

Delphi Center for Teaching and Learning
Find Your Fit Pilot Phase Report

Executive Summary

University of Louisville

July 2019

“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 document provides an overview of the analyses, findings, and recommendations from the pilot phase (Spring 2018-Fall 2018) of the Find Your Fit (FYF) Quality Enhancement Plan (QEP). The purpose of this QEP is 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 three-credit elective seminar, ECPY 302: Personal and Academic Inquiry, offered through the Department of Counseling and Human Development (ECPY) within the College of Education and Human Development (CEHD).

This report is structured in order to provide the reader with background information about the project and the pilot phase, followed by a presentation of data, analyses, and recommendations of each level of FYF – the project, course and institutional levels. This report includes an overview of the major project components and future directions for the post-pilot phase of FYF and a discussion of implications and insights from the pilot activities. See the sections and corresponding page numbers below:

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The FYF project is intended to serve second-year students who either have not declared a major (undecided), have not earned admittance to the program of their choice (pre-unit), or are in transition between majors. For the pilot phase, we successfully recruited mostly traditional, second-year students. Registration for the spring 2018 semester was below the enrollment capacity by 30%, but fall 2018 both sections filled. Pre-unit students were under-represented for the pilot phase and female students are over-represented. Discussions, analysis, and recommendations regarding student profile start on page 5.

FYF focuses on establishing ***inquiry*** as an intentional pedagogical approach to help facilitate students’ ability to become more independent and holistic in their learning; moving students toward a sense of autonomy and agency that is practical, developmental, and transformative beyond the traditional classroom experience. FYF established **four** project-level student-learning outcomes we believe are indicative of students’ ability to grow and persist as they pursue their fit at the university.

These outcomes are:



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



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



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



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

For **outcome 1**, students' demonstration of informed decision-making was mixed in both the cognitive performance of individual learners on discrete skills and in the learners' abilities as a pilot cohort. Combined with the results from the indirect measures, the seminar and the core assignments contained in the Hallmark Assessment Task (HAT)¹ show strong promise toward students' ability to demonstrate informed decision-making as intended in our proposal. We believe that ongoing adjustments to the HAT assignments and assessments, combined with strategic modification to the course design, can better support and develop students' consistent ability to demonstrate informed decisions. An in-depth discussion, analysis, and recommendations related to outcome 1 start on page 7.

For **outcome 2**, students reported a higher sense of belonging on the pre-assessment Personal and Academic Inquiry (PAI) Disposition scale than expected. No gains were reported with the spring 2018 cohort, while gains by the fall 2018 cohort showed promise in how this seminar course can support students' increased sense of academic and social belonging at the institution. The FYF staff team will re-assess whether to include additional measures such as academic efficacy or modify the ten-item belonging scale that includes items associated with majors or a discipline. To this end, we recommend keeping this outcome as part of the project. Further discussions, analysis, and recommendations related to outcome 2 start on page 10.

For **outcome 3**, students participating in the pilot phase reported a significant increase ($p < .001$) in their overall decidedness toward both a major and career using an independent t-test. The discernment activities around major and career exploration is clearly resonating with the pilot phase students. Moving forward, we recommend revisiting the number and types of assessments associated with major and career exploration in order to streamline aspects of personal inquiry within the course design and to facilitate additional support for the three other project outcomes. Further discussions, analysis, and recommendations related to outcome 3 start on page 11.

Finally, for **outcome 4**, the pilot phase students reported modest increases in their sense of self-regulated learning behaviors as measured by the Find Your Fit (FYF) pre- and post-assessment scales. However, indirect measures from the FYF Student Feedback form clearly indicate that students agree that the course contributes to thinking about their learning behaviors, habits, and strengths, and notably, students also are able to identify meaningful changes in their learning behaviors and personal or academic growth within the Academic and Personal Plan. The FYF staff team will continue to work with project partners and the instructional teams to implement a more explicit approach in identifying and reflecting on specific self-regulated learning behaviors within the design of the course. Further discussions, analysis, and recommendations related to outcome 4 start on page 12.

¹ The FYF project utilizes a signature course assignment as best practices for assessing students' learning outcomes for the seminar course as well as satisfy a unit-wide requirement for the College of Education and Human Development (CEHD). CEHD terms this performance assessment as a Hallmark Assessment Task (HAT) which addresses key knowledge, skills, &/or dispositions in a given course, and includes an assessment rubric. Three tasks, the I-Search paper, I-Search digital presentation, and Academic and Personal Plan (APP) together comprise the HAT and are the culminating activities for students within the FYF seminar.

Additional metrics were collected on developmental constructs that closely align to the core of the project. These metrics include students' academic efficacy, control of learning beliefs, and self-efficacy of information literacy. Data from these constructs provide a more holistic picture of the impact of the seminar and are important proxy indicators for seminar improvement. These data provide additional validation of the project efforts and guidance for instructional team members on the impact their roles may have in students' overall academic development. An in-depth discussion, analysis, and recommendations of these additional metrics start on page 14.

With FYF institutional goals in mind, preliminary short-term outcome data suggest students are finding their academic fit, are persisting within the university, and are making progress within their undergraduate career. Of those students who did not return to the university following their participation in the seminar, we can affirm that almost a third have enrolled at other higher education institutions and are persisting consistent with the intent of the project. The remaining non-returning students either have indicated their intent to re-enroll at a later date or have decided that college was not for them at this time. Most of the students who did not re-enroll at UofL or another institution indicated they were also facing personal challenges that are beyond the scope of the intent of the seminar course. Additional information on institutional data start on page 15.

Although numerous adjustments were made to the seminar during the pilot phase, the end of this phase affords us with an opportunity to make significant modifications based on pilot data and feedback. Through a number of ongoing conversations, surveys, and feedback sessions, the FYF staff team has worked with its instructional teams and project partners to identify some key changes that need to be made for the 2019-2020 academic year. In relation to the training program, they will streamline the training and provide more planning and rapport-building time for instructional teams. In relation to the structure of the course, they will revisit the number of seminar assignments and the pacing of the seminar components. For the project as a whole, there is a need to provide ongoing guidance and discussion so that instructional team members and students are clear on the rationale, logic and ethos of the seminar assignments and the ways in which their ownership of, and trust in, the process of shared inquiry is vital for both students and instructional team members. It has come to our attention that a wide array of 'human variables' can greatly influence the way the seminar – as an intervention – is operationalized for students. A more complete list of recommendations and implications to inform next steps is provided on page 20 of this report.

The pilot phase of the FYF project demonstrates that this intervention for our intended population of students is advancing their development of personal and academic growth through the process of guided inquiry. Based on the assessment data from the pilot phase, we see the potential and have evidence of actual impact on student learning as measured by the project outcomes for our targeted population of students. As the project moves past the pilot stage, we will continue to carefully monitor and report on key assessment findings at the project, course, and institutional levels. We will work closely with our key partners and make data-driven adjustments in better supporting our students and instructional teams, as well as make the necessary modification to the course design, course assignments, and assessments. The pilot phase affirmed both the potential of this intervention to make a meaningful impact for student participants, as well as informed the areas for continued refinement.

Find Your Fit Pilot Phase Report

Full Report

Purpose of this Report

This report provides an overview of our institution's Find Your Fit (FYF) QEP and shares key assessment findings and recommendations gleaned from our two pilot semesters from spring and fall of 2018. Both pilot semesters, the FYF pilot phase, affirms the relevancy of the project and points to areas of potential impact this intervention has on students' achievement, persistence and success.

About Find Your Fit: Background

Find Your Fit (FYF) is the current QEP as required by our accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). **The purpose of this QEP is 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, offered through the Department of Counseling and Human Development (ECPY) in the CEHD.

This small seminar experience, limited to 20 students each, is designed primarily for second-year undergraduate students who are undecided; are pre-unit majors; and/or our secondary group of targeted students made up of those in transition between majors. Pre-unit designates students who have not earned admittance to the program of their choice and are admitted to the College of Arts and Sciences (A&S) under the exploratory designation. Each section of ECPY 302 offers a unique theme and is led by an instructional teams consisting of a lead faculty instructor, an integrative advisor, and a university librarian.

Students enrolled in the seminar explore an academic topic or theme of personal interest related to the seminar theme as they develop, complete, and present their work on an original inquiry project. Simultaneously, students engage in personal inquiry activities through a variety of individualized and group activities to assist them in gaining greater clarity regarding their major and career path. Students document their journeys and produce an Academic and Personal Plan (APP) in which they integrate and articulate their new knowledge and insights about the seminar topic, themselves, and their major and career trajectories.

