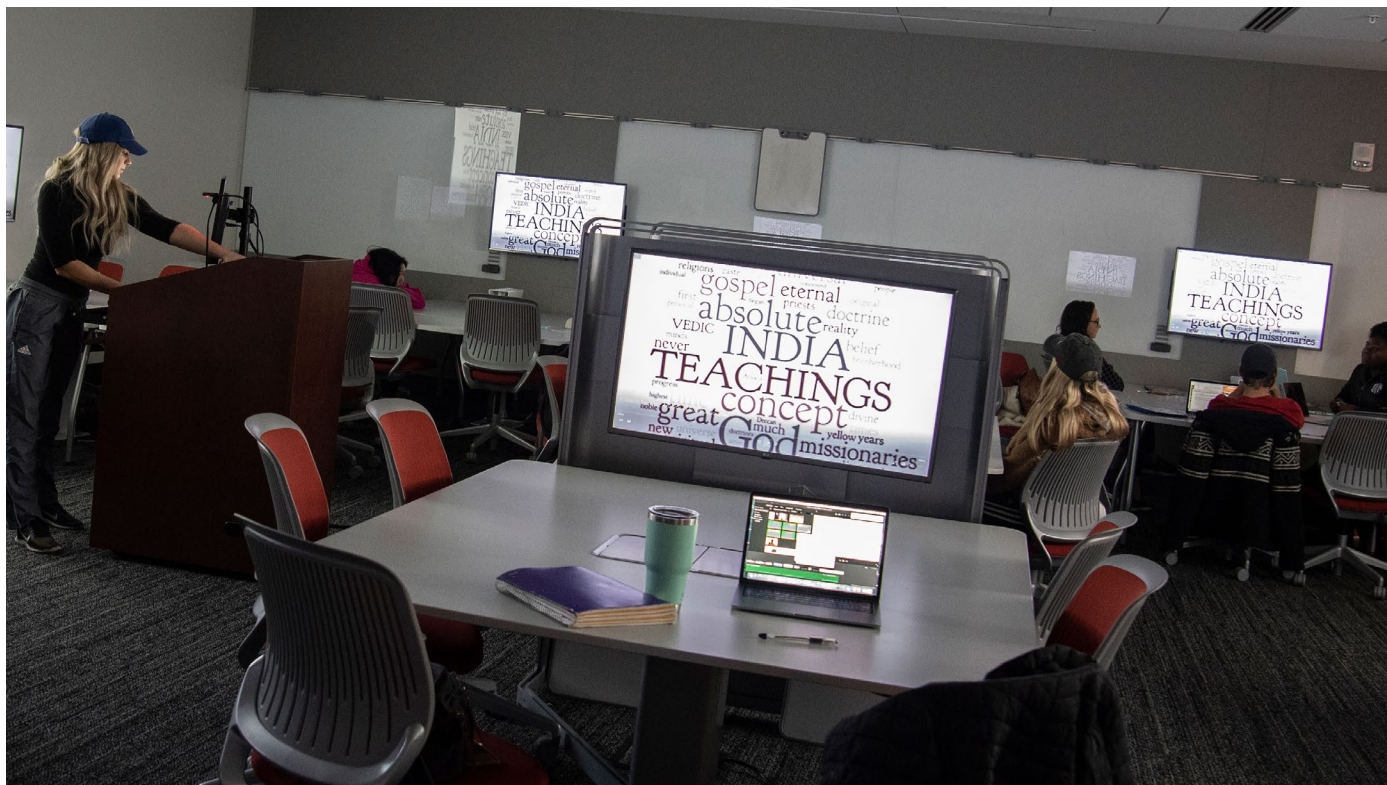


UNIVERSITY OF LOUISVILLE®

[FIND YOUR FIT]

2017-2018 ANNUAL REPORT





EXECUTIVE SUMMARY

In the 2017-2018 academic year, the University of Louisville's second Quality Enhancement Plan (QEP), named Find Your Fit (FYF), was successfully launched. FYF is a multi-year initiative designed to enhance our students' inquiry and decision-making skills in order to help them thrive academically and personally. This learning enhancement program was created to meet one of the central reaccreditation requirements established by our accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges, or SACSCOC. 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 document is the first FYF report that will be produced annually over the five-year arc of the project. In this inaugural year, several milestones were reached. These include the successful completion of the QEP proposal according to SACSCOC standards, as well as the successful campus visit of the SACSCOC reaccreditation team. The first two seminar courses of ECPY 302 were successfully launched as a pilot in spring 2018, and the new FYF assessment instruments and surveys were utilized. The new FYF website was launched alongside a robust marketing and awareness plan with goals of encouraging students to enroll in the FYF seminars and recruiting faculty to teach them. A diverse group of campus partners collaborated in all aspects of the first year of FYF to help make this campus-wide project successful. This report discusses the highlights of the program and provides key information about the first year of FYF.

