunch of "busy work". Every single assignment was helpful to my learning.

I liked the weekly whats up discussions!

Easy class

I liked all of the self reflection and learning about yourself that I get to take away from this class.

I liked learning about ways to become a better learner. I had a great experience in this course, it wasn't stressful at all and I feel like I learned a lot from this course.

I liked all of the information that I learned through out this course

I liked learning about different resources and information about campus activities.

I really liked how most of the assignments were due on Sundays. This helped me stay organized! I also really liked the class in general and I like what I learned. I think it's important for students to take this course so they can learn how to learn. When you're right out of high school, it can be hard to navigate your way through college and this class was really helpful!

Q2 - I like, I wish, I wonder Reflect on your experience in this course. What is something you liked?

I like, I wish, I wonder

Reflect on your experience in this course. What is something you liked?

i loved learning about almost everything, it goes along with jsut life in general so it was nice

connecting with other students even though it is online

I felt accepted and I was able to be myself and open up alot . I do not regret taking this class. She is a great teacher and I am glade I am here.

I love the unbiased information presented. The instructor was very patient and caring with all modules and students.

The biggest thing I appreciated from this course was the real and genuine feedback I felt and had from my instructor. I've taken every class for the Leadership Certificate and a few other SLSS classes and this has been one of the only SLSS classes that I felt engaged with the professor in (from an online course) and I really helped me feel accountable and that the professor was aware of me.

I like that we had weekly check ins / fun discussion boards that wasn't related to course material.

I really enjoyed the weekly what's up! It was fun and easy to do while still feeling like I'm reflecting and learning!

Q2 - I like, I wish, I wonder Reflect on your experience in this course. What is something you liked?

I like, I wish, I wonder

Reflect on your experience in this course. What is something you liked?

I liked the organization and the predictability

I liked the questions that reflected on my learning experience. It made me think about the effort I am making in my classes. It made me want to better!

I liked the content that we learned I thought it was very helpful for life.

I loved how much it taught me about myself

I liked being able to consider parts of my future and where I want to go/figure out what I like. Most of my classes just feel like checklists, just do work and get the grade. This class actually helped me think of where I want to go and what I want to be.

I really enjoyed the content of the course and how responsive and helpful my professor and the mentors were.

I really liked how this course made you think about more than just school. It focused on making you realize how important it is to be hardworking and friendly inside and outside of the classroom.

Something that I liked from this course was the ability to reflect on goals and make plans to be able to achieve them.

Q2 - I like, I wish, I wonder Reflect on your experience in this course. What is something you liked?

I like, I wish, I wonder

Reflect on your experience in this course. What is something you liked?

I really liked how this course was very engaging with others. Assignments like the weekly what's up, and where in the world I thought were fun!

I liked talking about what is water

I really liked how the professor offered extra credit almost weekly. I think that it gave students a great opportunity to get ahead and know that they have something to fall back on just in case.

I liked how nice and involved the teacher was

I liked that we learned how to be better versions of ourselves through multiple different means.

I liked how insightful this course was and how much I've learned.

I liked how this class taught me to think in new ways

I liked how it tried to get us to think about more than just a simple subject matter and to instead try to improve us and higher our trajectories.

I liked the reflections assignments.

Q2 - I like, I wish, I wonder Reflect on your experience in this course. What is something you liked?

I like, I wish, I wonder

Reflect on your experience in this course. What is something you liked?

I liked the discussions and quizzes in the course.

I liked reading "Becoming a Learner" by Matthew L. Sanders. I love the idea that we are here to learn how to learn.

I enjoyed the campus connections.

I enjoyed the skills we learned to help with memorization.

The discussions (not the video ones I live with quiet people)

This course was extremely likable and useful. I feel like I learned a lot of skills that will be applicable not only throughout the rest of college but also in everyday life.

I liked how engaging it was

I liked how interactive this course was with other students and teachers.

I liked the energy that i got from this class!

I liked how the professor respect her students, and how she is trying to get the best thing from them to get the best grade.

Q2 - I like, I wish, I wonder Reflect on your experience in this course. What is something you liked?

I like, I wish, I wonder

Reflect on your experience in this course. What is something you liked?

I liked how throughout the whole course I felt comfortable reaching out to my professor.

I liked that the learning was mostly done on our own time. I don't like it when online classes force you to do your work at a specific time or constantly has online meetings at a specific time. The only time that I remember this class doing that was meeting with the TA which was like ten minutes so it didn't really bother me.

Great course with an encouraging instructor. Thank you!!

This course was amazing, the professor was supportive and helped the best she could.

I enjoyed the opportunities to reflect on experiences and the growth that you can make within yourself as a person and a student.

I liked the fact that I learned about metacognition and what learning mindset I had. I also really enjoyed that the professor took the time to connect with me personally even with an online class

I liked that we were required to go and find fun things at UVU to do. It made this semester more enjoyable

I personally liked the way that this course encouraged me to think deeply about my motivations, passion, and just who I want to be overall.

Q2 - I like, I wish, I wonder Reflect on your experience in this course. What is something you liked?

I like, I wish, I wonder

Reflect on your experience in this course. What is something you liked?

I liked learning about becoming a learner and metacognition

I really liked the emphasis on the value of education. It was a whole paradigm shift realizing the opportunity I have to learn and be aware of myself while in college.

I liked all the interactivensess with the other students. Even though it was online it made me feel like I was really apart of UVU.

I personally really enjoyed this class. I loved the book we read and I truly feel I learned a lot more about myself. I also enjoyed the self assessment quizzes.

I really did like the group discussions, and the class didn't really feel like a burden like in a way it was fun. I really got to learn more about myself.

I really enjoyed the modules that were interactive with Ted Talk videos I also enjoyed responding to discussions of other peers.

I liked talking with other students and getting to interact. A lot of online classes have a lot of reading, but I felt like there was a lot less of that, and it made it more interesting.

I really enjoyed this course. I liked the personality test that we took and the reflection that we wrote after. I think it pushed me to dive deeper into myself, and elaborate.

Q2 - I like, I wish, I wonder Reflect on your experience in this course. What is something you liked?

I like, I wish, I wonder

Reflect on your experience in this course. What is something you liked?

I liked how all the information learned applies to real life

Learning about campus resources

Something that I liked from this course was the discussions. It was valuable to hear others experiences, thoughts, and ideas.

I liked the weekly discussions.

Good teacher

The way the professor gives the classes

i liked the group discussions!!

Q3 - What is something you wish was different?

What is something you wish was different?

too many discussion boards

none

no

more discussions!

i wish that the responses would show up on my task list so that it is harder to forget about responding to peers by sunday

i shouldve take it in person

i honestly don't have anything

To be honest I can't even think of anything that I wish was different in this course. If I had to pick maybe a group project? That way we could've gotten to know some of our classmates.

The course was good I just wish that I was a little more organized.

Something that was a little confusing for me was having two different textbooks. I just felt like they got a little bit mixed up.

Q3 - What is something you wish was different?

What is something you wish was different?

Some assignments seemed a little pointless in my opinion

Some assignments felt unneeded and just extra work. Like some weekly what's up assignments. But mainly I really liked this class!!

Since I took this class online I wish there was less discussions. (I know that seems wrong) but i was taking 16+ credits this semester while working full time and I didn't mind posting an initial discussion post but in order to get my work done I HAD to complete assignments before the due date sometimes almost 3-5 days early. When I was the only person who had responded to the discussion I didn't have classmates to respond to at that time. It made it impossible to go BACK to every discussion to respond to classmates so I just always got docked points and I had to be okay with that.

Nothing.

Nothing!

Nothing

Not really

None

Q3 - What is something you wish was different?

What is something you wish was different?

N/A

More interaction with the professor.

More group assignments would've been fun!

Less having to respond to other classmates

I'm not quite sure if this class is available to be taken in person, but I wish it would've been a class that I could've taken online instead of online. I think it could have been a lot more interactive and I could have been a lot more involved with the message this class was trying to teach.

I wish we had more reading quizzes

I wish we had more communication with class mates. I think doing a live class meeting onetime a semester would be cool. Or maybe even presenting to the class, things we learned.

I wish we had less discussion boards, it doesn't feel like I learn much from them.

I wish we did not have to respond to other people in the discussion all the time

Q3 - What is something you wish was different?

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I wish was able to go to college full time and have a tutor and really focus on myself and development and all my passions but I'm glade just to be here and attend college I feel like pieces of my dreams are really coming to life.

I wish this class was more about how to manage stress. I was surprised that this class didn't go over more "how-to" tips and tricks

I wish they wouldn't have required 3 assignments to attend school events because I live out of state, and did not benefit from those assignments. I think they could have been optional or extra credit for those who would go and participate in them.

I wish there were more online opportunities for the campus connections. As this was an online course, the idea to have requirements to go to campus was harder.

I wish there were more online opportunities for campus connections since it was an online class.

I wish there were less discussion posts.

I wish there wasn't as much small quizzes. Felt pointless and I didn't think I learned much from them.

Q3 - What is something you wish was different?

What is something you wish was different?

I wish there was some more group assignments to work as a team!

I wish there was room for some late work. I personally took this class because of my previous academic probation; I also took SLSS-1100. In my other class, we are allowed to turn things in late for a percentage of credit taken off. Considering that I struggled a lot academically last year, I definitely appreciated the wiggle room for late work. I do understand why you would not want to have a late work policy in a class about student learning skills, but maybe if there were extra credit options or a way to make up for lost points students wouldn't get discouraged by missing assignments.

I wish there was less time spent on mentorship. I never had any interaction that helped me with my mentors.

I wish there was less discussion posts

I wish there was less assignments, only because this class has a big workload and it can be a little annoying to do if you're in higher level core classes.

I wish there was better communication between the mentors and the students

I wish there was a module or discussion on seeking help but specifically with doctors and medical health providers. I know first hand the struggle and stigma around it and I think a lesson on it would greatly help.

Q3 - What is something you wish was different?

What is something you wish was different?

I wish there was a little bit less work. I am in the heart of my business management major and am taking some very difficult classes that have less work than this one did.

I wish there was a way to dive into thinking about the way I think a little more. More personalized.

I wish that we had a more regular schedule. Like every week, each day would have a specific assignment due. That would make it much less confusing, and much less work.

I wish that this class had more points worth exams.

I wish that it was in person.

I wish that I would've taken this course in person because I feel like I would've been more engaged.

I wish that I didn't have to talk to the "mentors" I get the purpose but I feel like that's something that I don't need too much where I am at in life. Also I took this class online so I wouldn't have to go to campus this semester and then I was required to go to campus for this class event though I have all online classes.

I wish some of the quizzes focused more on what was in the actual reading because I struggled when it wanted me to remember who wrote the article I read or who was speaking in the video because I always focused too much on the information inside them. Which is something I could have done better at.

Q3 - What is something you wish was different?

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I wish some of the instructions were clearer, I have autism and it was hard for me to understand a lot of the things we needed to write about or explain.

I wish I would have taken this class face-to-face rather than online.

I wish I took it in person.

I wish I saw better when the campus connections were due ahead of time so I had more options to do.

I wish I got to do it in person.

I wish I could've met people through the class.

I wish I could have turned in certain assignments late for at least partial credit, but I totally understand it as well because that's what I was working on as part of taking this course. But talking about wishes, turning back to my bad habits with school by doing assignments late is something I wished I could have done. But it definitely helped me get better at doing homework on time, so it's for the best.

I thought there were too many small assignments. For an online class I didn't like having to go to campus for certain assignments or extra points.

Q3 - What is something you wish was different?

What is something you wish was different?

I thought everything was good how it was.

I think this course was very similar to my 7 Habits of Highly Effective People class, so maybe if they were a little more different from each other that would be good.

I think this course was perfect! I don't wish anything was different.

I think there was a lot more homework than I expected!

I think the course could have been cleaned up a bit due to it being a purely online class, I missed a few assignments because they never showed up for me.

I think that there is a lot of changing of assignment and dates and things. I also wish there was a better communication with the student and teacher.

I recognize the purpose of this course however through the semester I was made aware of how many seniors were taking this class for either elective or just an easier class. For some of the Campus Connection or extra assignments I think it would have been cool if instead (or in addition to) meeting with the CDC and learning Resume or Cover Letter Skills or other things would have been beneficial.

Again, I recognize what the class is focused on but as a graduating senior sometimes I didn't feel like things always pertained to me as I already knew what I was doing as a college student.

Q3 - What is something you wish was different?

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I personally don't love the discussions. More specifically, I don't really think it's helpful having to respond to other students. Doing the discussion and typing out my own response was helpful but the response part just wasn't really helpful for me.

I honestly don't know, I really enjoyed this class and appreciated how conversive and informative my teacher was!

I honestly don't have anything that I wish was different.

I feel like everything was perfect

I don't really wish anything was much different about this class, it was easy to follow, although I did feel like sometimes, I had an easier workload and other times I would have a lot of work. So, I would say maybe spreading out the work a little bit more.

I don't really feel like there is anything I wish was different. I really enjoyed this course and felt super engaged with my classmates through discussions.

I do wish there was more options for doing the campus connect assignments.

I do wish that assignments were more interactive. It's repetitive always responding to discussions week after week. It seems that it becomes a bit more robotic as the semester goes on. Group or partner assignments always seem to be a fun, creative experience.

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I do not love discussions and a lot of the grade of this class was weighted towards those.

I did really like the class, but I really liked when we would do personality tests and things, so maybe a bit more of those?

Honestly, nothing. This was a great course that taught me a lot and helped me learn more about myself.

Honestly everything was truly perfect! I really enjoyed the lessons and the class.

Everything was pretty good.

Campus connection was by far the least enjoyable section. Yes there are easy to attend events online that I just listened to while doing other tasks, but it was still the least enjoyable assignment by far.

After reflection and thinking about this question I didn't really have any feedback on what I wish was different.

Actually nothing need to be different

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None

Some assignments seemed a little pointless in my opinion

I honestly don't have anything that I wish was different.

Nothing.

Q3 - What is something you wish was different?

What is something you wish was different?

Less having to respond to other classmates

no

i honestly don't have anything

Q4 - I wonder were your expectations for this course met? How so or how not?

I wonder were your expectations for this course met? How so or how not?

My expectations were met in that I learned how to better learn. This class gave me time to reflect on myself and gave me options for how I can better myself in college with a growth mindset.

Yes they were met.

Yes and then some because this course fulfilled everything I wanted and more. I was able to learn more than I thought I would from another SLSS course and enjoyed every bit of information as a student. It also has helped me decide to take another SLSS course next semester.

I think my expectations for the course were met. I didn't really know what to expect from the course and I learned some new things about being a successful college student and changing some of my perspective.

They were! I became a better student and grew to love UVU more because of this course!

I do believe my expectations for this class were met. I did not really understand what the purpose of this class was when I signed up for it, so I had little expectations. I did enjoy it though and felt that it was a great course.

Yes, I didn't expect much from this course but after taking it, it was an amazing experience.

Q4 - I wonder were your expectations for this course met? How so or how not?

I wonder were your expectations for this course met? How so or how not?

I honestly thought it was going to be easier only because it was an elective class

They did meet my expectations, it really helped me to understand me more. This class also helped me to explore more of myself.

Yes! It was a great course to prepare me for college.

Yes! Like I said in my previous answer, this course helped me do better at turning assignments in on time. That's been one of my worst habits with schoolwork. My grades were also significantly better this semester than previous semesters. I loved what this class taught about becoming a learner. It's given me a new perspective of college and what skills I need to work on to become a more successful person in the future.

Yes they were. I was planning on just taking a random class to get my last elective credit, but it turned out to be a really good one for me.

This class was more or less what I expected of it. A lot of self evaluation and reflective essays.

I don't really know what my expectations of the course were. I don't know what I wanted or what I expected so I would say that they were both meet and not meet at the same time.

Q4 - I wonder were your expectations for this course met? How so or how not?

I wonder were your expectations for this course met? How so or how not?

Yes, my expectations were met. I learned what I was hoping to learn.

