

My BYU Journey



Sarah's car is stuffed with bedding, snacks, and a lifetime of memories as she pulls into BYU for the first time. Her parents help her unload everything, her mom tucks a handwritten note in her bag, and her dad tries to fix the mini fridge's wobbly leg.





Her parents say goodbye over a dinner of burgers and fries and wish her luck at NSO the next day. Sarah's already received a text from her peer mentor and is excited to meet them.

For the first time alone Sarah stands in the quiet of her new room, surrounded by the soft buzz of campus outside. She feels excited, but also a little scared. What's expected of her now?

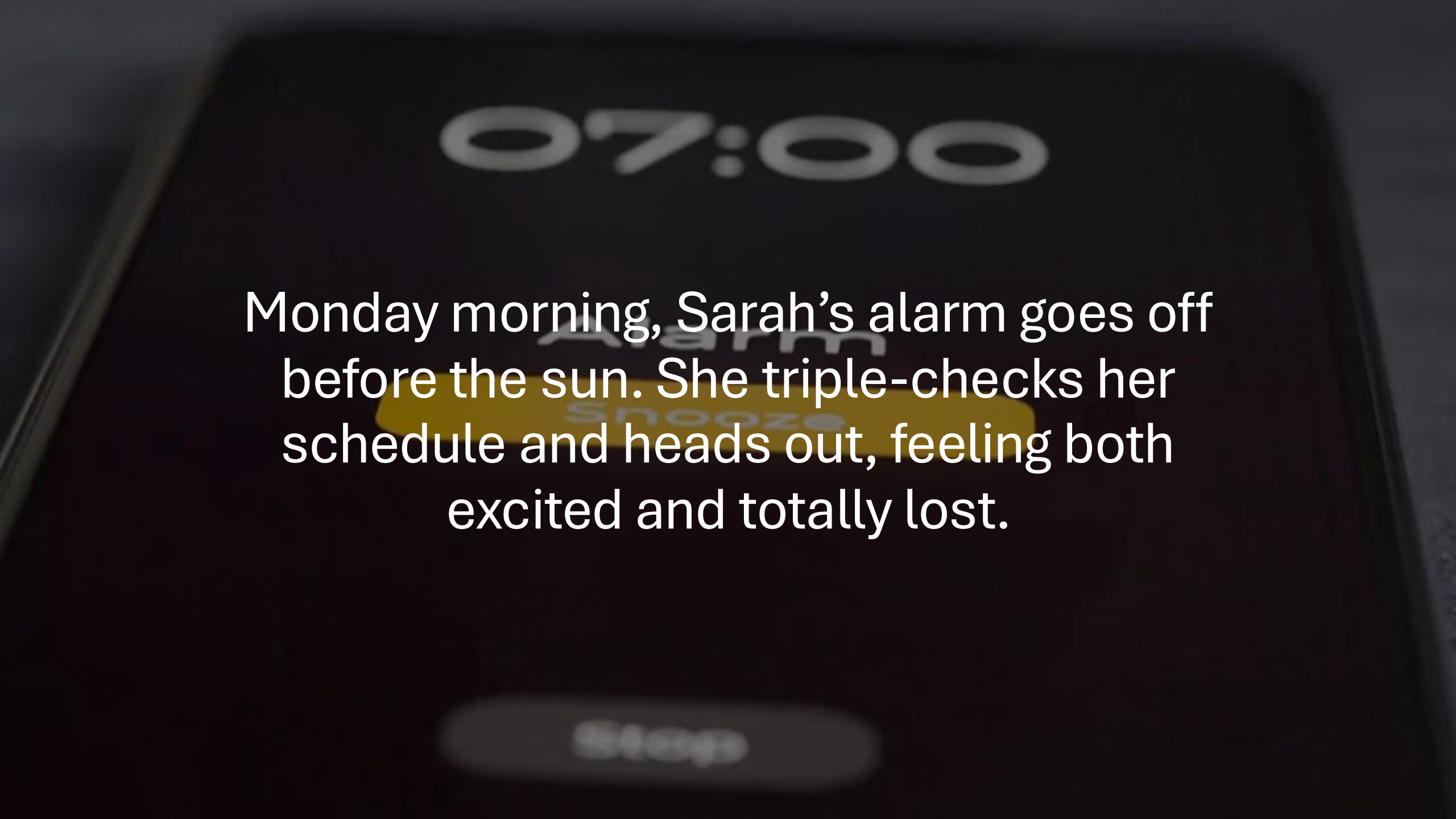
Expectations of First-Year Students



Expectations of First-Year Students

- **Show up:** Be present—in class, in conversations, in opportunities.
- **Ask questions:** No one expects you to know everything.
- **Try new things:** This is your time to explore.
- **Take responsibility:** You're in charge of your learning, your time, your growth.
- **Use your resources:** Mentors, professors, advisors—there's a team ready to support you.

[Continue the Story](#)



Monday morning, Sarah's alarm goes off before the sun. She triple-checks her schedule and heads out, feeling both excited and totally lost.

She walks into what she thinks is her English class—only to find herself in a huge lecture on medieval history. Oops. She laughs it off; cheeks flushed she slips out before the professor notices.