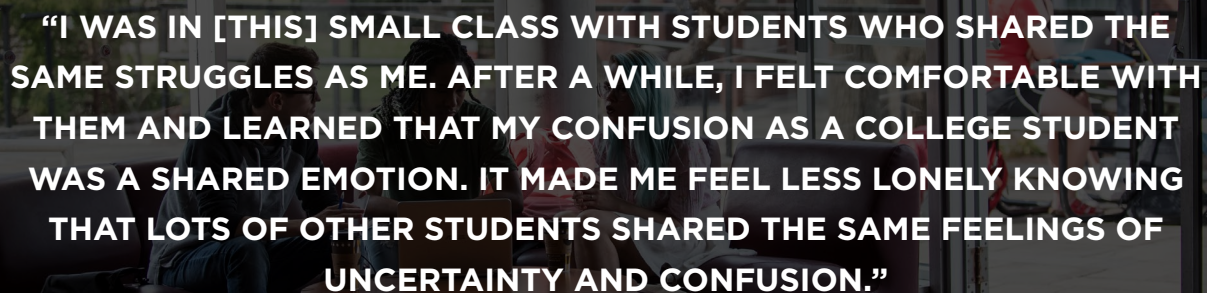
ABOUT FIND YOUR FIT

At the heart of the FYF 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). Starting in spring 2018, two sections of ECPY 302 were offered to undergraduate students for the first time and served as the pilot semester of the QEP. A discussion of the pilot semester and assessment results can be found on page 13 of this report.

The small seminar experience of ECPY 302, limited to 20 students each, is designed primarily for second-year undergraduate students who are known as exploratory students. These are students who have not yet declared a major or who are pre-unit students. “Pre-unit” is a designation for these students who are not yet academically eligible to earn admittance to the program of their choice and are instead admitted to the College of Arts and Sciences (A&S) under the exploratory designation. The secondary group of students for this seminar is made up of students who have declared a major but are in transition to another major and need support with determining academic and personal “fit.”

Students explore an academic topic or question related to the course 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 at the conclusion of the seminar. This allows students to integrate and articulate their new knowledge and insights about the seminar topic, themselves, and their major and career trajectories.

Multiple sections of the FYF seminar will be offered through spring of 2022, allowing us to examine the assessment results, document the patterns of student experiences, and make adjustments as we go. In line with SACSOC 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.



“I WAS IN [THIS] SMALL CLASS WITH STUDENTS WHO SHARED THE SAME STRUGGLES AS ME. AFTER A WHILE, I FELT COMFORTABLE WITH THEM AND LEARNED THAT MY CONFUSION AS A COLLEGE STUDENT WAS A SHARED EMOTION. IT MADE ME FEEL LESS LONELY KNOWING THAT LOTS OF OTHER STUDENTS SHARED THE SAME FEELINGS OF UNCERTAINTY AND CONFUSION.”

- S18 FYF STUDENT

FIND YOUR FIT LEADERSHIP STRUCTURES

QEP Campus Administrative Leadership Team

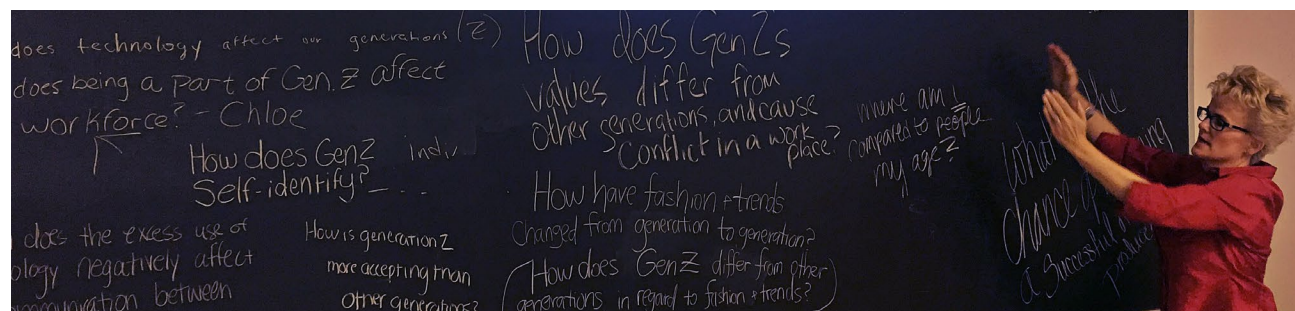
This team is made up of institutional leaders who will provide important guidance and advocacy throughout the life of the FYF project. They meet monthly, or as needed, with the QEP Staff Team in order to provide strategic direction and insight into the implementation of the initiative

Name	Title
Bob Goldstein	Vice Provost for Institutional Research, Effectiveness and Analytics
Gale Rhodes	Vice Provost Executive Director, Delphi Center for Teaching and Learning
Beth Willey	Professor and Director of Composition, Department of English Faculty Fellow for Undergraduate Affairs Interim Associate Provost for Undergraduate Education

QEP Staff Team

The QEP Staff Team has day to day responsibilities for the implementation, training and assessment activities of FYF. Most of them are housed in the Delphi Center for Teaching and Learning.

Name	Title
Patty Payette	Executive Director, Quality Enhancement Plan Senior Associate Director, Delphi Center for Teaching and Learning
Katie Adamchik	Lead Integrative Advisor
IL Barrow	Specialist for Assessment
Nisha Gupta	Specialist for Faculty Development
Jessica Musselwhite	Administrative Services Manager
Indigo Cornelison	Graduate Assistant



QEP Development Committee

The QEP Development Committee was formed in 2015 in order to research, design and draft a QEP Proposal as part of the institution's commitment to the reaffirmation process. It was co-chaired by QEP Director Patty Payette, and Professor and Interim Associate Provost for Undergraduate Education Beth Willey.

The Development Committee was initially made up of faculty, staff and student representatives from across campus. From 2015 through 2017, its composition changed when appropriate in response to the developmental needs of the QEP. After the SACSCOC on-site visit, this group wrapped up its work and turned over the subsequent QEP advisory work to the new QEP Implementation Team, which will begin to meet in fall 2018.