About the Pilot Phase

The proposed QEP included a pilot phase which occurred in the second and third academic semester of the overall project timeline that began in fall 2017. The pilot phase provided us with the opportunity to implement and assess the viability of the intended plan as proposed to SACSOC. The pilot phase included both spring and fall 2018 semesters, with the intention of utilizing the summer months in between the two semester to conduct an initial assessment of the seminar intervention. The assessment of the initial pilot semester informed minor adjustments to the second pilot semester without comprising the original intent of the course. Two sections of ECPY 302 were successfully offered and assessed for both the spring and fall 2018 semesters. An overview of the seminar sections, instructional teams, and students' profiles are provided below.

Pilot Semesters' Profile

Over the course of the two pilot semesters, four sections of the seminar course were successfully offered, two in spring 2018 and two in fall 2018. The lead integrative advisor for the project provided guidance with the scheduling of both sections each semester to maximize the appeal of the course and provide students with flexibility to include the course in their schedule. The project has welcomed four (4) faculty members to lead each semester as well as three (3) integrative advisors, and three (3) university librarians. One university librarian participated in both pilot semesters as part of two separate instructional teams.

Below is a table that provides the names of the individual instructional team members; seminar themes; days and times offered; and meeting locations by academic semester and course section.

Table 1

Spring 2018

Fall 2018

Course Section	ECPY 302-01	ECPY 302-02	ECPY 302-01	ECPY 302-02
Lead Faculty	Mary Ashlock	Eileen Estes	Shelley Thomas	Kiki Petrosino
Integrative Advisor	Katie Adamchik	Katie Adamchik	Marissa Williams	Eric Turner
University Librarian	Rob Detmering	Sam McClellan	Amber Willenborg	Rob Detmering
Seminar Theme	Generation Z	Emotional Intelligence	Community & Change	Storytelling
Days/Times	MW/2:00p-3:15p	TR/4:00p-5:15p	MW/11:00a-12:15p	TR/4:00p-5:15p
Location	ED113	ED117	ED248	BAB234

All four seminar sections were offered two days a week with 75 minutes of instructional time for each class meeting. Each section spanned the traditional 14 week academic semester. Two sections were offered each semester on alternating days, with one section reserved for early afternoon and the other section scheduled towards late afternoon. Of the four lead faculty instructors, two are faculty members from the College of Arts & Sciences and two are from the College of Education & Human Development.

Students' Profile

Students are primarily identified and assessed by exploratory advisors within the student success center. Prospective candidates are encouraged to register for the FYF seminar course through a combined effort of students' interest in the seminar, an exploratory advising session, and the completion of the FYF Readiness Assessment which is prompted by the exploratory advisor. The FYF Readiness Assessment is a short three-item assessment intended to evaluate a students' sense of academic decidedness and to clarify potential barriers the student may be facing beyond the scope of this seminar experience.

Table 2

Spring 2018

Fall 2018

Course Section	ECPY 302-01	ECPY 302-02	ECPY 302-01	ECPY 302-02
# of Students	n=11	n=17	n=20	n=20
Gender	Female: 8 (73%) Male: 3 (27%)	Female: 11 (65%) Male: 6 (35%)	Female: 13 (65%) Male: 7 (35%)	Female: 15 (75%) Male: 5 (25%)
Age	Mean: 19.3 Mode: 19 Range: 18-20	Mean: 19.6 Mode: 19 Range: 18-23	Mean: 19.3 Mode: 19 Range: 18-25	Mean: 20.3 Mode: 19 Range: 18-38
IPEDS Ethnicity	Asian: 1 (9%) Black/AA: 2 (18%) Hispanic: 2 (18%) Two or More: 1 (9%) White: 5 (45%)	Asian: 1 (6%) Black/AA: 2 (12%) Hispanic: 1 (6%) Two or More: 1 (6%) White: 12 (71%)	Black/AA: 1 (5%) Hispanic: 1 (5%) Two or More: 1 (5%) White: 17 (85%)	Asian: 2 (10%) Black/AA: 3 (15%) Two or More: 1 (5%) White: 14 (70%)
Academic Level	Freshman: 1 (9%) Sophomore: 9 (82%) Junior: 1 (9%)	Freshman: 1 (6%) Sophomore: 13 (76%) Junior: 3 (18%)	Freshman: 6 (30%) Sophomore: 13 (65%) Junior: 1 (5%)	Freshman: 4 (20%) Sophomore: 14 (70%) Junior: 2 (10%)
Academic Plan	Undecided: 3 (27%) Pre-Unit: 3 (27%) Declared: 5 (45%)	Undecided: 8 (47%) Pre-Unit: 2 (12%) Declared: 7 (41%)	Undecided: 10 (50%) Pre-Unit: 3 (15%) Declared: 7 (35%)	Undecided: 10 (50%) Pre-Unit: 2 (10%) Declared: 8 (40%)

The FYF project identified and recruited 68 undergraduate student to register into one of four sections offered during the FYF pilot phase. For the first pilot semester, a total of 28 students registered for the

two sections, where the maximum registration was set for 40. Section one consisted of 11 students while section two had 17 students enrolled for the course. Both sections of the seminar course offered in the fall semester closed, with a maximum registration of 20 each for a total of 40 enrolled students. Student data² provided in the table below shows demographic and institutional data on the students at the time of enrollment in the FYF seminar course.

Student Profile Insight

The FYF project is intended to serve second-year students who are either pre-unit, undecided, or in transition between majors. We are, for the most part, successfully recruiting traditional, second-year students and have fair representation of both undecided students and students in transition. We recognized the under-representation of pre-unit students recruited for the pilot phase and have noted the over-representation of female students in the project.

One concern that was voiced during the developmental phase of the project was that we may experience over-representation of specific ethnicity groups. As the data suggests, the ethnicity of students participating in the pilot phase is representative of the overall undergraduate population at the University of Louisville, where about 70% of students identify as White, 11% identify as Black, and about 5% each identify as either Hispanic, Asian, or Two or more races. Our recommendation is to work with exploratory advising to seek out additional ways to recruit pre-unit students and the male population of students who are undecided or in transition to consider participating in the seminar experience.

The FYF Learning Outcomes

FYF focuses on establishing *inquiry* as an intentional pedagogical approach to help facilitate students' ability to become more independent and holistic in their learning; moving students toward a sense of autonomy and agency that is practical, developmental, and transformative beyond the traditional classroom environment/experience.

FYF has **four** project-level student-learning outcomes:



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



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.



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



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

Students demonstrate **outcome 1**, through completing a Hallmark Assessment Task (HAT). Three tasks, the I-Search paper (ISP), I-Search digital presentation (IDAP), and Academic and Personal Plan (APP) make-up the HAT for the FYF seminar. The FYF staff team and project partners developed the assignments and scoring rubrics used to assess students' informed decision-making skills.

Outcomes 2, 3, and 4 are measured using two assessment scales that were developed based on current research around academic and social belonging, self-regulated learning, and self-efficacy. The

² These data were extracted using Blackboard Analytics and are transactional in nature. Please do not use these data for any official reporting outside of this project. Spring 2018 data were extracted on January 18, 2018; Fall 2018 data were extracted on August 27, 2018.

two developed instruments, the FYF Learning Scale and the Personal & Academic Inquiry (PAI) Disposition Scale, are administered to students on the first and last day of the academic semester. These pre- and post-scales are used to measure potential gains in students' sense of belonging, decidedness, self-efficacy, and self-regulated learning, our central outcomes.

Pilot Phase Findings by Outcome

Findings for each of the four project outcomes from the pilot phase are reported below. A short description of the measures used to assess the outcome are provided. Findings from both the spring and fall 2018 semesters are presented two-fold to provide a comparison between the two pilot semesters.

At the conclusion of the spring 2018 semester, a post-semester assessment process was established to review components of the seminar course and to gather feedback from the instructional team members. The FYF staff team collected, organized, and analyzed seminar artifacts such as:

- classroom learning activities,
- reflection journal entries,
- seminar course grades,
- University course evaluations,
- FYF Student Feedback Form,
- Instructional Team Feedback Form, and
- Students' HAT artifacts.

The FYF staff team, along with the instructional teams, analyzed the data and themed major findings from the spring pilot semester.

The post-semester assessment process was again conducted at the conclusion of the fall 2018 semester to replicate the process created after the spring 2018 semester. The results from both post-semester discussions produced an array of recommendations to be considered for implementation moving forward. Minor adjustments were identified and implemented between the two pilot semesters to fine-tune our efforts for implementing the intended experience. Large sets of feedback and recommendations have been recorded and set aside for review during the spring and summer of 2019 semesters. The FYF staff team will take a more comprehensive approach to modify and adjust key components of the seminar course for the fall 2019 iteration.

