

Mental Spaces

1 Advisors

Advisors are the individuals responsible for assisting the student across a particular major or during a period of time within their academic career. They may be full-time advisors or faculty advisors.

2 Professors

Professors are the “first line” individuals that assist most students in advancing towards academic learning and growing. Students typically have a variety of relationships with different professors, especially those who are deemed “good” and “bad”. A professor may also be a faculty advisor to a student.

3 Family & Friends/Peers

These two groups represent the primary personal support system for most students during their academic career. A student’s relationship may change drastically with one or both groups as different life situations arise. Either group may be beneficial as well as detrimental to a student’s academic success.

4 Mentors

These are individuals the student will look up to and seek assistance from (usually from an academic standpoint). They may be a friend, advisor, community leader, etc. and a student may be a mentor, may have a mentor or both.

5 Academic Rehab

The process by which students get “back on track” after a bad year, semester or course. This process may involve other individuals. It can also be something that the student does completely on their own.

6 Grades

The measure by which students adhere to in order to make academic progress. This includes student grade goals.

7 Course Selection

The process of selecting a particular course, section or professor by a student. Students have a variety of different ways to select courses and are influenced by multiple factors. This also includes selecting courses that are core and elective as well as major-specific.

8 Majors / minors

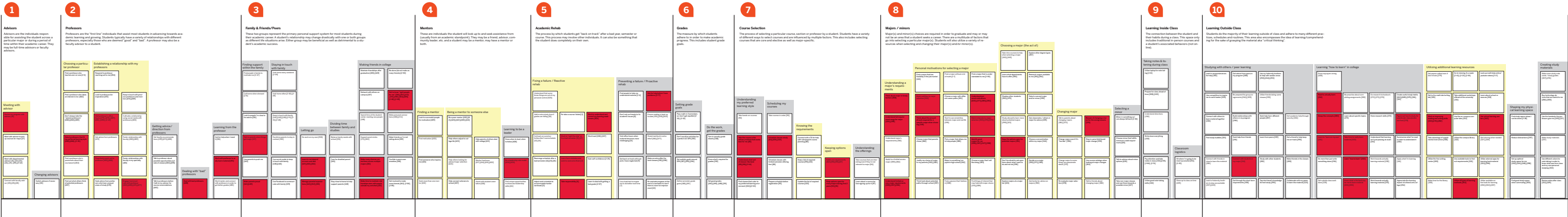
Major(s) and minor(s) choices are required in order to graduate and may or may not be an area that a student seeks a career. There are a multitude of factors that go into selecting a particular major(s). Students will also utilize a variety of resources when selecting and changing their major(s) and/or minor(s).

9 Learning Inside Class

The connection between the student and their habits during a class. This space only includes traditional in-person courses and a student’s associated behaviors (not on-line).

10 Learning Outside Class

Students do the majority of their learning outside of class and adhere to many different practices, schedules and routines. This area also encompasses the idea of learning/comprehending for the sake of grasping the material aka “critical thinking”.



11 College Entrance

What students consider and how they approach selecting a college to attend. This also includes understanding how college will impact the student's life.

12 Graduation

The act of getting out of college upon obtaining a degree. This is limited to graduation requirements and graduation goals for the student.

13 Grad School

This space encapsulates the requirements and planning required when considering whether or not to attend graduate school.

14 Post-College/Career

This space includes understanding which career choices are most important and what to do logistically after graduation.

15 Extra-curricular Activities

Extra-curricular activities are typically the activities a student may be involved in on-campus (athletics, greek/service organizations, etc) which are not viewed as “jobs”. These activities are usually unpaid and are often directly tied to the institution or the community. They may have an academic basis but do not include internships.

16 Internships

Internships are positions held by the student allowing them to apply their knowledge as well as provide opportunities for extended learning. They may provide potential job opportunities after graduation and are usually within their area of interest or major field. They are often unpaid and may run in tandem with a paid job or other extra-curricular activities.

17 Working in School

This area encompasses jobs held by students during their academic career. The sole purpose of these jobs is to provide financial support to a student. They can be on- or off-campus jobs and can range from a few hours a semester to a full 40 hour work week.

18 Housing

The act of seeking out places to live and potential roommates. This space also includes the decision to live at home or off-campus.