Name	Department/Unit
Katie Adamchik	College of Arts & Sciences/Exploratory Advising representative
Mary Ashlock	College of Arts & Sciences faculty representative
IL Barrow	Delphi Center/QEP Specialist for Assessment
Gay Baughman	School of Dentistry faculty representative
Indigo Cornelison	Delphi Center/QEP Graduate Student Assistant
Eileen Estes	College of Education and Human Development faculty representative
Jonathan Fuller	Student Government Association representative
Linda Fuselier	College of Arts & Sciences faculty representative
Rhonda Gilliland	Staff Senate representative
Nisha Gupta	Delphi Center/QEP Specialist for Faculty Development
Mike Hagan	College of Arts & Sciences faculty representative
Caroline Houchins	Career Development Center representative
Laurie O'Hare	Kent School of Social Work representative
Patty Payette, Co-Chair	Delphi Center/QEP Executive Director
Nora Scobie	College of Business representative
Pete Walton	School of Public Health and Information Sciences representative
Joanne Webb	Office of Academic Planning and Accountability representative
Beth Willey, Co-Chair	College of Arts & Sciences/Undergraduate Affairs representative
Imelda Wright	School of Nursing representative
Michael Keibler	J.B. Speed School of Engineering representative
Stephen Mattingly	School of Music representative
Sam McClellan	University Libraries representative
Rose Mills	College of Arts & Sciences representative
Jessica Musselwhite	Delphi Center/QEP Program Coordinator Sr.
Karen Newton	Health Promotion representative

KEY FIND YOUR FIT ACCOMPLISHMENTS, 2017-2018

QEP Proposal

The QEP Staff Team and QEP Leadership Team worked closely throughout 2017 in order to complete the full QEP Proposal according to SACSCOC specifications. The Delphi Center marketing team oversaw the layout of the proposal pages. The final proposal was 50 pages in length, followed by 11 pages of appendices. It is available for download at the Find Your Fit homepage: <http://louisville.edu/findyourfit>

Several copies of the final, bound version of the proposal were sent to SACS reviewers in January of 2018 to facilitate the review process prior to the site visit that spring. Later in 2018, SACSCOC contacted UofL about the proposal, considering the Find Your Fit proposal to be exemplary. They requested permission to include the document in the Resource Room at the SACSCOC Annual Meeting to make it available as a model for other institutions.

SACSCOC On-Site Committee Visit

SACSCOC sent a review team to visit the University of Louisville during the week of March 26, 2018, a key component of the reaffirmation process. The QEP Proposal and institutional Focused Report were submitted six weeks in advance, providing material to the reviewers prior to their visit.

During their four-day visit to campus, the reaffirmation review committee held a series of meetings with groups of departments and individuals from across campus to discuss components of the Focused Report and QEP Proposal. QEP Development Committee co-chairs Patty Payette and Beth Willey provided an overview presentation on the QEP and fielded questions from the reviewers about the project. Reviewers also went on a tour of the new Belknap Academic Building (BAB), and held a series of discussion sessions with the QEP staff and QEP campus partners to seek clarity about details of the project's implementation. Reviewers also had lunch with a group of students in order to hear their unique perspectives on the project. Some of the students had helped develop the QEP while others were currently enrolled in one of the QEP pilot semesters.

The on-site visit concluded with the team of reviewers meeting with key members of UofL's reaffirmation leadership team to provide an overview of their findings and recommendations. The reviewers found the QEP Proposal to be fully acceptable and they had no major recommendations. However, they did have suggestions for areas of the project to pay attention to as it moves forward. Later that year, UofL was informed by SACSCOC that they were in full compliance of all reaffirmation standards.



FIND YOUR FIT PROGRAM & SERVICES

Spring 2018 FYF Seminar Pilot

In the spring of 2018, two sections of ECPY 302 were offered through the College of Education and Human Development. Twenty-eight (28) students enrolled for the two sections, eleven (11) students for section one and seventeen (17) students for section two. Each section of ECPY 302 offered a unique theme and was led by an instructional team consisting of a lead faculty instructor, an integrative advisor, and a university librarian. For section one, the theme was Generation Z led by Dr. Mary Ashlock, associate professor in the Department of Communication. Section two focused on the theme of emotional intelligence and was led by Dr. Eileen Estes, assistant department chair and clinical associate professor in the Department of Counseling and Human Development. See page 7 for seminar descriptions.

During the seminar, students received support from the faculty member and a designated librarian to develop an individualized, content-rich inquiry project that was personally meaningful and academically relevant to the course theme. At the same time, throughout the semester, students worked closely with a designated exploratory advisor in an approach that we call “integrative advising.” With this model, students meet three times throughout the semester with the advisor, who was 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 with support from a staff partner from the Career Development Center.

There are three key assignments students completed over the course of the semester: an I-Search paper, a short digital artifact, and the Academic & Personal Plan (APP). The I-Search paper traced the journey and insights gleaned from their inquiry project. The short digital artifact, based on their I-Search project, was then presented to peers at the end of the semester. The APP allowed students to articulate academic goals in college, document a career trajectory, and provide a reflection on what they learned about themselves and the inquiry process, both academically and personally, over the course of the semester.

SPRING 19 PILOT SECTIONS

Section 01: Generation Z: Who Am I and How Do I Communicate?

MW 2:00-3:15pm

Instructor: Mary Ashlock • Advisor: Katie Adamchik • Librarian: Rob Detmering

This seminar is designed for second-year undergraduate students who are undeclared, are pre-unit majors, or are in transition between majors. Students will explore an academic topic of personal interest related to the seminar theme as they develop, complete and present their work through an original inquiry project. They will also engage in a variety of individual and group activities to assist them in choosing a major and career path. Students will document their journeys and produce an Academic and Personal Plan, in which they integrate their new knowledge and insights about the seminar topic, themselves, and their major and career trajectories.