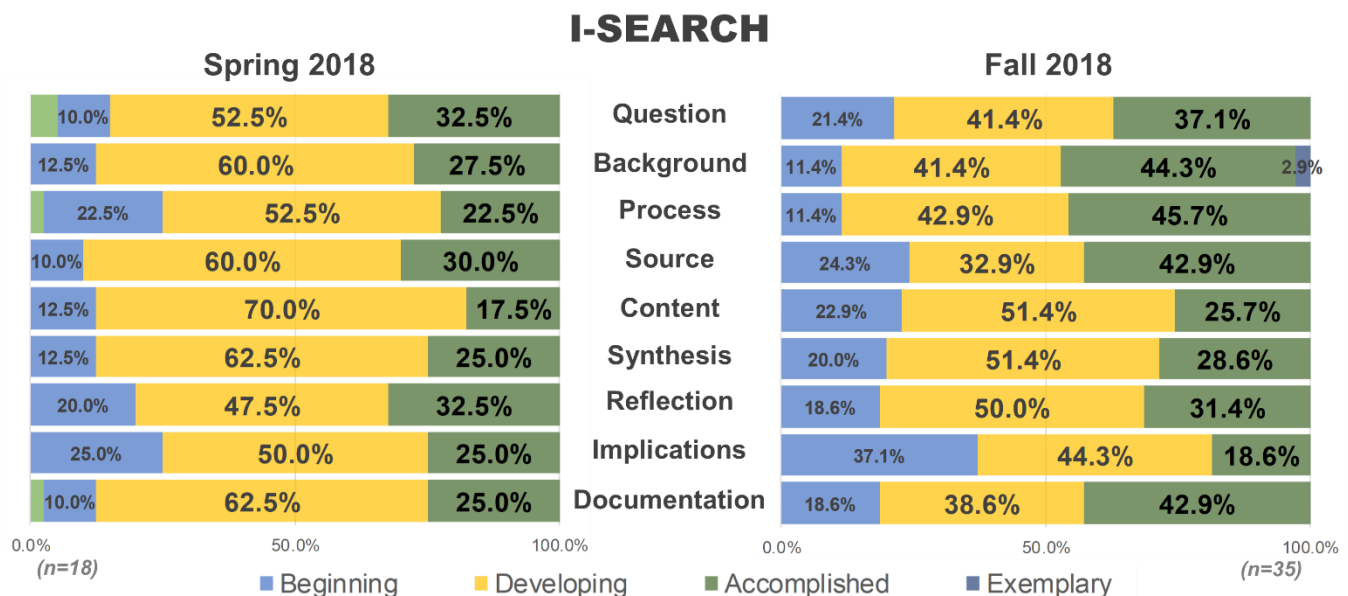


Outcome 1: Students will demonstrate informed decision-making marked by identifiable measures of *reflective learning, independent inquiry, and critical thinking*.

Outcome 1 Findings: The I-Search Paper (ISP) and the Academic and Personal Plan (APP) are part of the signature course assignment where students demonstrate informed decision-making. Criteria for independent inquiry, informed decision-making, and reflective learning are embedded in the APP, while criteria associated with specific critical thinking skills are prompted within the ISP. The FYF staff team collaborated with project partners (i.e. student success advising staff, university career center staff, university librarians) to develop the assignment prompts and rubrics for the HATs. Student HAT's were collected and scored by the FYF staff team upon completion of both the spring and fall 2018 semesters. Four standards were articulated in both the ISP and APP rubrics: *exemplary, accomplished, developing, and beginning*.

In spring 2018 pilot semester, most students demonstrated aspects of critical thinking skills and reflection at the “*developing*” level, while no student demonstrated “*exemplary*” in any of the dimensions for the ISP. A range of 16% of students were able to demonstrate various critical thinking skills at the accomplished level depending on the rubric dimension. Around 50%-70% of students were scored at the “*developing*” level for the various rubric dimensions associated with the ISP. The chart to the right

shows the distribution of students' ISP scores for the spring 2018 cohort. Although 26 students successfully completed the course, only 18 student artifacts were submitted electronically for review and the remaining 10 artifacts were submitted as hard copies directly to the instructional team members. This discrepancy resulted in creating a mandatory requirement for students to upload their artifacts electronically as part of the assignment requirements. Starting in fall 2018, students are required to submit their HAT electronically. The distribution of scores represents artifacts from 19 students across both spring 2018 sections of the course.

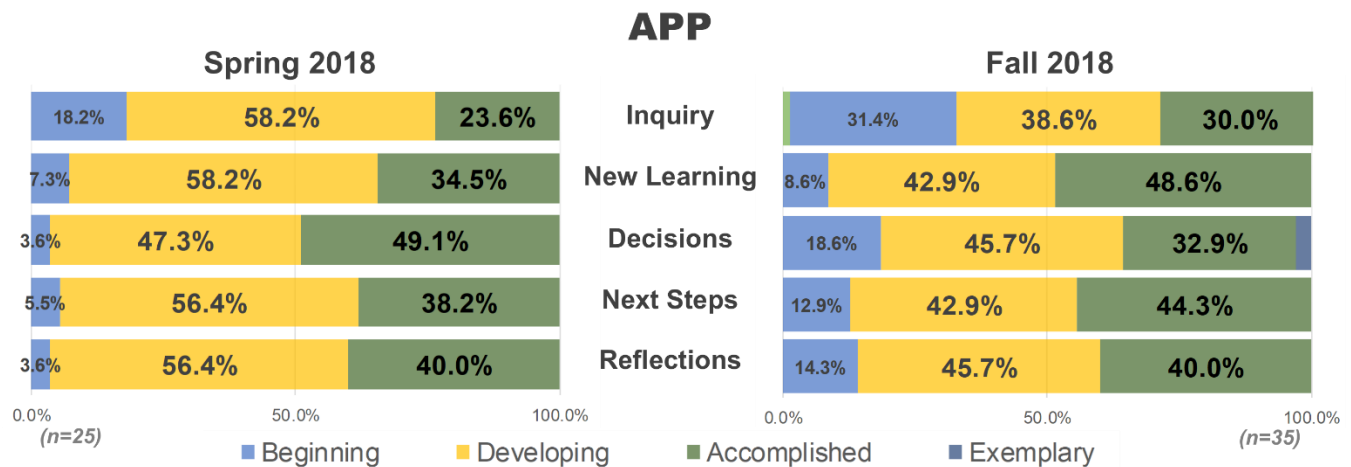


For fall 2018 pilot semester, more students were scored at the level of “*accomplished*” for each ISP dimension except for “identifying implications.” As a result of strategic integration of the librarian in working with students on specific dimensions of the ISP, we see the largest improvements. Furthermore, the mode for four of the ISP dimensions increased to ‘3’ as opposed to ‘2’ for the spring 2018 cohort. Four of the nine dimensions show an excess of 40% of students scoring at the “*accomplished*” level. The chart to the left shows the distribution of how students scored on the various dimensions of the ISP rubric is provided. 32%-51% of students were scored at the “*developing*” level for the various rubric dimensions associated with the ISP for fall 2018. The distribution of scores represents artifacts from 35 students across both fall 2018 sections of the course, where five students chose not to submit this assignment and received a grade of zero for the assignment.

Based on the spring ISP data, the FYF staff team worked with the fall 2018 instructional teams on being intentional and explicit with their support for students through the HAT process. Based on student feedback, this effort included integrating strategically the role of the librarian in supporting students' information literacy tasks with the I-Search paper and to adequately scaffold earlier drafts of the HAT, including opportunities to receive feedback and make the necessary revisions. Assignment prompts and the rubric descriptors were modified slightly to clarify the level of expectations students were asked to meet based on student feedback from the seminar feedback form.

We experienced similar results and mixed improvements with the APP scoring between the two pilot semester as well. Reflection, inquiry, and informed decision-making are the main learning components measured within the APP. For spring 2018, most students demonstrated at the “*developing*” level except for informed decision-making, where almost half of the students were scored at the “*accomplished*” level. 50%-60% of students were scored at the “*developing*” level for each of the five dimensions of the APP scoring rubric. The chart to the right shows the distribution of spring 2018 students' scores for the APP. The distribution of scores represents artifacts from 25 students across

both spring 2018 sections of the course, where three artifacts were not submitted electronically for after semester review.



