QEP Prospectus Draft

This document represents the research and discussions of the QEP Development Committee from February 2015 to present. This document and the QEP project itself will continue to be developed throughout the 2016-17 academic year in preparation for submission to SACS by March 6, 2017. Updated drafts of this document will be posted to the QEP website as they become available.

November 15, 2016

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QEP Prospectus

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I. Executive Summary:

In 2015, the University of Louisville established the QEP Development Committee in order to research, propose and prepare with campus colleagues a QEP proposal as part of the institution's commitment to the reaffirmation process for SACS-COC to be completed in early 2017. The QEP is a component of accreditation focused on "learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution." SACS requires that each institution develop a QEP "through a broad-based institutional process identifying key issues emerging from institutional assessment" (SACS COC, 2011).

Our UofL QEP Development Committee is composed of faculty, staff and student members from units across campus (see Appendix A for a complete roster) is co-chaired by Riaan van Zyl, associate dean for research in the Kent School of Social Work, and Patty Payette, director of i2a and senior associate director of the Delphi Center for Teaching and Learning. In early 2015, the committee began meeting to examine and analyze university data with a focus on the specific hurdles faced by many undergraduate students: navigating the challenges of the second year and successfully transitioning into the third year, which appears to be a moment of critical weakness in the university's persistence plans. Although improved retention is one of the expected outcomes of the new QEP, the project will center upon enhancing the learning and the learning environment, and its subjects will be pre-unit and undecided students whose struggles are evident in second-year performance data.

The QEP Development Committee identified a troubling persistence pattern in our second-year undergraduate students: there is an attrition gap between the second and third year of undergraduate study, particularly for our exploratory students. At UofL, we use the term "exploratory" to identify students: 1) who have not declared a major ("undecided"); or 2) who have not earned admittance to the academic unit that shelters the program of their choice ("pre-unit").[1] Pre-unit students are admitted to the College of Arts and Sciences (A&S) and advised in our Exploratory Division alongside undecided students. Undecided students are housed in their own college. The incoming class, 2011 housed 76% undecided students in the A &S, 15% in

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[1]A 2012 internal study conducted by Institutional Effectiveness examined the progression of the University's 2011 Graduation Rate Survey (GRS) cohort. This study revealed noticeable differences between the three subgroups (declared majors, undecided majors, and pre-unit majors), from their admissions credentials, compared to their academic performance at the institution. Pre-unit students had a higher attrition rate than the other two subgroups and exhibited a lower grade point average and hours earned after each of the first two years at the institution. A report of the 2014 GRS cohort shows similar attrition trends present in the 2011 GRS cohort.

College of Business, and 9% in Speed School. The 2014 incoming class of "exploratory students" reveals 73% undecided in A & S, 24% in the College of Business and 3% in Speed School.[2]

Research on the subset of "exploratory" students demonstrates that the typical challenges around "academic fit" and satisfaction in the second year can be exacerbated for students who have not yet clarified a meaningful academic course of action, including declaring a suitable major (Tobolowski, 2008, Cuseo, 2012).

Our institutional data (from the GRS 2011 and 2014 analyses) show that exploratory students had a higher attrition rate, earned a lower grade point average and accumulated fewer hours earned after each of the first two years at the institution than our declared students. In 2011, approximately 25% of UofL students (and nearly 50% of students in the College of Arts and Sciences) entered our institution as exploratory students. In 2014 30% of the incoming class entered as "exploratory." At the start of the second year of the 2014 cohort, 39% of those entering as "exploratory" remained "exploratory."[3] We argue that these students stand to benefit from a structured learning opportunity in order to enhance their ability to thrive academically, to discover an appropriate disciplinary home at the university, and to persist through critical transition points and challenges of the second year and beyond.

The QEP initiative is a project with a 5-year span to design, implement and assess a 3-credit seminar course focused on academic and personal development of exploratory students.

A central goal of the seminar is to help students deepen their academic skills and explore the alignment of their majors, career plans, and personal strengths. The course will guide students to develop habits of critical thinking, to identify and practice methods of intellectual inquiry, and to find and evaluate information in reading and research effectively in academic contexts and to transfer these skills into other domains of their lives, including personal decision- making.

The QEP seminar will be offered as an elective seminar, to be offered through the Department of Counseling and Human Development, enrolling 20 students per section. We anticipate offering no more than 11 sections in both fall and spring semesters from 2018 through 2021, with relevant assessment and revision of the seminar occurring each year, leading to the conclusion of our initiative and reporting our findings in a Fifth Year Impact report to SACS in 2022. In line with SACS expectations, a demonstration of effective impact should lead to the eventual adoption of the course, or its effective activities, assessments and pedagogical practices, in our undergraduate curriculum and/or advising practices.

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[2] The students admitted as undecided into the College of Business and the Speed School of Engineering do not fit the literature-based profile of the "undecided" student. Typically, these students are fully planning to study in their respective unit, but have not declared a specific program, such as: Finance, Marketing, Computer Engineering, or Chemical Engineering. Undecided students in the College of Arts and Sciences, in contrast, exhibit true exploration and investigation of possible major choice, across the spectrum of over natural sciences, social sciences, and humanities options.

[3] These numbers are for students in the College of Arts and Sciences in the category of either "pre-unit" or "undecided." 26% of the 2014 "exploratory" cohort left the institution in their second year.

II. Process Used to Develop the QEP:

Evidence of the involvement of all appropriate campus constituencies (providing support for compliance with CS 3.3.2 "includes a broad-based involvement of institutional constituencies in the development…of the QEP")

From the early inception of the QEP Development Committee, and continuing throughout the development process, we have been committed to engaging a wide array of campus populations in the QEP conversation. SACS expects that the selection of the QEP topic and the contour of the project "includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP." (SACS principle 2.12).

Early Concept Development

With these expectations in mind, the QEP Development Committee was launched with faculty representatives from all 11 academic schools and colleges; 2 representatives from the student body; representatives from our Faculty Senate and Staff Senate, and an array of staff members from programs and offices across campus. The membership of the group was modified each semester as the topic took shape and the co-chairs began to tap the expertise of individuals on campus whose work and interests dovetailed with the emerging QEP theme. For a complete list of QEP Development Committee individuals, see Appendix A.

To aid the functioning of the Committee's activities, three subcommittees were formed to each develop specific aspects of the project: Assessment and Measures, Best Practices in Engagement, and University Initiatives. Throughout spring 2015 semester, this group examined institutional data, considered university priorities, reviewed best practices and then determined that enhancement in our undergraduate student experience needed to focus on aiding those students who were struggling in the second year, including many of who were not able successful transition to the third year.

The QEP Development Committee completed a QEP Report and Recommendations document in April 2015 that recommended our QEP center upon the design and assessment of a credit-bearing seminar for second-year students at UofL to support the academic and personal development of students who were deemed "at risk" for thriving at our institution and persisting to graduation. This 2015 Report and Recommendation document was shared with the university's Reaccreditation Leadership Team who approved of the emerging direction for the QEP and authorized the committee to flesh out a proposal to be shared with the campus community in the 2015-2016 academic year.

The QEP Development Committee met twice a month during the 2015-2016 academic year to further development the goals and structure of a second-year seminar to share with campus constituencies. The make-up of the committee was modified over the course of year as the project topic came into focus and individuals have either elected to step down, or been invited to

join the group, in order to bring those with the appropriate expertise and experience into the planning process.

During the fall 2015 semester, the provost asked the QEP Development Committee to develop three interventions, each requiring varying degrees of resource intensity, of the proposed intervention for second-year students for review.   After two months of research and writing, each subcommittee presented its models for a seminar format to a campus group that included directors from student affairs, academic advising and undergraduate affairs. Based on the early feedback of this group, and drawing from these models, the QEP Development Committee articulated 3 variations of the QEP seminar to share with the provost and the Strategic Planning Implementation Group (SPIG) in early 2016.

Preliminary Proposal Development

In the spring 2016 semester, Provost Pinto signed off on the QEP Development Committee's recommendation that our campus propose to SACS a 3-credit seminar for second year students to enhance students' abilities to align academic, major and career goals. An early QEP proposal was completed in March 2016 and posted on the new QEP website, along with an online form to solicit feedback.

During the spring 2016 semester, presentations (followed by discussion and feedback) about the proposed QEP project were given to the Faculty Assembly of the College of Arts and Sciences, to the Undergraduate Council, to Council of Career Advisors, the Reaffirmation Leadership Team, and at the monthly meeting of the university's associate deans. Modifications to the plan were made in response to the concerns and issues voiced by these groups.

Patty Payette, co-chair of the QEP Development Committee, and Nisha Gupta, specialist for faculty development and lead researcher for the QEP best practices attended the Sophomore Success Institute offered by the National Resource Center for First-Year Experiences and Students in Transition in April, 2016 and brought back insights, ideas and research-based practices which the QEP Development Committee wove into the emerging proposal.

Feedback and Further Refinement

In summer 2016, members of the QEP Development Committee continued to deepen the research on the chosen topic and articulated the outcomes and goals of the new seminar with input from key campus partners. Vice-Provost for Undergraduate Affairs, Dale Billingsley, presented a short version of the most current thinking about the QEP to the College Arts and Sciences chairs, who provided key feedback on the modified emerging proposal. Sophomore year scholar Dr. Molly Schaller from the University of Dayton came to campus on June 23-24 to deliver a presentation about the research on second year students and consult with QEP leaders and contributors about our project in development.

The QEP Development Committee used the summer months to develop the longer QEP prospectus document in anticipation of garnering feedback from campus constituents throughout fall 2016 semester. A new iteration of the QEP website went live in August 2016 and included

updated proposal information, links to resources and research that inform the QEP, access to documents and other information about the project. The website features two forms of anonymous feedback surveys, one version for faculty/staff and one for students to complete; these online surveys ensure members of the campus community have an ongoing opportunity to provide input on the project.

During the fall 2016 semester, members of the QEP Development Committee presented to 25 campus groups and committees, including the Student Government Association, directors in the Division of Student Affairs, undergraduate advising directors, the Faculty Senate, and staff members in the Diversity and International Affairs unit. Monthly campus-wide information and feedback sessions were delivered by the QEP Development Committee co-chairs. We established a QEP Student Advisory Group that began meeting monthly in September 2016 to provide input on the project and incorporate students' voices and experience into our planning process. We hosted student focus groups and, in addition, over 150 students completed surveys to help us better understand our students' experiences in the second year and their views about academic confidence as well as social and academic belonging. These opportunities to hear from our students complements the student learning data and literature we've been using to inform our QEP. The QEP co-chairs launched a QEP Faculty Work Group to invite a small group of faculty to provide ongoing input and guidance on the QEP seminar curricular structures and to "plug into" the expertise of the academic advisors and librarians who are helping shape the contours of the project. See Appendix C for more details about the charge to the Faculty Work Groups during the 2016-2017 academic year.

