Department/Program: **First Year Experience (FYE)**  
Academic Year of Report: 2013-2014  
Date Submitted: November 14\textsuperscript{th}, 2014  
Report author: Ashley Owens  

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A. Brief Introductory Statement:

The First Year Experience (FYE) program consists of two courses:

**UNIV 1105 “Foundations of College Success”**

This course assists incoming students in making a successful transition to college. Topics include the purpose of higher education, goal setting, time management, study and test taking skills, critical thinking, stress management, academic advisement, career and major exploration, using campus resources, and understanding student responsibilities.

An extensive UNIV 1105 (formerly EDUC 1105) course review was completed by a task force during summer 2009 through which the eleven required course topics were honed to include learning outcomes for each unit (see attachment). For this assessment period, we have chosen to focus on three areas: time management, test preparation, and career/major exploration.

**UNIV 3170 “Peer Mentor Leadership Seminar”**

In this seminar course, FYE Peer Mentors are taught to effectively help Foundations of College Success (UNIV 1105) students in making a successful transition to college. FYE Peer Mentor requirements are available at [www.weber.edu/fye](http://www.weber.edu/fye). Enrollment is limited to FYE Peer Mentors. The course may be repeated once for two more credits and additionally for zero credits.
B. Mission Statement

This is current on website.
C. Student Learning Outcomes

UNIV 1105 “Foundations of College Success”

Topics & Learning Outcomes
These 11 topics are essential to the course; however, please note that some topics may overlap.

Please note: For assessment purposes, the following topics are listed in the order we have chosen to collect data.

1. Note Taking
This unit teaches students how to preview and prepare for class; how to listen actively and take effective notes in class; and how to review and revise notes after class. At the end of this unit/course, students will be able to

   1. Prepare to listen actively (mentally and physically)
   2. Listen actively and participate appropriately in class
   3. Develop multiple note-taking strategies
   4. Review and organize notes for retention

2. Goal Setting
This unit teaches students the mechanics of goal setting, the importance of attitude and various strategies for getting and staying motivated. Specifically, it teaches them how to set SMART (specific, measurable, action-oriented, realistic, and timely) goals and work toward accomplishing those goals. Students will learn to set and accomplish goals by self-reflection and self-monitoring using the self-regulation model. At the end of the unit/course students will be able to

   1. Understand the self-regulation cycle
   2. Understand the components of a SMART goal
   3. Implement the steps of the self-regulation cycle using the SMART goals model
   4. Analyze how attitudes influence positive outcome of goals
   5. Implement strategies for getting and staying motivated
   6. Weigh the costs/benefits of goals
   7. Understand the difference between a short and long-term goal
   8. Demonstrate a commitment to goal setting
3. **Textbook Reading & Annotation**

This unit teaches students how to read various textbooks, engage in active reading (annotation, note-taking, mapping, and summarizing information), establish conducive reading environments, and implement strategies to stay engaged and focused while reading. At the end of this unit/course, students will be able to

1. Prepare to read actively
2. Preview reading material using targeted strategies
3. Read a variety of textbooks effectively and efficiently
4. Implement active reading strategies
5. Develop flexible reading strategies
6. Adjust their reading style to the material
7. Develop a more extensive vocabulary

4. **Time Management**

This unit teaches students how to manage themselves so that they can use their time effectively. At the end of this unit/course, students will be able to

1. Understand the importance of time management
2. Establish priorities based upon values and goals
3. Demonstrate self-management by setting reasonable boundaries
4. Analyze and evaluate how they spend their time
5. Learn causes of procrastination and discover ways to overcome it
6. Develop and implement a planning system

5. **Test Preparation & Test Taking**

This unit teaches students how to effectively prepare for and take a variety of exams. At the end of this unit/course, students will be able to

1. Understand the mechanics of learning, memory, and retention
2. Learn various study skills to prepare for exams
3. Study effectively for multiple exam types
4. Prepare physically and mentally for an exam, i.e. test anxiety
5. Apply test-taking strategies
6. Develop better test preparation skills for the future
6. Career and Major Exploration
This unit teaches students how to create a career plan, which includes potential career and major options that are likely to help them achieve their personal, professional and academic goals. At the end of this unit, students will be able to