For fall 2018, more students were able to demonstrate their learning at the “*accomplished*” level for each APP dimension except for “informed decision-making” which based on an independent t-test, showed a significant decrease ($p < .05$) in comparison to the spring 2018 cohort of students. The mode score for “new learning” and “next steps” rose to ‘3’ for fall 2018, where the mode for these two dimensions were at ‘2’ for the spring pilot semester. To the left, the distribution of students’ fall 2018 APP scores on the APP are provided. Three of the five dimensions showed improvement, with a larger percentage of students receiving scores at the “*accomplished*” level. The distribution of scores represents artifacts from 35 students across both fall 2018 sections of the course, where five students chose not to submit this assignment and received a grade of zero for the assignment.

The FYF staff team made slight modifications and adjustments to the assignment prompts and rubric descriptors prior to the fall 2018 semester based on feedback from both the instructional team and students. For the fall 2018 pilot semester, integrative advisors were transitioned into facilitating and workshopping the APP with the students rather than a member of the FYF staff team.

Additional Outcome 1 Measures

In addition to the HAT assignments, students completed an FYF Student Feedback form at the conclusion of the course. Students are asked questions regarding their learning, course assessments, and are prompted to provide feedback about their seminar experience. On this survey, students were asked to rate their level of agreement, using a five point scale where 1=strongly disagree and 5=strongly agree, on a number of questions associated with outcome 1.

Survey Items	Spring 2018 (n=22)	Fall 2018 (n=33)
As a result of taking this course, I am better able to develop meaningful questions.	3.82	4.00
As a result of taking this course, I am better able to gather relevant information around questions I have.	4.10	4.03
As a result of taking this course, I am better able to consider multiple points of view around a topic or question.	4.10	3.94
This course provided me with regular opportunities to reflect on my learning.	4.36	4.27
This course strengthened my ability to think critically about the academic theme of the course.	3.86	3.85
Where 1=Strongly disagree and 5=Strongly agree		

On average, students agree that as a result of taking the course, students made progress towards key aspects of the seminar student learning outcomes associated with outcome 1. Furthermore, students agree that the intended course objectives associated with outcome 1 were met.

Outcome 1 Insight

For both pilot semesters, students' demonstration of informed decision-making was mixed in both the cognitive performance of individual learners on discrete skills and in the learners' abilities as a pilot cohort. We especially see this in the areas of reflective learning and critical thinking, in particular students' ability to synthesize and articulate implications from their findings. Combined with the results from the seminar feedback form, the seminar and the HAT show promise towards students' ability to demonstrate informed decision-making as intended in our proposal. Based on student and instructional team feedback from spring 2018 on the ISP and librarian's role, the QEP staff team made minor changes to the process of supporting students with the ISP. The move was made over the summer of 2018 to better scaffold the ISP assignment and create more intentional spaces for the librarians to engage with students on key components of the ISP, showed improvement associated with these modifications such as the searching process, identifying sources, and documentation.

The I-Search Digital Assignment Presentations (IDAP) were reviewed by the FYF staff team as part of the evaluation process of scoring student artifacts. The original intent for the IDAP was to provide students with a high impact practice opportunity to close the loop with their fellow classmates in sharing key findings from the ISP. Upon further examination, the criteria for scoring the IDAP were not in alignment with supporting outcome 1 of the project. Based on a feedback from students and factors related to the design of the course, the FYF staff team will be revisiting the role of the IDAP and will consider whether or not it continues to act as a standalone assignment couched within the seminar HAT.

“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

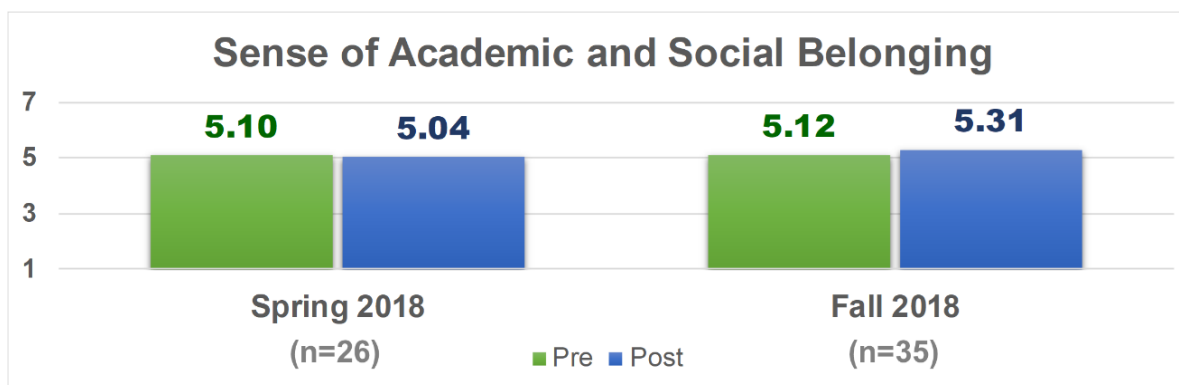
Ongoing adjustments to the HAT assignments and scoring rubrics can support and develop students' ability to make informed decisions. Moving forward, the QEP staff team will revisit the number of overall tasks students are asked to complete as part of the seminar experience based on feedback from both the instructional team members and students. We recommend the review and modification of the course structure and the re-mapping out of seminar assessments that support the various outcomes of the project. We will identify additional time and support for the lead faculty instructor to guide and model for students key critical thinking components of the ISP. Minor modifications will be made to the APP assignment and scoring

rubric to clarify expectations for the students. Finally, agreeing on a uniformed process of introducing, guiding, and prompting aspects of the APP with students will be decided and implemented for the fall 2019 iteration of the seminar course.



Outcome 2: 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.

Outcome 2 Findings: Using a scale modified from a 2007 study on belongingness (Walton & Cohen), students were asked to rate their sense of belonging on the PAI Disposition scale. The belonging scale consists of 17 items associated with academic and social belonging. Below are the results of the pre- and post-assessment of academic and social belonging for the two pilot cohorts.



The spring 2018 students completing the seminar reported a slight decrease in their sense of belonging. Both pre-unit students and students with intended majors reported larger gains than undecided students. In addition, students with intended majors reported higher mean scores in both the pre- and post-assessments in comparison to the pre-unit and undecided students. Students from the spring 2018 semester reported an overall higher sense of belonging on the pre-assessment than anticipated. This may have contributed to the lower than expected gains for this measure. The higher than expected reporting on the pre-assessment for sense of belonging was true of the fall 2018 cohort as well.

The fall 2018 students reported modest gains in their sense of belonging than the spring 2018 FYF cohort but were not determined to be statistically significant. Students entering the seminar with an intended major not only reported the largest gains between pre- and post-assessment, they also reported higher mean scores in both the pre- and post-assessments in comparison to the pre-unit and undecided students.

For the fall 2018 cohort, there were three items within the belonging scale ($n=17$) that showed promising impact: 1) *I feel like an outsider at UofL*, 2) *Other people understand more than I do about what is going on at UofL*, and 3) *People at UofL are a lot like me*. Students' post-assessment responses on the second item mentioned above were statistically lower than their pre-assessment responses ($p<.05$) which is the appropriate direction for that specific item. Students' HAT artifacts also include sentiments that align to these three specific items on belonging.

Additional Outcome 2 Measure

Students were asked on the FYF Student Feedback Form to rate a statement regarding the course and belonging at UofL. Below is the survey prompt with both spring and fall mean scores provided.

Survey Item	Spring 2018 (n=22)	Fall 2018 (n=33)
This course helped me feel like I belong at the University of Louisville.	4.14	3.79
Where 1=Strongly disagree and 5=Strongly agree		

The indirect measure indicates that students generally agree that the course helped them feel like they belong at UofL. The fall 2018 student scores were lower than the spring 2018 group, but did not show a significant difference based on an independent t-test.