The academic theme of this section will focus on Generation Z, a label for individuals born in the mid-1990s through the present. Students will examine the strengths and challenges

of individuals born during this timeframe and compare this to earlier generations such as Millennials, Baby Boomers and the Greatest Generation. The focus on how Generation Z individuals interact with technology and in face-to-face contexts will be carried throughout the course. Implications of Generation Z as a label will also invite learners to inquire about why generational labels exist and their effects on communication. Some of the questions that will guide students in their approach to communication include: What distinguishes individuals in Generation Z from others? How do these individuals approach and interact with others? What is the role, if any, that Generation Z play in college and in the workplace? How do we create a sense of belonging and community engagement for Generation Z individuals? Learners in this course will discuss and evaluate these questions and more, taking insights from communication models and concepts including social and other interactive media. This seminar will provide support for students to design and carry their own inquiry project on Generation Z.

Section 02: Emotional Intelligence: How Do Emotions Shape My Thinking, My Decisions and My Everyday Life?

Section 2: TTH 4:00-5:15pm

Instructor: Eileen Estes • Advisor: Katie Adamchik • Librarian: Sam McClellan

This seminar is designed for second-year undergraduate students who are undeclared, are pre-unit majors, or are in transition between majors. Students will explore an academic topic of personal interest related to the seminar theme as they develop, complete and present their work through an original inquiry project. They will also engage in a variety of individual and group activities to assist them in choosing a major and career path. Students will document their journeys and produce an Academic and Personal Plan, in which they integrate their new knowledge and insights about the seminar topic, themselves, and their major and career trajectories.

In this section, students will look at the role and power that emotions play in their everyday lives. They will look at emotions through the lens of emotional intelligence, a concept that refers to an individual's ability to become aware of, and control, his or her feelings. Learners will have the opportunity to gain an understanding of their own emotional intelligence and learn multiple strategies for strengthening, or "bridging", emotions when moving from one emotion to another. Students will explore theories of emotional and brain development as they pertain to emotional regulation and the impact of cultural influences on the acceptance/expression of emotions. Key questions students will explore include: To what extent do our emotions influence our thinking? What impact do our emotions have on making decisions in regards to relationships, setting personal goals, career decisions, and coping with daily stressors? This seminar will provide an opportunity for students to design and carry out their own inquiry project on emotions.

For a discussion of the profile of students who participated in the pilot semesters and assessment results, see page 13 of this report.

FACULTY DEVELOPMENT & FACULTY RECRUITMENT

FYF Professional Learning Community (PLC)

The FYF PLC is a semester-long program in which all members of the instructional teams, who are teaching the subsequent semester, come together to learn about the specific assignments of the FYF seminar, finalize curricular decisions, and prepare the syllabus. The participants also read and discuss articles to become familiar with the student development theories and assessment methodologies that are foundations of the seminar. The six PLC sessions, designed in preparation for our first pilot semester, were held in the Delphi Center. They took place during the fall 2018 semester and were facilitated by members of the QEP Staff Team, who ensured that the instructional teams had all the support they needed to launch their respective FYF seminars in spring 2018.

Check-in Meetings

The first set of FYF Check-in Meetings took place in spring 2018 over the course of the pilot semester to provide an opportunity for the instructional teams to meet with the QEP team to discuss seminar updates, flag any issues, and work through concerns. Check-in Meetings are designed to be an informal way for those teaching the seminar to touch base across sections, and to help the QEP Staff Team understand seminar proceedings and provide support/resources as needed.

Both periodic PLC sessions prior to the start of the semester and the Check-in Meetings during the semester are designed to ensure there is shared communication, consistent messaging and ongoing support between the QEP Staff Team and members of the instructional teams.

MARKETING & AWARENESS

Find Your Fit Website

The new FYF website was launched in September 2017, with specific sections aimed at different audiences: a student audience, a faculty audience and a general audience. The website includes essential information about FYF project, seminar specifics, seminar themes and offerings, and the background of the project. The website features key information about the QEP and the expectations from SACSCOC in the six months leading up to the SACSCOC site visit. After the site visit the QEP Development Committee agreed to modify the website to make students its primary audience, which was done in May 2018.

FYF Logo, Table Tents, & Publicity

In fall 2017, the FYF logo and publicity materials were finalized to ensure a consistent, brand compliant look for the QEP project. The new logo was used on the FYF website, in flyers, new table tents, presentation materials and the QEP Proposal.