1. Understand the connection between effective career/major exploration and the achievement of their personal, professional, and academic goals
2. Identify potential career areas and WSU majors that reflect their values and interests
3. Find resources for researching majors, careers, internships, and employment
4. Develop a preliminary career plan

7. Purpose of Education
This unit teaches students the purpose of a college education and emphasizes the responsibilities that come with the college experience, including academic honesty and cultural competence. Specifically, it addresses what it means to be a college student, including why college is important, how college differs from high school, and what behaviors are essential for success in college. Moreover, this unit begins the creation of a community of learners that will grow and develop throughout the semester. At the end of this unit, students will be able to

1. Define the purpose and benefits of a college education
2. Understand their responsibilities as students (the Student Code)
3. Appreciate the value of diverse perspectives in and out of the classroom
4. Identify behaviors, both within and outside the classroom, that affect college success
5. Self-identify personal characteristics that impact their ability to succeed in college
6. Begin to identify college resources that assist them in achieving their academic goals
7. Understand the significance of community building as they participate in a community of learners

8. Stress Management
This unit teaches students how to manage themselves so that they can identify and handle stress. At the end of this unit/course, students will be able to

1. Recognize the warning signs of stress (physical, emotional, etc.)
2. Identify personal stressors
3. Learn to decrease stress, which evidence shows is a significant factor in limiting creativity, memory, behavior and learning
4. Demonstrate self-management by setting reasonable boundaries
5. Develop effective techniques for coping with test and other anxieties
6. Learn behavioral strategies that improve wellness and resilience
7. Implement pro-active behaviors

9. Learning Strategies

The focus of this unit is to define learning strategies and become aware of innate responses to the learning environment. An understanding of the variety of learning styles can be used to increase one’s self-awareness about strengths and weaknesses as a learner. At the end of this unit, students will be able to

1. Identify learning strategies and realize there is not a “one size fits all” approach
2. Learn and apply the theories of personality type
3. Discover practical application for personality types in career/major guidance, interpersonal relationships, and educational goals
4. Identify strengths and areas for improvement associated with each type
5. Understand that regardless of preferences, we are all capable of learning under almost any style
6. Understand how our brain works in the context of education

10. Critical Thinking

This unit teaches students how to evaluate written, oral, and/or visual media using critical thinking skills. Specifically, it develops reflective and analytical thinking approaches that lead to higher-level learning and are essential for academic and lifelong success. At the end of this unit, students will be able to

1. Distinguish between arguments based on emotion and arguments based on fact
2. Understand the validity of various perspectives
3. Learn how to develop an objective point of view
4. Appreciate the value of active reflection

11. Academic Advisement

This unit teaches students where to obtain credible WSU advising-related information and services. At the end of this unit, students will be able to

1. Understand the value of obtaining effective academic advisement
2. Understand the basics of a WSU program of study (e.g., University, degree, major, minor, general education requirements and elective courses)
3. Know how to obtain credible advising related to a major
4. Understand key WSU policies and procedures and know where to go for more information about them
5. Develop an academic plan

12. OPTIONAL – Service Learning

13. OPTIONAL – Diversity

14. OPTIONAL – Health & Wellness

15. OPTIONAL – Library

16. OPTIONAL – Money Management

UNIV 3170 “FYE Peer Mentor Leadership Seminar”

Learning Outcomes

As a result of this course, students will:

1. Apply effective communication skills with students and UNIV 1105 instructors.
2. Facilitate effective lessons based on specific UNIV 1105 course topics.
3. Apply effective leadership skills for use in their UNIV 1105 fieldwork experience and beyond.
4. Identify strategies to deal with challenges associated with the role of Peer Mentor.
5. Articulate their personal development resulting from the Peer Mentor experience.
## D. Curriculum