Outcome 2 Insight

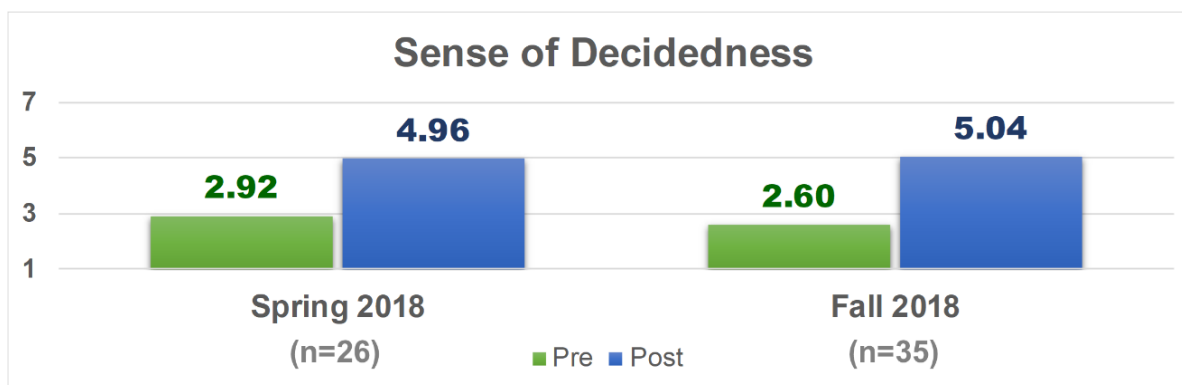
Although students reported a higher than expected sense of belonging on the pre-assessment PAI Disposition scale for both semesters, the gains reported by the fall 2018 cohort showed promising support that the seminar experience can contribute to increasing students' sense of academic and social belonging at the institution. Furthermore, many students expressed in their APP an elevated sense of belonging within a community of learners. It is important to keep in mind that for this project, we not only want to support students' sense of social belonging at the institution, but to also empower

them to establish a sense of academic self. The FYF staff team will re-assess whether to include an additional measure such as academic efficacy or modify the ten-item belonging scale that includes items associated with majors or a discipline. To this end, we recommend keeping this outcome as part of the project. Our goal for the fall 2019 semester is to identify specific opportunities and practices that will elevate, support, and measure students' sense of **both** academic and social belonging at UofL.



Outcome 3: Students will report an increase in their sense of decidedness as measured by the pre- and post-PAI assessment scale.

Outcome 3 Findings: Two items were developed to measure students' sense of decidedness: one item addresses students' decidedness around their major course of study, and the other prompts students' decidedness around their career choice. These two items are asked on the PAI Disposition scale. Below are the results of the pre- and post-assessment of decidedness for the two pilot cohorts.



For both pilot groups, students completing the seminar reported a significantly higher sense of decidedness for both major course of study and career choice based on an independent t-test analysis. In the spring, the difference for both items were significant at .001 and .01 levels respectfully. Both decidedness indicators show significant difference at .001 levels for the fall 2018 groups of students. In general, students who are undecided score lower on the decidedness items and show greater gains for both items. Students with intended majors score higher on both the pre- and post-assessments, but show slightly lower gains between the two assessments.

Additional Outcome 3 Measure

Students were asked on the FYF Student Feedback Form to rate a statement regarding the course and thinking through decisions related to major and career. Below is the survey prompt with both spring and fall mean scores provided.

Survey Item	Spring 2018 (n=22)	Fall 2018 (n=33)
This course strengthened my ability to think through decisions related to my major and career.	4.14	4.63
<i>Where 1=Strongly disagree and 5=Strongly agree</i>		

The indirect measure clearly indicates that students agreed that the course contributed to decisions related to major and career exploration. The higher mean score for the fall 2018 students may be related to an increase in undecided students taking the course.

Outcome 3 Insight

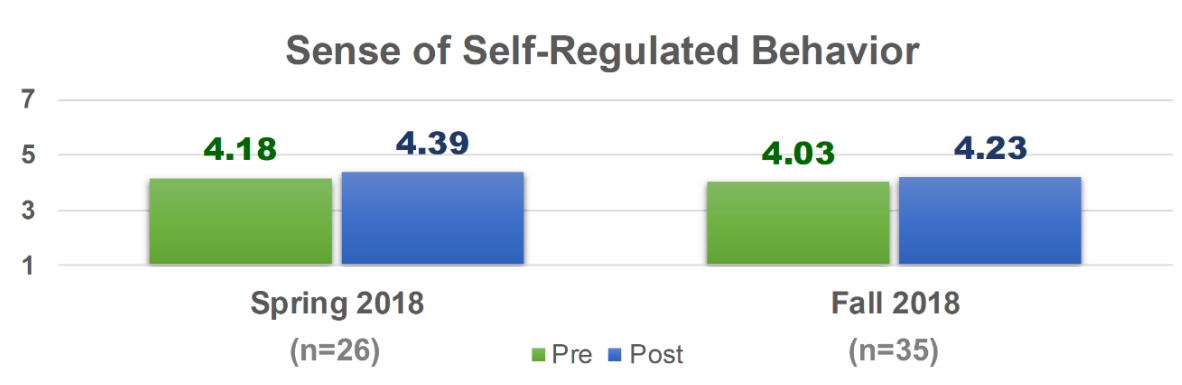
The increases reported by both pilot cohorts of students are statistically significant. The work around major and career exploration is clearly resonating with both cohorts of students. Additional work will be conducted to re-examine the collection of assessments students are asked to complete as part of the

personal inquiry piece. The relevant question here is, can we identify a threshold on the number of assessments and articulate their impact on major and career exploration that would continue to show similar gains that we experienced within the pilot phase? We recommend revisiting the number and types of assessments and activities associated with major and career exploration in order to better understand their contributions to the development of personal inquiry within the course design.



Outcome 4: Students will report an increase in their sense of self-regulated behavior as measured by the pre- and post-FYF assessment scale.

Outcome 4 Findings: Twelve (12) items were identified to measure students' sense of self-regulated learning, with specific items addressing students' sense of planning, monitoring, and regulating learning activities. These items originated from the Motivated Strategies for Learning Questionnaire (MSLQ) developed from the works of Pintrich et. al. (1990) and identified through the QEP literature review. Students who completed the seminar overall reported modest gains in their overall sense of self-regulated learning for both pilot semesters. Below are the results of the pre- and post-assessment of self-regulated behavior for the two pilot cohorts.



For both spring and fall 2018 semesters, students reported similar increases in their sense of self-regulated learning. For the spring 2018 cohort, students tend to report incremental increases across all 12 scale items. With the fall 2018 cohort, we identified two items within the self-regulation scale ($n=12$) that showed specific promise regarding self-regulated learning behavior: 1) *During class time I often miss important points because I'm thinking of other things* and 2) *If course materials are difficult to understand, I change the way I read the material*. Students post-assessment responses on the second item mentioned above were statistically lower than their pre-assessment responses ($p<.05$) which is the appropriate direction for that specific item.

Additional Outcome 4 Measure

Students were also asked on the FYF Student Feedback Form to rate a statement regarding the course and thinking about their learning behaviors. Below is the survey prompt with both spring and fall mean scores provided.

Survey Items	Spring 2018 (n=22)	Fall 2018 (n=33)
This course helped me strengthen my ability to think critically about my learning behaviors, habits, and strengths.	4.41	4.03
Where 1=Strongly disagree and 5=Strongly agree		

The indirect measure indicates students agree that the course contributed to strengthening their ability to think about their learning behaviors. The lower mean score for the fall 2018 students may be related to the seminar theme, as the both fall themes were more topical in nature whereas the spring themes were more personal and may be more conducive with supporting self-regulated behaviors more readily.

Outcome 4 Insight

Generally, students are in agreement that the course contributes to thinking about their learning behaviors, habits, and strengths. Although we see a slight decrease in the mean score for the fall 2018 cohort in regards to the indirect measure, the project level assessment of self-regulation show modest increases for both spring and fall cohorts. The QEP staff team are investigating various ways to increase the explicit and intentional building of self-regulated learning behaviors such as reflection prompts and intentional language and modeling of self-regulated learning behavior throughout the course of the seminar experience. Continued work with project partners and the instructional teams are producing alternative ideas and approaches to be considered for fall 2019 semester such as implementing explicit identification and reflection of self-regulated learning behaviors and articulation of expectations commonly associated with specific self-regulated behaviors.