Back outside, she texts her mentor: “I think I already failed day one.” Her mentor replies with a laughing emoji and says, “Don’t worry—it happens to everyone. Let me show you how to navigate campus.”

First-Year Mentoring



First-Year Mentoring

- One-on-one support for adjusting to college life
- Mentors who get it—they've been there too
- Help with navigating campus, understanding classes, and asking for help
- A safe place to say, “I don't know where to start”

[Continue the Story](#)

Later that day, she finds her next class and stands outside the door. Should she sit near the front next to a friendly looking girl or hide in the back?

Should Sarah sit near others or sit in the back?

Choice

Sit near others

Sit in the back

Sit Near Others

A photograph of two young women sitting at a wooden table in a bright, indoor setting. The woman on the left has long dark hair and is wearing a white shirt, resting her chin on her hand. The woman on the right has long blonde wavy hair and is wearing a floral patterned top. They are both smiling and looking at each other, appearing to be in a friendly conversation. The background is softly blurred, showing greenery and a bright light source.

Sarah chooses the front. She slides into a seat and smiles nervously at the girl next to her. “Is this the class with the reading quiz?” she asks. They laugh and compare notes—instantly, Sarah feels a little less alone.

[Continue the story](#)

Sit in the Back

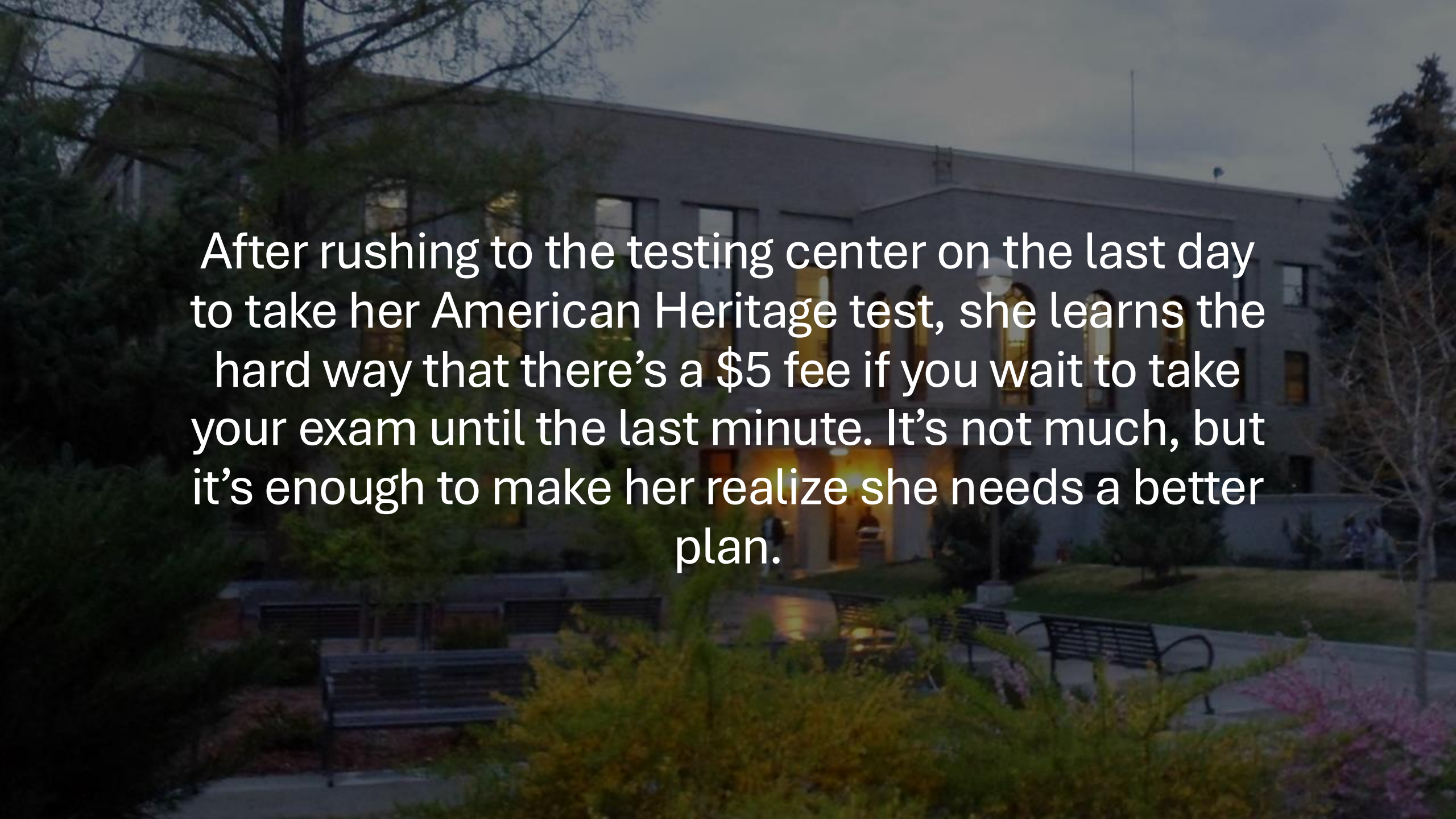
Sarah heads to the back and sits in an empty row-- but someone ends up sitting next to her anyway, asking for help finding the syllabus. They chat for a minute—turns out, she's not the only one feeling lost.