III.   Identification of the Topic:

> *In accordance with SACS' expectation that the identification of a QEP topic emerge from looking closely at "issues centered on student learning where shared interests, concerns, and aspirations have already surfaced or where data have already been collected and analyzed," the Committee began to delve into existing university data sets that can illuminate the undergraduate student experience (SACS handbook, 43).*

The institutional reports that were reviewed by the Assessment Subcommittee of the QEP Development Committee represented data collected from our undergraduate students and faculty using both nationally recognized and locally created assessment instruments. Examples of nationally recognized reports reviewed by this committee are the National Survey of Student Engagement (NSSE), the Beginning College Survey of Student Engagement, and the Cooperative Institutional Research Program's (CIRP) Freshman Survey. Examples of institutional specific reporting included student learning data from the university-wide General Education assessment process; the institution's graduating senior survey; the institution's retention, persistence, and graduation trends data; and a number of ad hoc studies focused on the profiling and institutional progression of various student populations conducted by institutional effectiveness. Various themes were generated from the data and include the following: (1) enhancing Student and Faculty interaction, (2) enhancing High Impact Practices, (3) enhancing students' civic mindedness, and (4) enhancing student assumptions and point-of-view as they related to cultural diversity.

The Assessment subcommittee noted two additional observations: (1) the institution lacks data on second and third year students; and (2) there is very little support for regarding issues of student persistence beyond the second year. In other words, although the institution has robust data reporting structures for first-year and senior students, the ability to speak on behalf of the sophomore and junior experiences of students is clearly missing. This deficiency impacts the university's ability to articulate data-driven decisions to enhancing student experiences in these crucial transitional stages between the first and final year.

Over the past ten years, UofL has invested in various first year programming and initiatives to support students' ability and confidence in transitioning into the university and to address the first year retention of our students. Data from national surveys and retention trends helped structured and operationalize an approach in working with incoming and first year students. In looking beyond the first year, the committee members were unable to identify specific support programs or initiatives specifically addressing the second year experience.

The QEP Development Committee identified a troubling pattern in our second year undergraduate students: there is an attrition gap between the second and third year of undergraduate study, particularly for our exploratory students. At UofL, we use the term "exploratory" to identify students who have not declared a major "(undecided") or who have not earned admittance to the program of their choice ("pre-unit"). These students are admitted to the College of Arts and Sciences and housed in our Exploratory Division with undecided students.

One of the revealing data sets about the student experience at UofL comes from a 2012 internal study conducted by Institutional Effectiveness that examined the progression of the University's 2011 Graduation Rate Survey (GRS) cohort. This study profiled and tracked the entire GRS cohort in three subgroups: declared students, undecided students, and pre-unit students. This study revealed noticeable differences between the three subgroups in their admissions credentials[4] to their academic performance[5] at the institution.

Pre-unit students had a higher attrition rate than the other two subgroups and exhibited a lower grade point average and hours earned after each of the first two years at the institution. For example, 1,450 GRS students entered the College of Arts and Sciences in the fall of 2011. 846 students entered the College of Arts and Sciences as declared majors, while 227 students were pre-unit and 377 students were undecided. After two years, 561 (66%) of the entering declared majors, 238 (63%) of the undecided students, and 125 (55%) of the pre-unit students enrolled for a third fall term. The percent of entering student with declared majors, persisting into their third year (66%) is higher than those who enter the institution as pre-unit students ($\underline{z}$=6.277, $\underline{p}$=.001.)

Further analysis conducted on more recent entering GRS (2014) pre-unit students gleaned similar incoming profiles, academic performance trends, and third year attrition rates in comparison to declared majors within the College of Arts and Sciences (A&S). Within the entering GRS cohort

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[4] Examples of admission credentials/metrics include HS GPA, ACT composite score, and credits earned prior to their first semester at UofL.

[5] Examples of academic performance indicators include 1st semester GPA, 1st semester hours earned, 1st year GPA, 1st year hours earned, retention at the institution, retention within the unit.

for A&S, the range for these three subgroups has remained consistent. In 2014, A&S entering GRS cohort was 1,493, where 23%, or 348 incoming A&S students were designated as pre-unit students and an additional 24%, or 363 incoming A&S students for that same year entered the institution as an undecided major. This means that 48% (711) of all incoming A&S students are designated as exploratory students while 52% of incoming A&S students have indicated an intended major.[6]

These data suggest a large population (over 1/3 of the entering class which includes 50% incoming into A&S) of students entering our institution each year stand to benefit from a structured learning opportunity in order to enhance their ability to thrive academically, to discover an appropriate disciplinary home at the University, and to persist through critical transition points and challenges of the second year and beyond. This project aims to target those students who might be at the most "risk". Some of the characteristics of the "undecided" and "pre-unit" students include: first generation college students, students of color, low SE status, and lower pre-college preparation in their high school experience (Beggs, 2008, Leppel, 2001, Rigali-Oiler, 2013). These characteristics have been long identified as compounding factors that put students "at risk" for college success.

As the Committee began to articulate this central thrust of the QEP on our students' experiences in the second year—and how we, as an institution, might address the notable attrition and learning gap experienced by our exploratory students between the second and third year—we concomitantly began to identify and study the existing programs, efforts, and initiatives on our campus that could inform and align with our QEP. The director of the Career Development Center, Trey Lewis, and the director of our Exploratory Team that advises exploratory students, Katie Adamchik, were added to the QEP Development Committee in Fall 2015 in order to ensure that our QEP planning could be strongly aligned with the mission and activities currently offered by Trey and Katie's respective programs.

The chosen QEP topic supports our institution's 21st Century University Initiative. This initiative is our university's vision to reaffirm its focus on students, scholarship and research. Our QEP focus aligns especially well with two of the initiative's central pillars: to Empower Undergraduate Learning and improve the Environment for Student Success. The innovative, holistic teaching approach that is at the heart of our QEP seminar relates to the sub goals of "Create excellence in engaged teaching"; the integrative advising aspect of the QEP supports the sub goal of "Strengthen career services"; and the QEP is named as one of the ways in which our university plans to meet the sub goal of "Improve student retention."

Our institution's strategic goals, as outlined in the 21st Century University Initiative document, includes a call for empowering undergraduate learning and creating an environment for student success. This will come to fruition, in part, through the design and created of a new classroom building call the Belknap Academic Classroom Building (BACB). The building will put student success front and center in a number of ways. The BACB will have 14 active learning classrooms, 12 introductory science labs, and 34 group study spaces.

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[6] In a typical fall semester (2013, 2014, & 2015), more than 1,700 exploratory students are actively enrolled in the College of Arts and Sciences.

The new Student Success Services Center will be housed on the first floor and serve as a "one stop shop" for undergraduates who seek our academic tutoring services, career advising and academic advising. The Student Success Services Center design lends itself to the integrated career/academic advising that we are envisioning for our second-year students as part of the QEP.

The BACB is scheduled to open in fall 2018 and will coincide with our second semester of the QEP seminars. While the QEP seminar model is not the target for the BACB, which aims for large, general education courses, the QEP seminar and the inquiry-guided learning approach and its pedagogical practices (centered upon active learning) can be a positive influence on the teaching practices happening in other classrooms during the implementation phase of our QEP.

IV. Desired Student Learning Outcomes:

Specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results (providing support for compliance with CS 3.3.2 "identifies goals")

As part of the QEP Development process since February of 2015, we have developed and refined the purpose and goals of this QEP. Starting from the concept of "engagement," the Best Practices subcommittee prepared an initial conceptual framework for our learning objectives which focused on "students taking ownership for their own learning." As the QEP Development committee continued to delve into the literature, best practices, and measurements related to the second-year student issues, developmental theory, and approaches for supporting these students, the refinement and definition of the overall/general goal of the QEP and the definition of these learning outcomes emerged.

Overall Learning Goal:

*Students will self-author[7] their own learning through **demonstrated** confidence in their reasoning abilities, **articulated** awareness of habits of thinking and critical thinking dispositions[8] (which are essential to their academic success), reaching a level of decidedness regarding their major/career path and be interested/invested/engaged in ownership of their own learning.*

These two subgoals will be the formulation of learning outcomes:

1) **Intellectual Independence** – Demonstrate confidence in their reasoning abilities, become aware of habits of thinking that are essential to their success, and be interested in their own learning. Students will:
   ● Exhibit increased self-efficacy for academic development/learning (*academic self-efficacy)* and social integration *(sense of belonging)*

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[7] Self-authorship means a disposition toward acting and owning/defining/authoring oneself as learner, as a member of a group, as an critical thinker who can evaluate knowledge claims; to be part of a community of critical thinkers, accepting the fact that I am a thinker and I belong to this community of other thinkers. (See Baxter Magolda, 2004).
[8] cf Paul Elder framework. (See http://www.criticalthinking.org/pages/critical-thinking-development-a-stage-theory/483.) See also Stupnisky, R.H., et al. Res High Educ (2008).

- Focus on thinking for themselves through ongoing critical reflections about their thinking in relation to an academic task
- Explain self-regulatory behaviors that increase self-directed learning through application in class activities and group presentations (*Make a psychological investment in their learning*)
- Engage and think proactively about their own thinking/reasoning process in relation to personal decision-making (*academic self-efficacy[9]*)

2) **Major and Career Clarity –** Students will gain a greater sense of meaning of decidedness[10] and purpose through the exploration of their own major and career choices. Students will:
- Exhibit increased feeling of acceptance and membership in a group (*belonging within an institution*)
- Actively engage in educationally purposeful tasks *(we want students to self-identify their own learning in academic tasks)*
- Recognize vocation as the development of one's self for and beyond career
- Engage in strategic planning to create multiple pathways to reach academic and life goals by completing group and individual planning projects

Further detail regarding course learning outcomes for the QEP Seminar are described in the Assessment section on page 24.

V. Literature Review and Best Practices:

Evidence of consideration of best practices related to the topic (providing support for compliance with CS 3.3.2 "institutional capability for the initiation, implementation, and completion of the QEP").

Research reveals that the sophomore or second year of undergraduate study is a time when students struggle with increased expectations, intensified curriculum, and higher academic standards that may often lead to disengagement from academic life. This may "show up" in students' life as a declining GPA and isolation from social activity at the institution (Pattengale and Schreiner, 2000).   Many institutions create programs to ease students through their common first year challenges, but that infrastructure is often absent to facilitate transitions and issues in the second year. Even as the institutional environment may vary widely from institution to institution, there are a common set of second year students. These experiences and challenges are:

1) Questioning beliefs and values
2) Searching for meaning, purpose and identity.
3) Exploring and selecting an academic major and possible vocational choices
4) Dealing with pressures related to future plans including internships, study abroad and life after college.
5) Questioning whether to remain at the institution of original matriculation or transfer

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[9] Ryan and Deci, 2000.
[10] Gordon and Steele, 2015.