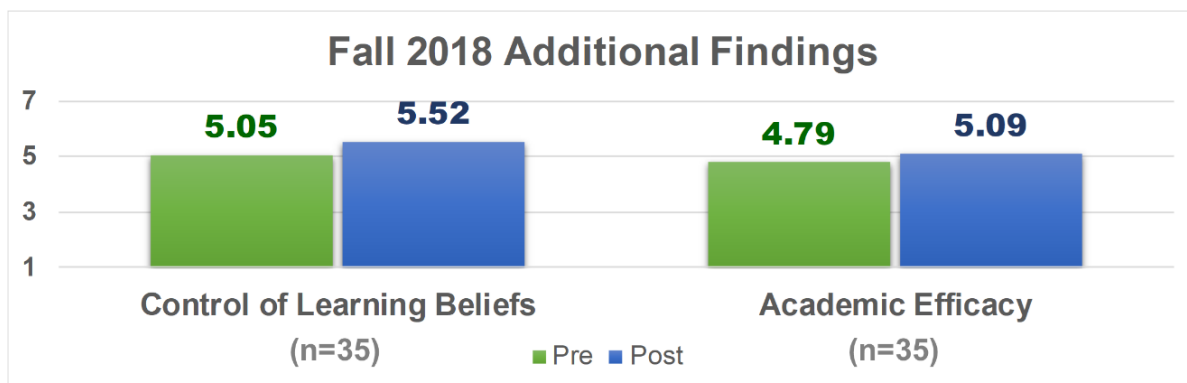
"I have learned how to be more specific with my questions so that I can form a better inquiry process for the decisions I make, and how to see the decisions I am attempting to make from outside perspectives. There are always opportunities to grow, and I expect to grow and develop my habits and learning with each ounce of progress I make towards making my decisions and then pursuing my goals." – ECPY 302 student

Additional Findings from the Seminar Course

Additional constructs were included and measured with both the FYF Learning Scale and the Personal & Academic Inquiry (PAI) Disposition Scale. These constructs were included because they are associated with aspects of student development theory and were alluded to within our literature review. The FYF staff team included measures for *control of learning belief* and *academic efficacy*.

Control of learning belief is the belief that the more effort that one puts into their learning, the more positive the learning outcome. Four (4) items were identified from the MSLQ to measure this construct and included in the assessment scales. Academic efficacy is one's confidence or perception of competence to do academic work. Five (5) items were identified and included in our assessment scales from the Patterns of Adaptive Learning Scale (PALS) developed from the works of Midgley et. al (2000).

The bar graph below shows the pre- and post-assessment results for both the control of learning beliefs and academic efficacy of the fall 2018 cohort of students. The spring 2018 cohort reported similar results and gains for each construct.

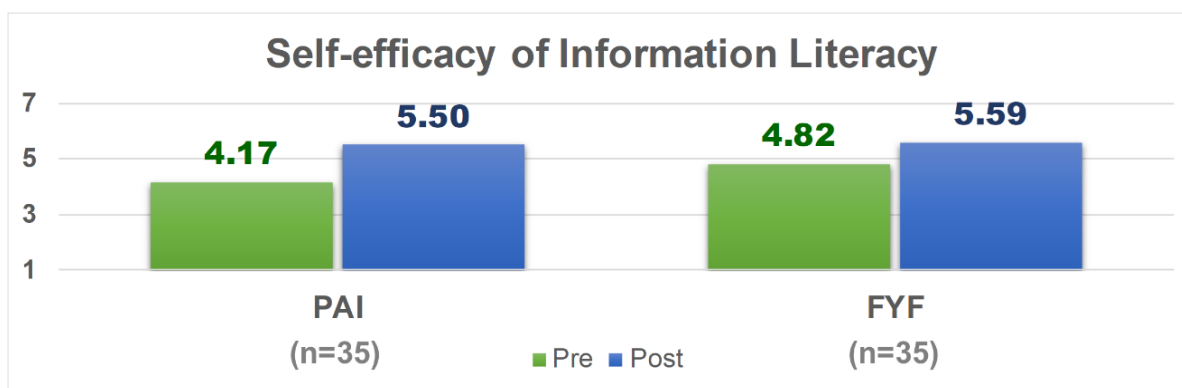


For fall 2018 semesters, students reported an increase for both control of learning beliefs and academic efficacy. Although these indicators are not part of the project outcomes, the FYF staff team believe they are proxy indicators for students' self-authorship and are related to the overall framework of the project.

The FYF staff team will continue to monitor these constructs to determine how best to guide and communicate the overall impact of the seminar experience.

Over the summer of 2018, the FYF staff team met with the lead university librarian for the FYF project. The meeting resulted in including measurements of self-efficacy of information literacy as a means to understand and guide the work of the librarians. Upon conducting a review of appropriate measures around information literacy, the recommendation to use the Information Literacy Self-Efficacy Scale (ILSES) developed by Kurbanoglu et. al. (2006) was agreed upon.

Nine (9) items were selected, with two included on the PAI Disposition scale and seven (7) items added to the FYF Learning scale. These scales were included to the assessment scales for the fall 2018 pilot semester. The bar graph below shows the pre- and post-assessment results for self-efficacy of information literacy from both assessment scales.



The two items included on the PAI Scale focused on measuring students' self-efficacy around developing meaningful research questions and communicating the role of inquiry. In both instances, students reported significant gains in their self-efficacy of Information Literacy ($p < .001$). The other eight (8) items were added to the end of the FYF Learning Survey and focuses on specific aspects of information literacy. Students from the fall 2018 cohort reported notable gains for these items, where four of the eight items showed statistically higher responses on the post-assessment using an independent t-test. We will continue to measure and monitor for self-efficacy of information literacy and use these data to inform and articulate the impact university librarians have with student learning within the FYF project.

Additional Outcomes Insight

Although these four metrics are not part of the FYF project outcomes, they are closely aligned with the spirit of the intervention. Impacting students' academic efficacy and supporting their mindset towards learning growth are important proxy indicators for student success. The positive trend exhibited in each of these indicators support this QEP's holistic approach to empowering students' academic and personal endeavors that support their meaning-making and academic success.

"My strengths as a learner are that if I work hard enough and put forth enough effort I can learn any material and pass any class, I can often make difficult to understand topics easier to understand, and if I set my mind to something, I can achieve anything." – ECPY 302 student

The self-efficacy of information literacy measures provide a nuanced picture of confidence building that is unique to this educational experience. These data also provide validation and direction for the librarians, which oftentimes are difficult to articulate within the broader context of the university. We will continue to monitor these measures and work towards integrating the insight gleaned from these metrics to the overall impact of the project and their role in student persistence and success at our institution.

Institutional Level Findings

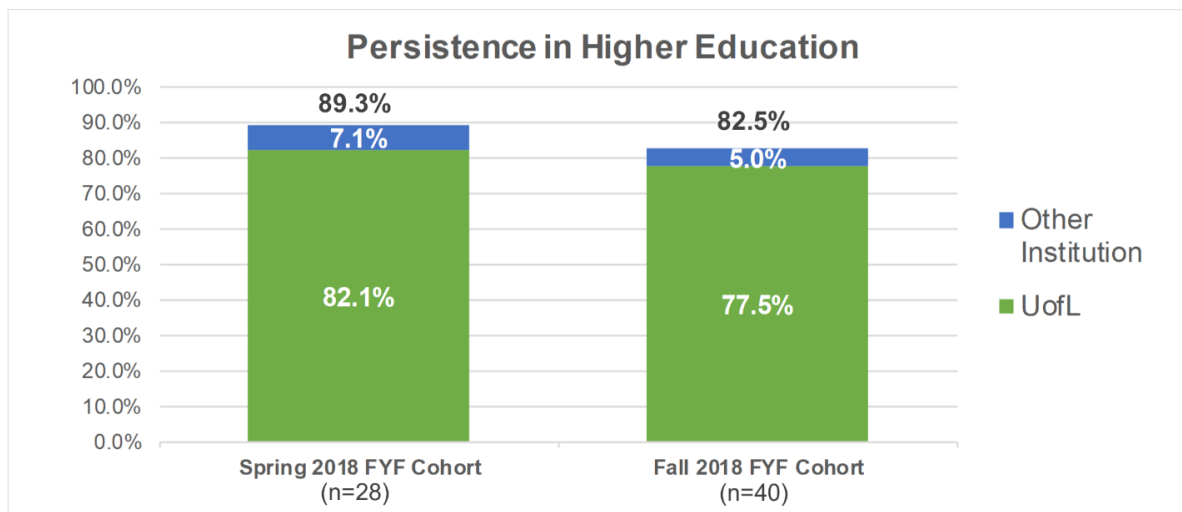
As part of the development of FYF, a logic model was developed to assist in the articulation of the resources, activities, and outputs required for the implementation of the FYF project. Included in the logic model are the anticipated short-term, long-term, and institutional impact that we expect the FYF project to produce. Although it is premature to evaluate the long-term and institutional impact of the project at this time, we can highlight some preliminary findings that do fall within our identified short-term outcomes. We expected the following short-term outcomes to be accomplished between one to three semesters beyond the completion of the seminar:

- Students will declare their (*suitable*) major, which aligns with their academic interests within one semester after successful completion of the QEP course;
- Students will persist at a higher rate into their third year; and
- Instructional team will report increased team functionality.