19 Communicating

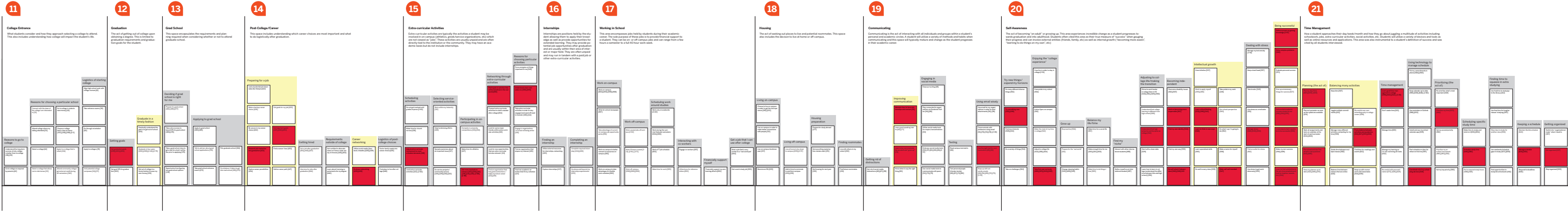
Communicating is the act of interacting with all individuals and groups within a student's personal and academic circles. A student will utilize a variety of methods and habits when communicating and this space will typically mature and change as the student progresses in their academic career.

20 Self-Awareness

The act of becoming “an adult” or growing up. This area experiences incredible change as a student progresses towards graduation and into adulthood. Students often cited this area as their true measure of “success” when gauging their progress and can involve external entities (friends, family, etc) as well as internal growth (“becoming more aware”, “learning to do things on my own”, etc)

21 Time Management

How a student approaches their day/week/month and how they go about juggling a multitude of activities including schoolwork, jobs, extra-curricular activities, social activities, etc. Students will utilize a variety of devices and tools as well as online resources and applications. This area was also instrumental to a student's definition of success and was cited by all students interviewed.



People & Relationships

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Meeting with advisor

Review my progress with advisor [19]

Meet with advisor to pick up courses for major [27]

Meet with departmental advisor [21],[22],[23],[24],[26],[29],[2-42]

Connect with faculty advisor [20],[25],[28]

Changing advisors

Switch advisors if necessary [30]

Choosing a particular professor

Find a professor who teaches one-on-one [2-6]

Find a professor who takes an interest in me [482]

Don't always take the "easiest professors" [466],[462],[469]

Select professors that fit my preferred learning style [468],[484],[2-35]

Find a professor who's passionate about their coursework [464]

Find out what others think of potential professors [467]

Establishing a relationship with my professors

Respond to professor reaching out to me [494]

Look to professors for inspiration [470]

Visit professor's office hours [479],[475],[487],[461],[490],[2-22]

Get advice from professors [472]

Proactively reach out to professor [493],[488]

Seek advice from professors who have unusual areas of study [476]

Keep in touch with previous professors and mentors [474],[459]

Cultivate a relationship using social media with professors [465]

Foster relationship with faculty [458],[480]

Foster relationships with faculty in my specialty [481]

Engage/communicate with professor [492],[483],[471],[477]

Getting advice/direction from professors

Get faculty recommendations [478],[473],[486]

Talk to professor about possible opportunities outside of classes [460],[495]

Talk to professors before I talk to my advisor for course recommendations [463]

Dealing with "bad" professors

Deal with bad professors [489]

Learning from the professor

Ask for help when I need it [311]

Work with professor to really learn material [491]

Work harder and connect with professors in order to get better grades [485]

Finding support within the family

Find people in family to motivate me [2-47]

Call home when stressed [2-8]

Look to people I'm close to for advice [135]

Talk to parents when things get rough [137]

Use parents to push me [140]

Make parents proud [141],[149]

Staying in touch with family

Visit home every weekend [2-49]

Visit home often [2-30],[2-49]

Keep in touch with family [144],[143],[136],[2-9],[2-31],[2-48]

Facetime parents to stay in contact [150]

Use social media to keep in touch with family [138],[146]

Use Facebook to communicate with family [139]

Letting go

Do work on my own [258]

Learn to not depend on mom and dad [147],[153],[154]

Manage parental expectations [142],[152],[155]

Dividing time between family and studies

Balance family needs with school [151]

Care for disabled parent [145]

Stay close to home to help support parents [148]

Making friends in college

Maintain friendships after graduation [455],[449]