Boivin, Fountain, and Baylis (2000) argue that support for the second-year experience is necessary, as students often are able to "weather the storms of the first-year transition" but may "bail out" when faced with the challenges of the second year.

Student Retention

Student retention is a complex issue involving many different factors; however, clear research shows that a student's departure from an academic institution is largely related to the extent to which the student becomes academically and socially connected with the institution. Tinto (1975) indicates that as students are integrated into and become more interdependent with both academic and social elements of a university the probability that the student will leave the university declines. Tinto's (1987) "departure model" of why students leave college involves academic, motivation, psycho/social, and financial factors. Much research shows that these factors intersect and contribute to significant attrition for the "undecided/exploratory" population.

Lavin and Cook (1992) found that frustration and attrition was evident among both two-year and four-year students who remained undeclared or undecided about their majors. Leppel (2001) shows that students with undecided majors have both low academic performance and low persistence rates and need tutoring and counseling in order to have a successful academic career (Rheinheimer, Grace-Odeleye, Francois, & Kusorgbor, 2010). Additional research indicates that "self-regulating decision making" is important for students to move beyond the transition points they will face in pursuing their education (Dobele et al., 2013; Galilee-Belfer, 2012; Capuzzi, 2012).

Exploratory students & their unique needs

Studies characterize some "undecided" students as uncertain and as exhibiting high levels of anxiety and frustration. (Kimes and Troth, 1974, O'Hare and Tamburri,1986, Cooper, 2001, Dobele, et al. 2013, Tobolowski, 2008).   The student's anxiety and frustration may play out as "academic boredom," which may result in poor performance on assignments, delay in registration for subsequent semesters, and significant absences from class meetings. These students have the potential of getting "stuck" in a kind of academic limbo or of dropping out altogether. Additional research indicates that "self-regulating decision making" is important for students to move beyond the transition points they will face in pursuing their education. (Dobele, 2013; Galilee-Belfer, M. 2012; and Capuzzi, 2012).

Alternately, Cuseo (2007) notes that this categorization of undecided students does not equal "unfocused or uncertain." He argues that using "exploratory" to describe the undecided student better captures the range of characteristics of this group. While many scholars label these students "at risk," Cuseo approaches this population differently. Institutions should approach the issue not in terms of "whether or not students decide on a major." Rather, Cuseo argues that *when* and *how* a student decides on a major are important considerations in program planning: timing and transition points are significant to planning programs and interventions. Gordon echoes this argument in her model of "decisiveness," in which the high levels of uncertainty can override the process of self-reflection, self-regulation, and inquiry about one's self (1984).

The Issue of Timing:

The issue of timing concerns both students' own development and the nature of the undergraduate experience in the 2nd year. The extensive, well-researched literature and theory about college student identity development demonstrates that there are natural, normal processes and stages of psycho-social development that college students experience throughout their college experience (Chickering, 1993; Perry, 1968; Kegan, 1982). These stages are both part of making sense of their college experience as well as reflecting their emerging adulthood (Baxter Magolda, 2004). As individuals move from one developmental stage (young adulthood) into another (adulthood), college is a crucial site for identity formation (Kaufman, 2014). Chickering and Reisser (1993) describe this period as a significant "choice" stage.

Over the course of the second year, the "stakes" continue to get higher and higher as students must declare a major, take increasingly harder/more demanding coursework, and feel pressure to pick a "career" (Schreiner & Pattengale, 2000; Hunter et al, 2009; Gahagan & Hunter, 2006). Timing can become a difficult issue for the undecided/exploratory student. Registration for spring classes, committing to housing plans for the second year, and second semester mid-term grade reports, while all a part of the natural progression of the college experience, can become moments of crisis for the undecided student (Dobele et al., 2013; Rheinheimer, 2010; Schaller, 2006) or for students not admitted into the majors of their choice (Rigali-Oiler & Kurpius, 2013; Hu & McCormick 2012; Kass et al, 2011). As students move into their second year of undergraduate study, *timing* becomes even more prevalent.

As a result, the undecided/exploratory student will often focus on identifying a career rather than understanding the relationship of a chosen major to the student's academic desires, experiences, and choices (Gordon, 1984; Andrews, 1998; Galilee-Belfer, 2012). As second-year students begin to take upper-level General Education courses which might involve more writing, critical thinking, and college level learning than before, the stress to find a "career" is confronted with academic uncertainty (Hunter et al, 2009). While many students find a foothold during this transition, many experience feelings of "being stuck" or "slumping" (Schaller, 2007) and exhibit what seems to be a lack of motivation or disorganization. These feelings are compounded by lower levels of "self-efficacy" (Dogan, 2105).

Schaller (2005) argues that this process is a "critical moment" for second year students because they "may resort to external forces or old notions of themselves to make decisions for them." Structured activities in the academic setting such that students are involved in meaningful processing, focused attention, and active participation in the learning process. (Schreiner, 2010). Pre-unit students are at a greater risk for stalling out because they are likely to be students who sincerely believe that business, engineering, and/or nursing offer them the greatest career opportunities and yet these career paths are blocked for them. Many exploratory students do not understand how or why they must re-calibrate their options and find a new academic path and programmatic "home" for themselves. (Gummadam, 2016, Browman & Destin, 2016).

Second year student research/sophomore slump

There are many "transition points" for students as they begin and move through their college experience. For the exploratory students, these points of transition are potential points of crisis (Gahagan, 2006). As students find a foothold and make choices for themselves, their transitions become more fluid, but for some students these points can become places of "feeling stuck." As the stakes" get higher and higher (entering the second year and beyond), the "stuck" feeling becomes potentially compounded by lower levels of self-efficacy, increasingly more complex coursework, and potential feelings of boredom and decreased self-direction/motivation.

Second year students must grapple and resolve these issues to feel appropriately connected to their area of interest and major and to the institution itself. If they are unable to work through these concerns, they may begin to question if they should remain at the institution or in college generally (Hunter et al 2008).

While these points of transition can become potential points of crisis for all students (Dobele et al., 2013; Rheinheimer, 2010; Schaller, 2006), but they are particularly treacherous for students who are undecided or not admitted into the major of their choice (Rigali-Oiler & Kurpius, 2013; Hu & McCormick, 2012; Kass et al, 2012). In order to thrive, these students need to become self-regulators and to develop confidence in their decision-making abilities.

Underrepresented/underserved student populations

All students in the second year experience move through transition points and experience some forms of crisis. These factors may be compounded for historically underrepresented populations. Linda Creighton outlines factors in relation to African American students, Hispanic college students, Asian Pacific Americans, and Native Americans (2007). When students in these categories can identify goals and commitments that intersect with their institutional experiences they are more likely to persist and report confidence in their academic plan. The presence of an ethnic community (Hernandez, 2000) and the level of involvement in campus life (Suarez-Orozco & Paez, 2002) correlate with students' sense of place. In an early paper about the NSSE research, Kuh (2007) discussed how factors such as *community, connecting students to campus and resources,* and *the importance of well-designed academic experiences* factor into student achievement.

Research has shown that these populations, specifically students of racial, ethnic, international, low income and first generation backgrounds experience a number of special barriers to educational attainment (Arnold, et al, 2013). Some of these obstacles are academic (Stebelton and Soria, 2013), while other barriers are considered "social" or related to the cultural context of higher education (Barnett, 2015). Addressing these barriers has proven to be successful in assisting student persistence and satisfaction toward overall graduation (Tinto). These populations may be more predominant in the target population for this QEP.

How to best serve this population & help them thrive

In order to foster "intellectual independence" among our target students (exploratory) who are at a critical transition (within the 2nd year), best practices, theory, and research suggest these areas of focus that inform this proposal.

An inquiry approach
Chemers, Hu, and Garcia (2001) argue that one's sense of capacity to learn and succeed in the academic environment leads to continued retention. They define the term "academic self-efficacy" as, "The self-evaluation of one's ability or chance for success (or both) in the academic environment." Additionally, the ways that student's "view knowledge" factors into their capacity to engage in the increasing challenges of the undergraduate experience. Baxter Magolda (2004) argues that students need to be "worked actively" to move their intellectual development.

An inquiry-guided model aims to provide the structures and processes to foster this sort of activity. Such scaffolded activities such as: exploration, question identification, methods of investigation, collection and analysis of data, drawing conclusions, and communicating results. (Lee, 2004) mirror the models of exploration that second-year student development theorists such as Molly Schaller and Laurie Schreiner report as effective.

By inviting students to engage in academic inquiry, this seminar will set the academic context that mirrors High-Impact Practices (Kuh, 2008, 2013). Such activities include:

- Reflecting on their experiences inside or outside the classroom;
- Integrating and seeing the connections between courses, out-of-class experiences, and life beyond the institution;
- Applying and using what they have learned in different settings that present novel challenges and opportunities; and
- Developing intellectual traits for thinking, being a good citizen, succeeding in life.

Decision-making and "Thriving"
Self-efficacy is defined in relation to two factors: Independence and responsibility for one's own learning; and understanding of one's own ability to succeed. As mentioned above, Tinto (1987) notes that students who are integrated socially and intellectually into the life of the institution are more likely to persist until degree completion. Raelin et al. (2014) find that academic self-efficacy and contextual support are critical to retention and that contextual support is particularly important for women. Wood, Newman, & Harris (2015) identify a correlation between math and English self-efficacy for black men when faculty members engage with them.

Laurie Schreiner has been working in this area of research for more than ten years, and her model of the "Thriving Quotient" serves as a helpful resource (2009). Students who are thriving are "succeeding academically, energized by the learning process, setting and achieving goals that are important to them . . . and enjoying their college experience (p. 2). Schreiner (2009) argues that there are two facets of academic thriving: *engaged learning* and *academic determination.*

Various research areas use similar terms: psycho-social researchers use the term, "autonomy" (Vieira & Grantham, 2011), "motivation" (Allen, 1999), or "self-esteem" (Gębka, 2014); career development researchers use the term "decision making" (Kelly & Hatcher, 2013). The literature in the area of "thriving" suggests that providing opportunities for students to choose ways of demonstrating their mastery of learning and providing support for students to gain footholds and the confidence to own their own learning are factors to consider.

Developing self-regulating practices
Research indicates that "self-regulating decision making" is important for students to move beyond this transition point. (see Dobele, 2013; Galilee-Belfer, M. 2012; and Capuzzi, 2012).