[Continue the story](#)



By the third week, midterms loom. Sarah can't seem to stop thinking about how her roommates are always making plans to go dancing, all she can seem to do is stress about all of her midterms- she's never been good at tests.

A photograph of a modern, multi-story building at dusk. The building has large windows, some of which are illuminated from within. In the foreground, there are several dark metal benches and some greenery, including bushes and trees. The sky is a dark, overcast grey. The text is overlaid in the center of the image.

After rushing to the testing center on the last day to take her American Heritage test, she learns the hard way that there's a \$5 fee if you wait to take your exam until the last minute. It's not much, but it's enough to make her realize she needs a better plan.

Trying to do better, Sarah's torn between joining the study group her friends keep talking about or heading to the TA lab—where she's heard there's always someone to offer one-on-one help, and maybe even a cute guy in the corner with his own flashcards.



Should Sarah go to her study group or go to the TA lab?

Choice

Study group

TA lab



She joins the study group. They spread out in the library, sharing snacks and notes. They're not perfect, but they keep each other going—and it helps her feel a little more prepared.

Early Alert

Study Group

TA Lab

Early Alert

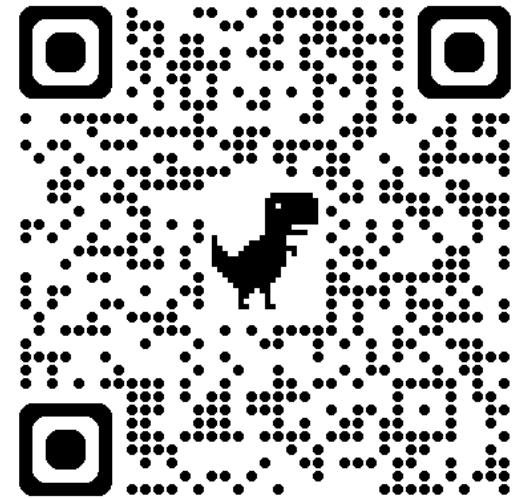
She chooses the TA lab. It's quieter, and she *actually* meets a guy who's studying for the same class. They end up swapping tips and making each other laugh about how confusing the last chapter was.



Early Alert

Early Alert is a tool that shows mentors:

- How engaged students are in each class
- Which classes need improvement
- Whether they're improving—or falling behind
- The last time they clicked on Learning Suite for each course
- It gives real-time data



More Info



How Mentors Use Early Alert

They use it to:

- **Recognize when a student needs support**
- **Start caring conversations** (“How are things going? What support would help?”)
- **Connect students with resources** like tutoring, TA labs, office hours
- **Recognize wins**, not just struggles

[Continue the Story](#)

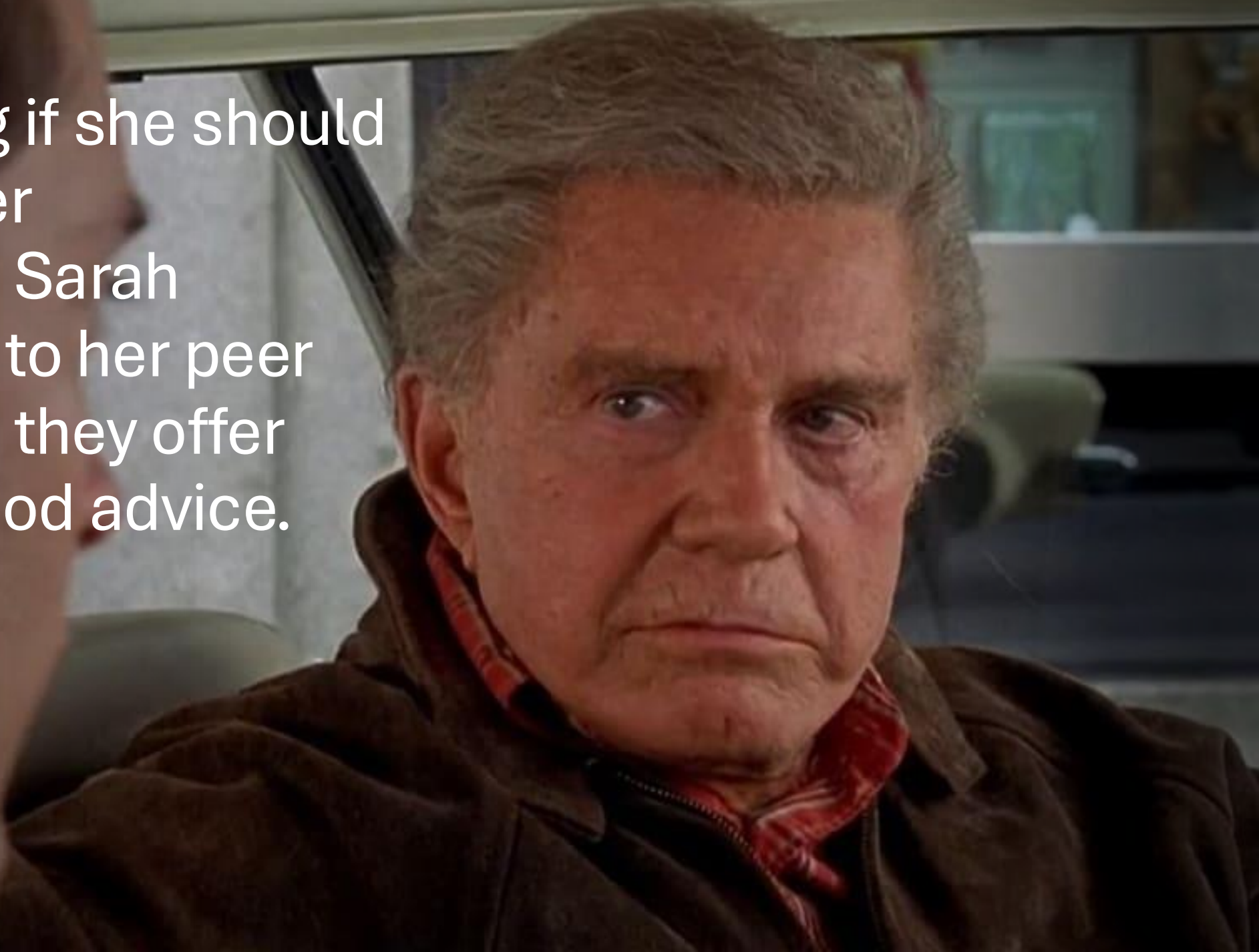
Mid-semester, Sarah gets a calling at church as a Sunday School teacher. She's nervous, but the new role helps her feel like she belongs somewhere on campus. Her ministering sisters and brothers also drop by one night with cookies as an encouraging gift.