### Curriculum Map

<table>
<thead>
<tr>
<th>Core Courses in Department/Program</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIV 1105 “Foundations of College Success”</strong>&lt;br&gt;Outcomes assessed during previous assessment cycle (2012-2013)</td>
<td><strong>UNIV 1105 Learning Outcomes</strong>&lt;br&gt;UNIV 1105 Learning Outcome 1&lt;br&gt;Effectively utilize a variety of note taking strategies.</td>
</tr>
<tr>
<td><strong>UNIV 1105 “Foundations of College Success”</strong>&lt;br&gt;Outcomes for assessment during current assessment cycle (2013-2014)</td>
<td>UNIV 1105 Learning Outcome 4&lt;br&gt;Effectively apply a variety of time management strategies.</td>
</tr>
</tbody>
</table>

### UNIV 3170 “FYE Peer Mentor Leadership Seminar”<br>Outcomes for assessment during current assessment cycle (2013-2014)

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 3170 Learning Outcome 1&lt;br&gt;Apply effective communication skills with students and UNIV 1105 instructors.</td>
</tr>
<tr>
<td>UNIV 3170 Learning Outcome 3&lt;br&gt;Apply effective leadership skills for use in UNIV 1105 fieldwork experience and beyond.</td>
</tr>
<tr>
<td>Additional UNIV 3170 “FYE Peer Mentor Leadership Seminar” Outcomes for future assessment</td>
</tr>
</tbody>
</table>
Additional Information:

The First Year Experience UNIV 1105 “Foundations of College Success” instructors cover a total of eleven primary topic areas and five optional topics (see attachment). For this assessment period (2013-14), we have chosen to focus on three areas: time management, test preparation, and career/major exploration.

The First Year Experience UNIV 3170 “FYE Peer Mentor Leadership Seminar” covers five primary topic areas. For this assessment period (2013-14), we have chosen to focus on two areas: effective communication and facilitation skills.

E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

UNIV 1105 “Foundations of College Success”
The FYE assessment plan is to gather artifacts from each UNIV 1105 “Foundations of College Success” section for three of the department’s learning objectives (see attachment) for a minimum of two years and then compare data. If it is determined that one or more areas are consistently being met and that no curricular or pedagogical changes need to be made, then the area(s) will be replaced with additional learning objectives. Artifacts will be collected from each course section by using a random sample selection process. Artifact samples come from test results (Chitester and hardcopy), individual assignments, and end-of-semester student portfolios. See Curriculum Grid for additional information.

UNIV 3170 “FYE Peer Mentor Leadership Seminar”
Similarly, we plan to gather artifacts from each section of UNIV 3170 “FYE Peer Mentor Leadership Seminar” for two of the department’s learning objectives (see attachment) for a minimum of two years and then compare data. If it is determined that one or both areas are consistently being met and that no curricular or pedagogical changes need to be made, then the area(s) will be replaced with additional learning objectives. Artifacts will be collected from each student in the section. Artifact samples come from individual assignments and end-of-semester mentor portfolios. See Curriculum Grid for additional information.
### Evidence of Learning for UNIV 1105 “Foundations of College Success”