Joe Cuseo (2012) outlines four factors involved in choosing a major: sources of *information*, *job* characteristics, *fit* and interest in the subject, and *characteristics* of the major. For the undecided/exploratory student, these factors can both enable choice and inhibit choice. Therefore, this proposal attends to the development of self-authorship, which is a disposition toward acting and owning/defining/authoring oneself as learner, as a member of a group, and as a critical thinker who can evaluate knowledge claims (Baxter Magolda, 2004).

Cognitive behaviorist theorists argue that fostering critical thinking and inquiry practices will support students "growth mindset." (Good, Rattan, & Dweck, 2012, Obrien, et al., 2015, Bamber, 2016), which, in turn, increases self-efficacy for learning and social integration. The cognitive and affective elements of engagement that will be incorporated into the inquiry model of engaged learning for our QEP derive from positive psychology and motivation theory situated in the emerging research around *belonging* (Ellicot, 2016, Tough, 2014, Gummadam, 2016).

VI.   Actions to be Implemented:

Evidence of careful analysis of institutional context in designing actions capable of generating the desired student learning outcomes (providing support for compliance with CS 3.3.2 "institutional capability for the initiation, implementation, and completion of the QEP")

Create and Launch of a Seminar for Second-Year Students

We envision that to meet our QEP student learning outcomes, students will be engaged in guided inquiry, active engagement and learning on an academic topic under the guidance of a faculty instructor while simultaneously engaged in inquiry and learning on major and career path with support from a career/academic advisor. This active, integrated learning will happen through the structure of a 3-credit seminar course focused on academic and personal development of exploratory students.

These distinctive aspects of this seminar include: the inquiry focus of this seminar, the integration of advising practices into the seminar structure, and the inclusion of assessment and self-evaluation instruments within the seminar design. These aspects distinguish the QEP seminar plan from other former, current or future programs/options discussed in this document

such as GEN 201, ECPY 397, and Sophomore Leadership Program. (See Appendix B for descriptions of these programs and other relevant initiatives of the university).

Although the theme of each section will be distinct, there will be a common structure for inquiry activities. The seminars will be limited to 20 students per section and each section will have an umbrella topic or theme that will provide a wide academic terrain for students to develop inquiry projects that speak to the unique interests of the students will also threading back to the course theme. The seminar themes will be proposed by faculty on our campus who show interest in this innovative course and who will complete a course proposal form that provides guidelines and expectations about teaching the course. Students enrolled in the seminars will be introduced to a specific course topic/theme through a variety of media and with diverse points of view determined by the instructor. Each student would be supported in the process of framing a question that falls within the scope of the topic and that is meaningful, interesting and compelling to him or her. This question would become the start of the inquiry, investigation and discovery process the student is engaged in throughout the semester. Students' inquiry may focus on a real-world problem in the field, open-ended investigation of a perennial question in the discipline, or a learner may develop and pursue questions within the scope of a wider issue or concern in the field.

Faculty whose seminar proposals are accepted as a new QEP seminar will be required to participate in a faculty learning community (FLC) during the semester prior to teaching the QEP seminar for the first time.   This FLC, based on the success of the FLCs offered during our institution's first QEP, will be facilitated by members of the QEP staff team house in the Delphi Center for Teaching and Learning. This learning community will provide faculty with the opportunity to learn how to teach inquiry projects with their own disciplines providing the frame of the course; to gain insight into the research-based needs of the second-year students; and to get guidance and support for teaching and assessing learning in this innovative seminar. Strategic support will also be provided to the instructors throughout the semester they are teaching the QEP seminars.

Inquiry-Guided Learning Approach

We anticipate shaping the course design and activities of the QEP in the with the well-established inquiry-guided learning (IGL) approach. IGL is made up of a suite of classroom practices that do not have a common heuristic or prescribed set or assignments. However, Virginia Lee's definition guides many schools as a starting point in adopting an IGL approach to learning: "IGL promotes the acquisition of new knowledge, abilities, and attitudes through students' increasingly independent investigation of questions, problems and issues, for which there is often no single answer." (Lee, 2004, p. 6). There are a variety of IGL models and frameworks adopted by other instructors and institutions that can inform how we will approach using IGL principles to shape the seminar that is at the heart of our QEP.   The extensive literature on IGL, and the successful examples of IGL seminars across the disciplines, gives us heuristics, case studies, sample syllabi and other tools and resources to inform our project. (See

Appendix D for more details about the Inquiry-Guided Learning research, design approach, and practices).

Integrative Advising

We are initiating an advising approach for the QEP seminar that we are calling "integrative advising." We use the word "integrative" to signal we are combining, for students, the academic advising and career counseling experiences. With this model, students would work with one advisor who is trained to counsel the student regarding his or her academic goal and major choice while also exploring relevant vocational interests and career options and goals. In the advising scholarship (Gordon, 2006), this integrated approach is called "career advising"; to align more closely with our thinking about this seminar, we are using the term "integrative advising." The specific practices of our integrative advising approach for our QEP are being developed by a subset of members of our QEP Development Committee who have expertise in career counseling and academic advising and who represent leaders in these domains of practice on our campus. (See Appendix E for more details regarding the research and our model Integrative Advising).

QEP Seminar Instructional Team

Each QEP seminar will have a designated instructional team who will provide the direct instruction and/or advising to the seminar students. This team will get support at every stage of the seminar development, implementation and assessment by the full-time members of the QEP staff team. The seminar's instructional team will include the faculty member who will be the lead instructor of the course; the advisor who will provide integrative advising support for individual students at key touchpoints during the semester; and the reference and instruction librarian who will assist the faculty member in the design of the IGL student assignment and provide focused assistance to the instructor and the students as they design and implement their inquiry projects.

Develop a plan to scale up the QEP seminar

We expect to begin offering the course in spring 2018 with a pilot project of 4 sections, followed by another set of 4 sections in fall 2018 and a gradual 'scale up' of the number of sections throughout the 5 years of QEP implementation, leading to 10 sections at its peak in 2021-2022. The timeline below and Appendix F, indicates the number of sections each semester that reflect the gradual "scale up" of the project.

Recruitment of student and the wait list approach

Our institution's academic advisors and career counselors—as well as our Student Advisory Team-- are assisting our QEP Committee in developing a student recruitment plan for the QEP seminar. We will create documents and other materials to help faculty and staff who work directly with students to understand the benefits of the seminar and know how to alert first-year

students to the QEP seminar opportunity. Our recruitment plan will target first-year students who are in our exploratory population while also reaching out to students "in transition" between majors.

A wait-list comparison approach is being considered to support our evaluation of the impact of the project. Students will self-select to register for the seminar at the end of their first year or the/beginning of their second year and will be randomly allocated to take the course either the fall or spring semester of their second year. All students, regardless of the semester they were randomized to take the seminar, will complete pre-assessments at the same time on core learning outcomes such as self-efficacy, belonging and self-regulation. At the end of the seminar, post assessments will be completed on the same variables as well as on measures of course satisfaction and perceived benefit. The intent of using a control group and randomization is to minimize bias and threats to internal validity in the evaluation of our QEP. Using a wait-list control has the advantage of offering the seminar to more students with the same number of faculty/staff dedicated to the project while contributing to the internal validity of the study protocol, i.e. to establish if the seminar really did cause a change in the behavior of learners and that the change was not the result of some other extraneous factor.

Assessment protocol planning

We are working on a plan for identifying and administering our assessment measures for the seminar, specifically the direct measures of students' self-regulation and self-efficacy. See Assessment section on page 24 for more specifics in this area.

VII. Timeline:

A logical calendaring of all actions to be implemented (providing support for compliance with CS 3.3.2 "institutional capability for the initiation, implementation, and completion of the QEP")

Fall 2016 :
- Faculty Work Group I convenes to discuss promising practices, decide curricular components of the seminar and the syllabus with active input from key campus partners who will bring expertise in curricular design, academic advising, career counseling, assessment and other areas. They will propose a seminar curriculum to the QEP Development Committee that is designed to become part of the QEP proposal provided to SACS in March 2017.
- QEP Development Committee engages in an outreach campaign to elevate awareness about the proposed QEP to campus constituents across the campus. At the same time, they conduct extensive discussions, presentations and feedback sessions to engage the campus constituents in the helping shape the QEP construction.
- QEP Development Committee begins to prepare the QEP proposal (currently known as the QEP Prospectus) to be delivered to SACS-COC by March 6, 2017.
- Submit names of QEP Lead Evaluators to SACS by December, 2016.

Spring 2017:
- The spring QEP Faculty Work Group II will build on the recommendations of the fall 2016 faculty Work Group, refining the seminar curricular components, syllabus, and assessment plans in order to incorporate the ongoing feedback from the campus community.
- This group will assist the QEP Development Committee in reviewing the advice and recommendations from the SACS onsite visitors who will be reviewing our QEP proposal in March 2017, and visiting in April 2017, and in making alterations to the curriculum and/or seminar plans accordingly.
- Host the SACS visit, April, 2017.
- QEP Development Committee begins to transition to QEP Implementation Committee with new charge issued by the provost.
- Begin to recruit faculty to teach the pilot sections of the QEP seminar in Spring 2018.
- Finalize curriculum for QEP Faculty Learning Community to take place in fall 2017 to train new QEP faculty.
- Submit QEP Seminar syllabus and other forms to the Department of Counseling and Human Development for course review and approval; if approved, course will be submitted to the College of Education and Human Development for review and approval.
- Search conducted for new specialist for integrative advising in order for that individual to begin July, 2017. Integrative advisors selected through a half-time buy out of existing advisors; the training for these advisors will begin in August 2017 and be coordinated with the training of faculty in fall 2017.
- Student recruitment plan for Spring 2018 seminars begins.
- Work with University Libraries to develop protocol and training for the reference and instruction librarians who will support the QEP seminar sections.

Fall 2017:
- QEP Implementation Committee begins to meet monthly.
- First offering of the QEP Faculty Learning Community to train the faculty teaching the pilot sections in spring and strategically. including the librarians and advisors for collaborative instructional planning.

Spring 2018:
- Offer first 4 sections of the QEP seminar as pilot.
- Advisors actively work to identify students who would benefit from enrolling in the QEP seminar in the 2018-2019 academic years.
- Recruit & train faculty to teach 4 sections in Fall 2018, and strategically including the librarians and advisors for collaborative instructional planning.
- Recruit—or retain—integrative advisors for the 4 sections to be offered in Fall 2018.

Summer 2018
- Assess impact of the seminar sections and make modifications for next semester.

Fall 2018
- Offer next 4 sections of the QEP seminar.
- Recruit & train faculty to teach 6 sections in Spring 2019, and strategically include the librarians and advisors for collaborative instructional planning.
- Recruit—or retain—integrative advisors for the 6 sections in Spring 2019.