However, soon after, Sarah's apartment starts to feel cramped. One roommate always leaves dishes in the sink, and the tension is thick enough to cut with a butter knife.



Not knowing if she should approach her roommates, Sarah reaches out to her peer mentor, and they offer her some good advice.



How can Sarah approach this? Should she go talk to her roommates about the dishes or should she stay quiet try to not let herself get bothered by it?

Choice

Talk it out

Stay quiet

Talk to Them

She chooses to talk. It's an awkward conversation—her voice trembles a little—but they all agree to work on being more considerate. The apartment starts to feel more like a home, and Sarah's glad she didn't keep it all inside.



Why Peer Mentors

Stay Quiet:

She stays quiet. The tension doesn't go away, but she learns to carve out her own space, focusing on what she can control. She still wishes she'd spoken up, but she also learns that sometimes it's okay to let things slide.



Why Peer Mentors

Why Peer Mentors Matter

Peer Mentors aren't just campus tour guides. They're trained to help students:

- Navigate tough decisions (classes, majors, stress, life)
- Stay on track academically and socially
- Understand when (and how) to ask for help
- Get connected to campus resources that actually work
- Feel seen and supported—by someone who's been there
- Get help exploring clubs and campus jobs
- Walk through registration and deadlines
- And so much more!

[Continue the Story](#)

By October, Sarah's feeling worn down. She's got two huge projects due in the same week, homesickness that sneaks up in the quiet moments, and that nagging doubt about her major.





She sees
everyone else
talking about
winter
registration—but
she's not even
sure what she
wants to study.