I think they were definitely met. I didn't really expect anything huge out of the class, and I actually learned more things that I will use in my life in this class than I did in any other class this semester.

YES!! I was a little bit nervous going into this course because with SLSS classes I feel like sometimes it is hit or miss. But this course exceeded my expectations. I have felt like it has contributed so much to my personal growth as a student, a learner, and a person and I feel so much more connected to UVU.

I think they were met! It was a fulfilling course and helped me get to know UVU

Yes, it was very elementary.

Yes they were, I enjoyed this class and am excited for my future when it comes to my education.

Yes they were! I believe that when I read the course description at the first of the semester, I had an expectation of what I was going to learn, and I learned it all!

Yes, I really enjoyed this course it taught me a lot about the college life and what can be expected.

Q4 - I wonder were your expectations for this course met? How so or how not?

I wonder were your expectations for this course met? How so or how not?

I wasn't sure what to expect but this course had more small assignments than I thought and took more time than I expected.

Yes! I appreciate that you sent us weekly emails along with the mentors. Any time I had questions they were always quickly answered whether it was by you or one of the mentors. The biggest expectation I have for professors is just solid communication and you definitely met that expectation for me! Thank you!

yes they were. tons of people told me to take this and it was good

yes! Learned how to be a better student

yes everything was great and I'm glad to be here, I would love to have more online options for events to be easily accessible and available even if its prerecorded for any and all online students that can attend an online zoom session in watching this events and trade off input and conversation and if zoom isn't available perhaps online chat to feel more willing to open and connect then attend zoom channel with classmates from different subjects to attend. Just an idea.

Yes absolutely! I learned a lot, all the information was well-taught. It was great to have an instructor that truly loves their job. You could tell and see the love in how each module was taught and the amazing feedback!

Q4 - I wonder were your expectations for this course met? How so or how not?

I wonder were your expectations for this course met? How so or how not?

Yes. The biggest thing I appreciated was how this class stayed a strictly online course. Many of the SLSS classes that I have taken have been online but even online there were expectations for us to meet on a weekly basis or do things in person. While those opportunities arose in this course, there were also virtual options for each assignment. Again, I also appreciated feeling seen in a virtual class because that has been rare from my college experience.

Yes. I learned a few study habits and how to straighten my priorities.

Yes! Although there were a ton of assignments, they weren't too stressful. I did learn and have a good time!

Yes they were met

Yes!

yes there were the class was exactly what I thought it would be like.

Yes! It was a very enjoyable class that I loved.

Yes they were. I got out of this course what I had initially thought I would.

Q4 - I wonder were your expectations for this course met? How so or how not?

I wonder were your expectations for this course met? How so or how not?

They definitely were, I loved this course and I thought my professor was absolutely excellent.

Yes, I had heard about this course through a couple of friends. And they all said that it was super helpful, and they loved taking it, and have actually continued to take classes related to it. And now that I am pretty much done with the course, I can say that I am planning on doing the same thing.

Yes all my expectations were met for this class.

They were totally met! I thought this class would help me as a new college student and I believe that it did!

yes it was so fun and engaging yet also informational

Yes, they were. The professor was helpful, the curriculum was what I expected and I enjoyed taking the course.

Yes my expectations were met and I really enjoyed this class. I learned a lot and enjoyed my time.

Yes they were! Because I was expecting to learn how to be successful in college and that's what I learned.

Q4 - I wonder were your expectations for this course met? How so or how not?

I wonder were your expectations for this course met? How so or how not?

Yes they were met, I learned really valuable things from this course.

I feel like the class is not what I anticipated, but it taught me things that I found helpful

They were very much met and they were blown out of the water. I thought it would be tedious and boring but I really enjoyed the assignments, probably more than any other particular class.

yes they were

I believe my expectation for the course were met satisfactory.

I think the expectations were met. I didn't really have many expectations due to the fact that this was my first semester in college.

Yes they were

Yes they were. I learned a lot that will help me learn and study better!

yes it was a much more easy class as well! I really liked this class.

Q4 - I wonder were your expectations for this course met? How so or how not?

I wonder were your expectations for this course met? How so or how not?

This course definitely exceeded my expectations as I didn't really know what it fully entailed but am so glad to have taken it. I walked away with a lot of great information.

they were i definitely felt like i learned something

I feel like I went into this class not expecting to learn much but it was really interactive and fun!

Yes they were met. I found some great tips to help me be successful.

Yes because I was waiting to see a good study environment, also get a professor who cares about me not just doing a job and then ending the semester.

They were, it was more then I expected I had no clue what class I was taking going into this class, but it was much more then I expected.

I think my expectations were met. I wanted to learn about how to adapt to being in college and I learned a lot of information about that.

Yes

They were, I was able to learn a lot of stuff that will help me through college and life.

Q4 - I wonder were your expectations for this course met? How so or how not?

I wonder were your expectations for this course met? How so or how not?

Yes, I feel like this was a very simple course to have accomplishments and stay at a good pace.

In all honesty I took the class so I could become a mentor, so my only expectations were to pass the class and I met that but I learned more than I expected, I wasn't expecting to learn so much since it was a freshman class.

Yes and no! I don't think I was expecting what this class was. I was expecting more of a "how-to" class. Meaning a "how-to" manage stress. For a stress management class, i felt like we did a lot of busy work assignments...honestly, it added to some of my stress.

Yes! In fact, my expectations were exceeded. This class gave me the knowledge and tools to deal with life situations as they come, while staying true to myself. I was kind of expecting this class to be similar to the mental health portion of a high school health course, but it goes above and beyond that!

They were more than met. I thought this class was going to be boring and not learning really much, but I felt I have learned a lot this semester.

Yes. My expectations were met. I learned some useful things that will benefit me in life. It helped open my eyes to a new way of "learning"

Q4 - I wonder were your expectations for this course met? How so or how not?

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My expectations was to learn more about UVU and interact with students which I feel like definitely happened !

My expectations were definitely met. I learned a lot more about the resources UVU has to offer. I also learned how to be a successful student and what College really teaches us.

I really didn't have many expectations for the course, so I will say this course exceeded my expectations.

Yes, they were. I was expecting to be able to hear and learn from student leadership and success experiences. I was able to learn from it.

My expectations were met, I did expect a little more time focusing on the real world applications and how these things would help us in college, but I did expect it to pan out close to what it did.

My expectation were definitely exceeded for this course. Most of the communications classes I have taken have been kind of boring and repetitive. I felt that this course was fun and different which I really enjoyed.

Yes they were! I learned so much

Q4 - I wonder were your expectations for this course met? How so or how not?

I wonder were your expectations for this course met? How so or how not?

Yeah. I didn't really have expectations since I never really heard of this course.

They were met. I was able to learn a lot more than I expected.

I expectations were met.

Yes great class

they were high and definitely they reached way better

yes! helped me learn about lots of resources i have and can utilize

Q10#1 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - How helpful was each topic?

#	Question	0: Not Helpful		1: Don't Remember		2: Helpful		3: Very Helpful
10	Time Management	0.00%	0	1.25%	1	31.25%	25	67.50%
1	Becoming a Learner	1.23%	1	3.70%	3	29.63%	24	65.43%
7	Goal Setting	2.50%	2	2.50%	2	30.00%	24	65.00%
9	Personal Strengths	6.33%	5	1.27%	1	27.85%	22	64.56%
6	Motivation	1.23%	1	1.23%	1	34.57%	28	62.96%
18	Resilience/Grit/Overcoming Obstacles & Challenge	1.27%	1	7.59%	6	29.11%	23	62.03%

Q10#1 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - How helpful was each topic?

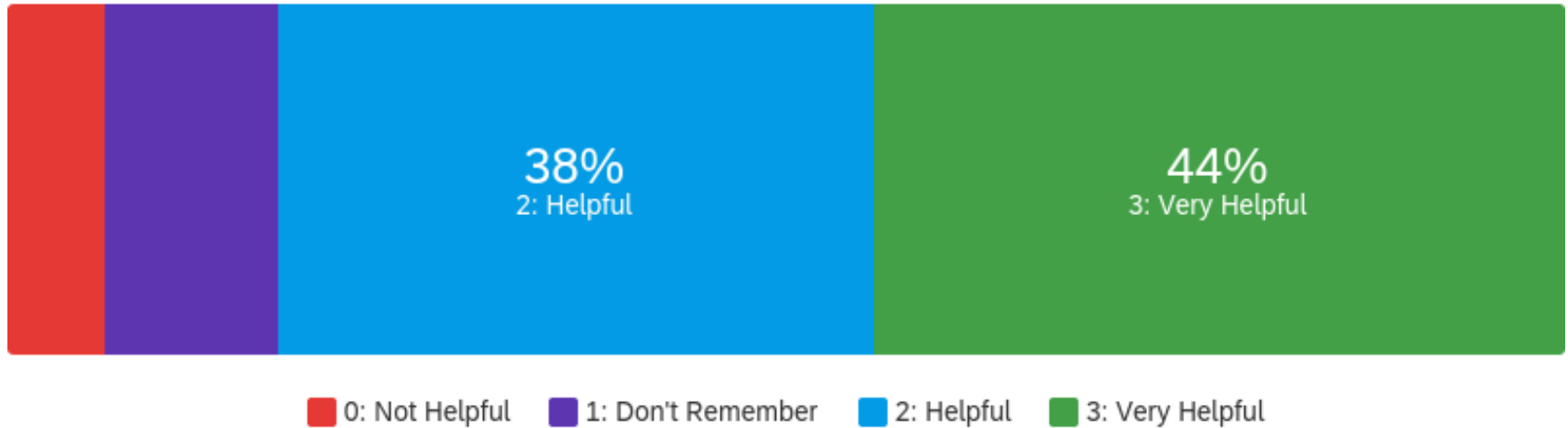
#	Question	0: Not Helpful		1: Don't Remember		2: Helpful		3: Very Helpful
20	Being an Educated Person	2.47%	2	3.70%	3	34.57%	28	59.26%
5	Study Skills	0.00%	0	1.23%	1	40.74%	33	58.02%
3	Money Management	3.75%	3	13.75%	11	27.50%	22	55.00%
19	Weekly What's Up	8.64%	7	3.70%	3	33.33%	27	54.32%
11	Wellness	0.00%	0	7.41%	6	40.74%	33	51.85%
14	Personality	3.70%	3	6.17%	5	40.74%	33	49.38%
4	Metacognition	2.47%	2	13.58%	11	35.80%	29	48.15%
13	Values	6.17%	5	6.17%	5	39.51%	32	48.15%

Q10#1 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - How helpful was each topic?

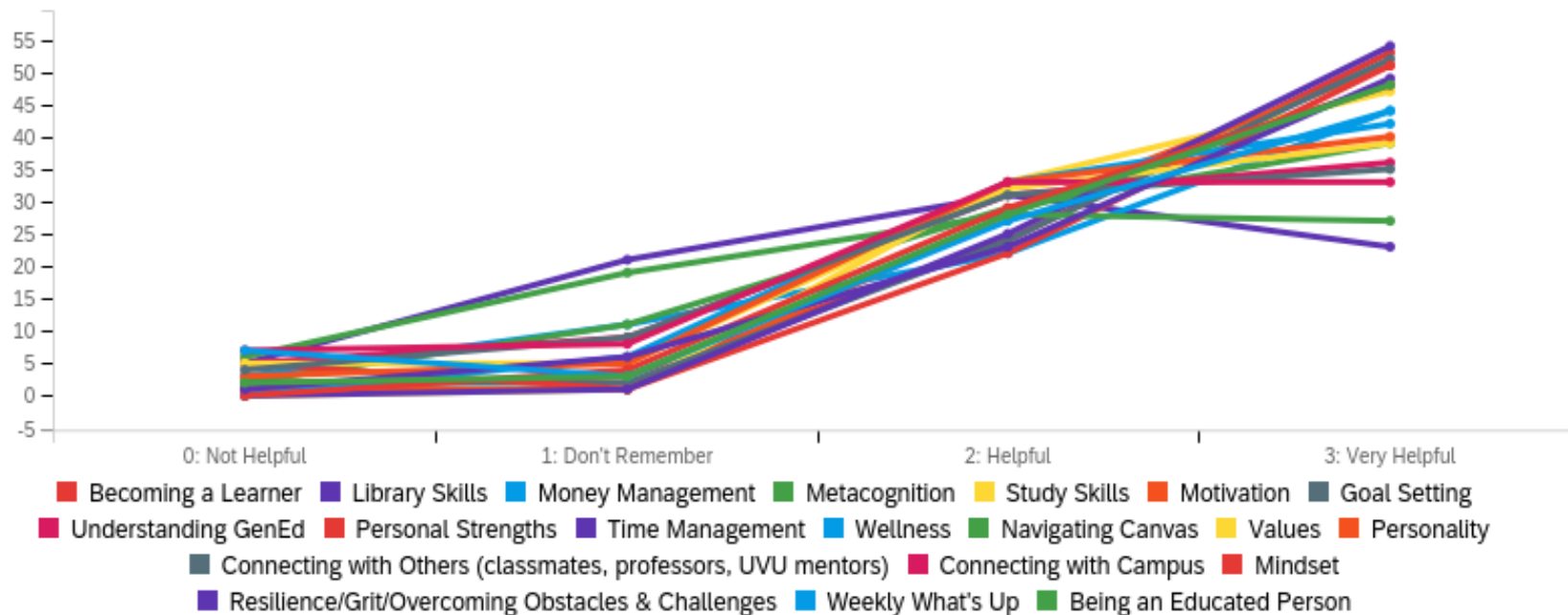
#	Question	0: Not Helpful		1: Don't Remember		2: Helpful		3: Very Helpful
8	Understanding GenEd	6.17%	5	11.11%	9	38.27%	31	44.44%
15	Connecting with Others (classmates, professors, UVU mentors)	5.06%	4	11.39%	9	39.24%	31	44.30%
16	Connecting with Campus	8.64%	7	9.88%	8	40.74%	33	40.74%
12	Navigating Canvas	7.50%	6	23.75%	19	35.00%	28	33.75%
2	Library Skills	6.25%	5	26.25%	21	38.75%	31	28.75%

Q10#1 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - How helpful was each topic?