Spring 2019
- Offer 6 sections of the QEP seminar.
- Advisors actively work to identify students who would benefit from enrolling in the QEP seminar in the 2019-2020 academic years.
- Recruit & train faculty to teach 6 sections in Fall 2019, and strategically include the librarians and advisors for collaborative instructional planning.
- Recruit—or retain—integrative advisors for the 6 sections to be offered in Fall 2019.

Summer 2019
- Assess impact of the seminar sections and make modifications for next semester.

Fall 2019
- Offer next 6 sections of the QEP seminar.
- Recruit & train faculty to teach 8 sections in Spring 2020, and strategically include the librarians and advisors for collaborative instructional planning.
- Recruit—or retain—integrative advisors for the 8 sections in Spring 2020.

Spring 2020
- Offer 8 sections of the QEP seminar.
- Advisors actively work to identify students who would benefit from enrolling in the QEP seminar in the 2020-2021-academic year.
- Recruit & train faculty to teach 8 sections in Fall 2020, and strategically include the librarians and advisors for collaborative instructional planning.
- Recruit—or retain—integrative advisors for the 8 sections to be offered in Fall 2020.

Summer 2020
- Assess impact of the seminar sections and make modifications for next semester

Fall 2020
- Offer 8 sections of the QEP seminar.
- Recruit & train faculty to teach 8 sections in Spring 2021, and strategically include the librarians and advisors for collaborative instructional planning.
- Recruit—or retain—integrative advisors for the 8 sections to be offered in Spring 2021.

Spring 2021
- Offer 10 sections of the QEP seminar.
- Advisors actively work to identify students who would benefit from enrolling in the QEP seminar in the 2021-2022 academic years.
- Recruit & train faculty to teach 10 sections in Fall 2021, and strategically include the librarians and advisors for collaborative instructional planning.
- Recruit—or retain—integrative advisors for the 10 sections to be offered in Fall 2021.

Summer 2021
- Assess impact of the seminar sections and make modifications for next semester.

Fall 2021
- Offer 10 sections of the QEP seminar.
- Advisors actively work to identify students who would benefit from enrolling in the QEP seminar in future academic years.
- Depending on our long-term course plans, recruit & train faculty to teach 10 sections in Spring 2022, and strategically include the librarians and advisors for collaborative instructional planning.
- Recruit—or retain—integrative advisors for the 10 sections to be offered in Spring 2022.

The QEP Seminar offerings in spring 2022 and beyond will be dependent on the timing of our assessment protocol and when we will begin the process of summative assessment of the project in preparation for our Fifth Year Impact Report to SACS-COC. This is a topic to discuss with Dr. Donat at our November 29 videoconference.

VIII.   Organizational Structure:

Clear lines of responsibility for implementation and sustainability (providing support for compliance CS 3.3.2 "institutional capability for the initiation, implementation, and completion of the QEP")

The staffing and organizational structure of the new QEP will include a QEP staff team; an instructional team for each section of the QEP seminar; and committees made up of other stakeholders and experts on campus.

QEP Staff Team
The QEP Staff team will have day to day responsibility for the implementation, training and assessment activities related to the QEP. They will continue to be housed in the Delphi Center, assuring that the project will be located in a centralized support center that serves units across the campus. The QEP staff team will have reporting lines that lead up to the Office of the Provost; see Appendix G for a graphic representation of the reporting lines.

This staff team will extend the successful leadership they provided to our first QEP, titled Ideas to Action, by leveraging—for Find Your Fit--the leadership and expertise they developed in assessment, faculty development, and establishing and successful campus partnerships. Many of the same successful practices and training and assessment approaches established with our first QEP can be used, or modified, to support our new QEP.

QEP Director:
This person coordinates and directs the various components and activities that make up the QEP project. This position includes working with faculty, administrators, staff and students to ensure a successful implementation of all aspects of the QEP. Works with others to establish the framework for the QEP and enacts the plan to improve and assess student learning. Executes the QEP in alignments with the expectations of SACS-COC and provides leadership for an implementation committee that recommends new policies, procedures, pedagogies, curricular and professional development necessary to achieve QEP goals.

Specialist for Assessment:
The person in this role leads the development, organization, analysis and reporting of learning outcomes and related activities to support the goals of the QEP in individual seminar sections and in university-wide accreditation. This includes supporting direct and indirect assessments and leading the strategic collection and use of quantitative and qualitative data. This person also collaborates with the university's Office of Academic Planning and Accountability to document, organize, analyze and report on ongoing QEP assessment activities. Collaborate on assessment-related activities in conjunction with university-wide initiatives and committees related to the QEP and/or teaching and learning.

Specialist for Faculty Development:
This role provides support and leadership for designated aspects of the QEP development, assessment and implementation process This person provides strategic leadership and expertise in the curricular design aspects of the QEP.   The role also extends leadership in the design and implementation of the faculty development components of the QEP, such as the faculty learning community, including collaborating with faculty and staff colleagues to develop and reach QEP goals as aligned with SACS-COC expectations.

Specialist of Integrative Advising:
We are recommending that we hire a full-time advisor (a specialist for integrative advising) with expertise in integrated advising who will then serve as the coordinator for the advising components of the seminar and oversee the activities of the other advisors who will work alongside the faculty teaching the seminar.   This specialist will develop, with the QEP staff and other QEP leaders, the training, coaching, advising and assessment activities for the QEP advisors. We also envision this specialist would actually take on the advising in 2 sections of the QEP each semester it is offered, beginning in spring 2018.

In order to carry out the proactive, integrative advising that would be needed for each section of the QEP seminar, the advising team within the QEP Development Committee is recommending

that a full-time advisor could take on a "QEP courseload" by getting a half-time buy-out of his or her full-time advising.

Program Coordinator Sr.
This position provides support to the executive director and specialists of the Quality Enhancement Plan. This includes providing administrative, operational and planning support, including the coordination of meetings and events; maintenance of records and files, and general administrative duties. This role supports the QEP in the development and coordination of operational, fiscal and personnel activities, including preparing an annual budget projection and tracking expenses. This role also supports the team in researching, gathering, organizing and compiling data for reports and studies.

QEP Seminar instructional team members
As mentioned above, there will be an instructional team leading each QEP seminar section, including the lead faculty member; an advisor to conduct the integrative advising for the seminar students; and a reference and instruction librarian. The selection, hiring and training of these individuals, and supporting their ongoing development during the QEP implementation years, will be the responsibility of the QEP staff team in conjunction with the leaders of the Department of Counseling and Human Development and key leaders from our university advising units and our University Libraries.

QEP Committees
The QEP staff team will convene a university-wide QEP Implementation Committee to steer the QEP implementation process and provide guidance and input on all facets of the QEP. This charge for this committee will be developed and issued in spring 2017 and will begin meeting as the current QEP Development Committee concludes their work after the SACS onsite visit in April 2017. Other committees we expect to convene as part of our five years of QEP implementation include a QEP leadership team that meets monthly to ensure that administrative leaders at our institution are brought into the QEP process regularly; and a group of campus advising professionals who will help us train advisors who will guide students in the QEP seminar and who can assist us in refining our practices and assessment protocol as necessary.

IX. Resources:

A realistic allocation of sufficient human, financial, and physical resources (providing support for compliance CS 3.3.2 "institutional capability for the initiation, implementation, and completion of the QEP")

A QEP budget is under development; a draft copy will be discussed with QEP campus leaders at our meeting on November 18, 2016.

X. Assessment:

A comprehensive evaluation plan (providing support for compliance with CS 3.3.2 "a plan to assess their achievement") This plan lists our outcomes and, for each, explains how the assessment will occur both at the seminar level, but how each year/semester we will assess and adjust course)

The QEP Assessment Plan is being developed to measure and inform three integral aspects of this QEP: 1. Measuring and improving what students are learning; 2. Measuring the effectiveness of the QEP experience delivered at the course level; and 3. Measuring and improving the overall QEP impact on participating students at the institution.

In other words, the QEP assessment subcommittee has identified three key questions that will inform the development of our QEP assessment plan: 1. what are students learning? 2. Is the course effective in enhancing the intended learning experience for the students? And 3. What is the overall impact of the QEP as it relates to the overall QEP outcomes? Based on the three conditions outlines above, a three set Venn diagram was created to help the committee visualize and articulate possible assessment tasks, measures, and opportunities that will inform us in improving and understanding the potential impact of this project. Figure 1 has been created to help illustrate our QEP Assessment framework.
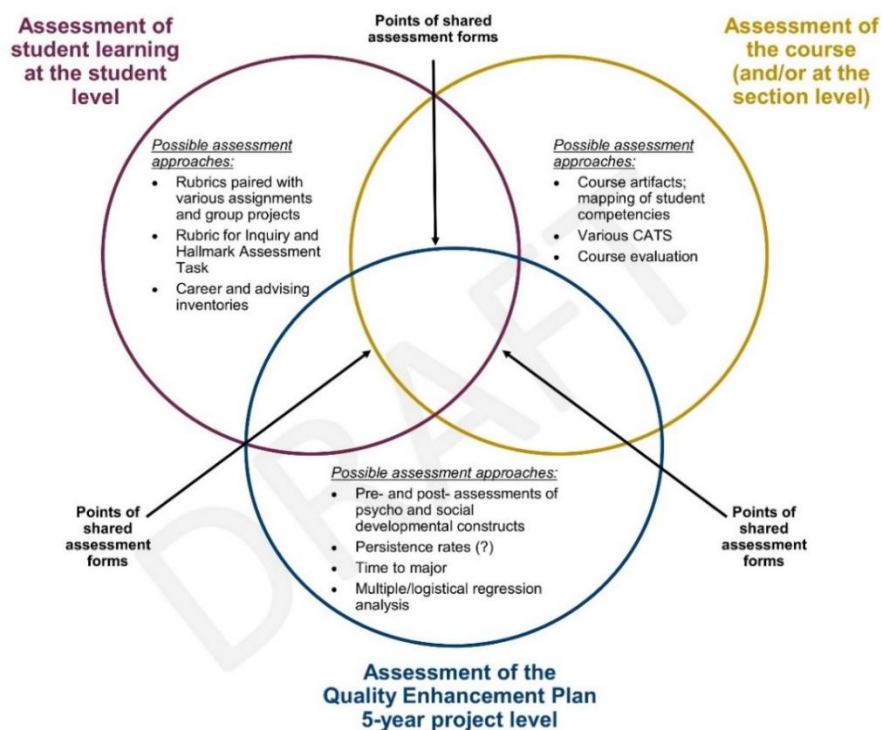
Figure 1 - Draft of QEP Assessment Plan

The primary driver of this QEP is to enhance our students' ability to establish ownership in their learning and to demonstrate key behaviors that evidence their ability to be successful through the second year (and beyond) at the University of Louisville. Based on the literature, we have identified behavioral outcomes attributed to the developmental process of self-authorship and transitional knowing (Pizzalato, 2005). Identified psychological constructs include attitudes in academic self-efficacy, sense of belonging, self-regulation, and overall decidedness. In building upon our first QEP's focus on developing students' ability to think critically, this QEP will focus on establishing inquiry as a pedagogical approach to help facilitate students' ability to become more independent and holistic in developing a sense of agency that is practical, developmental, and transformative beyond the traditional classroom environment/experience.