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1.A:</td>
<td>Measure 1: (Direct)</td>
<td>Assignment and/or exam question.</td>
<td>Measure 1: (Direct) A minimum of 80% of students will meet or exceed departmental expectations.</td>
<td>Measure 1: (Direct) 83% successfully demonstrated the ability to effectively utilize a variety of time management strategies.</td>
<td>Measure 1: (Direct) Based on the findings, the departments plans to hold additional trainings and make some minor curricular and pedagogical changes to have more consistency among student work.</td>
</tr>
<tr>
<td>Effectively utilize a</td>
<td>Measure 2: (Indirect)</td>
<td>As part of the FYE end-of-semester student evaluation, students responded to the statement, “As a result of my experience in this course, my understanding of time management strategies has increased” with 5 being “Strongly Agree” and 1 being “Strongly Disagree.”</td>
<td>Measure 2: (Indirect) The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.</td>
<td>Measure 2: (Indirect) Students agreed that their understanding of time management strategies has increased as a result of their experience in the UNIV 1105 course.</td>
<td>Measure 2: (Indirect) Although the results from the student evaluations were positive, the direct measure results indicate that the changes listed above need to be made.</td>
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<td>variety of time</td>
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<td>management strategies.</td>
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<tr>
<td>Learning Outcome 2.A: Effectively identify and utilize test preparation and test taking strategies.</td>
<td>Measure 1: (Direct) Assignment and/or exam question.</td>
<td>Measure 1: (Direct) A minimum of 80% of students will meet or exceed departmental expectations.</td>
<td>Measure 1: (Direct) 27% exceeded expectations by demonstrating effective use of multiple test preparation and test taking strategies. The remaining 53% met expectations by identifying test preparation and test taking strategies and 20% did not meet expectations.</td>
<td>Measure 1: (Direct) 80% indicated the ability to effectively identify and utilize at least one test preparation and test taking strategy.</td>
<td>Measure 1: (Direct) Based on the findings, the departments plans to hold additional trainings and make some minor curricular and pedagogical changes to have more consistency among student work.</td>
</tr>
<tr>
<td>Measure 2: (Indirect) As part of the FYE end-of-semester student evaluation, students responded to the statement, &quot;As a result of my experience in this course, my understanding of preparation and test taking strategies has increased&quot; with 5 being &quot;Strongly Agree&quot; and 1 being &quot;Strongly Disagree.&quot;</td>
<td>Measure 2: (Indirect) The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.</td>
<td>Measure 2: (Indirect) Combined semester results indicated that the standard of excellence was met during this assessment period (4.23).</td>
<td>Measure 2: (Indirect) Students agreed that their understanding of test preparation strategies has increased as a result of their experience in the UNIV 1105 course.</td>
<td>Measure 2: (Indirect) Although the results from the student evaluations were positive, the direct measure results indicate that the changes listed above need to be made.</td>
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<td>Learning Outcome 3.A:</td>
<td>Measure 1: (Direct)</td>
<td>Assignment and/or exam question.</td>
<td>Measure 1: (Direct) A minimum of 80% of students will meet or exceed departmental expectations.</td>
<td>Measure 1: (Direct) 31% exceeded expectations by demonstrating the ability to identify and effectively use career/major exploration strategies and resources. 61% met expectations by identifying and effectively using a career/major exploration resource. 8% did not meet expectations.</td>
<td>Measure 1: (Direct) No curricular or pedagogical changes needed at this time. The department plans to continue to track and report on this outcome for an additional year to evaluate consistency among student work.</td>
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<td>Measure 2: (Indirect)</td>
<td>As part of the FYE end-of-semester student evaluation, students responded to the statement, “As a result of my experience in this course, my understanding of major and career exploration resources has increased” with 5 being “Strongly Agree” and 1 being “Strongly Disagree.”</td>
<td>Measure 2: (Indirect) The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.</td>
<td>Measure 2: (Indirect) Combined semester results indicated that the standard of excellence was met during this assessment period (4.39).</td>
<td>Measure 2: (Indirect) Students agreed that their understanding of career/major exploration strategies and resources has increased has a result of their experience in the UNIV 1105 course.</td>
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<td>Measure 2: (Indirect)</td>
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<td>Measure 2: (Indirect) No curricular or pedagogical changes needed at this time. The department plans to continue to track and report on this outcome for an additional year to evaluate consistency among student opinion.</td>
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### Evidence of Learning for UNIV 3170 “FYE Peer Mentor Leadership Seminar”