For both pilot semesters, the instructional teams have communicated as part of their end-of-semester feedback an acknowledgement, growth, and appreciation for working with their instruction team members as the semester progressed. Furthermore, instructional team members articulated a heightened sense of awareness of campus services and the different roles each member contributes to students' overall success as part of their experience. Institutional data on students' progression at the institution and the decisions made regarding their choice of major after the completion of the seminar are provided below.

Returning Students³

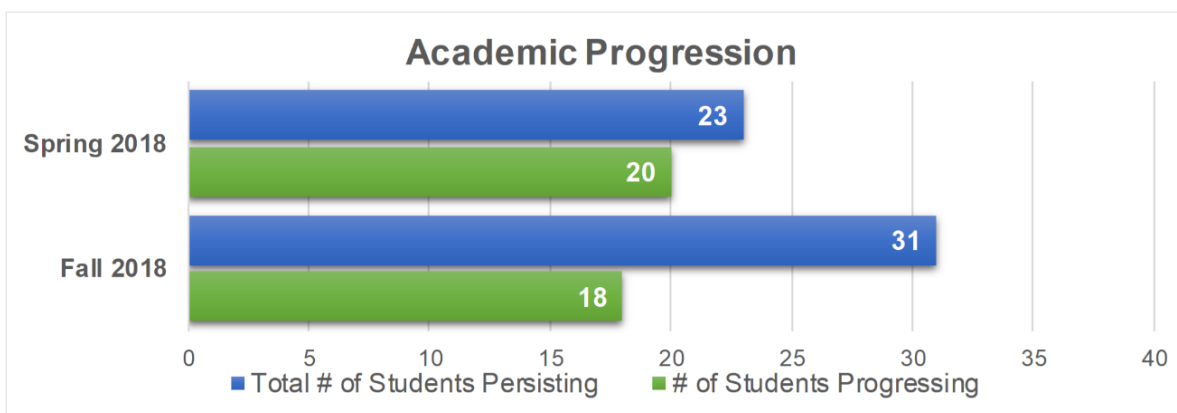
Below are the charts that show how students have progressed at the institution since their participation in the seminar course. Additional relevant information is provided under each chart. The charts show students persistence at the institution, academic progression by academic level, and the percentage of students who have changed their major since participating in the seminar course. As you will see, a large number of students are persisting at the university after completing the seminar course. Not only are they persisting, but they are making progress within their academic career. Many students have already changed their major or have affirmed their major since being part of the seminar course.



For the spring 2018 cohort, **82.1%** of these students **persisted** into Fall 2018 **and** Spring 2019 semesters.

For the fall 2018 cohort, **77.5%** of these students **persisted** into Spring 2019 semester.

³ Data for returning students were extracted on February 8, 2019 using Blackboard Analytics and are transactional in nature. Please do not use these data for any official reporting outside the University of Louisville.

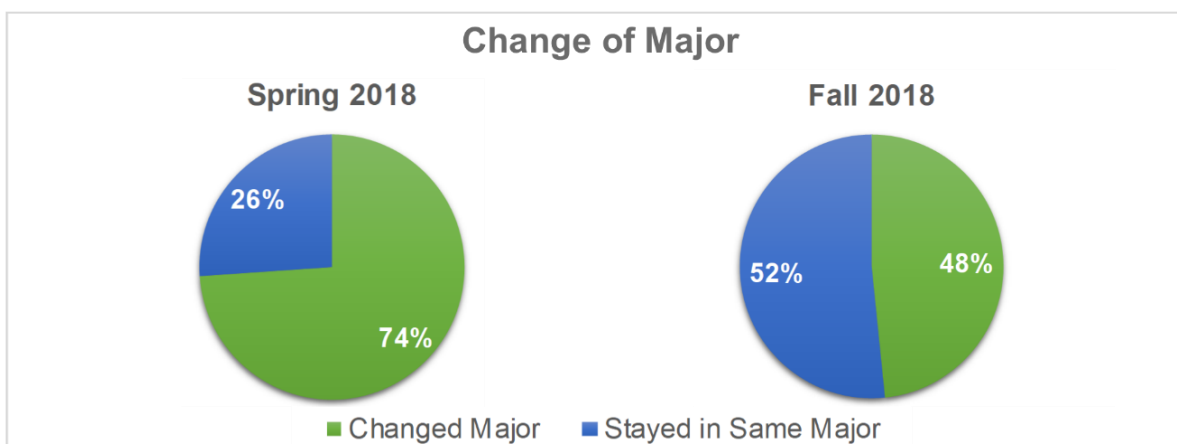


Of those that have persisted from spring 2018 cohort, **87.0%** of those students **have made progress** with their academic career.

- 2/2 freshmen are sophomores as of Spring 2019
- 12/17 sophomores are juniors as of Spring 2019
- 2/17 sophomores are seniors as of Spring 2019
- 4/4 juniors are seniors as of Spring 2019

Of those that have persisted from fall 2018, **58.1%** of those students **have made progress** with their academic career.

- 6/7 freshmen are sophomores as of Spring 2019
- 9/21 sophomores are juniors as of Spring 2019
- 3/3 juniors remained juniors as of Spring 2019



For the spring 2018 cohort, **73.9%** of students who are enrolled in spring 2019 **have changed majors** since Spring 2018 semester.

- 17.4% are still in same declared major;
- 8.7% are still in undecided plan code.

For the fall 2018 cohort, **51.6%** of students who are enrolled in spring 2019 still enrolled **have changed majors** since Fall 2018 semester.

- 13.0% are still in same declared major;
- 35.4% are still in undecided or pre-unit plan code.

Non-returning Students⁴

From the two pilot semesters, a total of fourteen (14) students did not enroll in the following semester at the University of Louisville. A data request was made through the National Student Clearinghouse

⁴ Data for non-returning students were requested through Institutional Research & Planning on February 22, 2019 for submission to the National Student Clearinghouse. Additional data were gathered and requested through the academic advisor from each instructional team during the pilot phase.

(NSC) to identify whether these students continued their enrollment at another institution of higher education. The NSC is a national database that tracks students' enrollment and degree completion. Data were also collected by the lead advisor for each seminar section based on ongoing conversations with the student throughout the semester, which includes additional advising appointments with each student enrolled in the seminar course.

Five (5) students from the spring 2018 pilot semester have not enrolled at this institution since the conclusion of the spring semester. Based on the NSC data results, two (2) of these students enrolled at another institution in both the fall 2018 and spring 2019 semester. Both of these students have changed their majors in accordance to their APP. Nine (9) students from the fall 2018 cohort did not return for the spring 2019 semester at UofL. The fall 2018 non-returning students' information were submitted to the NSC and two (2) of the students are currently enrolled for the spring 2019 semester at another institutions. Both of these students have changed their major as expressed in their APP.

The academic advisors for each section recorded notes of their interaction with these students. Based on those data, four (4) students indicated they intended to re-enroll at UofL at a later date, three of which were facing personal challenges and one opted to seek out a unique opportunity for the year. Two (2) students found their fit beyond UofL, one of which returned home with the intent to enroll at another institution at a later date and the other pursuing a full-time music career. The final four non-returning students did not indicate their intent beyond the fall semester, only one of which was due to academic challenges at UofL. The FYF staff team will continue to monitor the enrollment status of these students as the project progresses in the next few years.

Institutional Outcome Insight

The institutional data on student's progression at the university provides us with more comprehensive understanding of the impact the FYF project has on overall student success. Although a more accurate picture of impact and intended consequences will show itself over-time, we are encouraged with the movement we are seeing one semester out from the pilot phase. The data suggest that students are finding their academic fit, are persisting within the university, and are making progress within their undergraduate career.

Moving forward, we will need to establish a mechanism for following up with students who continue to remain undecided or in pre-unit status semesters beyond their experience with the seminar course. Of those students who did not return to the university following their participation in the seminar, we can affirm that almost a third have gone on to other institutions and are persisting in a way that is consistent with the intent of the project. Unfortunately, we do not currently have the means to gather data on the other ten students. We will work towards finding other means for gathering data on students who choose not to attend an institution of higher education.

Other FYF Pilot Project Components & Future Directions

FYF Partnerships

The project, course and institutional level assessment activities as described in the above pages of the report give us a reliable snapshot of this project's impact on students and their learning. We realize that this project, and its impact on students, is heavily shaped by the individuals who are leading the intervention and working with students in the class day to day. Our project partners, as listed below, provide essential contributions to FYF while also working with the QEP staff team side by side to make large and small adjustments to the seminar to improve its effectiveness. This section provides a brief description of each partner and some of the key changes we have made on the project together and indicates future directions in our work together.