In the development of the QEP Assessment Plan a clear outline of the assessment practices and activities to demonstrate student learning and the learning outcomes are in the process of being developed and established. Both formative and summative assessment approaches will be conducted at the course level to examine and improve aspects of student learning and to assess the overall impact of the course and its components. These data will ultimately feed the overall analysis of the impact the QEP and will inform changes to be implemented to maximize student learning gains. Below outlines the QEP Development committee's best thinking to date.

The QEP Development committee is considering the development of various course embedded assessments to directly measure student learning of the inquiry process. Various rubrics have been collected to help inform the types of dimensions to be considered in assessing aspects of inquiry guided learning. Learning elements, or dimensions, based on the inquiry learning models

include students' ability to engage in a given topic, develop key questions, identify relevant resources, weighing evidence rationally, and communicating clearly understanding and findings.

The Association of American Colleges and Universities (AAC&U) has developed Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics to assist in measuring student learning within the context of liberal education. There are multiple rubrics from this initiative that include dimensions that are relevant in assessing aspects of the inquiry process. Examples of AAC&U VALUE rubrics currently under consideration are Inquiry and Analysis; Integrative Learning; Foundations and Skills for Lifelong Learning; Problem Solving; and Critical Thinking. Another example of a rubric used to inform our assessment process is the Collaborative Inquiry Rubric from the University of Western Ontario which measures individual contributions to a collaborative inquiry project. Indirect measures that capture students' perceptions of their learning will be infused during and at the completion of the QEP seminar. The QEP Development Committee has yet to articulate how and when we would prompt student feedback on their perception of their learning.

The QEP Development Committee is in process of reviewing existing psychological scales used to measure attitudinal outcomes of students participating in the QEP. The purpose of these scales will be to measure the impact of student learning as a result of inquiry guided learning, integrative advising, and learning interventions associated with cultivating self-regulation, academic self-efficacy, decidedness, and various sense of belonging constructs. In many cases, the QEP Development Committee is considering administering pre- and post-measures addressing each construct to assist in articulating the effectiveness of the course and the overall impact of our QEP efforts. Scales have been identified by both the literature review and by leveraging campus expertise and ongoing campus research efforts.

In assessing student learning within the course, the QEP Development Committee is considering various ways for student to demonstrate their learning though written assignments and reflections and through participation in both in- and out-of-class activities. Group work and peer sharing/evaluations will be threaded into the course design to elevate collaborative learning opportunities between students. Student artifacts will be assessed using various rubrics that well be developed or adopted as discussed above.

As of now, the QEP Development Committee recognizes the values of implementing a common measure among the various sections of the sophomore seminar. Students will also be prompted to rate their own learning in the course as well as complete an array of pre-assessment surveys. Student learning data collected at the course level may be housed in LiveText, which is a web-based e-portfolio assessment system adopted by the College of Education and Human Development. To this end, we are currently reviewing our options for housing assessment data and recognize the importance that data collection, integration, extraction, and analysis has on our ability to conduct robust assessments.

The QEP seminar will be assessed on an ongoing basis, revisiting elements of the course design, learning outcomes, and other learning prompts and artifacts. Faculty and professional staff will be asked to provide ongoing feedback through surveys, focus groups, and engaging in the in analysis of student learning data. Students will also be prompted throughout the course using a

standardized course assessment tool, class evaluations, and student focus groups. As with student learning data, both quantitative and qualitative data will be collected, analyzed, and shared to inform continual improvement of the course delivery each semester.

A wait-list comparison approach has been suggested. The intent of using a control group and randomization is to minimize bias and threats to internal validity in the evaluation of the QEP. The intent of using a control group and randomization is to minimize bias and threats to internal validity in the evaluation of the project selected as our QEP. Students would self-select to apply for the seminar at the beginning of their second year and would be randomly allocated to either the fall or spring semester. All students, regardless of the semester they were randomized to take the seminar, would complete pre-assessments at the same time on core behaviors such as academic self-efficacy, belonging and self-regulation. At the end of the seminar, post-assessments would be completed on the same variables as well as on measures of course satisfaction and perceived benefit.

At the project level, a regression analysis would be conducted annually utilizing key learning outcomes, psychological measures, and institutional variables to determine which aspects of the project had the most impact or influence on students' successful progression at the university. Using a wait-list control would have the advantage of offering the seminar to more students with the same number of faculty/staff dedicated to the project while contributing to the internal validity of the study protocol, i.e. to establish if the seminar really did cause a change in the behavior of learners and that the change was not the result of some other extraneous factors.

I. Appendix A: QEP Development Committee Membership

Name	Department/Unit
Katie Adamchik	College of Arts & Sciences/Exploratory Advising
Mary Ashlock	College of Arts & Sciences/Communication
IL Barrow	Delphi Center/QEP Assessment
Gay Baughman	School of Dentistry/General Dentistry and Oral Medicine
Meredith Cooksey	Student Government Association representative
Linda Fuselier	College of Arts & Sciences/Biology
Nisha Gupta	Delphi Center/QEP Faculty Development
Mike Hagan	College of Arts & Sciences/Humanities
Ashley Hopkins	Trio
Susan Jenkins	Staff Senate Rep.
Trey Lewis	Career Development Center
Susan Longerbeam	College of Education & Human Development/Counseling and Human Development
Stephen Mattingly	School of Music
Sam McClellan	University Libraries
Rose Mills	College of Arts & Sciences/English
Jessica Musselwhite	Delphi Center/QEP Program Coordinator Sr.
Karen Newton	Health Promotion Wellbeing Central
Laurie O'Hare	Kent School of Social Work
Patty Payette, Co-Chair	Delphi Center/QEP Director
Patricia Ralston	Speed School/Engineering Fundamentals
Edna Ross	College of Arts & Sciences; Delphi Center
Nora Scobie	College of Business/Advising
Celeste Shawler	School of Nursing

Name	Department/Unit
Marian Vasser	Diversity and International Affairs
Pete Walton	School of Public Health and Information Sciences
Joanne Webb	Office of Academic Planning and Accountability
Beth Willey	College of Arts & Sciences/English
Riaan van Zyl, Co-Chair	Kent School of Social Work
2nd student rep	To be filled

II. Appendix B – Relevant Initiatives and Programs within the University of Louisville

The Career Development Center (CDC)
The mission of our institution's CDC centers around supporting students in developing self-knowledge related to career choice and work performance; obtaining information to aid career and educational planning; selecting suitable academic programs that optimize employment options; taking responsibility for developing career decisions, graduate/professional school plans, employment plans and/or job search competencies, among other goals.

These CDC's goals overlap with our QEP focus, therefore we will work closely and regularly with the CDC team throughout the QEP development process to leverage their expertise in articulating QEP outcomes, developing our literature review, and vetting career-related assessment tools and advising approaches that fit with our institutional culture. Some of the QEP assessments under consideration were suggested by the CDC, including: Cardinal Career Trek, On-site Informational Interviewing, Heart+Head=Hustle, MBTI Full Report, and Strong Interest Inventory.

Exploratory Programs
In conjunction with the university's and college's advising practices, the A&S Exploratory Division provides individualized guidance to support students in the thoughtful exploration of education plans that meet their academic and career goals. Through exploratory advising offered by Katie Adamchik and her team of advisors, students are guided to: assess their strengths, interests, and skills to select an appropriate major; utilize campus and academic support services to reach their academic goals; and transition to their academic program of choice

All undecided and pre-unit students are required to use these advising services at least once a semester. Ongoing conversations between the Exploratory advising team and those working on the QEP have enriched the planning process. The Exploratory Advising Team have provided rich data about the exploratory population at our institution and become active partners in shaping our QEP intervention for these students. The Exploratory team has affirmed their commitment to assisting with the design and implementation of the QEP and are launching new programs for exploratory students that complement our QEP emphasis. These programs include:

- Designated Gen 101 sections for undecided students
- Gen 201 section in spring 2017 that is tied to a new Exploring Majors and Career Living-Learning Community.
- Operation: Declare a Major email campaign as part of the Exploratory Success Plan initiative

The ways in which our emerging QEP intersected with the other institutional efforts and priorities listed below signaled to the QEP Development Committee that our emerging QEP emphasis was poised to be a timely, vital, and meaningful addition to our campus learning environment.

<u>Gen 201: Career- Decision Making</u>
This is 1- credit hour course supports students who need to intentionally explore their career and/or major paths. The course is co-taught by advisors and career coaches.   While the course is targeted at second year students, it is open to all students. Typically, two sections of the course with capacity of 25 are offered both fall and spring semesters. For the past three years, the sections have filled to capacity.

This course seeks to guide students through the thoughtful exploration and selection of academic and career plans. The goals of the course are for students to develop an understanding of the career development process, an understanding of themselves related to career, and an understanding of the tools and materials needed in career decision making. A current research project is underway to examine students completing GEN 201 and their academic plan in the semester immediately following the course.

The QEP Development Committee views Gen 201 as a promising practice to inform our design of the proposed QEP seminar. About half the students enrolled in Gen 201 are first-year students and the other half are second year students; almost 60% the students in Gen 201 fall under the exploratory designation.

The QEP seminar will be clearly focused to support second-year exploratory students and the 3-credit model will allow for more depth of engagement with the student; will include a central focus on academic inquiry and inquiry into the self, decision making, and self-efficacy. Given the research supporting the role that faculty-student interaction plays in student success and persistence married with the need to help exploratory students connect their thinking about self-discovery and major/career path, using Gen 201 as complimentary foundation will be crucial for the design and thinking of the QEP Seminar.

<u>ECPY 397: Thriving in College and Beyond</u>
This course was launched as a pilot offering in Fall 2014 for 20 students by Dr. Nora Scobie. The target population was second year students. Dr. Scobie's course grew out of her dissertation research interests and academic advising experiences with students. The course, targeted at second-year students, included goals aimed at helping students identify their strengths and learning styles to make real world connections and meaningful choices in college. The emphasis was on academic engagement, interpersonal relationships, and psychological well-being to help students navigate life transitions. Student Learning Outcomes included:

- Develop skills necessary to build resiliency.
- Identify resources to make informed choices.
- Be knowledgeable about the experiential learning process.
- Understand the processes that enhance individual learning.
- Learn to maximize strengths.
- Apply strengths to real world scenarios.
- Develop critical thinking skills.