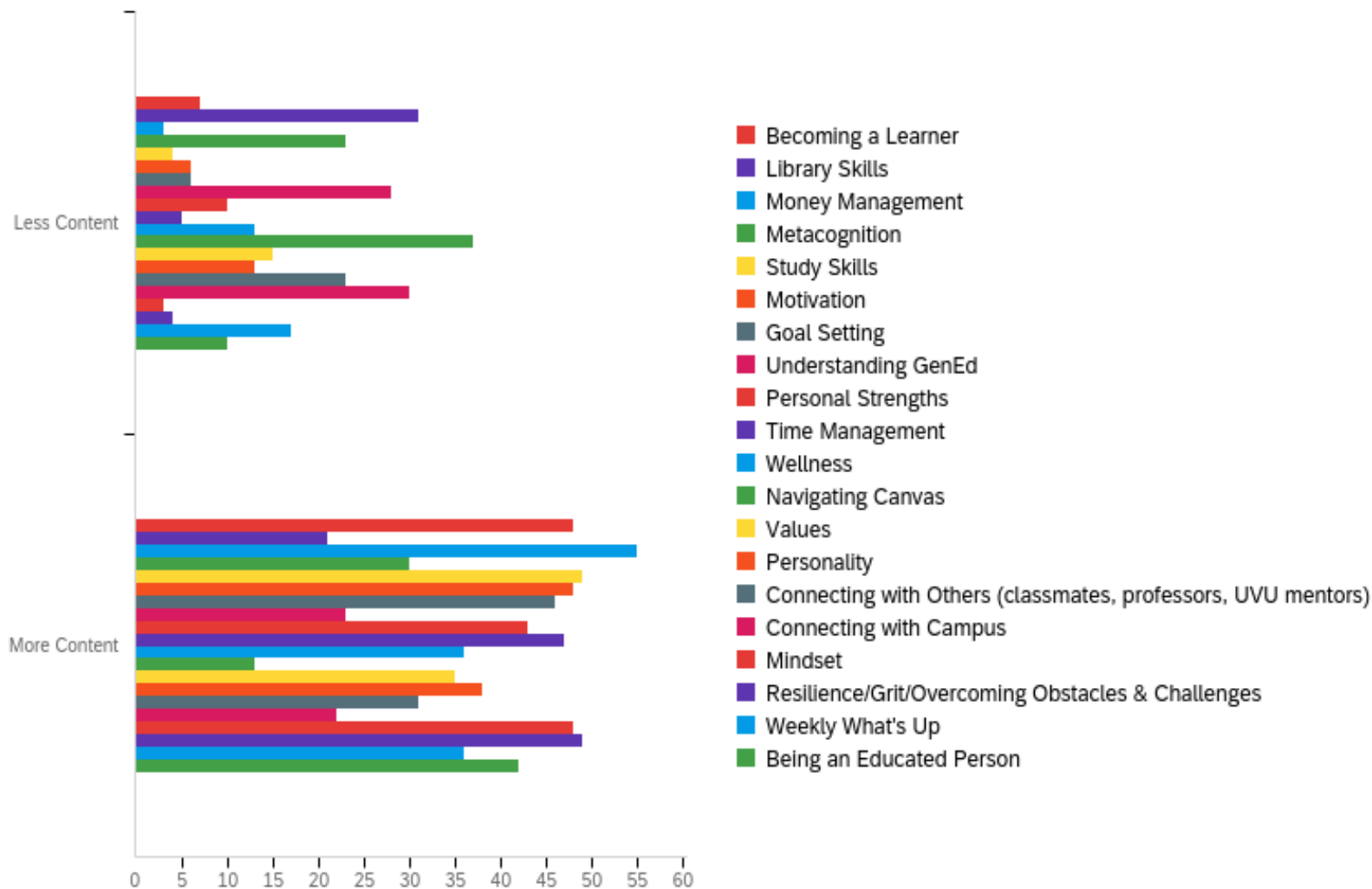
Q10#1_8 - Understanding GenEd



Q10#1 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - How helpful was each topic?



Q10#2 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - Do you want more or less of this topic in the course?



Q10#2 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - Do you want more or less of this topic in the course?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Becoming a Learner	1.00	2.00	1.87	0.33	0.11	55
2	Library Skills	1.00	2.00	1.40	0.49	0.24	52
3	Money Management	1.00	2.00	1.95	0.22	0.05	58
4	Metacognition	1.00	2.00	1.57	0.50	0.25	53
5	Study Skills	1.00	2.00	1.92	0.26	0.07	53
6	Motivation	1.00	2.00	1.89	0.31	0.10	54
7	Goal Setting	1.00	2.00	1.88	0.32	0.10	52
8	Understanding GenEd	1.00	2.00	1.45	0.50	0.25	51

Q10#2 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - Do you want more or less of this topic in the course?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
9	Personal Strengths	1.00	2.00	1.81	0.39	0.15	53
10	Time Management	1.00	2.00	1.90	0.29	0.09	52
11	Wellness	1.00	2.00	1.73	0.44	0.19	49
12	Navigating Canvas	1.00	2.00	1.26	0.44	0.19	50
13	Values	1.00	2.00	1.70	0.46	0.21	50
14	Personality	1.00	2.00	1.75	0.44	0.19	51
15	Connecting with Others (classmates, professors, UVU mentors)	1.00	2.00	1.57	0.49	0.24	54

Q10#2 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - Do you want more or less of this topic in the course?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
16	Connecting with Campus	1.00	2.00	1.42	0.49	0.24	52
17	Mindset	1.00	2.00	1.94	0.24	0.06	51
18	Resilience /Grit/Overcoming Obstacles & Challenges	1.00	2.00	1.92	0.26	0.07	53
19	Weekly What's Up	1.00	2.00	1.68	0.47	0.22	53
20	Being an Educated Person	1.00	2.00	1.81	0.39	0.16	52

Q10#2 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - Do you want more or less of this topic in the course?

#	Question	Less Content		More Content		Total
12	Navigating Canvas	74.00%	37	26.00%	13	50
2	Library Skills	59.62%	31	40.38%	21	52
16	Connecting with Campus	57.69%	30	42.31%	22	52
8	Understanding GenEd	54.90%	28	45.10%	23	51
4	Metacognition	43.40%	23	56.60%	30	53
15	Connecting with Others (classmates, professors, UVU mentors)	42.59%	23	57.41%	31	54

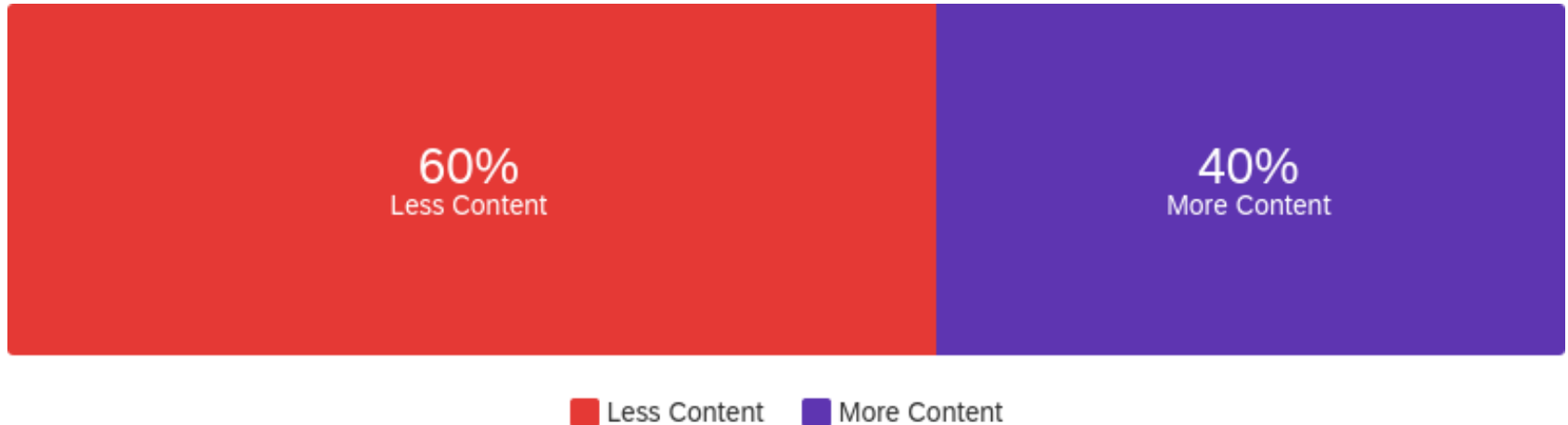
Q10#2 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - Do you want more or less of this topic in the course?

#	Question	Less Content		More Content		Total
19	Weekly What's Up	32.08%	17	67.92%	36	53
13	Values	30.00%	15	70.00%	35	50
11	Wellness	26.53%	13	73.47%	36	49
14	Personality	25.49%	13	74.51%	38	51
20	Being an Educated Person	19.23%	10	80.77%	42	52
9	Personal Strengths	18.87%	10	81.13%	43	53
1	Becoming a Learner	12.73%	7	87.27%	48	55
7	Goal Setting	11.54%	6	88.46%	46	52

Q10#2 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - Do you want more or less of this topic in the course?

#	Question	Less Content		More Content		Total
6	Motivation	11.11%	6	88.89%	48	54
10	Time Management	9.62%	5	90.38%	47	52
5	Study Skills	7.55%	4	92.45%	49	53
18	Resilience/ Grit/Overcoming Obstacles & Challenges	7.55%	4	92.45%	49	53
17	Mindset	5.88%	3	94.12%	48	51
3	Money Management	5.17%	3	94.83%	55	58

Q10#2 - Rate each course topic on how helpful it was to your personal success. First, select how helpful... - Do you want more or less of this topic in the course?



Q6 - Final Takeaways What assignment was most meaningful? How did it contribute to your personal success?

Final Takeaways

What assignment was most meaningful? How did it contribute to your personal success?

Time management. It helped me establish a better routine for work, school, and personal life.

Final project

For me the experience that was most meaningful was my reflective essay of becoming a learner because I was able to put real time into pondering and realizing how much I had learned and grown from the semester. It helped me seal what I learned this semester in stone and see it's value and worth.

I liked the learning your strengths assignment. It was interesting to see my strengths and things I might not be as strong at.

I honestly think the assignments that required I did something on campus were the most fun and I appreciated what I had to do.

I really enjoyed the weekly what's up assignments. This was a fun way to stay involved with my classmates without seeing them.

I thought that the reflection on yourself were most meaningful because then I was able to figure out what I was doing things right and doing things wrong.

Q6 - Final Takeaways What assignment was most meaningful? How did it contribute to your personal success?

Final Takeaways

What assignment was most meaningful? How did it contribute to your personal success?

The most meaningful assignment was the one where you were able to reflect and talk about your personal goals.

Time management was really meaningful for me and important to me. I feel like I personally have good time management, but it was nice to have a reminder to not procrastinate haha.

I really liked the goal-setting activity. I was actually able to work on these goals and accomplish them.

I really liked the campus connection assignments because they helped me get familiar with certain resources that can help me in a big way to become a successful student.

I honestly think the final essay was. Answering and writing 7 pages about all of those different things we learned was a good way to refresh everything we learned, and now I feel like I can keep it all close with me and continue to get better.

Can't really remember any assignment that was all that helpful. I'm a senior graduating this semester so there wasn't a whole lot that stuck to me.

I think honestly you need to talk to the student about overcoming things though school more. I think that my mental health and my family life has had some of the biggest impacts on my schooling this year. I felt out of control most of the time and was so scared to reach out to teachers for help so I just won't I would fail or skip and just accept that is what was happening.

Q6 - Final Takeaways What assignment was most meaningful? How did it contribute to your personal success?

Final Takeaways

What assignment was most meaningful? How did it contribute to your personal success?

Visual Goal Setting

I think the most meaningful assignment was the reflection essay. I love to reflect on my life and all sorts of different things. So, reflecting on my learning for a whole essay is super refreshing.

The written reflection on "The Power of Believing" was the most meaningful to me. This assignment was a good reminder for me of my "why". It allowed me to align my goals and dreams with my current actions and dig deep to remind myself the reason I am in school and working and doing everything I am doing.

I think the personality assignments were most meaningful and helpful.

Becoming a learner.

All of the papers where you would do self reflection and get to learn about your personality or your drive and how to be motivated in the future!

The most meaningful assignment was probably all of the "becoming a learner" assignments. It helped me gain a more positive outlook on college and the purpose of learning. This is going help me with my personal successes because I have a better attitude about my learning.

Q6 - Final Takeaways What assignment was most meaningful? How did it contribute to your personal success?

Final Takeaways

What assignment was most meaningful? How did it contribute to your personal success?

I liked learning about the different services that were available at UVU. Several of them I did not know and were helpful as an on-line student. I think knowing about these services will help me with my future classes.

I feel like the midterm was the most meaningful. It helped me learn more about my personal strengths and weaknesses and what I need to do to maintain them or to grow in certain areas.

i liked all of the discussions it was fun to interact with other students & see their comments

the personality assignment, Helped me learn who I am

Everything because I was able to open alot about myself, my life and my dreams through the hurdles of life but being driven not to give up on setting on to it and doing them.

Each module's reflection. It helps tie in all the information learned and apply it directly to my life as well as evaluate the effects it had. Instead of just memorizing to get good grades, the reflections caused the actual implementation in my life.

As a senior it was very beneficial going through the "Visual Goal Setting" assignment. It was a fairly easy assignment but helped me get some of my thoughts and hopes down on paper and has been something that I've continued to hold myself accountable. I've been able to accomplish 2/3 of my short term goals and have plans to accomplish other long term goals and working through that assignment has helped me mentally, financially and in other areas of my life.

Q6 - Final Takeaways What assignment was most meaningful? How did it contribute to your personal success?

Final Takeaways

What assignment was most meaningful? How did it contribute to your personal success?

I liked the mindset assignments. It was cool to read through the becoming a learner and think about how basic classes can be resourceful.

I really liked the money management, as that's what I need help with haha

There where in the worlds were cool to see the campus opportunities and help

Becoming a learner. It helped to realize how I should view learning and my time here in uvu. No class should be wasted and it can all help me be a better person!

I liked the being a life ling learner and learning how to learn.

I liked the campus connection assignments.

The assignments on metacognition. I loved being able to think about the way I think, and identify the things I need to work on.

I felt like the skills tests were super helpful. I learned a lot and I feel like I will take what I learned from them to my other classes.

All of the "Where in the world?" assignments were some of my favorites because they forced you to explore the university, and opened your mind to helpful resources that are available to you. I also loved any assignments that we had to reflect on how we are as learners and leaders because it made me realize I have come far but I still have a lot further to go.

Q6 - Final Takeaways What assignment was most meaningful? How did it contribute to your personal success?

Final Takeaways

What assignment was most meaningful? How did it contribute to your personal success?

I found that the personality test was one of my favorites because it gave me a good idea of what I am more adaptable to in my life.

My favorite assignments had to do with goal setting. It helped me throughout the rest of the semester to get my work done and be more motivated.

most meaningful was our weekly whats up because it created connections i otherwise wouldnt have had

The campus connections because I was able to learn more about my school as well as my classmates. I enjoyed going to these activities and stepping outside of my comfort zone.

I really liked the final, even though it was challenging I felt like I got to reflect back on the semester and realized how much I learned

I really liked the self reflection mid term because it helped me to realize that I need to do better to get where I want to be.

The final one because it gave me a chance to reflect on everything I've learned and it's what I will take with me in the future.

I think the final exam was a good reflection on everything I had learned throughout the class

Q6 - Final Takeaways What assignment was most meaningful? How did it contribute to your personal success?

Final Takeaways

What assignment was most meaningful? How did it contribute to your personal success?

Probably the midterm. I remember it tied a lot of the ideas learned in this class together for me and after taking it the thoughts occurred to use the skills outside of class more naturally.

I liked the final it helped me reflect on all that I learned.

I feel like all the assignments were meaningful. It contributed to my personal success by challenging my mindset, stay motivated, self-regulate academically, interest, values, personality, visual goal setting and being connected and belong. What a learning journey. Thanks.

I think maybe the becoming a learner assignment was meaningful because I enjoyed the book. It has helped me understand better why I am in college and why I need to stay in college.

The campus connection it helped me get involved.

I enjoyed the leveraging strengths assignment. It helped me see why it is very important to focus on our strengths.

Helping me get better grades.

Q6 - Final Takeaways What assignment was most meaningful? How did it contribute to your personal success?

Final Takeaways

What assignment was most meaningful? How did it contribute to your personal success?

I found the assignments on metacognition, specifically about ones mindset especially meaningful as it helped me change my thinking for the better.

the motivation one

The weekly what's up was a fun way to learn more about our class mates and talk about what was going on in our personal lives.

The assignments where it asked personal questions. This allowed me to think about myself and make sure I am okay!

The visual goal setting

The weekly what ups, it felt nice going over simple things happening in my life.

I think it was the assignment where we learned about different ways to make goals and complete them. That was really helpful for the rest of my classes.

Campus connection

I think the final exam, I was able to reflect on what I have learned and it was kind of sentimental to look back at it.

Q6 - Final Takeaways What assignment was most meaningful? How did it contribute to your personal success?

Final Takeaways

What assignment was most meaningful? How did it contribute to your personal success?

Power of believing, reflecting on what you can accomplish can go a long way. Having something push yourself to have belief can really help build confidence and perspective.

The most meaningful assignment was learning about which mindset I had when it came to learning. It helped me understand who I was as a person more and helped me understand the choose I do or don't make.

I really liked the motivation topics! It was placed in the course right where I needed it to be! I was able to step up and excel forward in all aspects of my life.