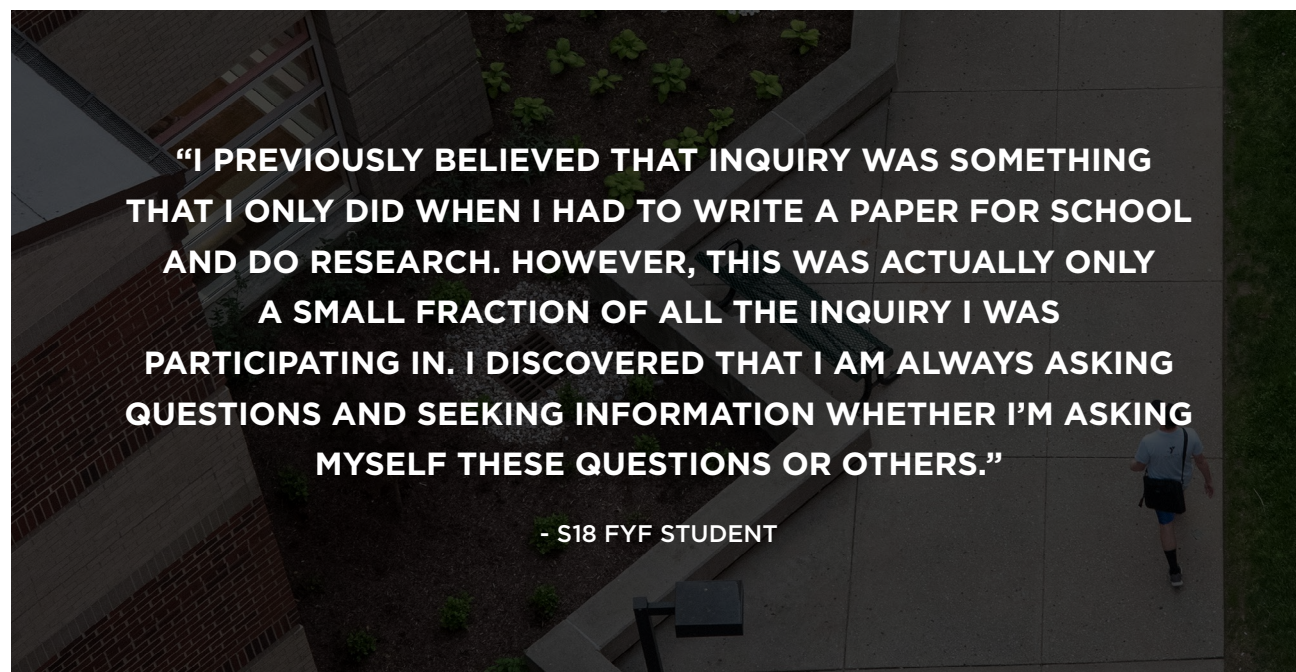
FACULTY & STUDENT RECRUITMENT

Faculty Recruitment

To ensure there were faculty available to teach the spring 2018 pilot semester of the FYF seminars, the QEP Staff Team worked with the QEP Leadership Team early in 2017 to create a list of faculty who would have an affinity for the project and be available to teach the seminar. Because of the importance of these instructors serving as “trailblazers”, the QEP Leadership Team and QEP Staff Team worked with department chairs and deans to personally invite faculty to teach during the pilot phases.

Dr. Eileen Estes, assistant chair of the Department of Counseling and Human Development, is well situated to understand the psychological and emotional journeys of our second-year students, while Dr. Mary Ashlock of the Department of Communications has a long record of excellent teaching and mentoring undergraduate students. Both of these individuals have been involved in the development phase of the QEP and brought key assets to the pilot endeavor.

Additionally, Nisha Gupta and Beth Willey agreed to take the lead with faculty recruitment during the five years of FYF. With long-term recruitment needs in mind, a section of the FYF website named “For Faculty” was created to explain the benefits of teaching the seminar and give context for the project (<https://louisville.edu/findyourfit/for-faculty-and-staff>). Beth and Nisha began to meet regularly and talk with interested groups and individuals on campus to develop a list of potential faculty to teach the seminar in coming semesters. During this year, the QEP Staff Team and QEP Leadership Team finalized the faculty remuneration offers, expectations for time commitment, and other details to aid in ongoing recruitment efforts.



Student Recruitment

Second-year students are recruited into the FYF seminars through both direct face-to-face referrals as well as marketing and publicity efforts.

The Exploratory Team, who serves our undecided students as academic advisors are the primary source for recruiting students into the seminar. As they meet with students, they are able to present Find Your Fit to students who are most in need of the opportunities this seminar provides.

The QEP Staff Team used a direct awareness campaign across the campus, using presentations and a special info sheet designed especially for advisors. This campaign provided essential information about the new seminar and our target students. Other academic advisors were reminded of the seminar regularly via email and at annual meetings, serving as an important touchpoint and pipeline to refer potential students to the seminar.

Another key referral source happens through the Career Development Center (CDC), whose staff members work directly with exploratory students seeking support for career exploration and can refer students to the seminar.

Additional resources for general awareness toward student recruitment include:

- Academic advisors suggested QEP Staff Team create colorful table tents that could be set out on campus counters, tables and desks to help generate awareness about the seminar and to grab the attention of potential students who may be struggling with questions about ‘fit.’ Beginning in fall 2017, table tents were distributed widely in common areas throughout campus, such as student services offices, the main library, advisors’ offices, and other locations where our target FYF student population may see them.
- Short, customized presentations were delivered to key campus groups who would benefit from learning about the specifics of the seminar, including staff members in student affairs, the target student group, and student services who interact with our target population of students. Table tents and flyers were given out at presentations to help disseminate the word about the seminar opportunity.
- Periodic announcements about the FYF project and new seminars were sent through the campus-wide UofL Today email newsletter and website. Students were additionally alerted to the opportunity through our university’s student digital “bulletin board,” through UofL student news announcements, and through an ad in the student newspaper. Additionally, specific student groups were sent targeted email messages about the seminar and the opportunity. Those email “blasts” were carefully timed to reach different student groups at points of the year in which they would likely be deciding which classes to register for in the next semester. An announcement in the UofL Parent Newsletter was also sent in late fall 2017, raising awareness for those who might be counseling students about registration choices and major decisions over the holiday break.

COLLABORATORS & PARTNERSHIPS

ECPY and the College of Education and Human Development

The Department of Counseling and Human Development (ECPY) in the College of Education and Human Development (CEHD) has been a key collaborator in launching the spring and fall 2018 pilot seminars, vetting them, and approving the seminar curriculum at the college level. The department serves as the academic home for the FYF seminar and its personnel will continue to stay involved during the implementation phase of the project. They will provide ongoing input into the evolution of the seminar, send a representative to serve on the QEP Implementation Committee, and work with the QEP staff team to identify faculty in the department and in the college who may wish to teach the seminar on any given semester.