Students valued assessment opportunities that helped them identify their strengths (StrengthsQuest and Learning Styles Inventory), provided them opportunities to self-reflect

(ongoing journaling and final reflection paper), and cultivated their ability to overcome "controlled" disruptions or to demonstrate/practice resilience (in group presentation and *The Resilience Workbook*). After the completion of the course, based on both the course evaluation and informal follow-up by the instructor, students communicated they were more self-aware of their abilities and academic interest as well as indicating a need to have a course like this early on in their academic career. The general sense from the instructor was that students overall had a better sense of where they belong and where they wanted to go.

Dr. Scobie presented to the QEP Development Committee in October 2015 about this course and the group felt that many of its components could productively inform the QEP in development. Although the course was not offered beyond that initial pilot, the course activities and the engagement with the students who took this course indicates that it is a promising resource for the design of the QEP Seminar.

Trio Student Support Services
TRIO Student Support Services (SSS) is committed to helping low-income, first-generation college students and students with disabilities achieve a bachelor's degree. The program's mission is to increase retention and graduation rates by offering academic, financial, and personal support within a supportive institutional climate. The program chief measure is metrics related students' persistence rate, academic standing, and graduation rate.[1] Activities that support students' success include intensive, proactive advising appointments and mentoring relationships that include both academic and extra-curricular topics; academic tutoring; and peer mentoring. Students are enrolled in including e-mail and phone contacts, one-on-one meetings, mentoring, referrals to campus resources, financial support, and assistance with administrative processes. The persistence office also tracks data related to retention and performance of the cohorts and serves as a resource to other campuses offices who work with the GRS cohorts. We will maintain regular communication with this office as we launch and assess our QEP so that we can better understand the persistence and GRS cohort patterns of our students and integrate that information into our planning, metrics and assessment strategies.

Sophomore Leadership Program
The Student Leadership and Service program in the Office of Student Involvement is launching a new program for second-year students. The *MORE* program offers students a plan to develop their leadership skills and sense of self in community through numerous and varied active learning opportunities including meaning making reflection. *MORE* is a certificate program focused on sophomores and above; particularly those students who are still looking for their "perfect fit" for involvement at UofL. The program involves earning badges over time and with increasing depth and breadth of involvement. Based in the literature on second year student success (e.g. Schreiner, 2013 & Baxter-Magolda, 2004), this promising new program offers excellent shared goals with the QEP Seminar.
a designated Gen 101 orientation course in their first semester that is geared toward TRIO students.

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[1] Data from the 2014-2015 academic year indicates the program's success in supporting students' persistence from one academic year to the next or to graduation (83.57% participant persistence rate which exceeds the target goal of 75%); success in maintaining students' good academic standing (87.85% are in this category, exceeding the program goal of 80%), and positive graduation rates (students have achieved the goal of 55% of participants graduating within 6 years.).

Many of the students in the targeted population of our QEP have profiles similar to that of the SSS students and we believe the activities in that program will inform our own QEP advising and support components. We are tapping some of the SSS students to participate in our QEP Student Advisory Team, and staff from the SSS office to serve on the QEP Development Committee, in order to incorporate their perspective and experience into all aspects of the QEP.

The Office of Student Persistence

This office is responsible for monitoring and supporting the Graduation Rate Survey (GRS) cohorts comprised of first-time, full-time, degree-seeking freshmen. This work supports the university's goal of increasing the graduation rate to 60% by 2020. The office's persistence coordinators conduct various types of outreach to cohort students identified as at-risk and implement interventions to remove barriers to their success. The QEP staff team will stay in close contact with the staff in this office to understand shifts in student enrollment and the implications for the QEP.

III. Appendix C: QEP Faculty Work Group

A faculty work group will be convened in both fall 2016 and spring 2017 semesters and facilitated by Patty Payette and Riaan van Zyl. Ideally, faculty who participate will serve on the group **both** semesters to provide continuity in the planning, and some faculty representatives from the QEP Development Committee will be part of the Work Group, thus providing linkages between both bodies. Six bi-weekly meetings each semester will ensure that the group can accomplish the specific tasks needed for each semester to provide the design, structures, and specifics to launch the training and recruitment of faculty to teach the QEP seminar.

The Fall 2016, the Work Group will:

- Review the QEP-related goals and seminar outcomes and review selected research and best practices assembled by the QEP Development Committee to grasp the campus and scholarly contexts of the QEP, including topics related to the developmental needs of second-year students and the developmental and intellectual student learning outcomes of the seminar.
- Discuss and decide on promising practices, curricular components of the seminar and the syllabus with active input from key campus partners who will bring expertise in curricular design, academic advising, career counseling, assessment and other areas.
- Propose a seminar description and draft of curriculum components to the QEP Development Committee that is designed to become part of the QEP proposal provided to SACS in March 2017.
-

Members of the (current) Fall 2016 Faculty Work Group include:
- Brian Barnes, Philosophy, A&S
- Justin Cooper, Special Education, CEHD
- Rob Detmering, Information Literacy Coordinator, University Libraries
- Paul Himes, Biology, A&S
- J.C. McNeil (Jaqi), Dept. of Engineering Fundamentals, Speed School
- Dwain Pruitt, Assistant Dean for Curriculum and Governance, A&S
- Kate Snyder, Department of Counseling and Human Development, CEHD

The Spring 2017, the Work Group will:

- Build on the recommendations of the fall 2016 faculty work group, refining the seminar curricular components, syllabus, and assessment plans in order to incorporate the ongoing feedback from the campus community.
- Assist the QEP Development Committee in reviewing the advice and recommendations from the SACS onsite visitors who will be reviewing our QEP proposal in March 2017 and making alterations to the curriculum and/or seminar plans accordingly.

- Provide guidance and recommendations on the structure and goals of the QEP Faculty Learning Community to be launched in fall 2017 in order to engage the QEP pilot faculty in preparing to teach the QEP second-year seminars in spring 2018.

IV.   Appendix D: Inquiry Guided Learning

Baxter Magolda (2004) argues that students need to be "worked actively" to move their intellectual development. We anticipate *inquiry* being a key aspect of the QEP seminar and have begun to articulate use of the pedagogical method of Inquiry Guided Learning (IGL) as a promising practice of the QEP Seminar. IGL offers a suite of teaching approaches and strategies with no single formula for classroom practice, providing a balance of structure for institutions to create frameworks and outcomes and making room for flexibility, allowing faculty a great deal of leeway in its implementation and interpretation in the context of their discipline and/or courses.

A.   The nature of skills and outcomes that IGL promotes include:
- asking good questions;
- analyzing and interpreting evidence: and
- to selecting and justifying the best solution to a problem (Lee, 2012,).

These skills and outcomes echo the critical thinking framework from i2a, allowing us to emphasize the critical thinking and decision-making aspects of the course outcomes, such as framing the question at issue; gathering relevant information; considering point of view; and drawing conclusions

B.   Although there exist a variety of models, heuristics and rubrics that can employed to describe and/or structure the inquiry process, they commonly account for most of these aspects of inquiry: "exploration, question or problem identification, inquiry design including methods of investigation, collection and analysis of data or evidence, development of conclusions or solutions, and communication of results." (Lee, 8, 2012).

These stages of the process can provide guidance to instructors and learners in thinking through the seminar curriculum, but the activities, sources, projects, methods, and final artifacts produced can be quite diverse and will be shaped by the context of the course or the scope of the subject.

C.   The "guided" aspect of IGL can be done by the instructor who has been trained in how to actively <u>facilitate</u> the process for learners. What does this "guided facilitation" look like?
- It can be made up of "a series of units each built around an inquiry experience, structured by the instructor, for which students have been prepared through presentation of relevant content and inquiry skills development." (Lee, 12, 2012).
- The instructor is then able to scaffold the learners' experiences over the course of a semester, introducing each stage of the process, providing directed coaching, resources, instructions and content to help learners get support in constructing and pursuing their independent inquiry projects.

D.   The array of teaching strategies that support IGL are quite broad; the goal is to actively engage in inquiry and thinking critically.
- An 'entry point' into this process for instructors may be "carefully controlled question and answer sessions or in small group discussion" for instructors who have relied on content-rich lectures as their central teaching approach (Lee et al, 2004, p. 11).

- Some of the teaching strategies that are part of IGL include—but are not limited to-- case students, problems, field work, primary text readings, direct observation, laboratories, projects, performances, internships. (Lee et al, 2004, p. 12).
- While having student engaging in one or more of these strategies, instructors can support the process in a variety of ways—by providing questions/problems, selecting readings, coaching, modeling, providing guiding questions, parameters, heuristics, prompts and other approaches (Lee et al, 2004, p. 12).

To design the inquiry aspect of our QEP, and align it with our learning outcomes, the members of the QEP Development Committee and the QEP Faculty Work Group will vet a handful of IGL rubrics and framework in order to recommend a shared approach to IGL that aligns with our QEP outcomes, reflects the core values of IGL, and permits flexibility in the modes of adoption by the faculty who will be teaching the QEP seminar. Some of these common frameworks we will vet include the Hudspeth and Jenkins inquiry process (2001); Justice inquiry outcomes (2006); and the Research Skill Development (RSD) framework by Willison and O'Regan (2007).

Many of these frameworks have these common inquiry stages: "exploration, question or problem identification, inquiry design including methods of investigation, collection and analysis of data or evidence, development of conclusions or solutions, and communication of results." (Lee, 2004, p.6). While these may be common stages, the topic for inquiry ranges widely across disciplines and faculty are encouraged to interpret and operationalize these activities within the specific approaches and norms of their discipline.

Each section of the seminar is structured around a distinct central theme/topic proposed by a faculty member.

Some examples of the themes/topics that serve as an umbrella concept for each section of the course might be:

- Our Digital World
- Biotechnology
- Sustainability
- Social Entrepreneurship
- Urban Americas
- The Purpose of Art
- Race and Gender in the 21st Century

V. Appendix E: Integrative Advising Approach

We are creating an advising approach for the QEP seminar that we are calling "integrative advising." We use the word "integrative" to signal we are combining for students their academic advising and career counseling experiences. With this model, students would work with one advisor who is trained to counsel the student regarding his or her academic goal and major choice while also exploring relevant vocational interests and career options and goals.   In the advising scholarship, this integrated approach is called "career advising"; to avoid confusion, we are using the term "integrative advising" when we discuss the plans for our QEP.

