Self-reflection is an important meta-cognitive skill related to increased student performance and understanding. In this presentation, we will describe an implementation of online guided reflection forms in two inquiry-based college classes: one in discrete mathematics and one in first-semester calculus. Via weekly reflection assignments, students were encouraged to identify learning experiences that they would like to improve upon, select strategies to overcome challenges, and set specific goals for future growth. At the same time, the reflections served as an additional line of communication between the students and the instructor. Implications for students’ buy-in to an IBL-style classroom and their attitudes toward learning mathematics will be discussed. (Received September 16, 2019)