REACH

A designated staff member from our academic support services department, Resources for Academic Achievement (REACH), remains part of the ongoing development and implementation of the FYF seminar. Members of the REACH staff team have worked with the QEP staff team and the instructional team to ensure REACH support materials are infused into the seminar experience. Given that the FYF seminar is designed, in part, to boost students' academic self-efficacy and self-regulation skills that directly connect to these academic success skills, REACH made its online modules available to all students in the pilot semester, working with the instructional team to require students to take two of the modules during the course of the semester.

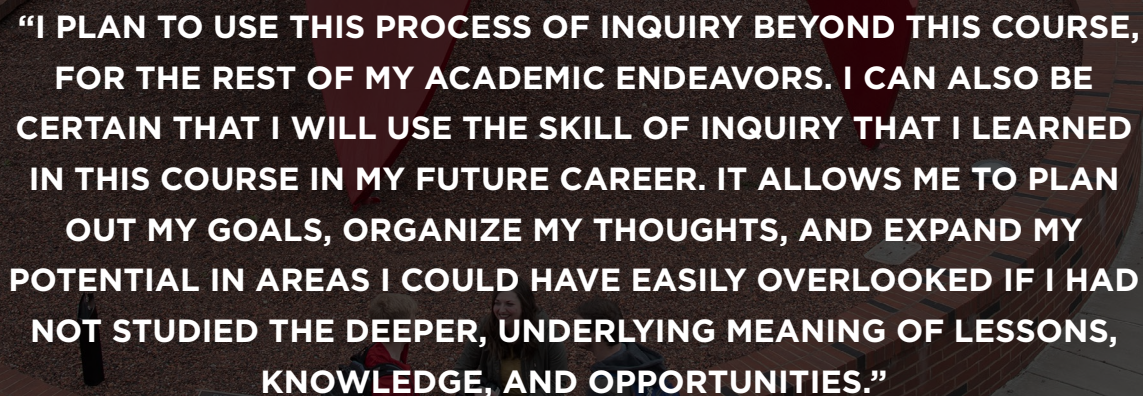
University Libraries

The University Libraries is an important partner in the FYF project in a number of ways. Representatives from Libraries have served at every stage of the QEP development process and became integral in developing the seminar. There is one instruction librarian assigned as member of each instructional team in each seminar section. The librarian acts as a mentor and coach for the inquiry project. For this pilot year, the librarians involved created online tutorial and research guides to support students' inquiry projects; conducted class sessions coaching students in search strategies and database searching; and provided guidance to students in gathering and evaluating sources. As a member of the instructional team, the librarian is part of the PLC and the Check-in Meetings throughout the project, serving as a vital member of the project, engaging in ongoing planning conversations assisting with shaping the short- and long-term roles for librarians involved in the project.

Exploratory Advisors

The Student Success Center (SSC) houses Student Success Advising, the new name for our Exploratory Programs where our undecided and pre-unit students receive academic advising from a team of specific advisors. Representatives from Student Success Advising have been involved in shaping the FYF project at every stage of its development and will stay engaged throughout the implementation phase.

Each instructional team assigned to a seminar section will include an exploratory advisor who will be conducting "integrative advising" throughout the seminar. Integrative advising brings together career counseling and academic advising so that students enrolled in the FYF



“I PLAN TO USE THIS PROCESS OF INQUIRY BEYOND THIS COURSE, FOR THE REST OF MY ACADEMIC ENDEAVORS. I CAN ALSO BE CERTAIN THAT I WILL USE THE SKILL OF INQUIRY THAT I LEARNED IN THIS COURSE IN MY FUTURE CAREER. IT ALLOWS ME TO PLAN OUT MY GOALS, ORGANIZE MY THOUGHTS, AND EXPAND MY POTENTIAL IN AREAS I COULD HAVE EASILY OVERLOOKED IF I HAD NOT STUDIED THE DEEPER, UNDERLYING MEANING OF LESSONS, KNOWLEDGE, AND OPPORTUNITIES.”

- S18 FYF STUDENT

seminar receive dual support in their work on major and career discernment in the course. Katie Adamchik, the director of Student Success Advising, serves as Lead Integrative Advisor for the FYF project, and played an integral role in developing the seminar pilot sections in spring 2018, including meeting with each student three times throughout the semester, overseeing the integrative advising activities, and working closely with both instructional teams so students got support inside and outside the classroom.

Career Development Center

The professional staff in the Career Development Center (CDC) continue to play an important role in the development of FYF, helping shape the career discernment activities that are part of integrative advising described above. A representative from the CDC provided strategic support during the pilot year of the project in 2017-2018. This included providing the instructional teams with help in engaging students in the classroom in taking and making meaning of online career and education planning assessments, engaging with a panel of young alumni to hear about challenging major and career paths, as well as working closely with integrative advisors to ensure students understood how to best use the CDC going forward. The CDC will be an ongoing source of guidance, information and best practices for those leading the seminar and for students who may be directed to their services.

ASSESSMENT

About the Pilot Semester





Out of the 28 students registered for the two sections, 11 students were undecided, 12 students had declared an intended major, and five (5) students were designated as pre-unit. An FYF Readiness Assessment was developed and used to determine students' fit and need for the FYF intervention during their fall 2018 advising appointment. Nineteen (68%) of the 28 students were female, while 22 (79%) students were designated as sophomores at the institution at the time of their enrollment.