Intentional v.s. Unintentional Learners. It help to reengage me in my learning and once again appreciate what I'm able to do in college.

The campus connections assignment I feel it has made me want to continue to connect to the campus in the future.

This last final exam was the most meaningful. It helped me reflect on what truly helped me this semester. I have a pretty clear knowledge of why I'm here at school now.

I think the weekly what's up was a fun way to talk about our personal lives and learn more about our classmates

Q6 - Final Takeaways What assignment was most meaningful? How did it contribute to your personal success?

Final Takeaways

What assignment was most meaningful? How did it contribute to your personal success?

Personality Test was the most meaningful because it taught me more about myself. I enjoyed doing this at the beginning of the semester so that I could realize more about myself as we did other assignments.

I really liked when we took the strengths test and got to see and evaluate our results. I think it was just a nice reminder of what I'm good at and what makes me myself.

Campus Connections. I was able to talk about how I am a proud member of the Pacific Islander Club here at UVU. It's a moment of belonging that contributed to my success.

The one where we talked about grit. It was something really interesting to learn about and it's something I think about a lot while working. If I want something, I need to be prepared to put work into it, and that's something I'll think about in the future.

The personality test assignment. I think it allowed me to highlight my strengths. I think that sometimes hyping yourself is frowned upon since you can be seen as cocky. But I think this assignment allowed me to gain more confidence in myself and I was able to talk about myself in a positive light.

Pretty much any assignment that taught me about different resources on campus. It contributed to my success because I know where helpful people and places are and it will help me be successful here in the future.

Q6 - Final Takeaways What assignment was most meaningful? How did it contribute to your personal success?

Final Takeaways

What assignment was most meaningful? How did it contribute to your personal success?

Assignments involving becoming a learner

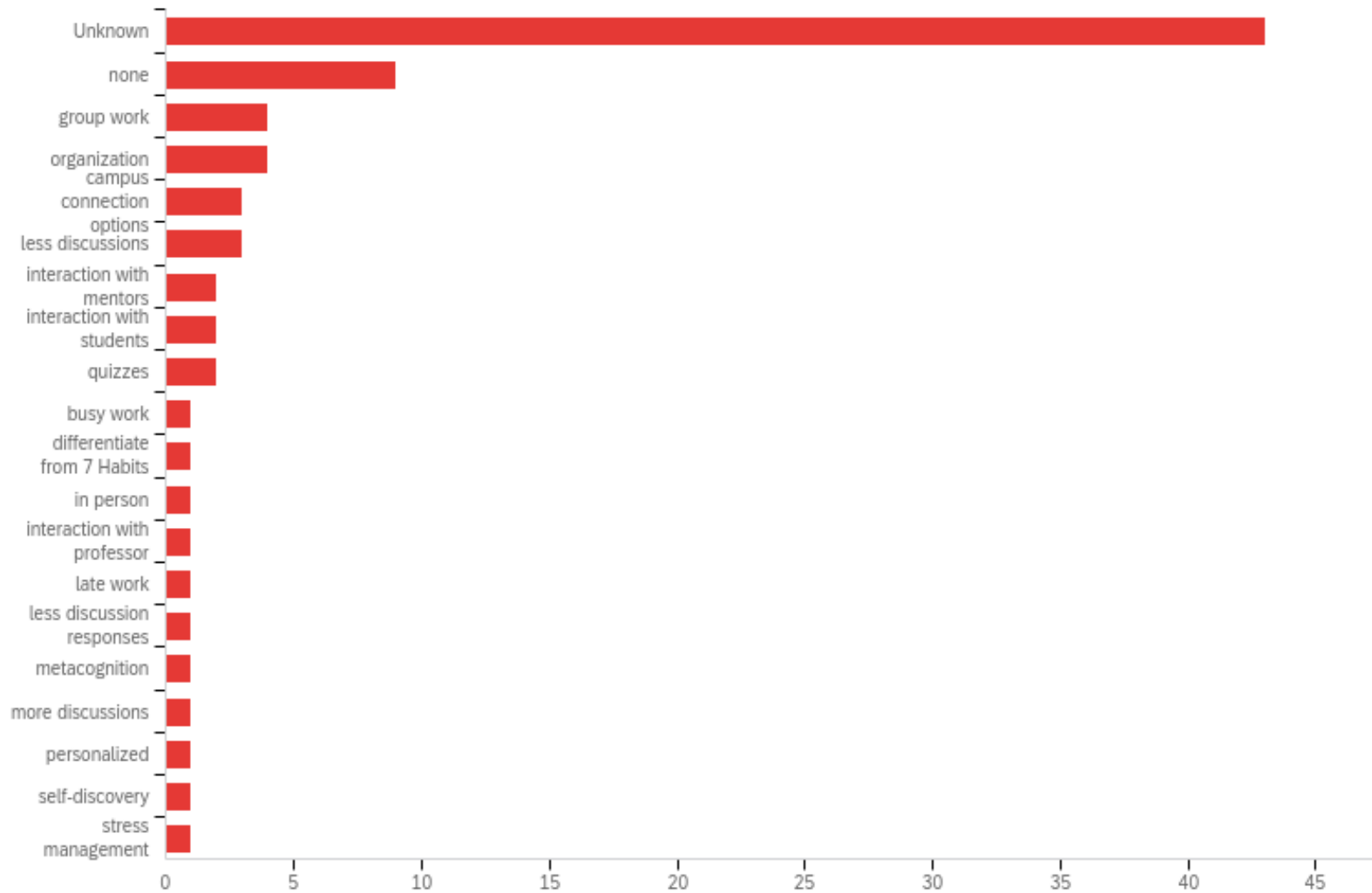
The campus connection assignments. They helped me get more involved in my community.

I liked the monthly check ins

All of them

i really liked the becoming a learner ones those helped me a lot to have a better mindset with school

Q3 - Topics



Q3 - Topics

#	Answer	%	Count
1	Unknown	51.81%	43
2	none	10.84%	9
3	group work	4.82%	4
4	organization	4.82%	4
5	campus connection options	3.61%	3
6	less discussions	3.61%	3
7	interaction with mentors	2.41%	2
8	interaction with students	2.41%	2
9	quizzes	2.41%	2
10	busy work	1.20%	1

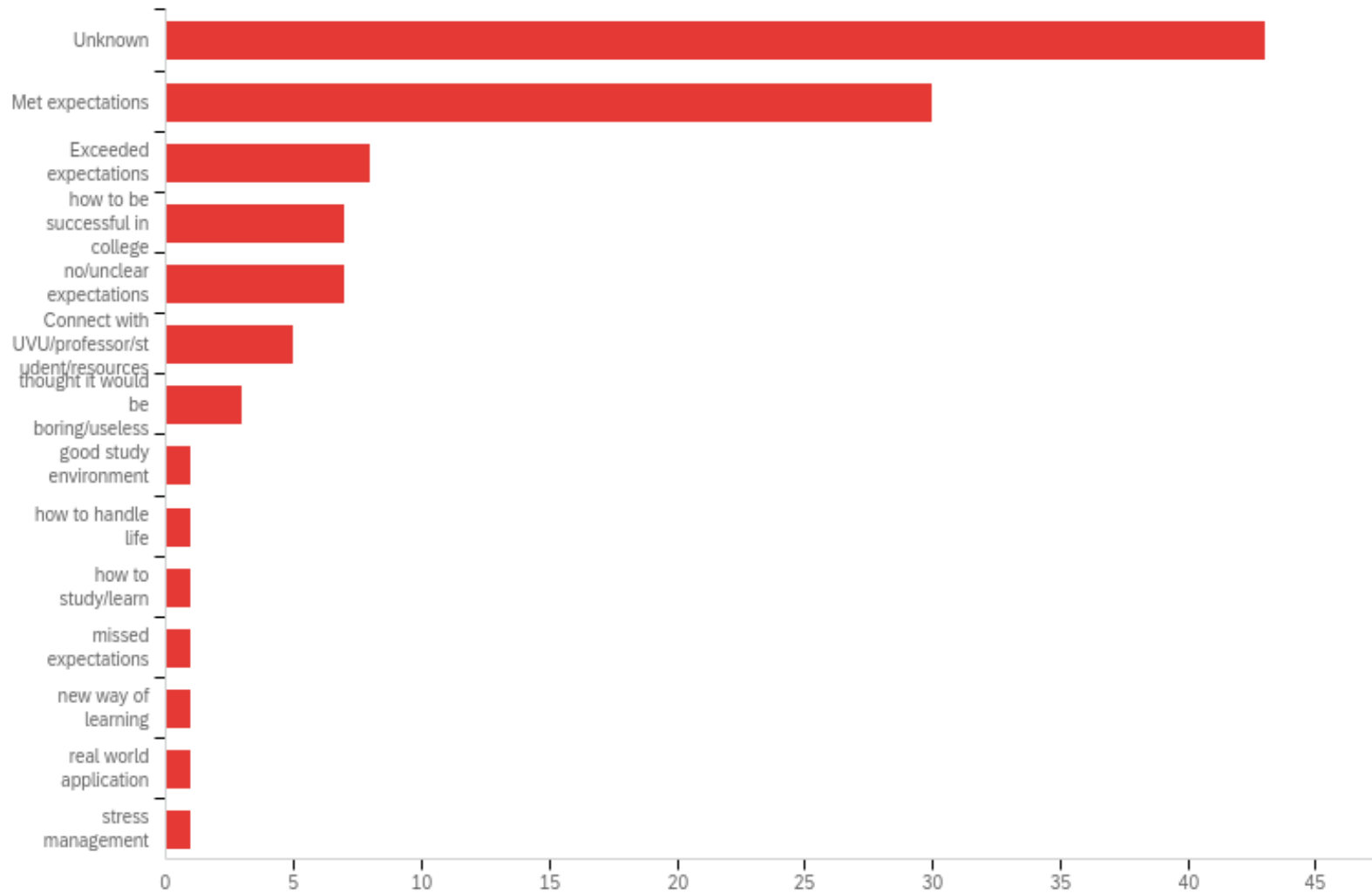
Q3 - Topics

#	Answer	%	Count
11	differentiate from 7 Habits	1.20%	1
12	in person	1.20%	1
13	interaction with professor	1.20%	1
14	late work	1.20%	1
15	less discussion responses	1.20%	1
16	metacognition	1.20%	1
17	more discussions	1.20%	1
18	personalized	1.20%	1
19	self-discovery	1.20%	1
20	stress management	1.20%	1

Q3 - Topics

#	Answer	%	Count
	Total	100%	83

Q4 - Topics



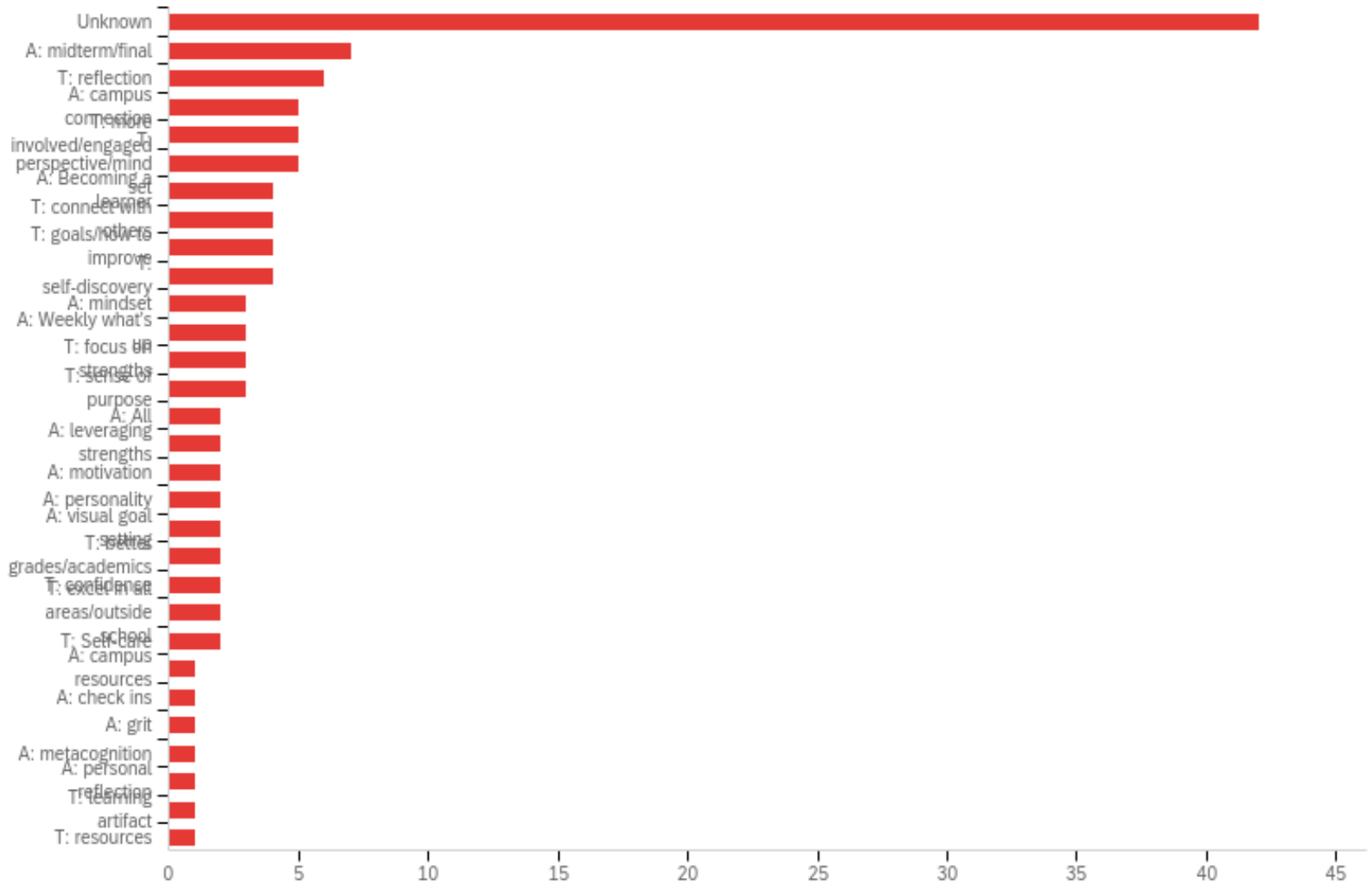
Q4 - Topics

#	Answer	%	Count
1	Unknown	39.09%	43
2	Met expectations	27.27%	30
3	Exceeded expectations	7.27%	8
4	how to be successful in college	6.36%	7
5	no/unclear expectations	6.36%	7
6	Connect with UVU/professor/studen t/resources	4.55%	5
7	thought it would be boring/useless	2.73%	3
8	good study environment	0.91%	1

Q4 - Topics

#	Answer	%	Count
9	how to handle life	0.91%	1
10	how to study/learn	0.91%	1
11	missed expectations	0.91%	1
12	new way of learning	0.91%	1
13	real world application	0.91%	1
14	stress management	0.91%	1
	Total	100%	110

Q6 - Topics



Q6 - Topics

#	Answer	%	Count
1	Unknown	34.15%	42
2	A: midterm/final	5.69%	7
3	T: reflection	4.88%	6
4	A: campus connection	4.07%	5
5	T: more involved/engaged	4.07%	5
6	T: perspective/mindset	4.07%	5
7	A: Becoming a learner	3.25%	4
8	T: connect with others	3.25%	4
9	T: goals/how to improve	3.25%	4

Q6 - Topics

#	Answer	%	Count
10	T: self-discovery	3.25%	4
11	A: mindset	2.44%	3
12	A: Weekly what's up	2.44%	3
13	T: focus on strengths	2.44%	3
14	T: sense of purpose	2.44%	3
15	A: All	1.63%	2
16	A: leveraging strengths	1.63%	2
17	A: motivation	1.63%	2
18	A: personality	1.63%	2

Q6 - Topics

#	Answer	%	Count
19	A: visual goal setting	1.63%	2
20	T: better grades/academics	1.63%	2
21	T: confidence	1.63%	2
22	T: excel in all areas/outside school	1.63%	2
23	T: Self-care	1.63%	2
24	A: campus resources	0.81%	1
25	A: check ins	0.81%	1
26	A: grit	0.81%	1
27	A: metacognition	0.81%	1

Q6 - Topics

#	Answer	%	Count
28	A: personal reflection	0.81%	1
29	T: learning artifact	0.81%	1
30	T: resources	0.81%	1
	Total	100%	123

Appendix D
Course Redesign Plan

DEV-232 SLSS-1000 Course Design Plan 2

SLSS 1000 – University Student Success

- Modality: Online
- Credit Hours: 3
- Delivery Semester or Term: Spring 2023? (Not yet specified) - 16 Weeks in Spring 2023
- Prerequisites: Appropriate reading skills
- How this course fulfills degree or program requirements (e.g., “This is a general ed course.”):

Course Description:

Introduces and integrates new students to the UVU community, both academically and socially. Teaches strategies for academic success, such as critical thinking skills, time and financial management, and effective collaboration techniques. Develops student awareness of campus resources and assists in exploring and establishing personal, academic, and career goals. Includes lectures, group interaction, online interaction with faculty and students, in class exercises, and projects which apply learning to real life situations.