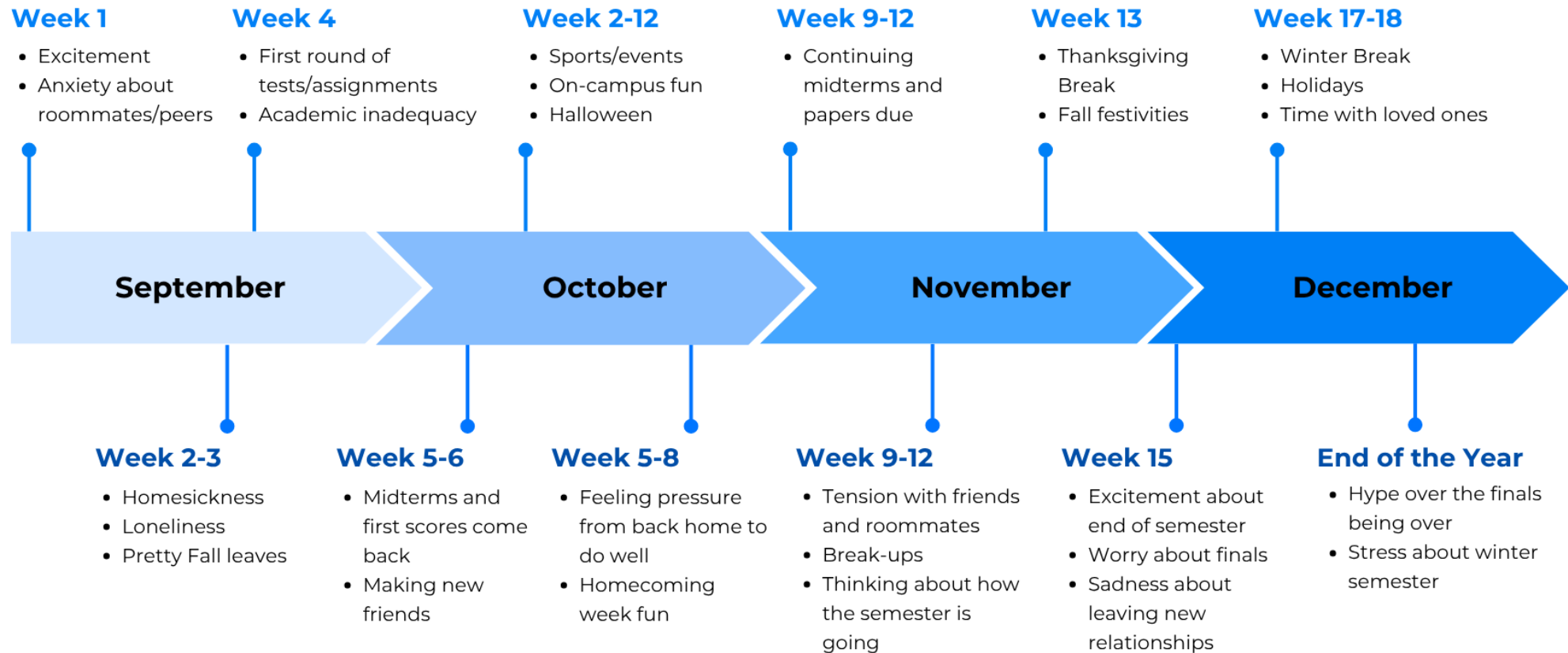
She remembers her mentor telling her there are common experiences throughout the semester—how everyone feels these highs and lows, and it's okay to not have it all figured out.



Rhythm of the Semester

Rhythm of the Semester

Common Experiences



Continue the Story

Should Sarah meet with her mentor and ask for help or push through alone?

Choice

Meet with mentor

Push through alone

Meet with Mentor



She meets with her mentor in the HUB, the third floor of the library where everything smells like old books and hope. They talk about time management and her fears about registration. Her mentor suggests meeting with an academic advisor, and suddenly she feels like she can breathe again.

[Continue the story](#)

Push Through Alone



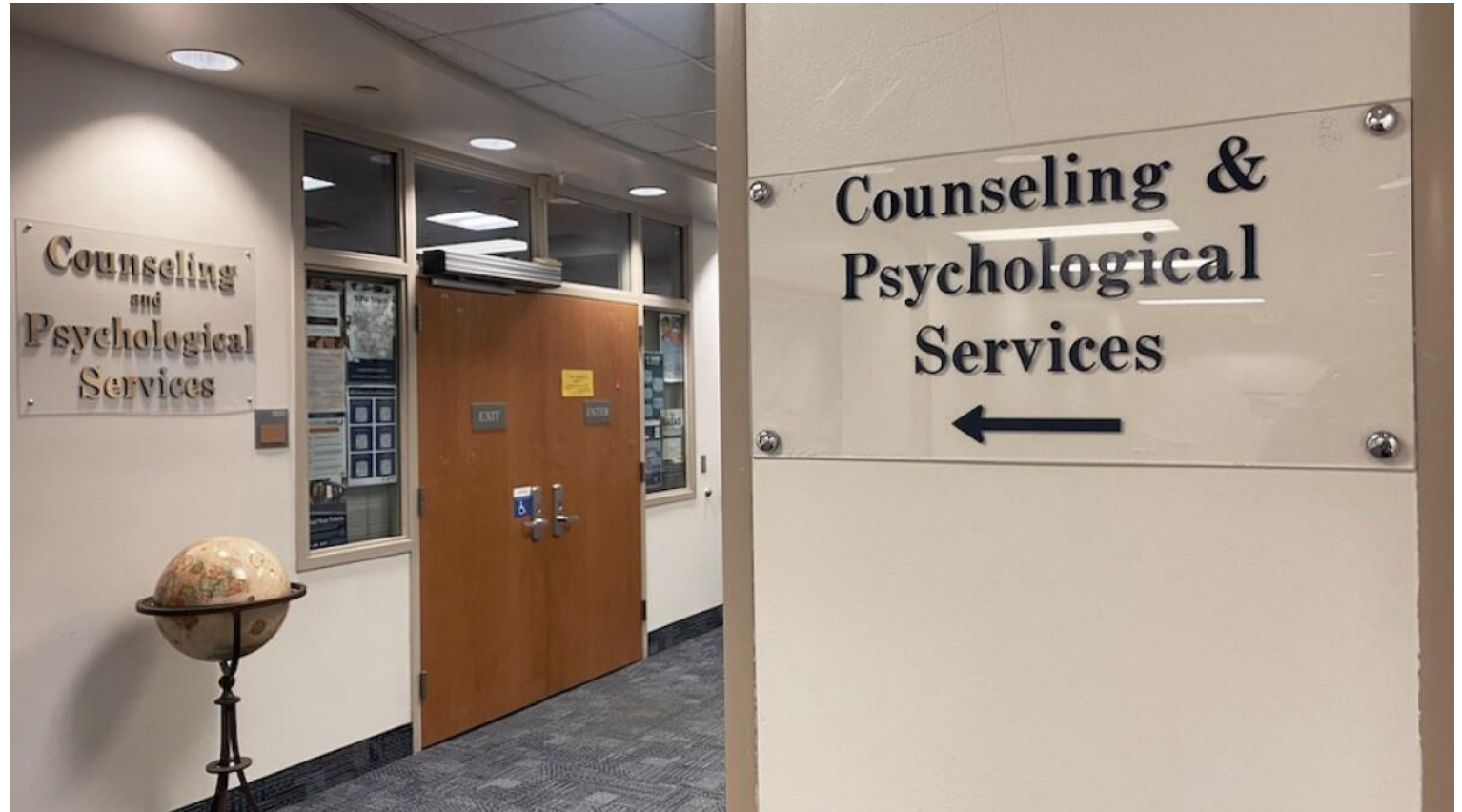
She decides to push through alone. She signs up for random classes, following her friend's schedule just so she won't feel totally alone. It's not a disaster, but she still feels a little lost.

