



Find Your Fit **At-A-Glance**

The purpose of this At-a-glance report is a brief overview of the Find Your Fit (FYF) quality enhancement plan (QEP), including summary points of the assessment and experiences of students who have taken the FYF course, ECPY 302: Personal and Academic Inquiry.

About the Quality Enhancement Plan

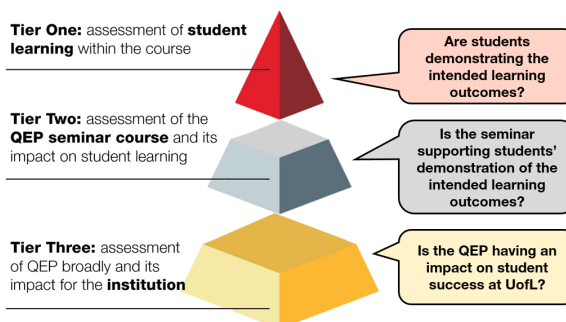
- Our current QEP, Find Your Fit, is designed to **enhance our students' inquiry and decision-making skills in order to help them thrive academically and personally.**
- At the heart of this initiative is the design, implementation, and assessment of a new **three-credit elective seminar, ECPY 302: Personal and Academic Inquiry.**
- This small seminar experience is designed to **enhance the academic and personal success of our undecided and pre-unit second-year students**, a population we refer to on our campus as “exploratory students.”
- Established a **three-tiered assessment plan** to measure student learning and impact.

About Find Your Fit

- **13 sections of ECPY 302 have been offered to date:** 2 sections in S18, 2 sections in F18, 3 sections in S19, 3 sections in F19, and 3 section in S20.
- **226 undergraduate students** have registered for the course since its introduction (*58% sophomores/42% late freshman and early juniors; 64% exploratory/36% students in transition*).
- Each section of ECPY 302 offers a **unique theme** and is **led by an instructional team** consisting of a lead faculty instructor, an integrative advisor, and a university librarian.
- **Offered diverse academic themes chosen by lead faculty**, including Generation Z, Emotional Intelligence, Storytelling, Hip Hop Culture, Community & Change, Positive Psychology, Music & Culture, Leadership, Walls, and College Life.

About the Assessment Plan

- Assessment of **student learning outcomes** (*four project level outcomes*), **the educational environment** (*professional learning communities & the seminar course*), and **impact at the institution** (*retention and persistence, progress towards degree program*).
- **The QEP's blended assessment approach** includes direct and indirect measures, authentic assessments, quantitative and qualitative approaches, and use of valid and reliable psychological scales.
- **Ongoing collection and tracking of student data** from the course, ongoing institutional tracking of each ECPY 302 student, ongoing tracking on non-returning students (*National Student Clearinghouse*), establishment of comparison groups including pre- and post-assessment in fall 2019 undergraduate courses across A&S and Business.



Find Your Fit **At-A-Glance: Assessment Results**

Tier One Assessments of Student Learning

FYF Outcome **ONE**



Students will demonstrate **informed decision-making** marked by identifiable measures of reflective learning, independent inquiry, and critical thinking.

demonstration of articulating implications and synthesis of research findings

- Directly assessed using two signature course assignments
- Indirectly assessed using Seminar Student Feedback form
- Showing **improvements in each of the last four completed semesters**
- Students are demonstrating skills in the areas of inquiry, reflective learning, information literacy, and critical thinking
- Students are uneven in their

FYF Outcome **TWO**



Students will report an increase in their **sense of academic and social belonging or fit** as measured by the pre- and post- FYF assessment scale.

- Directly assessed using pre- and post-scales from the *Walton and Cohen*
- Indirectly assessed using Seminar Student Feedback form
- Students reported **gains in each of the last four completed semesters**
- For the spring 2019 FYF cohort, students reported statistically significant gains using a Paired sample t-test ($p < .05$)

FYF Outcome **THREE**



Students will report an increase in their **sense of decidedness** as measured by the pre- and post-PAI assessment scale.

- Directly assessed using pre- and post-scales developed internally
- Indirectly assessed using Seminar Student Feedback form
- Students reported **gains in both areas of major and career decidedness**
- For **each** FYF cohort, students reported statistically significant gains using a Paired sample t-test ($p < .001$)

FYF Outcome **FOUR**



Students will report an increase in their **sense of self-regulated behavior** as measured by the pre- and post-FYF assessment scale.

- Directly assessed using pre- and post-scales from the *Pintrich et al.*
- Indirectly assessed using Seminar Student Feedback form
- Students reported **gains in each of the last four completed semesters**
- Student artifacts and feedback shows evidence of students increased awareness of self-regulated learning behaviors

Tier Two Assessments



Based on data and feedback/input at the course level ...

- Revised *Professional Learning Community* for the instructional team participants
- Revised curriculum of the *FYF seminar course* for spring 2020 offering and beyond
- Streamlined the training program for instructional team members;
- Revisited the number of seminar assignments and the pacing of the seminar components;
- Provided ongoing guidance so that instructional team members and students are consistently clear on the rationale, logic and ethos of the seminar.

Tier Three Assessments at the Institutional Level

- Tracking each FYF cohort semester by semester, including integrating institutional and pre- and post-assessment data
- Tracking changes in major and progress made towards degree
- Tracking each non-returning students using National Student Clearinghouse
- Beginning to see year over year increase in FYF cohort student retention



Find Your Fit **At-A-Glance**: Student Testimonials

"Researching a topic you're interested in changes the way you see research. The information seems more compelling, more relevant, and I found myself personally more driven to find more good sources."

- ECPY 302 Student

"This semester I have learned a lot about my career path as well as path of studying and my major. I have done research which I have gained many skills from and I have done activities which showed me the skills I already had. I learned a lot about who I am as a person and a student and how I can thrive in the upcoming years of my life. This class has taught me both educationally and personally."

- ECPY 302 Student

"This seminar is a must have if you are exploring majors or have no ideas what your next steps in college is. Before this class, I debated on dropping out because I had no idea what to do with my life and didn't want to keep paying for college without a set degree in mind. Now after this class, I have a greater understanding of my next steps and have found the perfect major and career path for me."

- ECPY 302 Student

"I really enjoyed this seminar. The instructors did a phenomenal job at including the theme of the class while still accessing our personal and academic inquiry. They made this class enjoyable and easy to stay engaged in. I think the three admin selected for the course work well together to make this class effective. I also think pairing this class with the GEN 100 class from 1st semester enhanced my decision making of my major and career choices. Without this class I think I would be struggling quite a bit to figure things out on my own. I would recommend this class to incoming freshman for future years who are undecided."

- ECPY 302 Student

"Honestly, this has been my favorite class all semester. It's really cool taking a class based on something so personal, finding your fit at UofL. I feel like all the work helped me understand myself better and better find what I want to major in during my time I here at UofL. The instructors were all great and helped me with any issues or struggles I had in any assignments this semester."

- ECPY 302 Student

Please encourage students interested in getting more information, or in talking with an advisor, to reach out:

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