Backward Design Process

“Identify desired results, determine acceptable evidence, plan learning experiences and instruction.”

Start with the list of CourseLeaf outcomes. Determine summative assessments, and then develop topic or module learning objectives and formative assessments that align with CourseLeaf outcomes and summative assessments (what you are asking students to do). Once those are in place, develop or curate instructional materials that support students in completing the assessments.

CourseLeaf Outcomes What will students leaving this course be able to do?	Summative Assessments (OF learning) How will students show they have achieved the course outcomes? Be specific. (e.g., Project, midterm, final exam)
1. Increase self-knowledge by understanding the basics of personality, interests and values.	Learning journal Final – includes teaching someone Academic Plan
2. Demonstrate an understanding of the benefits of higher education and become familiar with university culture.	Learning journal Final – includes teaching someone

3. Learn principles of academic self-regulation.	Learning journal Final – includes teaching someone Academic Plan
4. Develop learning and motivation strategies.	Learning journal Final – includes teaching someone
5. Enhance socialization by building relationships with faculty, students, and peer mentor.	Learning journal Final – includes teaching someone
6. Identify and utilize student campus resources.	Learning journal Final – includes teaching someone Academic Plan

Teams

How will Microsoft Teams be used in your course (if applicable)?

Textbook(s)

Matt Sanders *Becoming a Learner* –

At this point, IDs and Instructors can choose to continue with a more granular, detailed module design of their choosing, modify the table above to include learning activities and formative assessments, or work directly building modules in Canvas.

[Design Resources](#)

[Sample Module Plans](#) (Ctrl-click to go to Sample Module Plans.docx)

Module Plans

Module 1 (Week 1): Orientation	
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:

<ul style="list-style-type: none"> • Learning Journal • Final Exam 	2, 5	
<p>Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i></p>	<p>Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i></p>	<p>Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i></p>
<ul style="list-style-type: none"> • Develop connections with peers, mentors, and the course instructor (personal introduction) - 6 • Identify three things they'd like to get out of this course to help them succeed as a college student. 	<p>5 Square-complete 2</p> <p>Personal introduction discussion</p> <p>Learning Journal Prompt: Identify three things you'd like to get out of this course to help you succeed as a college student.</p> <p>Set up Canvas notifications (use existing activity)</p> <p>Syllabus Quiz</p>	<ul style="list-style-type: none"> • Watch: Intro to Becoming a Learner • BAL ch. 1: http://www.becomingalearner.com/pdf/Becoming_A_Learner_Intro-Chapter1.pdf • Lecture video on course load (Marinda will record)
<p>Regular and Substantive Interaction:</p> <ul style="list-style-type: none"> • Announcement video 		
Notes:		

Module 1 (Week 2): Orientation

<p>Summative Assessment(s):</p> <ul style="list-style-type: none"> • Learning Journal • Final Exam 	<p>Module alignment to CourseLeaf outcomes: 2, 3, 4, 5, 6</p>	
<p>Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i></p>	<p>Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i></p>	<p>Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i></p>
<ul style="list-style-type: none"> • Identify differences between college and High School -1, 2, 3, 7 • Identify barriers to their personal success as a university student- 5, 8 • Describe impact of growth mindset on personal and academic success- 4, 9 • Develop connections with peers, mentors, and the course instructor (personal introduction) - 6, 5 	<p>Learning journal (5 LOs)</p> <p>9-squares</p> <ul style="list-style-type: none"> • REQUIRED: Wiki page on resources 	<ul style="list-style-type: none"> • Differences between HS & college: https://www.csuchico.edu/arc/resources/college-vs-highschool.shtml • Lecture video on course load (Marinda will record) • In caption: 15 to finish • How to make college life easier: Pressbooks • Growth Mindset: Pressbooks • UVU Essentials for College Success: https://uvu.instructure.com/courses/523455/pages/module-2-before-class-read-uvu-essentials-for-college-success?module_item_id=9020969 • High School vs. College, Why UVU is So Great: https://uvu.instructure.com/courses/523455/pages/module-3-before-class-read-high-school-vs-college-why-uvu-is-so-great?module_item_id=9020982 [combined with first resource] • <p>9 Square: 6: Dweck, The power of believing you can improve</p>

Regular and Substantive Interaction:
Notes: Wiki Page

Module 2 (Week 1): Personal vs Scholarly Narrative		
Summative Assessment(s): <ul style="list-style-type: none"> • Learning Journal • Final Exam 	Module alignment to CourseLeaf outcomes: 1, 2, 3, 4, 5, 6	
Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i>	Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i>	Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i>
<ul style="list-style-type: none"> • Explain what “Becoming a Learner” means to you • Demonstrate what it means to belong • Compare and contrast personal and scholarly narrative 	5 square-complete 2	BAL. 2
Regular and Substantive Interaction:		
Notes:		

Module 2 (Week 2): Personal vs Scholarly Narrative

<p>Summative Assessment(s)</p> <p>:</p> <ul style="list-style-type: none"> • Learning Journal • Final Exam 	<p>Module alignment to CourseLeaf outcomes: 1, 2, 3, 4, 5, 6</p>	
<p>Learning Objectives</p> <p>For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i></p>	<p>Formative Assessments (for learning)</p> <p>In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i></p>	<p>Instructional Content</p> <p>What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i></p>

<ul style="list-style-type: none"> • Connect with UVU campus – 3, 9 • Identify helpful resources on campus - 2, 5, 9, 6 • Demonstrate what it means to belong – 1, 4, 5, 7, 8 • Compare and contrast your personal narrative with your scholarly narrative – 5, 8, 6 	<p>Learning Journal prompt (based on LOs for the module- 5 LOs)</p> <p>9 Square</p> <ul style="list-style-type: none"> • REQUIRE D: Mental Health resources with Alexis Palmer 	<ul style="list-style-type: none"> • Create the rental car vs owning a car video (Marinda) • Personality test for everyone: https://www.16personalities.com/free-personality-test . Optional resource: https://www.psychologytoday.com/us/tests/personality • Brene Brown videos (Power of Vulnerability) https://www.youtube.com/watch?v=iCvmsMzIF7o • FIND: Brene Brown/Article on Belonging • Alexis' resources: List linked resources, sign up/emphasize mystrengths, https://web-ui.mystrength.livongo.com/go/udhs/utahdhs • Helpful UVU Resources, Student Success Specialists, Resilience Project <p>9 Square Specific Content:</p> <p>-3: Discussion on remaking yourself through education</p> <p>-4: https://www.16personalities.com/personality-types?gclid=Cj0KCQiAutyfBhCMARIsAMgcRJQallQ0TUop05yW5foN7_pLQNw7NYXCuDhjDBQfndMEs24RnySChY4aAmzfEALw_wcB</p> <p>-6: FIND STUDENT RESEARCH</p>
<p>Regular and Substantive Interaction:</p>		
<p>Notes:</p>		

Module 3 (Week 1): Personal Responsibility

Summative Assessment(s): <ul style="list-style-type: none"> • Learning Journal • Final Exam 	Module alignment to CourseLeaf outcomes: 1, 4, 6	
Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i>	Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i>	Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i>
<ul style="list-style-type: none"> • Explore the differences between learning and getting a degree (5-square) • Describe current mindset, values, strengths, and decision-making skills. • Explain how mindset, values, strengths, and decision-making skills influence time, financial, and self-management. 	5-square (NEEDS TO BE CREATED – check highlighted outcomes)	BAL 3. (Distracting conversations)
Regular and Substantive Interaction:		
Notes:		

Module 3 (Week 2): Personal Responsibility

Summative Assessment(s): <ul style="list-style-type: none"> • Learning Journal 	Module alignment to CourseLeaf outcomes: 1, 4, 6
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<ul style="list-style-type: none"> Final Exam 		
<p>Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i></p>	<p>Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i></p>	<p>Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i></p>
<ul style="list-style-type: none"> Identify financial resources to help manage financial obligations including paying for education – 2 (loans), 4 (time & energy management), 	<p>Learning Journal (6 LOs)</p> <p>9 Square</p> <ul style="list-style-type: none"> REQUIRED: Money management resources 	<ul style="list-style-type: none"> M6: leveraging strengths M2: Finances : Required VIA Strengths Survey & Invite them to think through the questions : https://uvu.instructure.com/courses/561270/discussion_topics/3244711?module_item_id=10206877 Goal Setting Types of college loans (MA – better and more informative – maybe put this in the general content they watch)). School-Life balance “Put Your Swim Mask On”

<p>5 (resources), 6 (MMSC)</p> <ul style="list-style-type: none"> • Identify how personal responsibility helps in prioritizing work vs school as it relates to time management and finances. – 3 (time management), • Explain how strengths and critical thinking influence goal setting. - 1, 7, 8, 9 		
<p>Regular and Substantive Interaction:</p>		
<p>Notes: Revise 9-squares to include critical thinking, decision making, and problem solving. This is the most critical thing students need to learn this module. They can use these skills to make financial decisions.</p>		

Module 4 (Week 1): Becoming a (True) Learner | Principles of Learning

<p>Summative Assessment(s):</p> <ul style="list-style-type: none"> • Learning Journal • Final Exam 	<p>Module alignment to CourseLeaf outcomes: 3, 4, 5</p>	
<p>Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: <i>(e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)</i></p>	<p>Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? <i>(e.g., Quiz, Discussion, Reflection paper)</i></p>	<p>Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) <i>(e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)</i></p>
<ul style="list-style-type: none"> • Describe principles of learning (B.A.L. Ch 4) and how they affect their learning and academic success • Identify the 8 dimensions of self • Explain the purpose of general education and its impact on becoming an educated person 	<ul style="list-style-type: none"> • BAL 5-square (complete 2) • Sign up groups & dimensions of self (editable canvas page). Presentation covers what the dimension, how to develop dimension, benefits to academic performance/examples 	<p>Matt Sanders, Becoming a Learner – Ch. 4 – Principles of Learning</p> <ol style="list-style-type: none"> 1. The most important things you learn will not be graded 2. Knowledge is interconnected 3. You must take responsibility for your learning 4. Learning requires a relationship 5. Learners are courageous 6. Learning requires humility <p>Chapter 2 from Cuseo's book on 8 dimensions of self https://uvu.instructure.com/courses/561660/pages/module-4-before-class-read-cuseo-ch-2-liberal-arts-and-general-education?module_item_id=11148747</p>
<p>Regular and Substantive Interaction:</p>		
<p>Notes: Use pdf of Cuseo's chapter</p>		

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Module 4 (Week 2): Becoming a (True) Learner Study Strategies		
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:	
<ul style="list-style-type: none"> • Learning Journal • Final Exam 	3, 4, 5	
Learning Objectives	Formative Assessments	Instructional Content
<ul style="list-style-type: none"> • Develop effective learning skills and strategies based on personal metacognitive framework • Explain the purpose of general education and its impact on becoming an educated person • Demonstrate how one of the 8 dimensions of self affects academic performance 	<ul style="list-style-type: none"> • Study strategies quizzes • Submitting their group presentation on dimension of self – demonstrate how it affects academic performance 	Refer back to Chapter 2 from Cuseo’s book on 8 dimensions of self Quizzes from current course – needs review for errors
Regular and Substantive Interaction:		
Notes:		
<ul style="list-style-type: none"> • Study strategies are covered in depth in a different SLSS class 		

Module 4 (Week 3): Becoming a (True) Learner –week 9	
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:
<ul style="list-style-type: none"> • Learning Journal • Final Exam 	3, 4, 5

Learning Objectives	Formative Assessments	Instructional Content
<ul style="list-style-type: none"> • Explain the purpose of general education and its impact on becoming an educated person – 1, 2, 4, 6, 7, 8, 9 • Demonstrate how one of the 8 dimensions of self affects academic performance- 2, 5 • Develop effective learning skills and strategies based on personal metacognitive framework- 3 	<ul style="list-style-type: none"> • Learning Journal (4 LOs) • 9-square activities <ul style="list-style-type: none"> • REQUIRED: watch & leave one comment on each presentation. Reflect on Cuseo’s dimensions of self 	<ul style="list-style-type: none"> • Metacognition: ask Julie about typo. Can we get the Storyline into pressbooks? • Understanding general ed requirements • introduction to Becoming an Educated Person <p>Include 1, 3, WATCH (video only), Lifelong learning, small global trends section at bottom</p>
Regular and Substantive Interaction:		
Notes:		

Module 5 (Week 1): Roles & Responsibilities		
Summative Assessment(s): <ul style="list-style-type: none"> • Learning Journal • Final Exam • Academic Plan 	Module alignment to CourseLeaf outcomes: 1, 3, 4, 6	
Learning Objectives	Formative Assessments	Instructional Content
<ul style="list-style-type: none"> • Identify current external responsibilities (outside of school) – 2, 3, 7, 8, 9 • Demonstrate how specific roles and responsibilities impact schooling – 1, 2, 3, 6, 7, 8, 9 • Explain what emotional intelligence is and how it impacts current roles and responsibilities – 1, 4, 6, 9 • Create an academic plan – 5 	<ul style="list-style-type: none"> • Learning Journal (4 LOs) • 9-square activities <ul style="list-style-type: none"> • REQUIRED: Meet with Academic Advisor and submit a plan 	<ul style="list-style-type: none"> • Values, Choices, & Time • Roles and responsibilities: How many roles do you play? What are your responsibilities within each role? How can we manage them all? MARINDA VIDEO—share roles & goals activity for journal <p>Emotional Intelligence Section below</p> <ul style="list-style-type: none"> • Watch: IQ vs Emotional Intelligence

		<ul style="list-style-type: none"> • Required: What is Emotional Intelligence?, • Supplementary Articles (Choose one of the three articles): Emotional Intelligence Article, Why Emotional Intelligence is important in leadership, Daniel Goleman introduces EI, EI is a superpower • Highlight SLSS leadership certificate department.
Regular and Substantive Interaction:		
Notes:		

Module 6 (Week 1): Becoming our Best Self – Spiritual & Mental	
Summative Assessment(s): <ul style="list-style-type: none"> • Learning Journal • Final Exam 	Module alignment to CourseLeaf outcomes: 1, 4, 6