Of the 28 students registered for the spring 2018 seminar, 26 (93%) students successfully completed the semester with a grade of 'C' or higher. Seventeen (61%) students earned an 'A', seven (25%) students earned a 'B', and two (7%) earned a 'C' for the semester. Twenty-three (82%) students participated in priority registration for the fall semester, while 21 (75%) students are enrolled in full-time status. The two (7%) students who did not complete the seminar withdrew from the institution entirely and have not registered for the fall 2018 semester as of August 1, 2018. These two students were engaged in the seminar during the spring semester and communicated regularly with the instructional team. Unfortunately, these two students were facing life challenges outside their academic work and made the decision to withdraw from their coursework in order to address those circumstances.

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. Based on an extensive literature review during the creation of the QEP, combined with research of our students' experiences, the developmental constructs of self-authorship and transitional knowing (Pizzolato, 2005) significantly shaped our project outcomes. This work led to QEP outcomes focused on academic self-efficacy, sense of belonging, self-regulation, and overall major and career decidedness.

FYF HAS FOUR PROJECT-LEVEL STUDENT-LEARNING OUTCOMES:

 <p>Students will demonstrate informed decision-making marked by identifiable measures of reflective learning, independent inquiry and critical thinking.</p>	 <p>Student will report an increase in their sense of academic and social belonging or fit as measured by the pre- and post-FYF assessment scale.</p>	 <p>Students will report an increase in their sense of decidedness as measured by the pre- and post-Personal and Academic Inquiry assessment scale.</p>	 <p>Students will report an increase in their sense of self-regulated behavior as measured by the pre- and post-FYF assessment scale.</p>
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Students demonstrate Outcome 1, informed decision-making, through completing a signature course assignment referred to as a Hallmark Assessment Task (HAT). Three tasks, the I-Search paper (ISP), I-Search digital presentation (IDAP), and Academic and Personal Plan (APP) together comprise the HAT and are the culminating activities for students within the FYF seminar. The QEP Staff Team and its project partners developed rubrics that were used to score students' informed decision-making through identified markers of reflective learning, independent inquiry, and critical thinking.

Two assessment scales were developed based on current research around academic and social belonging, self-regulated learning, and self-efficacy. The two developed instruments, the FYF

Learning Scale and the Personal & Academic Inquiry (PAI) Disposition Scale, were administered to students enrolled in the two sections of ECPY 302 on the second and last day of the spring 2018 semester. These pre- and post-scales were used to measure potential gains in students' sense of belonging, decidedness, self-efficacy, and self-regulated learning, our central outcomes. At the conclusion of the spring 2018 pilot semester, a robust post-semester assessment process was established to review components of the course and to gather feedback from the instructional team members. The QEP Staff Team collected, organized, and analyzed seminar artifacts such as learning activities, reflection journal entries, course grades, university course evaluations, FYF Student Feedback Form, feedback from the instructional teams, and the HAT artifacts. The QEP Staff Team, along with the instructional teams, analyzed the data and themed major findings from the pilot semester. These post-semester discussions culminated in an array of recommendations to be considered for implementation for the fall 2018 pilot semester.

Spring 2018 Pilot Findings

Findings for each of the four project outcomes are reported below. Targets for Outcome 1 were not established for the spring 2018 pilot semester due to the uncertainty around how students would respond to the newly established assignment prompts and learning measures. However, the results reported here affirm the appropriateness of the learning measures and will guide the establishment of targets for subsequent semesters. As part of our efforts towards continuous improvement, targets will be re-visited annually to determine whether students are demonstrating the expected program outcomes.



OUTCOME 1: STUDENTS WILL DEMONSTRATE INFORMED DECISION-MAKING MARKED BY IDENTIFIABLE MEASURES OF REFLECTIVE LEARNING, INDEPENDENT INQUIRY, AND CRITICAL THINKING.

The I-Search Paper (ISP) and the Academic and Personal Plan (APP) are part of the signature course assignment where students are asked to demonstrate informed decision-making. Criteria for independent inquiry, informed decision-making, and reflective learning were embedded in the APP, while criteria associated with specific critical thinking dimensions were prompted for within the ISP. The QEP Staff Team collaborated with project partners to develop the assignment prompts and rubrics for the HATs. Student HAT artifacts were collected and scored by the FYF staff team upon completion of the spring semester.

Four standards were articulated in both the ISP and APP rubrics: exemplary, accomplished, developing, and beginning. For the most part, students were able to demonstrate ratings at the “developing” level for the learning constructs, while no student demonstrated “exemplary” in any of the rubric criteria. Furthermore, about half of the students demonstrated “accomplished” for the criterion measuring “informed decision making”, while a quarter to one-third of the students demonstrated “accomplished” in all other learning criteria being measured for Outcome 1. The QEP Staff Team will work with the instructional teams to be more intentional and explicit in supporting students through the HAT process. Slight modifications to the assignment prompts and the rubrics will also be made to ensure students have clarity around the expectations of what they are being asked to demonstrate.

Multiple methods were used to assess inter-rater reliability between the three assessors, including mean score comparisons and calculating the intra-class correlation coefficient. In each case, the

results showed high levels of consistency between the three raters. Those calculations are not reported in this report due to the low total n but will be used as reference as the project grows and more assessors are introduced to the assessment process. For the pilot semester, the QEP Staff Team experienced high levels of agreement in scoring due to the shared vision and creation of the assignments and scoring rubrics.



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.