Network with others on campus [167]

Spend time at the student center meeting new people [158]

Expand social circles [171],[160]

Make many diverse connections across multiple majors [161]

Make time to maintain relationships even with people outside my activities [162]

Be alone (do not make as many friends) [2-50]

Get to know "right people for me" [156],[157],[172],[170],[166],[164],[169],[2-68],[2-69]

Make personal connections [165],[2-11]

Make friends so I'm not eating alone [159]

Confide in peers over anxieties [168]

Get involved to make more friends [163],[2-84],[2-85]

Finding a mentor

Look to successful people for motivation [409]

Find motivation [403]

Find someone who inspires me [416]

Seek more than one mentor [410]

Being a mentor to someone else

Be a peer mentor [419],[412],[423],[422],[406],[413]

Help others adjust to college life [420]

Help others looking for advice/major selection [424]

Help connect veterans to school [407]

Help parents of others deal with college [421]

Mentor freshmen [417],[414],[415],[402]

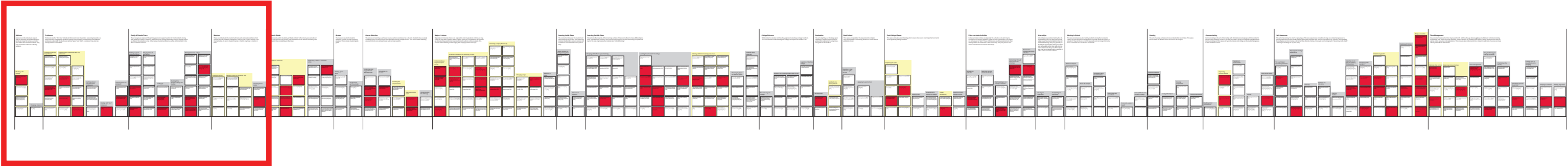
Assist with student orientation [418]

Learning to be a leader

Know when to lead, when to follow [408]

Be a leadership role model [404],[405]

Find unique opportunities to showcase leadership skills [411]



Academics

Academic Rehab

The process by which students get "back on track" after a bad year, semester or course. This process may involve other individuals. It can also be something that the student does completely on their own.

Fixing a failure / Reactive rehab

Understand that sometimes things are out of my personal control [535]

Add in extra study time if grades are falling [38]

Cut back on social activities/don't overschedule [12],[14]

Rearrange schedule after a bad semester [14],[15],[16]

Adjust work schedule to accommodate harder workload [11]

Preventing a failure / Proactive rehab

Find people to help me understand material [2-4]

Don't rely on friends to fix academic issues [8]

Visit office hours when material becomes more challenging [13]

Get back on track with subjects I have neglected [9]

Use a bad test to inspire me to do better next time [7]

Setting grade goals

Pass math in 3 semesters so I don't get expelled [2-33],[2-32]

Don't sacrifice activities for a perfect 4.0 GPA [193]

Set realistic goals around GPA [187],[195],[194]

Define semester grade goals [388],[197]

Do the work, get the grades

Turn in sorority grade sheets [338]

Know what's required for grades [192]

Get good grades [190],[196],[189],[191]

Grades

The measure by which students adhere to in order to make academic progress. This includes student grade goals.

Course Selection

The process of selecting a particular course, section or professor by a student. Students have a variety of different ways to select courses and are influenced by multiple factors. This also includes selecting courses that are core and elective as well as major-specific.

Majors / minors

Major(s) and minor(s) choices are required in order to graduate and may or may not be an area that a student seeks a career. There are a multitude of factors that go into selecting a particular major(s). Students will also utilize a variety of resources when selecting and changing their major(s) and/or minor(s).

Understanding a major's requirements

Think about major in timely fashion [368]

Understand full requirements most range for major [205],[196]

Understand major's requirements [346]

Apply to a limited access major [359],[364]

Understand limited access major requirements [369],[367],[366]

Personal motivations for selecting a major

Find a major that has flexibility in the job market [441]

Find a major without a lot of math [2-7]

Find a major that is understandable to me [2-59]

Match abilities to major selection [355]

Choose a major that allows me to help people [386]

Identify good majors for me [398],[367],[347],[358]

Justify my choice of major to my parents [360],[382]

Major in something I enjoyed in high school [362]

Find a passion that I believe in [388]

Choosing a major (the act of)