Learning Objectives	Formative Assessments	Instructional Content
<ul style="list-style-type: none"> • Construct a balanced dimension of the various aspects of personal health For our information only <ul style="list-style-type: none"> ○ Spiritual Health – 1, 2, 3, 4, 6, 7, 8 ○ Mental Health – 1, 2, 3, 4, 5, 6, 7, 8 ○ Financial Health – 9 ○ Social Health – 1, 5 	<ul style="list-style-type: none"> • 9-square activities • REQUIR ED: Alexis resources and lists support system (compare to Module 2 week 2?) 	<ul style="list-style-type: none"> • MARINDA VIDEO: dimensions of self, tie into roles and responsibilities & emotional intelligence, importance of balancing all dimensions and what happens when we neglect some • Clarify what <u>Spiritual Health</u> is (connection to the universe, to a higher power, not necessarily religious) • American River College – Definition of Spirituality and some links to other resources on spirituality https://arc.losrios.edu/campus-life/health-and-safety/student-health-and-wellness-center/spiritual-dimension#:~:text=The%20spiritual%20dimension%20involves%20exploring,hold%20different%20beliefs%20and%20values. • FIND: Resource on how personality connects to spiritual/mental health? • Article – short and sweet, not too informative... “How spirituality affects mental health” https://www.webmd.com/balance/how-spirituality-affects-mental-health#091e9c5e8215841b-2-5 • MA - Article on personality and spiritual health https://www.verywellmind.com/how-personality-type-affects-health-4153786 • FIND: something similar to the resources in affirmations • Found this TedTalk for affirmations. It includes the activity Julie told us about. The split page of negative self-talk to positive affirmations. (Posted this in our 9 square) https://www.youtube.com/watch?v=-1mRynn8BE <i>Could use only this and be “done” MA 3-4-23</i> • Mental health: Module 13 resources (move stress and anxiety and sleep for next week) (take the power of mindfulness shapiro video from supplemental and make it required. The rest are supplemental) • article on meditation and video • FIND: General content on difference between meditation and mindfulness • 5 Differences between mindfulness and mediation – Positive Psychology • Need mindfulness to do meditation, but can be mindful without doing meditation • https://positivepsychology.com/differences-between-mindfulness-meditation/#:~:text=A%20Look%20at%20the%20Differences%20With%20Concentration%20Meditation,-As%20previously%20discussed&text=Concentration%20allows%20the%20meditator%20to,in%20an%20expansive%2C%20nonjudgmental%20way. • Mindfulness vs. Mediation: What’s the difference? - forbes Health <ul style="list-style-type: none"> • https://www.forbes.com/health/mind/mindfulness-vs-meditation/ • Supplemental/Optional meditations • Why you procrastinate even when it feels bad (TED-Ed) • FIND: Finances and spiritual/mental health

		<ul style="list-style-type: none"> • <i>Mind – the link between money and mental health</i> • https://www.mind.org.uk/information-support/tips-for-everyday-living/money-and-mental-health/the-link-between-money-and-mental-health/ • <i>Money and Mental Health THE FACTS</i> • https://www.moneyandmentalhealth.org/money-and-mental-health-facts/ • <i>Coping with financial stress – Hel Guid.org</i> • https://www.forbes.com/sites/maggiegermano/2023/02/02/how-to-stop-letting-debt-impact-your-mental-health/?sh=11b0a0a03be3
Regular and Substantive Interaction:		
Notes: <ul style="list-style-type: none"> • Pulled out GC from nine square • See what we want to add from hybrid links • Compare to learning objectives and fill in holes 		

Module 6 (Week 2): Becoming Our Best Self – Physical & Emotional		
Summative Assessment(s): <ul style="list-style-type: none"> • Learning Journal • Final Exam 	Module alignment to CourseLeaf outcomes: 1, 4, 6	
Learning Objectives	Formative Assessments	Instructional Content

<ul style="list-style-type: none"> • Construct a balanced dimension of the various aspects of personal health <p>For our information only</p> <ul style="list-style-type: none"> ○ Physical Health – 6, 7, 8, 9, 3, 4 ○ Emotional Health – 1, 2, 3, 4, 5, 7, 8, 9 <ul style="list-style-type: none"> • Stress-1 	<ul style="list-style-type: none"> • Learning Journal (1 LO) • 9-square activities <ul style="list-style-type: none"> • REQUIRED: My Journey (Use Adobe Express?) 	<ul style="list-style-type: none"> • Stress: PowerPoints from students in stress management class • <i>Mental health: Module 13 resources (stress and anxiety sections, and two sleep articles from Read section (not covid 19 article))</i> • Revisit Chapter 10 from week 1 • FIND Physical health: <ul style="list-style-type: none"> • <i>Verywellmind – Why you should take care of your body and health – ties to mental health, diet, sleep, being active, and avoiding harmful substances (complements the chapter reading)</i> • https://www.verywellmind.com/why-you-should-take-care-of-your-body-and-your-health-3145077 • <i>WellWo – Physical Self-Care. Do you practice it? - gives 10 self care practices.</i> • https://wellwo.es/en/physical-self-care-do-you-practice-it/ • <i>National Institutes of Health – Physical Health Toolkit – has 6 strategies for improving physical health...it's a flip card – not sure if we can replicate that in pressbook?</i> • https://www.nih.gov/health-information/physical-wellness-toolkit • FIND Emotional health: <ul style="list-style-type: none"> • <i>We have this TedX talk by DeWitt Jones – Celebrate what's right in the world – it's so good. I think we should add it as general content, and I might change a 9-Square (Don't kill me!)</i> • https://www.ted.com/talks/dewitt_jones_celebrate_whats_right_with_the_world?language=en • <i>The chapter in this module is good for emotional health as well.</i>
Regular and Substantive Interaction:		
Notes:		

Module 7 (Week 1): Service	
Summative Assessment(s):	Module alignment to CourseLeaf outcomes:

<ul style="list-style-type: none"> • Learning Journal • Final Exam 	1, 4, 5, 6	
Learning Objectives	Formative Assessments	Instructional Content
<ul style="list-style-type: none"> • Describe how service is an integral part of a fulfilling life and a quality education- 1, 2, 3, 4, 5, 6, 7, 8, 9 • Demonstrate meaningful service-3, 4, 5 	<ul style="list-style-type: none"> • Learning Journal (2 LO) • 9-square activities <ul style="list-style-type: none"> • REQUIRED: describe importance of service; demonstrate service 	<ul style="list-style-type: none"> • This is Water and questions Consider the following questions from Watch box and for the watch credit they actually write it up • FIND How service is an integral part to a fulfilling life: <ul style="list-style-type: none"> • HelpGuide.org - Volunteering and its surprising benefits – lists 4 benefits – connection, good for mind and body, advance career, fun and fulfillment • https://www.helpguide.org/articles/healthy-living/volunteering-and-its-surprising-benefits.htm • Enlightio – Why is Community Service Important? (27 Reasons) - this gives all sorts of reasons why service is fulfilling, and important to overall wellbeing. • https://enlightio.com/why-is-community-service-important • Indeed – Benefits of Volunteering: 10 Reasons to volunteer – kind of has a career focus but we have that in our 9 squares • https://www.indeed.com/career-advice/career-development/what-are-benefits-of-volunteering • •

		<ul style="list-style-type: none"> • FIND Benefits of performing service on overall wellbeing • Both listed above covers this point as well. HelpGuide.org, Enlightio
Regular and Substantive Interaction:		
Notes:		

Module 8: Final Module

Summative Assessment(s):

- Final Learning Journal – Reassess what they’ve learned – top 3 things you want to learn; review 6 Course Outcomes and which activities were most meaningful in helping them meet the outcomes
- Final Exam – Create 3 lesson plans based on favorite concepts from the modules; reflective piece on the experience of teaching someone

<i>Learning Objectives</i>	<i>Formative Assessments</i>	<i>Instructional Content</i>
<ul style="list-style-type: none"> • Describe how they have met the course outcomes • Teach someone else the most meaningful concepts from the course • 	<p>Revisit Learning Journal Prompt: Identify three things you’d like to get out of this course to help you succeed as a college student. Did you get these three things?</p> <p>Final Exam: choose top three concepts that were most meaningful and teach content to someone, reflect on teaching,</p>	<p>Adobe Express has lesson plan outlines</p>

Regular and Substantive Interaction:

Notes:

*Schedule and Timeline (Example)

Phase	Dates
Design	1 month
Objectives/outcomes/assessment	<i>[3 weeks]</i> Jan. 16-20 Jan. 23-27 Jan. 30-Feb. 3
Objectives/Assessment Finalized	Feb. 3
Design: Outline and Course Design Plan Technology & tools	<i>[2 weeks]</i> Feb. 6-10 Feb. 13-17
Design Plan finalized	Feb. 10
Development	1.5 months
Development/ Build in Canvas Includes: Overviews, writing narrative, and/or guidance for student learning, assignment directions, learning activities/quizzes/tests/final project Accessibility & copyright	<i>[5 weeks]</i> Feb. 20-24 Feb. 27-Mar. 3 Mar. 6-10 (Spring break -optional work week) Mar. 13-17

	<p>Mar. 20-24</p> <p>Mar. 27-31</p> <p>April 3-7</p>
Holidays/Breaks	<p>Martin Luther King Day (Jan. 16th)</p> <p>President's Day (Feb. 20th)</p> <p>Spring Break (Mar. 6-11)</p>
Course Built in Canvas	Mar. 31st or April 7
Finalize	<p><i>[2 weeks]</i></p> <p>April 3-7</p> <p>April 10-14</p> <p>April 17-19 (2 days)</p>
Ready for Review	Wednesday, April 19
Quality Review	<p>April 19-21</p> <p>April 24-28</p>
Add suggestions from Quality Review	<p><i>[1 week]</i></p> <p>May 1-4</p>
Spring Classes End	Wed. May 3, 2023
Launch course	Friday, May 5, 2023
Summer Classes start	Wed. May 10, 2023

Appendix E
Nine Square Activities

Week 1 (Part Two): Nine Square Activities | Orientation

Activity Square Instructions

Purpose

Activity squares give you the chance to dive deeper into content areas you find interesting, relevant, or meaningful.

Task

Once per module, you will select and complete 3 different activities from the Activity Square. The middle square is a **required** assignment and must be completed as Assignment #1. The other two assignments are up to you. For example, you might complete the required activity and then choose to do the Make and Record activities for a total of three submissions. This course is about exploring new things, so please consider trying different activities throughout the semester. For each topic, the Activity Square will look a little different. Be sure to read the instructions carefully so you can get full credit for each assignment. If you need help with certain activity formats (infographics, memes, posters, etc.), review the [Nine-Square Activity Resources](#) page.

With the exception of the required square, if you find the other eight activities aren't personally relevant, you may reach out to the instructor at the beginning of the week to propose an alternative activity. **Do not wait until the night before the activity square assignments are due.**

Submitting Your Assignments

This week has 3 assignments slots: Assignment #1(Required Square), Assignment #2, and Assignment #3. All submissions are required.

As your instructor, I want to give you personal, relevant, and meaningful feedback on the assignments and topics that mean the most to you. Thus, **put a note at the top**

of whichever assignment (Assignment #1, #2, or #3) you would like the most detailed feedback on. I will spend more time on that assignment for you. If you are unsure of what to submit for a specific Activity Square, please reach out.

For **Discuss** assignments, submit a screen shot of your post. **Do not leave the assignment blank.** If you don't turn in a screenshot, you will not get credit.

Activity Squares

Watch

Watch [Grit: The Power of Passion and Perseverance](#).

Reflect in a written entry what you learned from the video. How does this connect to what else you've learned this module?

Submit your explanation (150-250 words) to Canvas.

Discuss

Discuss

“The primary purpose of college isn't learning a specific set of professional skills; the primary purpose of college is to become a learner.”

Do you agree or disagree? Why? Include support from BAL Ch. 1, personal experiences, and any other research or resources you choose to use.

Post an initial response (150 words) to the [discussion](#) and engage with at least 2 others.

Submit a screen shot of your discussion post and responses.

Describe

Based on what the news director, the recruiter, and nearly every employer is interested in with their graduates, how would you describe what you want to become during your academic career?

You may choose to write a poem, song, or essay.

Depending on the format you choose, this should be around 100-150 words. If you choose to write a [haiku](#), use the 17 syllable format (5/7/5).

Submit your description (100-150 words).

Record

Consider what you learned in this module about mindsets. You may want to revisit [The Power of Believing You Can Improve](#).

Record a short video or podcast (3-5 minutes) of you discussing something interesting that you learned and how it connects to what you have learned in your other courses, life, or this course.

Submit your video or podcast on Canvas

For technical help, read [How do I record media using the Rich Content Editor as a student?](#).

Required

UVU Secret Treasure Hunt: UVU has a plethora of resources for students. See if you can find a resource, or little known tip, that would make a student's life easier. If you need help finding a tip, scour UVU's websites, ask fellow classmates (especially upper classmen), or explore campus.

[Click here to Read More Detailed Instructions](#)

Do

Send a message to a minimum of three (3) of your classmates. Review the instructions at [How do I send a message to a user in a course in the Inbox as a student?](#). In your message, include the following three items:

1. Something personal you have noticed or learned about them.
2. Ask a question you'd like to know about them.
3. Tell them something about yourself you didn't share in our personal introductions that you think might be interesting to them.

Submit a screenshot of your messages in one of the assignment slots for this week.

Make

Create a new script (200-250 words) for the following questions:

- What are you going to do with that major?
- How is this class going to help me when I get a job?
- When am I ever going to use this knowledge in the real world?

Submit: Include support from BAL Ch. 1, personal experiences, and any other research or resources you choose to use.

Journal

Reflect on your understanding of possible barriers to your personal success as a university student.

Submit your journal entry (250-300 words).

Share

Make a meme, infographic, or other engaging post about your impressions of the following video:

- [The Power of Believing You Can Improve.](#)

Share it on social media or with a personal contact.

Explain in a written entry what you chose to show in your post and why. How does this connect to what else you've learned in this module?

Submit your post material **and** a short explanation of your choices (150-250 words).

Appendix F
Email Requesting a Decrease in Course Section Enrollment

Appendix F Email Request for Lower Enrollment

Here are a few things I have been contemplating and have been verified by others on campus.

- Kirsten Neusmyer – Academic Standards
- Derek Kent – Enrollment Management, Inclusive Excellence ,
- Jason Terry –Retention, FYE ,
- David Connelly – Academic Affairs,
- Rachel Terry, Alisa Wall, Shalyse Nakayu – First Year Advising

I'm listing names for your review but the areas are probably more appropriate for Vessela. David C. is in favor of what I am doing but didn't really say 20 students but did support lower enrollment as key. So students have more touch points/support by instructor.

20 student enrollment proposal – **I'd even propose 15!** IF we really want to increase student success by giving more personalized, directed, and HIPS support.

1. Lowers student to professor ratio
 - i. LO 5- Enhance socialization by building relationships with faculty, students, and peer mentor.
2. Lowers student to UVUM ratio
 - i. LO 5- Enhance socialization by building relationships with faculty, students, and peer mentor.
3. Specifically from others above
 - a. With lower enrollment students can't "hide" they MUST participate because there aren't enough people in the class to make up for the interactions/discussions (FYA, Standards, Enrollment)
 - b. High risk population – we enroll 8000 new students each year, lose a lot of them. 4000 are true freshman – we could make a positive impact by helping them navigate UVU – thus, retain them. David C. was saying that if we could retain just half of the new students we enroll each year we'd be 72 Million ahead, to me this is a HUGE win-win. Students are retained, UVU makes \$ (Academic Affairs)
 - i. LO 6 - Identify and utilize student campus resources.
 - ii. LO 2 - Demonstrate an understanding of the benefits of higher education and become familiar with university culture
 - c. Students need a "safe" environment where they can explore their scholarly identity - lower enrollment supports this (All of the above support this)
 - i. LO 1 - Increase self-knowledge by understanding the basics of personality, interests and values.
 - ii. LO 3 - Learn principles of academic self-regulation.
 - d. Increases the amount of time, effort, feedback professors can give – current 30 is way too much, and if you teach more than one section you end up teaching almost one more class over other faculty/courses 25 is still pretty high. (All of the above support this)
 - e. Increases the quality of the relationship developed between student, professor and UVUM (All of the above support this)
 - i. LO 5- Enhance socialization by building relationships with faculty, students, and peer mentor.
 - ii. LO 4 - Develop learning and motivation strategies.