For our specific advising model to serve the goals of the QEP, we expect the following activities would be part of our integrated QEP advising approach with students:

- Explore academic, vocational, and life goals
- Clarify/define personal and career goals
- Select academic paths and programs
- Engage in academic and career planning
- Emphasize the relationship between educational choices and general career fields
- Connect students to academic support services and resources
- Counsel students on getting the most out of their college experience

Virginia Gordan's numerous publications on advising practices have acknowledged the unique challenges undecided students face in both the realms of academic and career advising. Scholars have noted that career advising is a viable option to aid this group of students in working through, and bringing together, the various concerns and needs of undecided students—personal, academic and professional. To make advisors successful in working with undecided students in order to implement career advising—or "integrating advising" as we call it—advisors will need appropriate education, training and institutional support. (Hughey and Hughey, 2009, p. 12-13).

We envision that in order to launch this new approach to advising as part of the QEP seminar, we will need to: a) identify advisors who can learn to engage in integrative advising and its relevant best practices; b) design and deliver ongoing training for the advisors as they try out this new form of interaction with students and provide ongoing support as the QEP seminar is launched; c) work closely with faculty teaching the QEP seminar so that advisors are collaborating seamlessly on the timing of advising sessions, assessments and other proactive elements of the integrative advising process.

What will our integrative advising practice look like? One promising model to consider is Gordon's 3-I career advising model which includes 3 stages—Inquire, Inform and Integrate (2006). The three phases of the process illuminate the advisor's role in the decision-making process, "which includes a questioning period during which students' needs and concerns are explore, a period when many types of information essential to the decision-making are gathered, and finally a period of integration when the process is internalized and action is taken." (Steele and McDonald, 2008, p. 164). The 3-I offers us an appropriate approach for undecided students

or students at various levels of uncertainty or readiness to explore and aligns nicely with our QEP's focus on boosting students abilities to inquire, explore and discover.

Essentially, Gordon's 3-I model puts a strong focus on the process of understanding students and their unique advising needs, identifying the resources that are best needed for the career-advising process, and engaging in the steps necessary for helping students integrate information into an action plan for effective decision making. (Nelson, 143). This fits well with our plan to have students create a "strategic plan" for their academic path/goals as a culminating project in the QEP seminar.

Inquire stage

This is where an advisor gains insight into students' unique context. This is also the stage where advisors and students build rapport and the advisor determines a student's knowledge base, problems, and needs. In this stage, advisors and students will ask and answer questions about their academic or nonacademic lives to bring out concerns and issues that may extend over more than one advising session.

Students may have both academic and career concerns, such as (Nelson, 144):

How do I find the right major for me?
What can I do with XXX major?

I really don't find my ___ classes interesting.

I'm not sure where to begin with choosing classes for next semester.

Advisors can also probe for what is not being said:

"*How is your semester going for you?*"
"*Are you willing to explore other options and future goals?*" (Damminger, NACADA presentation)

Advisors may find through questions and statements that students have a severe lack of career information, carry erroneous assumptions, and do not know how to connect occupations to various college majors. This Inquire stage is a collaborative process in which the advisor and advisee "sort through student's issues, concerns, and questions" (Gordon, 2006) as they discover the precise information that is needed to inform decisions and grapple with uncertainties. (Nelson, 143).

Inform

In this stage, the advisor supports the students in gaining a wide variety of information through a collaborative process. Students gain self-awareness and self-knowledge by using assessment tools and instruments that may measure their interests, abilities and values. Students glean information about careers or occupations that interest them and education requirements for related majors. Advisors can help students by supporting them in narrowing down their options

and making sense of the assessment results and by directing students in their search for key information about occupations. This phase of the process "requires the development of the most extensive and complete integration of internal and external knowledge bases by advisors" and may be present the most challenges for those who are new to career advising (Nelson,2015, p. 146). Yet, advisors need to remember they do not carry the full responsibility of having all the knowledge needed to guide and inform students; their ability to make relevant referrals to campus and community is a best practice (Nelson, 2008).   We envision that as part of the QEP seminar work, students will be supported in carrying out a plan to do investigation into their own major and career interests. In this phase of the process, students may gain excitement as their goals are more clearly articulated and it can be one of the most rewarding aspects of the career advising process (Nelson, 2008).

Integrate

This is the phase of the process in which students examine, evaluate and synthesize the information they have gathered (Gordon, 2006). They have gained knowledge about themselves, possible career options, and relevant college majors and they are poised to make key decisions about their next steps. In this stage, advisors need to be attuned to the decision-making process in all its complexities, helping students navigate decision difficulties and the unique context of each student; Nelson (2008) provides an overview of a decision-making framework that can be useful to advisors. Nelson recommends that advisors use this stage of the process with students as an opportunity to help students think through, and connect, their prior conversations and information gathered, and capture the process on paper as a way to help students organize their thinking and options. "Tools, such as worksheets, matrixes, and computer record-keeping systems, increase clarity and reduce redundancy, thus promoting effective decision-making (Nelson, 2008, p. 148).   In this phase of the process, advisors can model for students how to interpret information, articulate implications and consequences of choices, weigh decisions, and prioritize action steps.

Although the 3-I process is described in stages, it is an iterative process, as each step informs the other steps. Advisors and students may find themselves going back to initial questions to help sort out options, revisit information to clarify decisions.
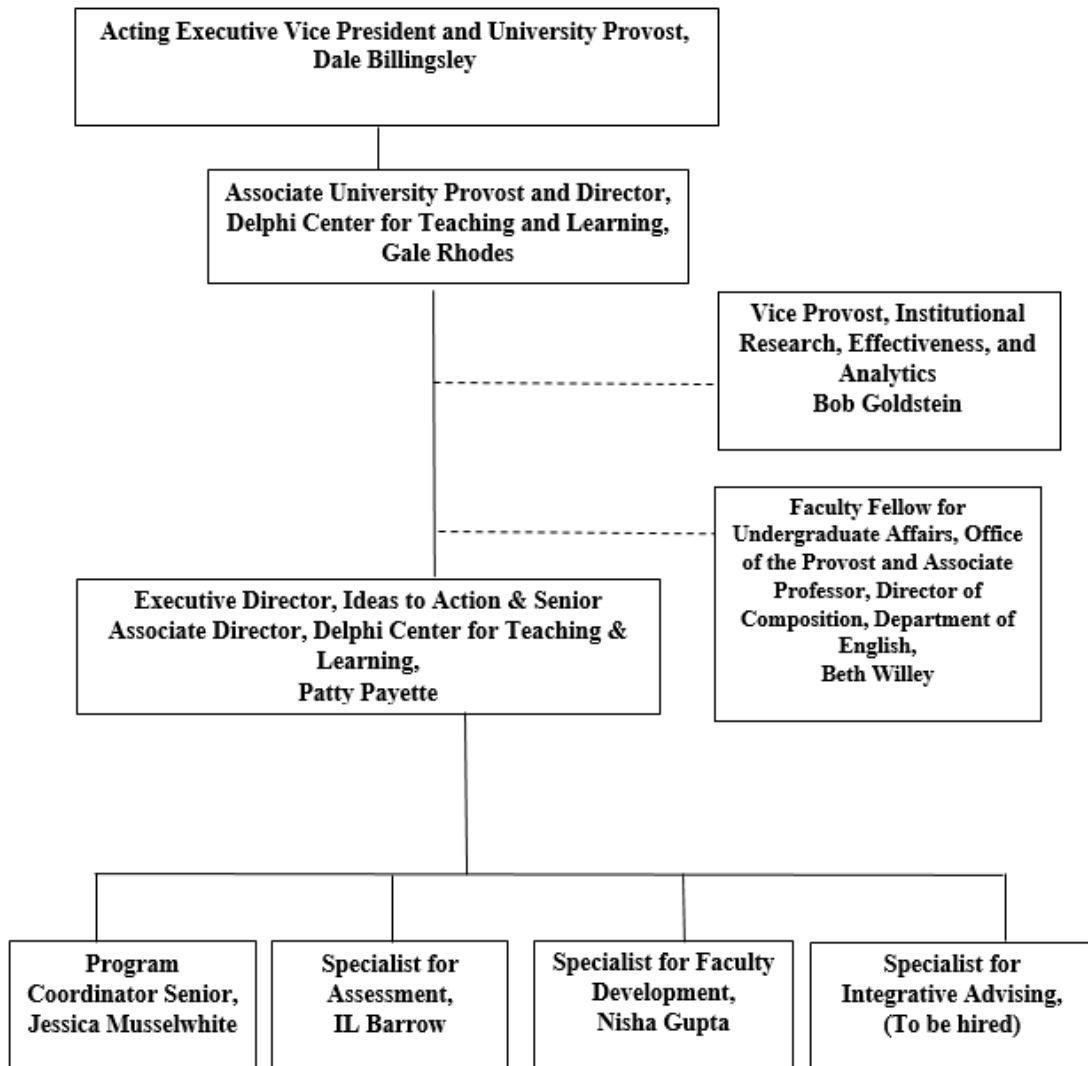
VI.   Appendix F: How the QEP seminar sections will be "scaled up" over time

Academic Year	Semester	Number of Sections	Total Students	Total Faculty
17-18	Fall 2017	–	–	–
	Spring 2018 (pilot semester)	4 sections 20 students each	80 Students	4 Faculty
18-19	Fall 2018	4 sections 20 students each	80 Students	4 Faculty
	Spring 2019	6 sections 20 students each	120 Students	6 Faculty
19-20	Fall 2019	6 sections 20 students each	120 Students	6 Faculty
	Spring 2020	8 sections 20 students each	160 Students	8 Faculty
20-21	Fall 2020	8 sections 20 students each	160 Students	8 Faculty
	Spring 2021	10 sections 20 students each	200 Students	10 Faculty
*21-22	Fall 2021	10 sections 20 students each	200 Students	10 Faculty
	Spring 2022	10 sections 20 students each	200 Students	10 Faculty

*We need to discuss the date of our Fifth Year Impact Report and the timing of the final course sections to allow time for analysis of the project.

VII. Appendix G – Organizational Structure

QEP Organizational Structure

```
Acting Executive Vice President and University Provost,
Dale Billingsley
    |
Associate University Provost and Director,
Delphi Center for Teaching and Learning,
Gale Rhodes
    |------------------- Vice Provost, Institutional
    |                    Research, Effectiveness, and
    |                    Analytics
    |                    Bob Goldstein
    |
    |------------------- Faculty Fellow for
    |                    Undergraduate Affairs, Office
    |                    of the Provost and Associate
    |                    Professor, Director of
    |                    Composition, Department of
    |                    English,
    |                    Beth Willey
    |
Executive Director, Ideas to Action & Senior
Associate Director, Delphi Center for Teaching &
Learning,
Patty Payette
    |
    |----------------|----------------|----------------|
Program          Specialist for   Specialist for Faculty   Specialist for
Coordinator Senior,  Assessment,      Development,          Integrative Advising,
Jessica Musselwhite  IL Barrow        Nisha Gupta           (To be hired)
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