Take intro courses to help when selecting a major [345],[349]

Learn what departments have to offer [390]

Shadow other students [382],[379]

Study abroad to learn more about potential majors [299],[351]

Don't be afraid to ask questions about what I want to do and not do [396]

Explore majors at a major fair [401]

Take intro courses to help when selecting a major [345],[349]

Research majors available to me [391],[354]

Select a second major and/or minor [399]

Ask classmates / others in major for advice [239]

Choose a concentration within my major [344]

Decide on a major [355],[371],[365]

Ask family for advice on majors [360]

Changing major

Talk to parents about changing majors [381],[372]

Change major even if it's "too late" [356]

Change major to something I am passionate about [373]

Re-evaluate major selection [378]

Talk to friends about changing major [380]

Beware of changing a major for the wrong reasons [336]

Stay in same field/avoid major change [393]

Use course catalogs when looking at major changes [363]

Talk to friends about changing major [380]

Selecting a minor

Minor in something so I can always fall back [2-45]

Choose minor that fulfills minimum credit requirement [425]

Talk to advisor about minor options [426]

Take non-major classes and use those towards a possible minor [427]

Learning

Learning Inside Class

The connection between the student and their habits during a class. This space only includes traditional in-person courses and a student's associated behaviors (not on-line).

Taking notes & listening during class

Utilize laptop for note taking [2-21]

Prepare for class ahead of time [308][320]

Understand directions [230]

Write down everything [233]

Pay attention and take notes in class [234][235][2-66][2-74]

Utilize good note-taking skills [232]

Classroom logistics

Sit where I'm going to be most successful [231][2-20]

Show up to class on time [229]

Learning Outside Class

Students do the majority of their learning outside of class and adhere to many different practices, schedules and routines. This area also encompasses the idea of learning/comprehending for the sake of grasping the material aka "critical thinking".

Studying with others / peer learning

Look to acquaintances for help [260]

Get advice from peers in my program [288]

Use my fraternity brothers to help with weaker areas [253][244][255]

Use competition to inspire me to work harder [339]

Be prepared for group assignments [264][309]

Utilize friends taking same classes [292]

Connect with others to learn material together [236]

Build relationships with others in my program [266]

Seek help from different people [267]

Get academic help through sorority [334]

Find study buddies [315]

Seek help from friends [261]

Learn from peers [319]

Get a friend to help keep me on-track [295]

Connect with friends in class to learn the material [265]

Connect with students in my major [334]

Study with other students [283]

Make friends in the classes [289]

Look to fraternity brothers to stay accountable [257][243]

Get through the short-term requirements [259]

Tap into friend's knowledge for test study [290]

Collaborate with my peers to learn the material [323]

Learning "how to learn" in college

Prove naysayers wrong [528]

Read to actually learn [252]

Be proactive about completing assignments [265]

Do research/schoolwork [272][271][276]

Create useful study habits [610][689][579][316][313]

Grasp the concepts [280]

Learn about specific topics [275]

Hone research skills [273]

Figure out how to study for a particular class/professor/test [278]

Learn to "learn on my own" [251]

Take time to really learn material [300]

Understand that learning isn't just passing an exam [241]

Summarize what I've read in order to understand it [330]

Do more than just write something down [294]

Learn "how to learn" [240]

Work towards actually learning material [238]

Apply what I'm learning [341]

Get outside class work done [335]

Know what is the best way for me to learn material [604][595]

Work towards actually learning material [270]

Appreciate the learning aspect of a liberal arts college [294]

Utilizing additional learning resources

Get papers edited even if last minute [279]

Go to tutoring 2x a week [2-41][2-23][2-19]

Look up math help online/youtube videos [2-17]

Get to the math lab/writing lab [326]

Take additional workshops offered at the university [331]

Learn about school resources [318]

Work on improving reading and writing skills [333][274][282]

Use the on-campus computer labs [332]

Use school learning centers [340]

Take advantage of supplemental instruction [268]

Utilize the campus library [322]

Get tutoring when needed [327][325]

Utilize the free writing center [269]

Use available tools to find out requirements [301]

Utilize external apps for learning hard material [303][296]

Make time for the library [328]

Utilize all types of learning methods [263]

Utilize available on-line tools for learning [250][302][287]

Shaping my physical learning space

Find study space where I can be alone [2-38]