- f. Especially after COVID students need more study strategies than in the past. (Standards, Enrollment, FYA)
 - i. LO 4 - Develop learning and motivation strategies.
 - ii. Can work with students to individualize their study plans so actual CHANGE happens. Not just learn strategies but actually implement them.
 - 1. Deeper learning, not surface/intro learning
 - 2. Implement change
 - iii. More targeted/individualized practice
 - g. Flexibility to “go” where the class “goes” – Meaning: with lower enrollment it is easier to address the needs of the students in real time as we meet with them. During discussions etc.
 - h. So many talked about helping students understand things like Wolverine Track, Canvas different Majors available, and finances. – Smaller classes would allow for bringing guests in to work with the students individually as well?
- 4. For SLSS – we could help them in enrolling in our certificates – help them identify their academic goals and help them “find” that. Some it will be the traditional 4 year programs/BS/BA, others it might be AA/AS or certificates. What is RIGHT for the student and THEIR success.
 - 5. High Reflective course. Lower enrollment would afford prof to give more targeted feedback and guidance.

This is my best so far.....I can google other institutions if that is useful but this is about UVU students and I think the things listed above address the problems/challenges our students have. Lower enrollment allows us to address them individually with students so they can make true change. This will lead to their student success and will most definitely lead to institutional success by retaining students because they have had a good (personal) start.

Let me know what you think and if there is more you'd like me to address.

Marinda

Appendix G
Spring 2024 SLSS 1000 Final Exam – Example One

**Part 1:
Outcomes Table**

Course Outcomes	Concepts & Activities
<p>Increase self-knowledge by understanding the basics of personality, interests and values.</p>	<ol style="list-style-type: none"> 1. Activity: Being able to list out all of my various roles in life and then implementing the skills we learned on how to juggle all of those roles has helped me be more personally aware of my responsibilities and how I can better manage them! 2. Concept: Emotional intelligence truly does impact my various roles and responsibilities, AND my academic performance. 3. Activity: Reflecting on the principles at the end of BAL and seeing how I can implement a lot of those principles into my learning experience to be a better learned and be more successful. 4. Activity: At the beginning of the class, we had to write down what we wanted to get out of the class, and I think it made me more aware of what I needed, what I was looking for, and then I had specific things I wanted to learn as I was going through the course. 5. Concept: No matter who we are, we belong at UVU and everyone has potential to succeed and become better through

	<p>education and through dedication to that education experience. This helped me to make my learning more personal and to be more intentional with the things I do.</p>
<p>Demonstrate an understanding of the benefits of higher education and become familiar with university culture</p>	<ol style="list-style-type: none">1. Activity: Reading the book “Becoming a Learner” helped me to understand what higher education can do for me!2. Concept: In higher education (college), you often have to use and further develop your problem solving skills which benefits you in all aspects in your life and sets you up for success!3. Principle: Knowledge is Interconnected. Things you learn in one class have the potential to help you out in other classes, or even in other areas and aspects of your life!4. Activity: Discussing the differences between high school and college helped me to understand more of what is expected of me in college, and in turn, what I will get out of college that I couldn’t necessarily get out of high school.5. Concept: In BAL, the author talked about the importance of developing deeper problem-solving and thinking skills as so many jobs that will be

	<p>available in the next 10-20 years or so haven't even been thought of yet. So, being able to develop those skills you do in college such as problem solving and being a hard worker will help you go places and be more successful in the workplace!</p>
<p>Learn principles of academic self-regulation.</p>	<ol style="list-style-type: none">1. Activity: Watching the TED Talk about "How to Make Stress Your Friend" was so helpful and extremely applicable to us as students!2. Concept: (Learned from the Ted Talk) The mind is so powerful and we can change our attitude and simply be happier by just adjusting our mindset! This is so easy, yet so hard at the same time, but it makes a HUGE difference for me when I am stressed!3. Concept: Metacognition- I really liked learning about this because I feel like it made me more aware of the way I was thinking.4. Activity: Learning about the dimensions of self and how those are all connected. I learned that by being aware of all of the aspects of my wellness, I can recognize what changes I need to make to be more

	<p>successful and be a better student.</p> <p>5. Concept: Learning that I am in charge of my own learning was really cool. It is so true that what you put into learning directly affects what you get out of it. It isn't up to me peers or professors, it's up to me to become more educated and better equipped for what comes next.</p>
<p>Develop learning and motivation strategies.</p>	<ol style="list-style-type: none">1. Activity: Reading about practical skills when it comes to learning. (all of the principles we learned from the skills tests). As students, I think we all appreciate practical things we can put into place to succeed!2. Concept: Learning can't be cheated (again, from BAL). If you actually want to learn and develop as an individual, you need to put in the work!3. Activity: Miranda Moments- I know I already mentioned this one, but it really did help motivate me and I enjoyed hearing her personal take on how the principles we would learn that week could help us!4. Activity: Learning about the reading strategy was huge for me, because reading comprehension is

	<p>the thing I struggle with the most in learning. But the reading method involves skimming, engagement, re-reading and just breaks the process down. That was super helpful for me to learn!</p> <ol style="list-style-type: none">5. Activity: One of the 9 square activities was to create something and I made a little graphic that said "one step at a time" and I had it set as my background on my laptop and it helped me to relax and motivated me to simply do my best, and not stress the rest.
<p>Enhance socialization by building relationships with faculty, students, and peer mentors.</p>	<ol style="list-style-type: none">1. Concept: In this class specifically, having our UVU mentor, Megan, was so nice! Even though I didn't need to reach out a whole lot, we each met with her one-on-one and got to know her and just simply knowing she was there was so nice! She made me feel so comfortable to reach out if I needed anything!2. Activity: Discussion boards. Since this class was online (and I loved that by the way), interaction with peers is fairly limited, but the discussion posts were great because hearing from peers and other students helped to give

	<p>me new ideas on the things we were learning about which is so helpful because we all think about things differently so it's helpful to see other views to help expand my views and give new ideas!</p> <p>3. Activity: Miranda moments! I felt like I knew Miranda way more than most of my other professors and this was a block course! They were helpful tips and I enjoyed hearing what she had to say. It definitely made me feel like she cared more about us!</p> <p>4. Concept: You need others to truly succeed. You can't do everything by yourself and get the same amount of knowledge and growth as you would from interacting with others. There is power in connection!</p> <p>5. Activity: I definitely got the most feedback I've ever received from a professor in this class! Having the ability to comment on which assignments we wanted the most feedback on was super helpful in being able to almost discuss with the professor and also to hear her ideas!</p>
<p>Identify and utilize student campus</p>	<p>1. Activity: "where is my mentor" and being able to</p>

resources.

research and find out what UVU offers to students.

2. Activity: I appreciated that the “where is my mentor” was in a discussion post because you could see all of the resources other students found helpful and interesting!
3. Activity: Within the textbook, there were different ideas and resources listed to the given subject you were reading about that you could just click on which was nice!
4. Concept: Marinda’s attitude towards wanting to help students was so encouraging and helpful. She made it a point to always talk about how she (and other professors) just want to help us students succeed and that they would do anything they could to help us with whatever we needed!
5. **Activity: A specific resource I looked into and used was the Speech lab. I am in a public speaking class so I need to be using the speech lab, so it was awesome to have an assignment where I could research this because it helped me in other areas and courses as well!**

Part 2

Lesson Plan

-Introduction:

“I know you are a student too, and it can be stressful at times. You may even ask yourself “why am I going to college?”. But, there are some practical things you can put into place, along with some helpful concepts that can help you succeed and maybe see your education as more than just a degree!”

-Principle 1: Learn how your various roles can be navigated and a growth opportunity for you

Learning activity

Give them a pen and piece of paper and have them write down all of the roles they play right now. Write down what responsibilities those roles have and even how you feel about each role. Talk about it together.

Next, write down one attainable goal for each role AND write down one thing they are grateful for with each role.

Talk about how viewing things as a privilege or having the mindset of “what can I learn from this role and what can it teach me” can put a positive spin on it!

-Principle 2: Understand the importance of education and how the education experience can set them up for success later on in life.

Read portions of BAL chapter 2

- Critical thinking section

- Communication skills section

Discuss what was read and what they got from those sections.

“How does what we just read shift your attitude towards your education?”

-Principle 3: Your mind is powerful and plays an important role in controlling your stress.

Watch a small portion of the Ted Talk “Making Stress Your Friend” and discuss the statistics.

Come up with two practical things you will do to be positive and self-regulate when you are feeling stressed.

Principle 4: You are in charge of your own learning, and true learning cannot be cheated.

Read this section from BAL and discuss.

Q: What is true learning to you? What do you hope to gain and accomplish out of your schooling experience and how are you ensuring this is happening? Discuss.

Principle 5: There is power and strength in connections.

Do the visual activity with strings (he will easily break one string, but cannot break a bunch of individual strings)

Discuss: As in all aspects of our lives, there is strength in building connections with those around us- education is no exception. Building connections with peers, professors, mentors, etc will provide additional resources, new ideas and a sense of belonging.

Principle 6: Becoming familiar with campus resources can help set you up for success.

Share my favorite resource I found at UVU and talk about how that can help me.

Task: Look into your campus resources (BYU for my husband) and find one that you would like to use this semester!

Conclusion:

If we allow it, college can be so much more than simply attending classes, doing homework and going through the motions. You have the potential to develop useful life skills that will help you in the future. Today we talked about a few ways to make this happen in your schooling, and I hope it's been helpful for you!

Part 3

Reflection

For this final assignment, I taught my husband. My husband's name is Jackson and he is currently a student at BYU and is enrolled in the Information Systems program. I chose to teach him and drew up the lesson plan because I know how he is feeling towards his college experience. We often talk about the stress, exhaustion, and frustrations we have with college. We have a lot of the same struggles, so it made coming up with principles and activities a lot easier. He is a very impressionable person and I am constantly sharing principles and concepts I learn with him because I know he will appreciate the things I value and want to share.

He was such a good sport and received the entire "lesson plan" like a champ! It was really great being able to share with him these real life principles that can shift our attitudes and outlook on school. As we are a young married couple, we are in school, working, figuring out marriage and attempting to navigate our various roles. School often is portrayed as the "bad guy" in our lives and takes up so much of our time. My husband has, on numerous occasions, expressed his frustration with college, and more specifically general education classes. He received everything I shared and taught very positively and it seemed as though these were new ideas to him. I could see a light bulb go on and I saw him soften towards the idea that if we change our mindset and outlook, school has the possibility of being more enjoyable and you can value it more.

As I was teaching, it was funny because I found myself being an advocate for being a better learner! I think that when things click in my brain and resonate with me, I become easily passionate, and teaching someone else about the things I've learned helps it to click and it also becomes more concrete in my head. I think that if I was

teaching him something I didn't find valuable, it wouldn't have been the same. I would definitely say that my understanding of the concepts learned were deepened and made me think about different things in a new way that maybe I didn't the first time I was learning them.

For me personally, the concept that our attitude and perspective towards learning can make all the difference has been the most valuable for me. I am a firm believer that our minds are extremely powerful and a slight shift in our attitude can change our experiences and our day-to-day. So I would say I definitely appreciated the positive spin this class has and the way I was able to gain greater understanding about what our college experience can have in store for us if we put in the effort. It is so true that our learning is what we make it and it cannot be cheated. As much as I completely dread school at times, I know that I am learning valuable life skills such as problem solving, perseverance, resilience, time management, and so much more! I also liked learning about simple practical things I can do to get more out of my learning. For example, the reading technique, studying habits, and other skills were all helpful and I think all students should take a class like this to be better equipped, because I do feel like this class will continue to help me in all of my other classes.

In my very first learning journal entry, I said I wanted to gain a better understanding of the importance of learning and specific reasons why it's good for us, I wanted to learn how to be an engaged learner and get more out of my classes, and I wanted to succeed in a class and be able to shift the way i think about college. I would definitely say I accomplished those three goals with flying colors! Obviously I know that learning and getting a college education is good for anyone and everyone, but from this

class, I learned specific things a college education can do for me personally and what I can gain. I would also say that with the help of my wonderful professor, my attitude towards college has improved! Sure, I'll probably still moan and groan about things from time to time and be so happy when it's over, but at least I have learned to enjoy the ride and get the most out of my education as possible! I think that overall, I have become a more critical thinker and I can see the bigger picture when it comes to education and learning, and I have a more positive outlook on it!

Appendix H
Spring 2024 SLSS 1000 Final Exam – Example Two

Objective	Concept or activity
<p>Increase self-knowledge by understanding the basics of personality, interests, and values</p>	<p>1. Week 1: 9 Square Describe: A Sonnett 2. My Tree vision board 3. Changing the question “What are you going to do?” 4. Developing “Unhooking skills” 5. The eight dimensions of self and how they make my values.</p>
<p>Demonstrate and understanding of the benefits of higher education and become familiar with university culture</p>	<p>1. Week 3 Reflection on education video- what are my values? How do they impact my decisions. 2. Knowledge is interconnected 3. Realizing there is “A place” for you (at UVU) 4. Becoming a learner vs getting a degree 5. Study group in the library, watch others to find out more about study culture.</p>
<p>Learn principles of academic self-regulation</p>	<p>1. The Envelope Method and Financial habits 2. Week 3 Time Management for busy college students reflection 3. “You are responsible for your learning.” Doesn’t depend on teachers or others 4. You have specific roles in your life, understand your roles and how to prioritize them. 5. Create routines not just reactions.</p>
<p>Develop learning and motivation strategies</p>	<p>1. Week 2: Concept Map 2. Power learning Cycle applied to my Stats tests.</p>

	<p>3. Metacognition, and recognizing what and why you are thinking about your thinking.</p> <p>4. When you're focused on learning and not getting to a destination you enjoy the experience.</p> <p>5. Preparing a space to study- Eliminate distractions.</p>
<p>Enhance socialization by building relationships with faculty, students, and peer mentor.</p>	<p>1. Feedback conversations with Professor</p> <p>2. Principle 4, Building relationships.</p> <p>3. Meeting with my UVU Mentor</p> <p>4. Visiting the UVU Career Fair in February</p> <p>5. Reaching out to multiple advisors of different majors to get their advice on what I should make my major.</p>
<p>Identify and utilize student campus resources</p>	<p>1. Make an appointment with UVU Money management center</p> <p>2. Reserve and Use a study room in the Keller</p> <p>3. Campus connection, Green group paper</p> <p>4. Picking up my ID card and going on a campus tour</p> <p>5. Created a report on UVU safety resources such as Victim advocates, Police, training videos and things related to Title IX</p>

Lesson Plan:

I'll be holding a lesson for 2 of my younger sisters who both have struggled academically in the past. I've listed the Learning objectives and Activities we will do below, following the example of the way our class is organized. We will focus on reading and discussing impactful sections of BAL and Identifying the need to become learners and take responsibility for our lives. Using SMART goals, we will identify one academic goal to be completed over the next month and fill out a reflection together. Part of our Smart goal will include asking an individual for feedback on our efforts. I will encourage them to utilize school resources to reach their goals.

Learning Objectives:

By the end of my lesson with Lizzy and Bitty they will be able to:

- Understand what it means to **become a learner**
- Explain why **focusing on learning and not grades are important**
- **Make a personalized plan for success** in a troubling academic goal, including identifying someone to ask for feedback from.
- Identify **resources in their schools that can assist their goals.**

Introduction

Introduce the lesson by explaining my experience in taking the SLSS class, specifically mentioning how it has changed my academic identity and has taught me to enjoy my time in school and change my perspective on education. Invite them to think about their current mentality and expect to be uplifted during the class.

Read: BAL CH3: “From Student to Learner” Section

Discuss: “How do you identify as a student or a learner? How will your circumstances benefit from becoming a learner?”

Read: BAL CH4: “You must take responsibility for your learning”

Discuss: “What do you feel is preventing you from succeeding in your learning goals? Brainstorm some ways you can take responsibility for the problems.”

Watch: <https://www.youtube.com/watch?v=hTjCpKshFnE>

Reflect: What is the value of asking for feedback?