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<tr>
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<td><strong>Measure 1:</strong> (Direct) A minimum of 80% of students will meet or exceed departmental expectations.</td>
<td><strong>Measure 1:</strong> (Direct) Being that this will be our baseline year, findings will be reported in next year’s assessment document.</td>
<td><strong>Measure 1:</strong> (Direct) Baseline year.</td>
<td><strong>Measure 1:</strong> (Direct) Based on the findings, we plan to make curricular and/or pedagogical changes if needed.</td>
</tr>
<tr>
<td></td>
<td><strong>Measure 2:</strong> (Indirect) End-of-semester student evaluation results.</td>
<td><strong>Measure 2:</strong> (Indirect) The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.</td>
<td><strong>Measure 2:</strong> (Indirect) Baseline year.</td>
<td><strong>Measure 2:</strong> (Indirect) Baseline year.</td>
<td><strong>Measure 2:</strong> (Indirect) Based on the findings, we plan to make curricular and/or pedagogical changes if needed.</td>
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<tr>
<td>Learning Outcome 2:</td>
<td><strong>Measure 1:</strong> (Direct) Assignment (mini-lessons presented during 1105).</td>
<td><strong>Measure 1:</strong> (Direct) A minimum of 80% of students will meet or exceed departmental expectations.</td>
<td><strong>Measure 1:</strong> (Direct) Being that this will be our baseline year, findings will be reported in next year’s assessment document.</td>
<td><strong>Measure 1:</strong> (Direct) Baseline year.</td>
<td><strong>Measure 1:</strong> (Direct) Based on the findings, we plan to make curricular and/or pedagogical changes if needed.</td>
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<tr>
<td></td>
<td><strong>Measure 2:</strong> (Indirect) End-of-semester student evaluation results.</td>
<td><strong>Measure 2:</strong> (Indirect) The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.</td>
<td><strong>Measure 2:</strong> (Indirect) Baseline year.</td>
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<td>Artifact</td>
<td>Learning Outcome Measured</td>
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<td>Where Stored?</td>
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<tr>
<td>Time management assignment and/or paper.</td>
<td>Effectively apply a variety of time management strategies.</td>
<td>Twice during semester (at time assignment is due and again when portfolio is submitted)</td>
<td>Physical file will be stored for two years in the FYE department.</td>
<td></td>
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</tr>
<tr>
<td>Test preparation and memorization assignments.</td>
<td>Effectively apply a variety of test preparation and test taking strategies.</td>
<td>Twice during semester (at time assignment is due and again when portfolio is submitted)</td>
<td>Physical file will be stored for two years in the FYE department.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and major exploration assignment.</td>
<td>Effectively utilize career and major exploration strategies and resources.</td>
<td>Twice during semester (at time assignment is due and again when portfolio is submitted)</td>
<td>Physical file will be stored for two years in the FYE department.</td>
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</thead>
<tbody>
<tr>
<td>Communication skills assignment and paper.</td>
<td>Effectively apply communication skills with students and UNIV 1105 instructors.</td>
<td>Twice during semester (at time assignment is due and again when mentoring portfolio is submitted)</td>
<td>Physical file will be stored for two years in the FYE department.</td>
</tr>
<tr>
<td>Lesson facilitation assignments (presentations) and paper.</td>
<td>Effectively facilitate lessons based on specific UNIV 1105 course topics.</td>
<td>Twice during semester (at time assignment is due and again when mentoring portfolio is submitted)</td>
<td>Physical file will be stored for two years in the FYE department.</td>
</tr>
</tbody>
</table>

Additional notes:

Artifacts will be collected by taking a random sample each semester.

Please respond to the following questions.
1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student outcomes).

FYE adjunct faculty found last year’s comparison data on the three evaluated areas (note taking, reading, and goal setting) to be very valuable. We continue to make improvements based on last year’s data and we are once again looking forward to comparing the most recent findings of our three current assessment areas (time management, test taking/test preparation, and career/major exploration) with data from next year’s assessment results.

As a department, we will continue to work towards making the artifact submission process more efficient and effective to ensure we have the most accurate data possible for assessment purposes.

Being that the assessment data for UNIV 3170 “FYE Peer Mentor Leadership Seminar” was completed as a baseline this year, we look forward to comparing this evidence with data from next year’s 3170 assessment results.

2) With whom did you share the results of the year’s assessment efforts?

Results will be shared with FYE faculty, FYE peer mentors, and higher-level management.

3) Based on your program’s assessment findings, what subsequent action will your program take?

Overall, the FYE department is pleased with the results of our UNIV 1105 “Foundations of College Success” assessment findings. Direct measures indicated that the departmental standard of excellence (80%) was met in all three areas (time management, test preparation/test taking, and career/major exploration) and indirect measures showed that the majority of students agree or strongly agree that their knowledge level has increased in each of the three areas. Although we are pleased with these results, we also feel that some minor curricular and pedagogical changes could be made for the test preparation/test taking learning objective. Based on these findings, the department plans to hold additional UNIV 1105 instructor trainings and workshops to encourage more consistency among student work.