Reduce distractions [297]

Set up optimal study space for me [262][324][248][298]

Find good study space when commuting [305]

Creating study materials

Make exam study note cards / study guides [307][291]

Buy technology devices that are useful to me [284][306]

Use the handouts the professors give me [249][317]

Make study materials [237]

Use different colors for note taking in order to know what was from class and my own personal studying [310]

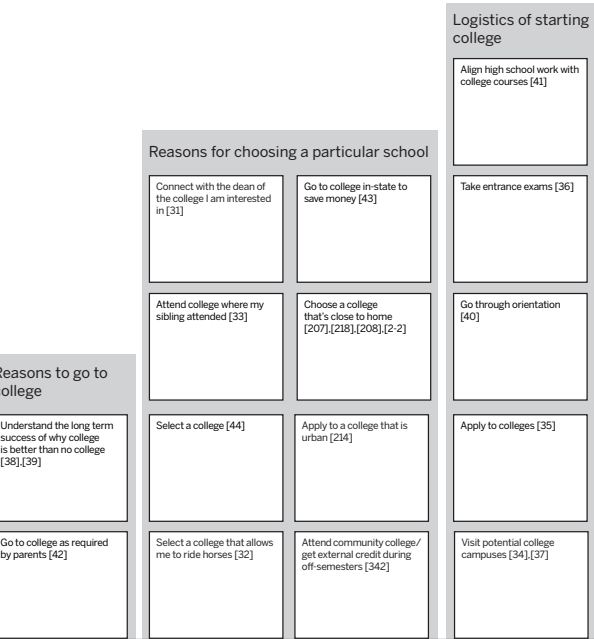
Review notes after class [312][329]



Events

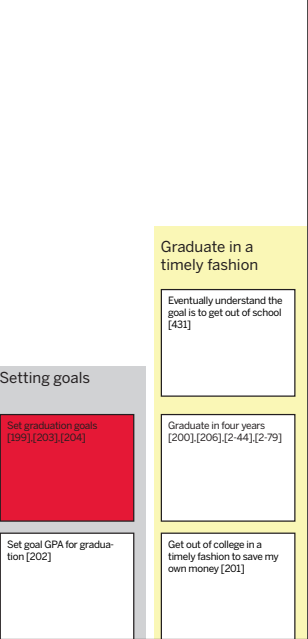
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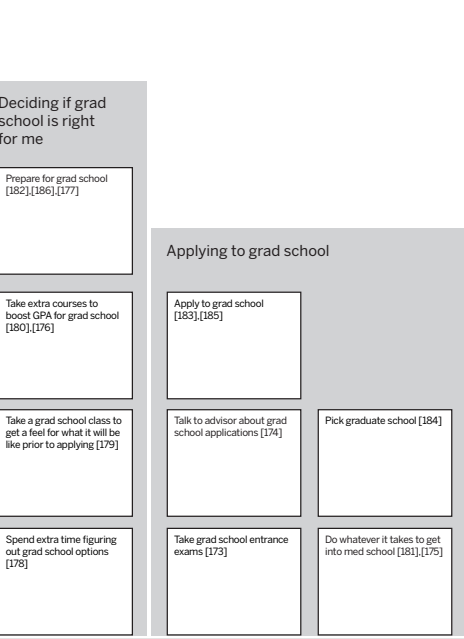
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The act of getting out of college upon obtaining a degree. This is limited to graduation requirements and graduation goals for the student.