[Continue the story](#)

November brings dark clouds and shorter days. Sarah's feeling the weight of everything, and the breakup with her boyfriend just before Thanksgiving doesn't help. She knows it's normal to feel a little down, but this feels bigger than her. She reaches out to her peer mentor to ask for some advice.



Her mentor tells her about CAPS and Quick Care—places she can go when the blues feel bigger than she can handle. She decides to make an appointment.





That same week, her mom calls just to say she loves her, and her roommate bakes cookies for everyone. It's small, but it's enough to remind her she's not alone. Her roommates also remind her about an upcoming ward activity: a luau with food! But what in the world are Hawaiian haystacks?

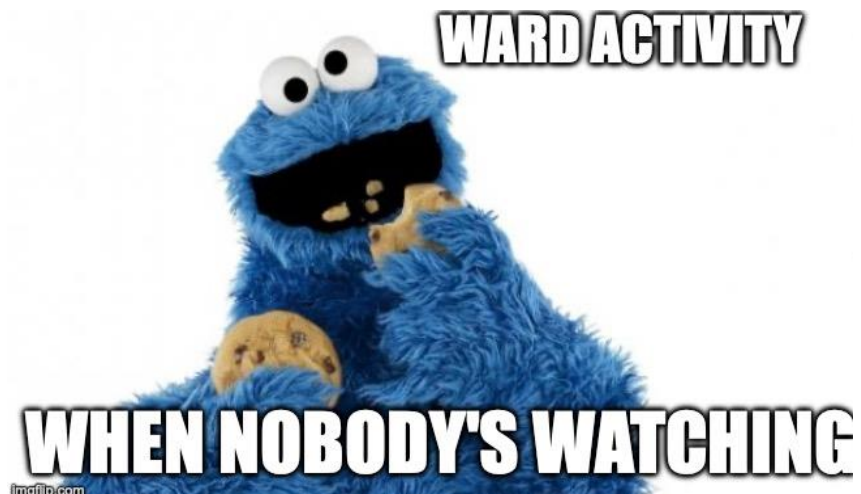
Should Sarah go to the ward activity or stay home?

Choice

Ward Activity

Stay home

Go to Activity



She decides to go to the ward activity. It's a night of games and free food—just what she needed. She laughs, eats too much, and feels like herself again.

[Continue the story](#)

Stay Home



She decides to stay in and tackle homework. She feels a little better being ahead, but she also realizes how much she misses just being with people.

[Continue the story](#)

Finals come fast. Sarah finds herself up late studying and hoping for the best. She's not sure she's ready for one final in particular—she is not feeling confident about it at all.



Sarah's mentor asks if they can meet one last time this semester. In their meeting, her mentor shares tips for getting through her first year.

Finals end and Sarah walks out of the Testing Center with a deep breath and a quiet smile. She's proud of how far she's come—every choice, every stumble, every small win.



She thinks back to that first day when she was lost in the JSB, feeling like she didn't belong. Now she knows she does.



She's learned how to ask for help,
how to be a friend, and how to care
for herself—even on the days when
it felt impossible.



Just like Sarah every choice you make will
shape your journey.

**“How will you prepare for your
first year?”**

**Any questions about heading
into your first semester?**

My BYU Journey Activity



Jalen Martinez

Jalen is halfway through his first semester at BYU. He's been going to class and wants to do well, but he's starting to fall behind—especially in WRTG 150, where he hasn't turned in the last two assignments. He hasn't checked Learning Suite in a few days and hasn't responded to texts from his mentor. It seems like he might be feeling stuck or overwhelmed, but with the right support, he could easily get back on track.

What should Jalen do next?

Possible Solutions:

Check-in with Mentor

Appointment with Professor to go over assignments

Appointment with Writing Center tutor

Opening LearningSuite and prioritizing one task

Connecting with CAPS or academic advising

Liz Chang

Liz is taking on a lot—17 credits, three clubs, and she was just offered a position as a TA. She's excited about her opportunities and wants to do everything well, but she's also feeling stretched thin. She missed an assignment after not checking Learning Suite for a week and is starting to feel a little overwhelmed. Liz says she's "totally fine," but might benefit from learning how to balance all the good things she's involved in.

