We surveyed more than 200 undergraduate students about their adulting-related interests.

### Assessment

**Summer Orientations:**
- We polled new students at orientation fairs held on campus throughout the summer.
- Including orientations for first-year, transfer, honors, student athletes, STEM students, etc.

**Student Employees:**
- We polled library student employees and students who work for our campus partners.
- Longer survey provided an opportunity to gather richer qualitative feedback.

**Whiteboard:**
- We used the library whiteboard to ask summer session one and two students, “What does adulting mean to you?”

### Guiding Principles

- Don’t reinvent the wheel.
- Engage students with active learning.
- Assess, iterate, and improve.

Learn more online: https://library.unc.edu/house/workshops/adulting-101/

### Elevating Student Voices

**Health Literacy**

*Adulting to me is a successful balance between responsibilities and mental health.*

- Students’ survey responses emphasized how important it is to manage their stress, prioritize self-care, and spend quality time with their loved ones.
- Health literacy partners:
  - 1. Health Sciences Library
  - 2. Counseling and Psychological Services (CAPS)
  - 3. Active Mind at Carolina (student club)
- Fall workshop: Is There a Doctor in the HOUSE? (online health information)
- Spring workshop: Self-care for the Mind (mental health research)

**Financial Literacy**

*Adulting means being able to independently support myself financially, emotionally, and physically.*

- Students’ survey responses made connections between their financial health and their social, emotional, and physical wellbeing.
- Financial literacy partners:
  - 1. Office of the Dean of Students
  - 2. UNC Financial Literacy Consortium
  - 3. Carolina Covenant
- Fall workshop: Ballin’ on a Budget (basic budgeting)
- Spring workshop: Swiper, No Swiping! (credit reports and scores)

**Civic Literacy**

*Either having your life in order or being open to chaos.*

- Students’ survey responses revealed the struggles and contradictions of existing as an independent person in modern society.
- Civic literacy partners:
  - 1. Department of Political Science
  - 2. Institute of Politics (student club)
  - 3. University Career Services
- Fall workshop: Keeping Up with the Campaigners (voting in midterm elections)
- Spring workshop: Level Up Your LinkedIn (networking and job searching)

### Student Impact

**Workshop Attendance:**
- More than 100 students attended the first six Adulting 101 workshops.
- 100 percent of students said “yes” or “maybe” when asked if they would consider attending a future Adulting 101 workshop.

**Learning Outcomes:**
- In post-workshop surveys, students said they developed critical information literacy skills like evaluating sources for accuracy, authority, and bias.
  - “I learned how to find sources about mental health that are credible and how to distinguish those from less trustworthy or biased sites.”
- They also appreciated having a forum to address topics that otherwise may not be discussed on campus or in the classroom.
  - “The Adulting 101 workshops address topics that otherwise would not be discussed. "Adulting 101 has been teaching us very important skills that are crucial, but we don’t necessarily learn in the classroom.”

### Meaningful Partnerships

**Peer-to-Peer Learning:**
- In the spring, we introduced peer-to-peer learning in all three adulting workshops.
  - “What I enjoyed most is the level of support that I received from library staff members. While we collaborated preparing to teach important materials to students, we also learned about the topic along the way.”
  - Portia Hardy, undergraduate student and Adulting 101 instructor

**Campus Partnerships:**
- The series allowed us to collaborate as instructional partners with other campus units.
  - “I really appreciate the collaborative, high impact practices, and virtual vehicle the Undergraduate Library utilizes to engage students.”
  - Yasser Taweel, University Career Services and Adulting 101 instructor