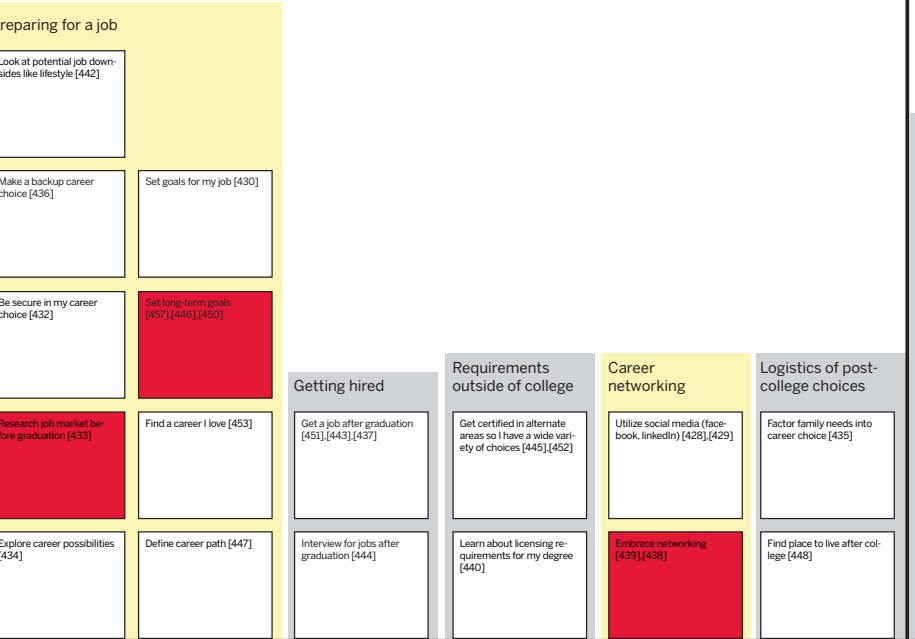
Grad School

This space encapsulates the requirements and planning required when considering whether or not to attend graduate school.



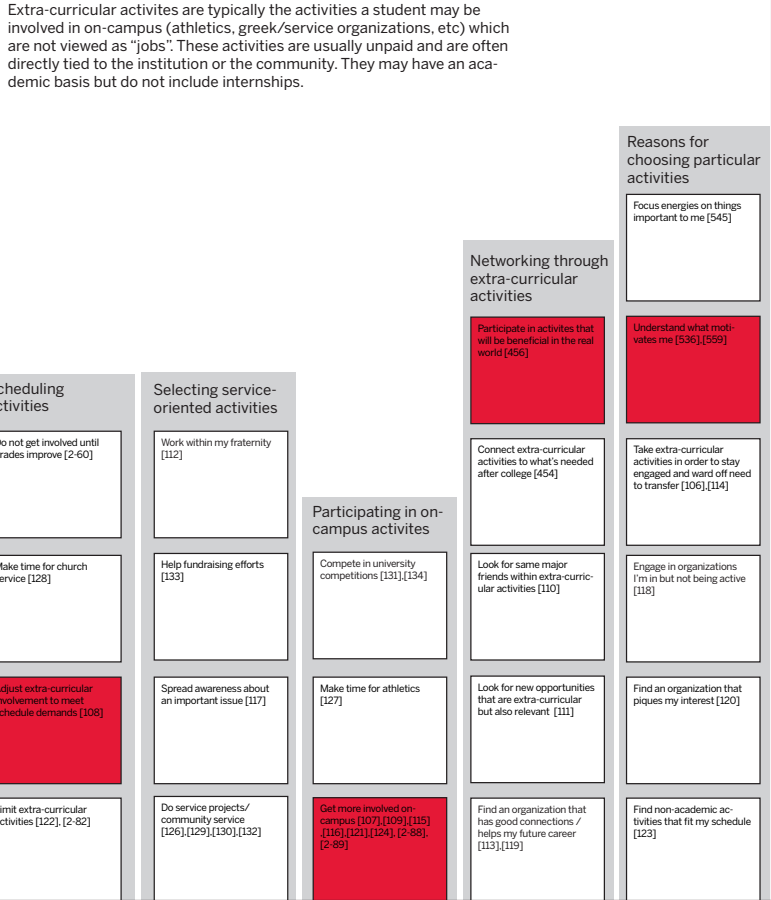
Post-College/Career

This space includes understanding which career choices are most important and what to do logistically after graduation.