What should Liz do next?

Possible Solutions:

Help from mentor reassessing her workload and prioritizing

Talk with professors or TA's

Help from mentor about time management strategies

Remembering she doesn't have to do it all alone.

Mateo Johnson

Mateo is going to class consistently, but recently told his mentor he's wondering if BYU is the right fit for him. He hasn't found close friends yet and hasn't gotten involved outside of classes. While he's unsure about what to do next, Mateo is trying to figure things out and is open to ideas. He wants to feel more connected.

What should Mateo do next?

Possible Solutions:

Explore campus communities or clubs

Intramural sports

Attending an event with a mentor or friend to ease the pressure

Get involved with BYUSA

Office of Belonging

Allison Smith

Allison is starting to realize that her major might not be the right fit. She's nervous about changing directions—especially because her parents were excited about her current path—but she's also curious about what else she could study. She doesn't want to fall behind on graduation, but she's starting to explore her options and think about what she really wants.

What should Allison do next?

Possible Solutions:

Meet with academic advisor to talk through what changing majors might mean for her timeline

Career exploration tools like a visit to Exploration Point

Talk to someone in a major she's curious about

Meet with her mentor

Trying out an elective

**Any questions about navigating your
transition to college?**

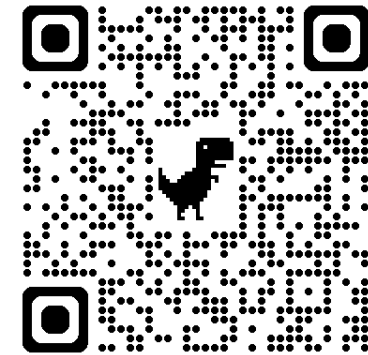


Tools to start your First
Year!