Using a scale modified from a 2007 study (Walton & Cohen), students completing the seminar reported a modest increase in their sense of belonging. Both pre-unit students, and students with intended majors, reported the highest gains, while students with intended majors also reported higher mean scores in both the pre- and post-assessments in comparison to the pre-unit and undecided students. Since students reported a high sense of belonging in the pre-assessment, the QEP Staff Team will revisit this outcome after the fall 2018 pilot semester to check our assumptions regarding the role belonging has on our students' success.



OUTCOME 3: STUDENTS WILL REPORT AN INCREASE IN THEIR SENSE OF DECIDEDNESS AS MEASURED BY THE PRE- AND POST-PAI ASSESSMENT SCALE.

Two items were developed to measure students' sense of decidedness: one item addresses students' decision about their major course of study, and the other addresses students' decision on their career choice. Overall, students completing the seminar reported a significantly higher sense of decidedness for both major course of study ($p < .001$) and career choice ($p < .01$). Both pre-unit and undecided students showed the highest gains in their sense of decidedness, while students with intended majors reported a higher mean score for the two items in both the pre- and post-assessments. The work around major and career exploration clearly resonated with the spring 2018 cohort of students. The QEP Staff Team will continue to monitor whether these activities and assignments associated with major and career exploration have a similar impact for the fall 2018 cohort of students.



OUTCOME 4: STUDENTS WILL REPORT AN INCREASE IN THEIR SENSE OF SELF-REGULATED BEHAVIOR AS MEASURED BY THE PRE- AND POST-FYF ASSESSMENT SCALE.

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. and identified through the QEP literature review. Overall, students who completed the seminar reported a modest increase in their overall sense of self-regulated learning. Students' sense of regulating learning activities showed the highest increase, while students' sense of planning learning activities showed the least gains between the pre- and post-assessments. The QEP Staff Team will continue to work with project partners to strategically support students' sense of self-regulated learning with the intention of having an impact in all three aspects of self-regulated learning.

Adjustments for Second Pilot Semester

How did the FYF seminar experience support our students in reaching the intended learning goals? Our various assessment measures help inform our understanding of the pilot experience. These measures include findings from the student artifacts, student feedback, and feedback from the FYF instructional teams. Findings were themed and presented along with specific assessment frameworks to generate an array of recommendations for future seminar offerings.

Based on this multi-layered assessment process, we are making adjustments and incremental changes to the seminar make-up, structure, and delivery. Because the pilot phase includes the fall iterations of the seminar, no major changes or modifications will be made until additional supporting data are collected and analyzed. These minor adjustments fall into three major umbrellas:

1. Enhancing ongoing support for the Instructional Teams, including creating a robust Instructors' Guide; providing more time for team check-in conversations; and ensuring all members of the team are on the same page regarding the purpose and expectations for each course component.
2. Enhancing delivery of the seminar, including the instructional team explicitly emphasizing the inquiry stages that shape semester; strategically scaffolding support for the I-Search paper that brings in a librarian at key points of the process; and helping students connect the dots between seminar activities and instructional team members' contributions.
3. Fine-tuning the seminar assignments and assessments, including providing a wrap-up session for integrating advising aspect of the seminar; creating student-friendly instructions and assessment/rubric information for the I-Search and digital assignments; developing more intentional reflection prompts at each stage of the seminar.

What Did We Learn?

FYF was developed in part by examining institutional data, highlighting institutional priorities, and reviewing best practices and literature around the second-year students. Identifying relevant student learning outcomes and articulating a meaningful intervention that would support students' success were at the forefront in the development of this QEP. Based on students' academic work and feedback, many aspects of the seminar experience resonated strongly with our spring 2018 students.

References

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Pizzolato, J. E. (2005). *Creating crossroads for self-authorship: Investigating the provocative moment*. *Journal of College Student Development*, 46(6), 624-641.

Walton, G.M., & Cohen, G.L. (2007). *A question of belonging: Race, social fit, and achievement*. *Journal of Personality and Social Psychology*, 92(1), 82-96.



SUSTAINING I2A

Although the 2017-2018 academic year saw the launch of our new QEP, the staff team continues to support and sustain the curricular innovations that resulted from our first QEP, Ideas to Action (i2a), which ran from 2007-2017. Sustainability activities include providing periodic support for faculty who are revising or creating culminating undergraduate experiences (CUE) components as part of course or program; consulting and/or presenting with faculty or staff on reflective, critical thinking-based questions or instruments; reaching out to i2a faculty to offer critical thinking resources or Thinker's Guides to be used with students or colleagues; providing leadership and expertise to university committees or projects in which critical thinking or other i2a topics are central to the issues at hand.

BUILDING ON 2017-2018 AND LOOKING AHEAD

The first year of FYF proved to be a valuable opportunity for our university to put its best foot forward with SACSCOC when our QEP Proposal was vetted and approved by a SACSCOC visiting team. Simultaneously, we worked closely with key university partners and collaborators from across academic and student affairs in order to develop and offer our first pilot semester of the FYF seminar while generating interest and excitement about the project from students, faculty and staff.

The spring 2018 pilot semester affirmed to the QEP leadership team the relevancy of the experience for our students and the potential impact FYF can have on student success and the undergraduate learning environment at UofL. Based on our assessment of the pilot semester, the project is on-track and on-point, but a little rough around the edges.

The second pilot semester in fall 2018 will provide the QEP Staff Team an opportunity to make slight adjustments to help refine the seminar experience and better support students' demonstration of the intended learning. The 2018-2019 academic year will also be an important year to solidify the FYF infrastructure, build on early success, and become part of the opening of the new Student Success Center and the Belknap Academic Building.