Student Success Center

Student Success Advisors serve as the integrative advisors in each seminar, serving as a key member of the instructional team and guiding students in the personal inquiry activities of the course while

providing one on one counseling regarding academic and major decisions and direction for students. During the pilot semesters, and in numerous planning meetings, Katie Adamchik, who serves as the Lead Integrative Advisor, provided expertise and guidance in determining which inquiry activities would best serve students and where to offer them in the flow of the seminar. Going forward, Katie and her team will help us continue to refine seminar activities to more strongly align personal and academic inquiry work of the students and continue to enhance the training and working of the instructional teams. We are also looking at the question of how to assess the personal inquiry activities in the project in a more systematic way, beyond the APP and anecdotal information, in order to be data-driven in our decisions and to know how to best leverage the integrative advisors and their expertise, time and resources.

*Department of Counseling and Human Development;
College of Education and Human Development*

The Department of Counseling and Human Development (ECPY) and the College of Education and Human Development (CEHD) provides the academic home for the FYF seminar course. The CEHD faculty have enthusiastically engaged with the project by teaching a section of the seminar each semester. Additionally, CEHD have assisted with the scheduling of the seminar courses each semester and have provided guidance with CEHD policies so that they are adapted appropriately for the FYF seminar. The FYF staff team will be met with the CEHD Curriculum Committee in the spring and summer of 2019 to share pilot data and discuss adjustments to the HAT assignment for the fall 2019 semester.

University Libraries

The University Libraries has supported a group of reference librarians to be fully available for the FYF project, including in leadership and curricular planning meetings and the ongoing and critical support they provide as part of each FYF instructional team. Adjustments made by the librarians between spring and fall pilots helped illuminate the impact of their engagement in the seminar. Rob Detmering and other designated librarians have been instrumental, and will continue to be so, in our efforts to assess and make adjustments to the HAT, in particular the ISP.

Career Development Center

The Career Development Center partners with FYF by providing strategic support for students during the seminar activities that focus on career discernment. During the pilot phase, it was determined that career assessment activities should be done during class sessions under the guidance of the CDC counselor and academic counselor, helping students bridge major and career conversations. The career alumni panel is organized and facilitated by the CDC representative.

REACH

REACH provides valuable support to the project as we aim to boost and assess students' self-regulation skills. REACH created several online student success modules called *The Hackademic Series*. These modules were created to support students' approach to their learning and academic success. Through our partnership with REACH, we have integrated two of the modules as part of the seminar experience. Adjustments were made between the two pilot semesters to address accessibility issues and to better communicate the intent of the modules to students' learning experience. We will continue to work with REACH in streamlining the online modules as well as improving the messaging around the value added aspect of these modules.

Professional Learning Community (PLC)

Modifications were made throughout the pilot phase to enhance the FYF Professional Learning Community (PLC) in order to better prepare the instructional teams to teach the seminars. The PLC provides the instructional teams with an orientation to teaching the seminar, background reading, resources and direction on common assignments and rubrics.

Based on the feedback from the S18, F18, and S19 instructional team members, the following recommendations and action items will guide us in the next phase of the project in offering the PLC:

- Maintain the foundational readings and background information that helps orient new instructional team members to the project;
- More time in the sessions for instructional team members to work through course logistics and timelines together;
- Foreground the course structure, the assignments and syllabi even more strongly so that those new to teaching the seminar can see how all the pieces fit together;
- Allow more time for instructional team members to review the required text and assignments so they can envision those clearly;
- Provide samples of past student work from the seminar and an opportunity to talk to those who have taught it before.

HAT Assignment

The I-Search paper (ISP), the I-Search Digital Project (IDAP), and the Academic and Personal Plan comprise the HAT assignment for this course. Between the two semesters of the pilot phase, minor changes were made to both the ISP and the IDAP addressing feedback from instructional team members and observations of the QEP Team. The APP remained the same, as it is working effectively to help the students document their learning experiences and outcomes of the seminar.

Based on the ongoing feedback from instructional team members, and in conjunction with student learning data, the ISP and IDAP are being revisited in order to make alterations for the 2019-2020 academic year. A separate report providing data and detailed recommendations to modify HAT assignments will be available in April. Among those recommendations are the following:

- Provide students with more intentional support and time for the completion of the ISP during the semester;
- Drop or alter the IDAP so that it is not a separate assignment and consider creating a different presentation assignment aligned as part of the APP;
- Revisit the structure, timing, and activities of the course early in the semester to better support the academic inquiry components;
- Extend the training, preparation, and support for instructional team members about the ISP.

Student Recruitment

Advising the targeted students into the FYF seminar is a key component of FYF. QEP staff team works closely with Katie Adamchik, director of Advising Services Student Success Center, and members of her team to identify and enroll appropriate students into the seminar sections each semester. We were not able to meet our enrollment targets in spring 2019 semester, although we did have completely full sections in the fall 2019 pilots. Some areas for continued discussion and development around student recruitment include:

- The dearth of pre-unit students enrolling in the seminars and exploration of incentives to introduce, or barriers to reduce, to increase their presence in the seminars;
- Streamline and extend the timing and nature of our FYF marketing efforts before each semester;
- Our approach in identifying, articulating and sharing the FYF seminar themes with faculty and advisors to aid in student recruitment/registration efforts;
- Continued modifications or tweaks to student recruitment efforts and assessing their appropriateness and effectiveness for the project goals.

Instructional Teams

Each FYF seminar has a designated instructional team who provide the direct instruction and/or advising to the seminar students. The seminar's instructional team includes a lead faculty member, an

advisor providing integrative career and academic advising, and an instruction librarian.

Based on the feedback and conversations, we have changed and continue to monitor and modify these areas as needed, including:

- The way in which onboarding and training for new and returning team members is distinctive and meets their needs;
- The way in which they interface with students and with each other during the semester and implement the various components of the seminar;
- Gain clarity and a deeper shared understanding of the various roles that team members play and revisiting expectations as needed.

Implications/What We Learned

Although numerous adjustments were made to the seminar during the pilot phase, the changes were incremental and did not affect the overall design of the course. With the end of the pilot phase, the project has an opportunity to make the necessary modifications based on pilot data and feedback. Through a number of ongoing conversations, surveys, and feedback sessions, the FYF staff team has worked with its instructional teams and project partners to identify some key changes that need to be made in the following areas of the project for the 2019-2020 academic year:

- streamline the training program for instructional team members and provide more planning and rapport-building time for instructional teams;
- revisit the number of seminar assignments and the pacing of the seminar components to prioritize and maximize the activities that are giving us the greatest impact on student learning and success; and
- provide ongoing guidance so that instructional team members and students are clear on the rationale, logic and ethos of the seminar assignments and the ways in which their ownership of, and trust in, the iterative process of shared inquiry is vital for both students and instructional team members.

“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

We are also learning that as much as we strive to control for the project’s variables and conditions, the many layers and moving parts of the project can impact the way in which the activities are operationalized. These variables include:

- the changing nature of the seminar themes and when the course is offered;
- the attitudinal disposition of student enrolled in the seminar and their developmental challenges;
- the mentorship and support needed by individual students and their varied academic abilities;
- the experience and point of view of the individual members of the instructional teams and their ability to deliver the instruction and work as a team; as well as
- the prior experience and professional perspectives of the instructional team members regarding their role in the seminar.

Becoming aware of these differences has allowed us to begin to have productive, forward-looking conversations about how to best support both students and instructional team member.

Our FYF project on the whole, as an intervention, is succeeding in the development and support of students’ personal and academic growth through the process of inquiry. Based on the pilot phase as

envisioned and actualized, we see the potential and actual impact on student learning as measured by the project outcomes for our targeted population of students. As the project moves past the pilot stage, we will continue to carefully monitor and report on key assessment findings at the project, course, and institutional levels. We will work closely with our key partners and make data-driven adjustments in better supporting our students and instructional teams, as well as make the necessary modification to the course design, course assignments, and assessments. The pilot phase affirmed that the academic and personal inquiry constructs we have determine to be relevant for our students, and the activities we have chosen to boost students' inquiry and decision-making skills, are making a meaningful difference for the students who choose to participate.

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Additional Information about Find Your Fit (FYF) project:

- FYF Homepage: <http://louisville.edu/findyourfit/>
- FYF proposal & presentation: <http://louisville.edu/findyourfit/about>
- FYF Assessment Plan: <http://louisville.edu/findyourfit/about/qep-assessment>
- Directing students to FYF: <http://louisville.edu/findyourfit/for-students>
- How to get involved: <http://louisville.edu/findyourfit/for-faculty-and-staff>