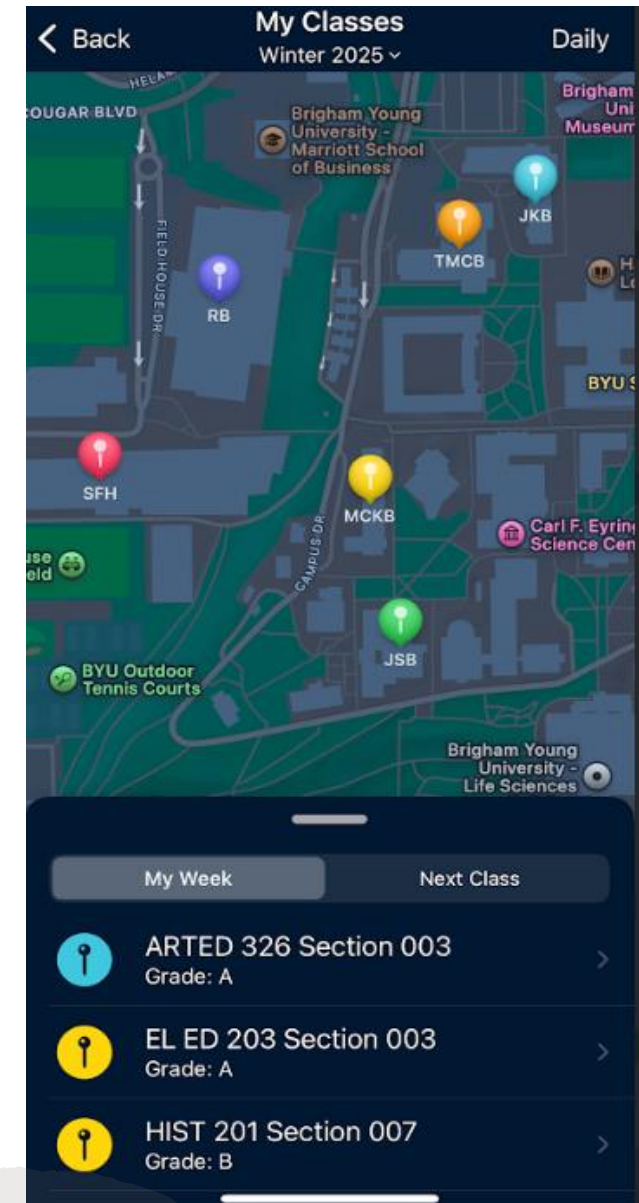
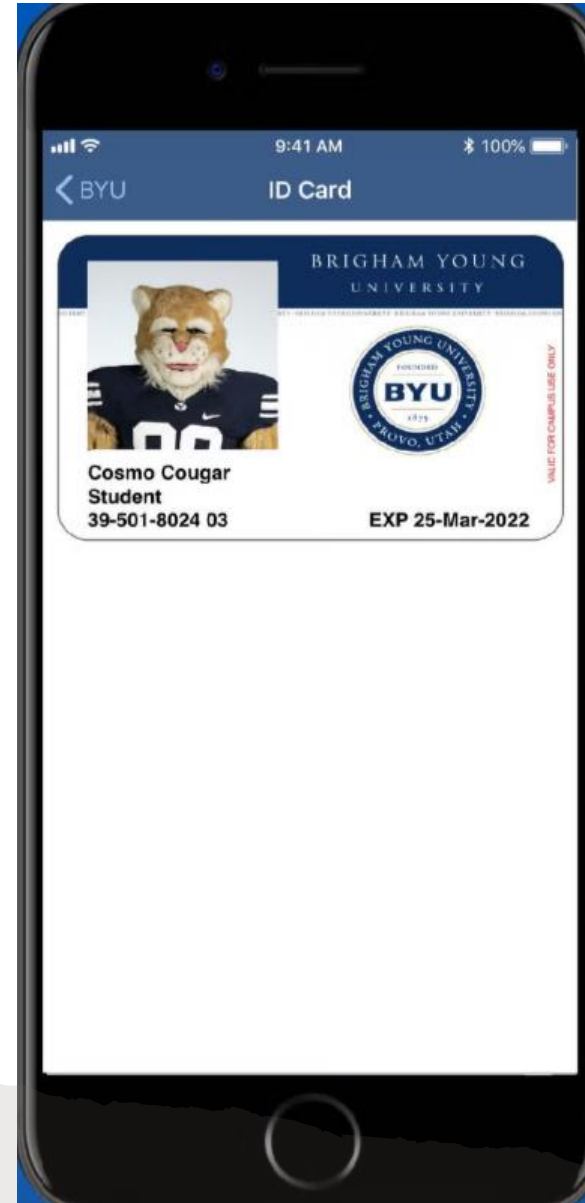
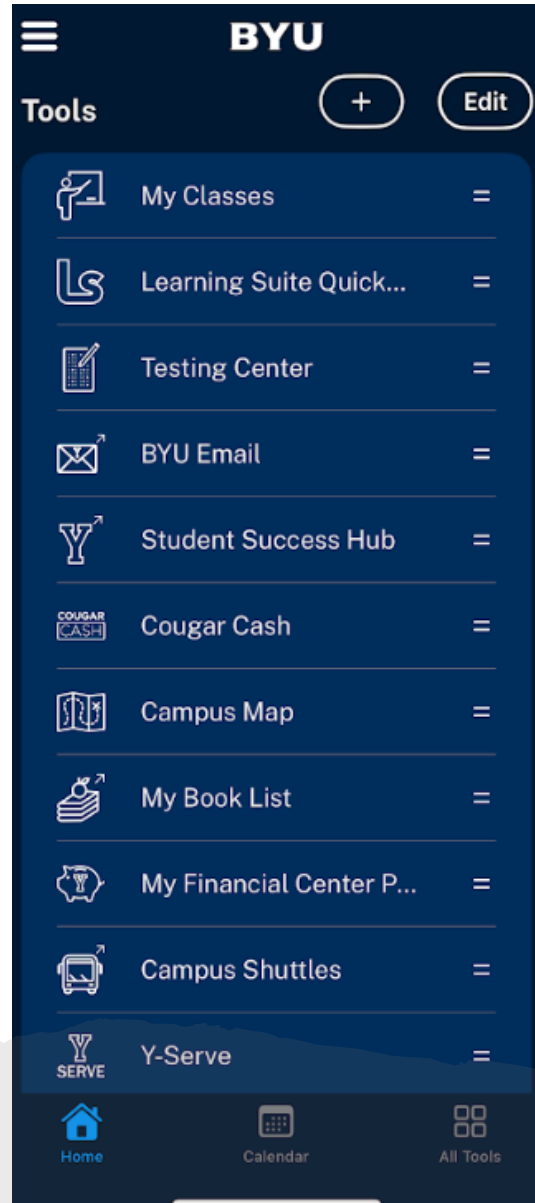



Wi-Fi

- Username: [netID]@byu.edu
- Password: [your BYU Password]



BYU App





Student Service Centers in the Wilk

Counseling and Psychological
Services (WSC 1500)

Title IX (WSC 1320)

ID Center (WSC 1057)

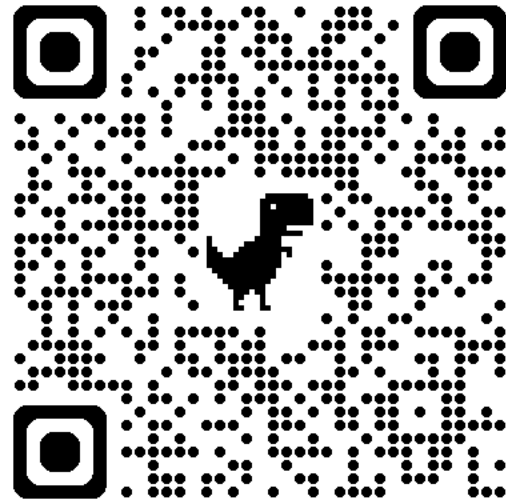
University Advisement Center (WSC
2500)

Multicultural Student Center (WSC
2400)

Accessibility Center (WSC 2170)

Enrollment Services (WSC 3326)

Questions



Schedule a meeting with me

Head outside