Involvement

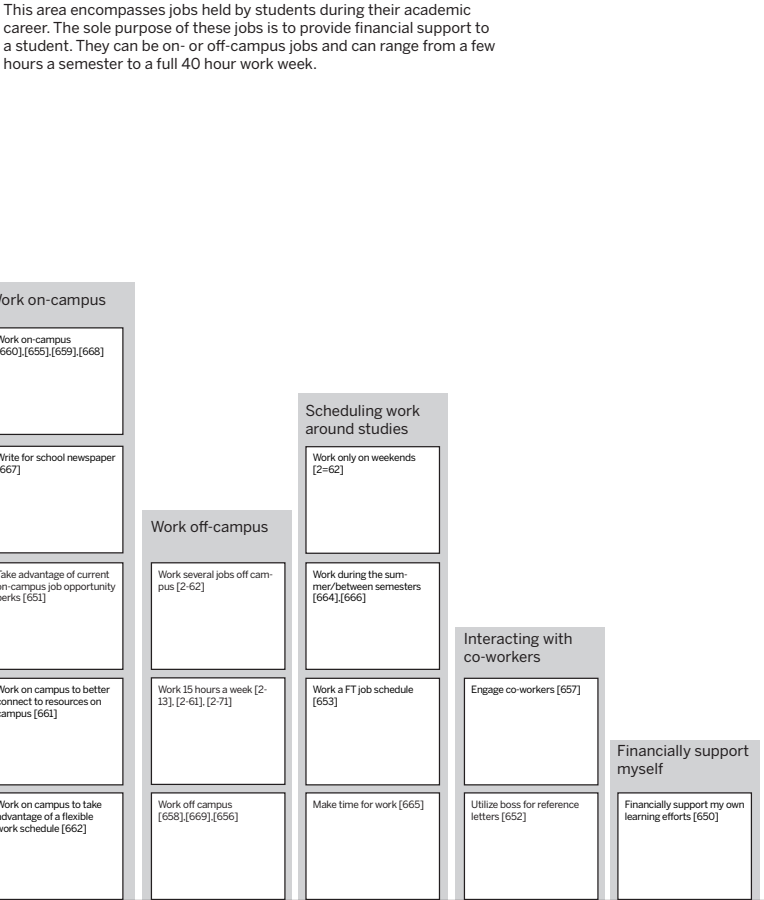
Extra-curricular Activities



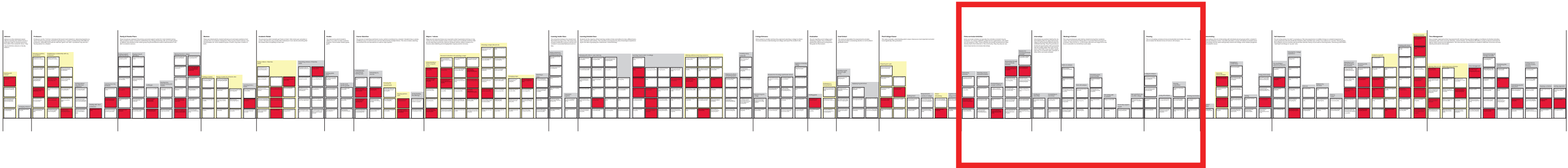
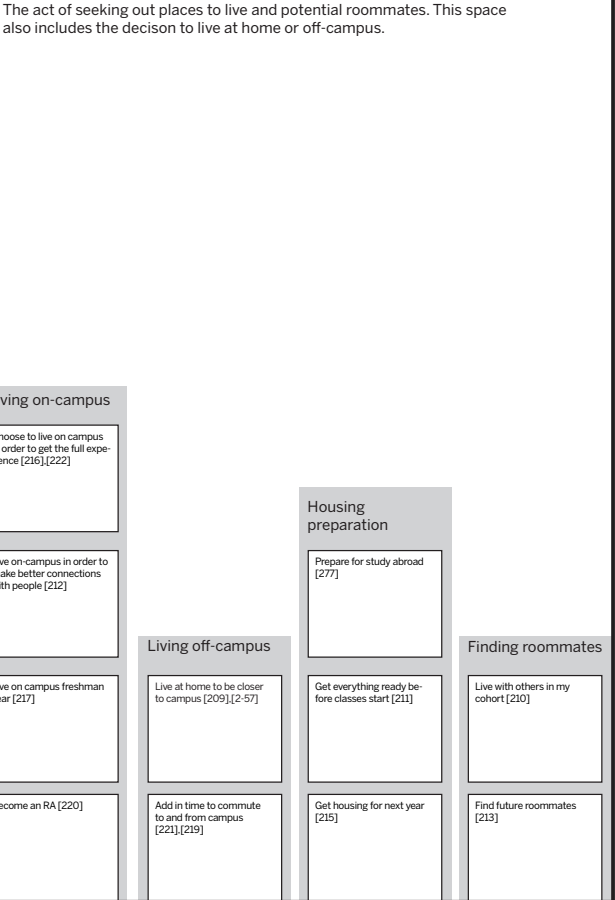
Internships



Working in School



Housing



Engagement