Complete:

1. SMART Goals Assignment
2. Learning Objective Reflection

SMART GOALS ASSIGNMENT

1. What is your SMART goal?
2. How will this goal help you become a learner?
3. What things might prevent you from achieving this goal?
4. What countermeasures will you take to increase your chance of achieving this goal?
5. What school resources will help you accomplish your goal?

Learning Objectives Reflection

Answer each of the following questions in your own words in complete sentences. Use this to express your thoughts and understand, referring to these questions will motivate you in the future.

1. What does it mean to become a learner? Why is becoming a learning important to you?
2. How can focusing on learning improve your academic experience?
3. What does it mean to take responsibility for your learning?
4. How can asking for feedback regularly help you to achieve your academic goals?
5. How do you feel about the resources available to you on campus? How will you take advantage of them?

Appendix I
Spring 2024 SLSS 1000 Final Exam – Example Three

Outcomes Table

1. **List** each of the course outcomes in a table (see sample format below). For each outcome, list any concepts or activities you completed or learning from this course that helped you reach that outcome. You will need **at least five** unique entries for each outcome or **30 unique total concepts/activities**. For your convenience, I have listed the six course outcomes in the table below.

Course Outcomes	Concepts & Activities
<p>Increase self-knowledge by understanding the basics of personality, interests and values.</p>	<ol style="list-style-type: none"> 1. Learning about the “Outcomes of Becoming” in BAL Ch. 2, showing the 4 vital qualities of becoming 2. The mind map required square assignment during week 2 allowed me to separate each quality of becoming (creativity, critical thinking, communication skills, and character) 3. Taking the personality types test during week 2 allowed me to understand what my personality is like. https://www.16personalities.com/personality-types?gclid=Cj0KCQiAutyfBhCMARIsAMgcRjQallQ0TUop05yW5foN7_pLQNw7NYXCuDhjDBQfndMEs24RnySChY4aAmzfEALw_wcB%20 4. I learned about the power of being vulnerable during week 2 of this course, taught

	<p>by the speaker Brené Brown.</p> <p>5. I learned about grit, and the power of perseverance during difficult times. I watched a video about this during week 1.</p> <p>https://www.youtube.com/watch?v=H14bBuluwB8</p>
<p>Demonstrate an understanding of the benefits of higher education and become familiar with university culture</p>	<p>1. I learned from Tara Westover's story that was on one of the assignments in week 2 about the benefits she got from receiving an education, because she was never properly educated as a child.</p> <p>2. I learned about how the benefit/purpose of college is to teach us how to become a learner, which we can use for the rest of our lives, even outside of school. I learned about this in BAL Ch. 1.</p> <p>3. I was able to investigate possible majors and careers during week 4 using the Major and Career Exploration Resources. College has many benefits to getting us a career, and choosing the right</p>

	<p>major can help with our future success in our career.</p> <p>https://www.uvu.edu/ssl/courses/major_career/</p> <ol style="list-style-type: none">4. We learned the purpose of GE requirements in college. This was during week 45. We learned about how students may have faulty perspectives when going into college (ex: we are paying all this money for school, so it must be good. This is the wrong focus)
<p>Learn principles of academic self-regulation.</p>	<ol style="list-style-type: none">1. In BAL chapter 2 I was able to identify what the difference between a student and a learner is. I want to strive to be a learner, not just a student that goes through the motions.2. I learned about how to be successful with my money while attending college, and I am able to regulate myself financially so I can not worry about paying for my academics3. We learned about the difference between a fixed and a growth mindset. We are better

	<p>able to regulate our academics if we have a growth mindset and want to continue learning</p> <ol style="list-style-type: none">4. We learned about time management tips for busy college students https://www.purdueglobal.edu/blog/student-life/time-management-busy-college-students/5. We learned about identifying the different roles we have as students.
<p>Develop learning and motivation strategies.</p>	<ol style="list-style-type: none">1. The videos about “Leveraging Strengths” in week 3 allowed us to learn how to take personal responsibility for our own lives; we can be motivated and use our own strengths to reach success.2. I learned 7 principles of learning in BAL Chapter 4, and the invitation to use those principles was in Chapter 5 of BAL.3. I was able to learn the 6 faulty perspectives in BAL Chapter 3, and I was able to identify how people’s mindsets can be changed into different learning/motivation

	<p>strategies that will help them be more successful.</p> <ol style="list-style-type: none">4. I created goals this semester for where I want to see myself after college. There was an activity during week 3 that helped with this, telling us to make a visual representation of our goals.5. I identified the roles I have, and how distracting conversations can get in the way of these roles. I learned this in BAL Chapter 3. I was able to learn how to stay true to my roles, and avoid distracting conversations that may happen.
<p>Enhance socialization by building relationships with faculty, students, and peer mentor.</p>	<ol style="list-style-type: none">1. The Introduction discussion during week 1 of the semester allowed me to interact with my peers, teacher, and mentor.2. During week 1, I was able to meet multiple classmates by sending them messages over Canvas and asking them questions! This taught me how to send messages to other students over Canvas,

	<p>which I can use in the future if I want to interact with other students.</p> <ol style="list-style-type: none"> 3. I was able to discuss with students in my class what the difference between a student and a learner is, and connect with what they feel the difference is. 4. I connected with other students during week 1 of the semester in a discussion about the purpose of college (learning skills or becoming a learner). 5. During week 6 of the semester I connected with other students on how I can make stress my friend
<p>Identify and utilize student campus resources.</p>	<ol style="list-style-type: none"> 1. All of the “Find Our UVU Mentor” activities allowed me to learn about resources on campus that I did not previously know about (e.g., the massage chairs in the Student Wellness Center!) 2. The UVU Secret Treasure Hunt during week 1 of the semester allowed me to find a resource/tip on campus that can

	<p>help students out (for instance, there are \$10 dr. appointments on campus)</p> <p>3. In week 2, there was an activity to make and share a social media post about 3 resources at UVU that are helpful to me. The 3 most helpful to me is the scholarship office, the doctors office, and the student life and wellness center.</p> <p>4. Making an appointment with the UVU Money Success Center allowed us to manage our money well while attending college (this was during week 3)</p> <p>5. I was able to reflect in a journal on what it means to belong during week 2 of this course, and I was able to find where I feel like I belong at UVU</p>
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2.

Within the table, **highlight or bold** one concept/activity from each outcome you would like to teach to someone else. You will have six concepts/activities total.

Lesson Plan

1. **Write** one lesson plan covering the six concepts/activities. There is no specific format for the lesson plan, but whatever you submit must include the concepts you are going to teach, how you are going to teach them, and any lesson materials you will use (e.g., PowerPoint slides, visuals, or any other materials you use).
2. **Teach** your lesson to someone.

The six concepts/activities that I will be teaching to my brother are as follows:

- 1.) Learning about the “Outcomes of Becoming” in BAL Ch. 2, showing the 4 vital qualities of becoming
- 2.) I was able to investigate possible majors and careers during week 4 using the Major and Career Exploration Resources. College has many benefits to getting us a career, and choosing the right major can help with our future success in our career.
https://www.uvu.edu/slss/courses/major_career/
- 3.) In BAL chapter 2 I was able to identify what the difference between a student and a learner is. I want to strive to be a learner, not just a student that goes through the motions.
- 4.) I learned 7 principles of learning in BAL Chapter 4, and the invitation to use those principles was in Chapter 5 of BAL.
- 5.) During week 6 of the semester I connected with other students on how I can make stress my friend
- 6.) The UVU Secret Treasure Hunt during week 1 of the semester allowed me to find a resource/tip on campus that can help students out (for instance, there are \$10 dr. appointments on campus)

For my lesson, I taught my little brother through a slideshow presentation, and allowed him to ask any questions at the end. The slideshow I used to teach this lesson is shown below.

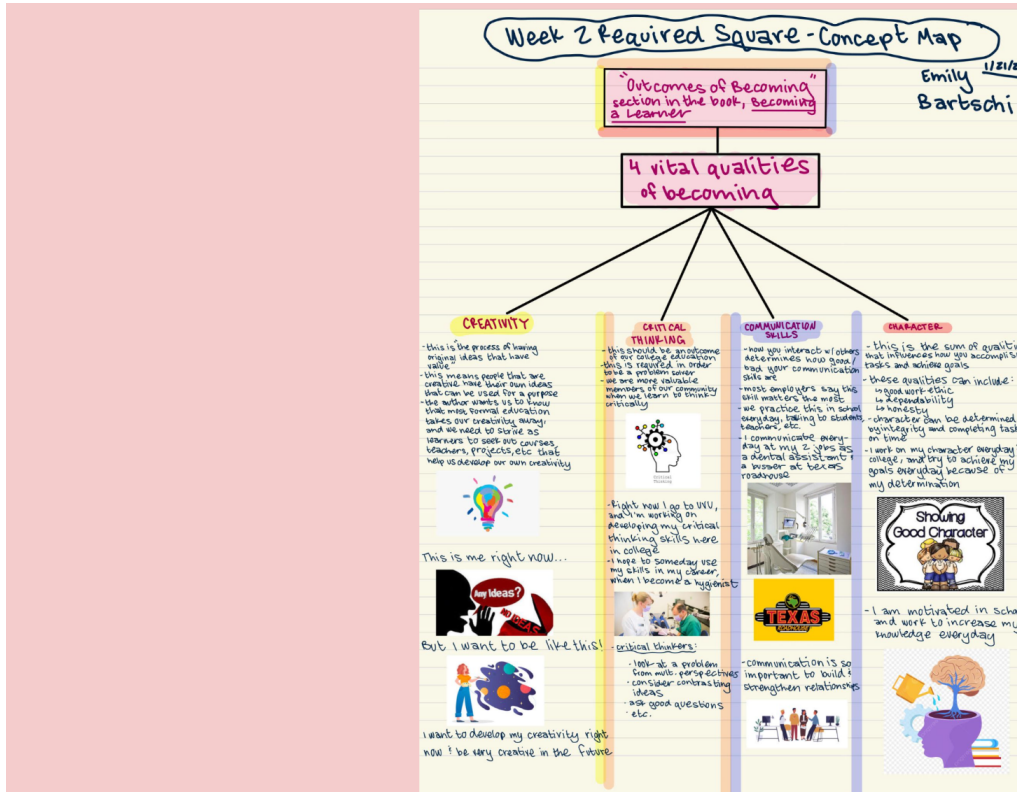
Six Important Concepts I have learned SLSS 1000

Emily Bartschi



1.) I learned about the “Outcomes of Becoming” in BAL Ch. 2, showing the 4 vital qualities of becoming

- Chapter 2 in BAL discussed that there are 4 vital qualities of becoming
- The 4 vital qualities are...
 - 1.) Creativity
 - 2.) Critical Thinking
 - 3.) Communication Skills
 - 4.) Character
- It is important for us to use all of these vital qualities in our life, and this way we will be better able to become a learner
- Here is a concept map that I made for an activity in this class!



2.) I was able to investigate possible majors and careers during week 4 using the Major and Career Exploration Resources. College has many benefits to getting us a career, and choosing the right major can help with our future success in our career.

- It is important for us to explore different majors that may interest us
- This will help lead us to a career that we want to go into
- This will help us gain future success
- Click this link to view different major/careers to see what may interest you!
- https://www.uvu.edu/slss/courses/major_career/



3.) In BAL chapter 2 I was able to identify what the difference between a student and a learner is. I want to strive to be a learner, not just a student that goes through the motions.

- Being a learner means being motivated on your own, striving to learn even outside of school, and getting the most out of your learning. This means you actually want to learn, and put in the effort it takes to do so.
- Being a student generally means going through the motions, not caring much about your school work, and simply doing school because it feels like an obligation
- We want to be a LEARNER not a STUDENT



6.) The UVU Secret Treasure Hunt during week 1 of the semester allowed me to find a resource/tip on campus that can help students out

- In this course, I was able to identify many different resources that are there for students
- This can help you when you go to college!
- Here are some of the resources...
 - Money Success Center
 - Student Life and Wellness Center
 - Financial Aid and Scholarships Office
 - Scholarship Universe
 - Center For Social Impact
 - Student Health Services
 - UVU Food Pantry



Any Questions?
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Reflection

Write a reflection in which you answer the following questions about your experience teaching and about your experience taking this course. The reflection must be at least 2 total pages, double spaced, Times-New Roman, 12 point font.

- a. Describe who and what you taught. Why did you select the concepts or activities you chose to teach?
- b. How were the concepts and activities received? What value did your audience see in it?
- c. How did teaching impact your own understanding of the concepts or activities?
- d. What concepts or strategies have been most valuable for you from this course? How have you implemented them in your life? (Note: these concepts and strategies can be different from the ones you taught.)
- e. Revisit your first learning journal entry and the three things you wanted to get out of this course to help you succeed as a college student. Did you get those three things? Why or why not?
- f. Do you have any final questions or insights you would like to share?

Reflection

I taught my little brother who is currently 15 years old, he is a sophomore in high school.

I chose the certain concepts and activities that I taught him because I thought they would be useful for when he attends college. He has told me that he wants to attend UVU, so I thought this lesson would be beneficial for him as he prepares to go to college. My brother has had a hard time learning in school, so I believe the concepts I went over with him will help him to become more of a learner, and less of a student. He has never been very fond of school, but recently he has talked about how he wants to do better in school. He has started becoming interested in becoming a chiropractor when he is older, which definitely requires years of school! I thought this lesson would be perfect for him, and set him up for success when he is ready to start college.

My brother received all of the concepts I taught him very well. He seemed interested when I told him there was a difference between being a student and being a learner. He had never heard that concept before, and I told him that neither have I before I took this course! He

confessed to me that he is normally just a student, and goes through the motions. He is not very motivated in school, so I discussed concepts that I learned in this course, and how he can use determination to gain success in his life. This was not on my slideshow, but I also talked to him about having grit, which is something that we discussed in this class. I told him it is so important to have grit, and persevere during the difficult times he has in school, which I know he has had in high school.

Teaching these concepts to my younger brother impacted my own understanding of these concepts, and allowed me to see myself as a high schooler once again. It is interesting the change that I have had in college, and how I am so motivated to get through school, whereas in high school that can feel somewhat forced. I feel like oftentimes we have to force high school students to participate in school, whereas in college it is the perfect time for young adults to learn to become a learner themselves. There is no one making us do anything, forcing us to get out of bed everyday, or do our homework. That is our job as college students, and as we become adults we have to learn how to lead ourselves through life. We have to make goals, and figure out what we want the outcome to be. I am at a very different stage of life than my little brother is, but it opened my eyes to how much I have evolved since being his age.

Some concepts that have been the most valuable for me in this course are being mindful, as well as shifting my mindset in my life. I believe it is so important to have a positive mindset, and this course taught me ways to shift how I view life. In one of the lessons in this course it described how we can reframe our thinking. For instance, instead of saying “I have to go to school tomorrow,” I can say, “I get to go to school tomorrow.” This has helped me because I am trying to reframe my mindset in all aspects of my life, because I know I will be a more successful person if I do so. I also loved learning about being mindful, and how I can do this on a daily

basis. It doesn't have to be meditation, it can even just be simple things like looking up at the sky, appreciating the sunset, taking longer showers, taking my time to wake up in the morning/view the world around me, etc.

In my first learning journal entry, I said that the three things that I wanted to get out of this course were: learn how to succeed in all of my courses, learn how to manage my time well, and learn how to connect with others on campus. I most definitely feel like I got all of these things out of this course, and I feel so much more confident in my ability to succeed. I also feel much better about managing my time well, because we had many lessons on this. I am also better able to connect with others on campus, especially because of all the times I spent finding where my UVU mentor was on campus! I thoroughly enjoyed this course, and I feel like it helped me so much to find resources on my campus, ways to connect with others, and better ways to learn as an individual. I also loved having a mentor to talk to, and a professor that openly answered any questions I had! I will continue incorporating everything I learned in this course in my own life, and I am glad I got to dive into how to become a better learner. I loved reading BAL, and I learned how to make the most out of my college experience because of it.