

University of Louisville's Quality Enhancement Plan

Find Your Fit Follow-up

Board of Trustees Meeting

December 10, 2020



Today's **Update**

- Review the **purpose** of our current Quality Enhancement Plan (QEP), **Find Your Fit** (FYF)
- **FYF assessment**: what and how are we measuring its impact on students?
- **FYF findings**: what are we learning about our students?
- How are we **adapting** this important intervention to **respond to COVID disruptions**?
- What might be the **future of FYF** look like?





FYF: An **experimental intervention** running 2017-2022

ECPY 302:

Personal and Academic Inquiry

FIND YOUR FIT

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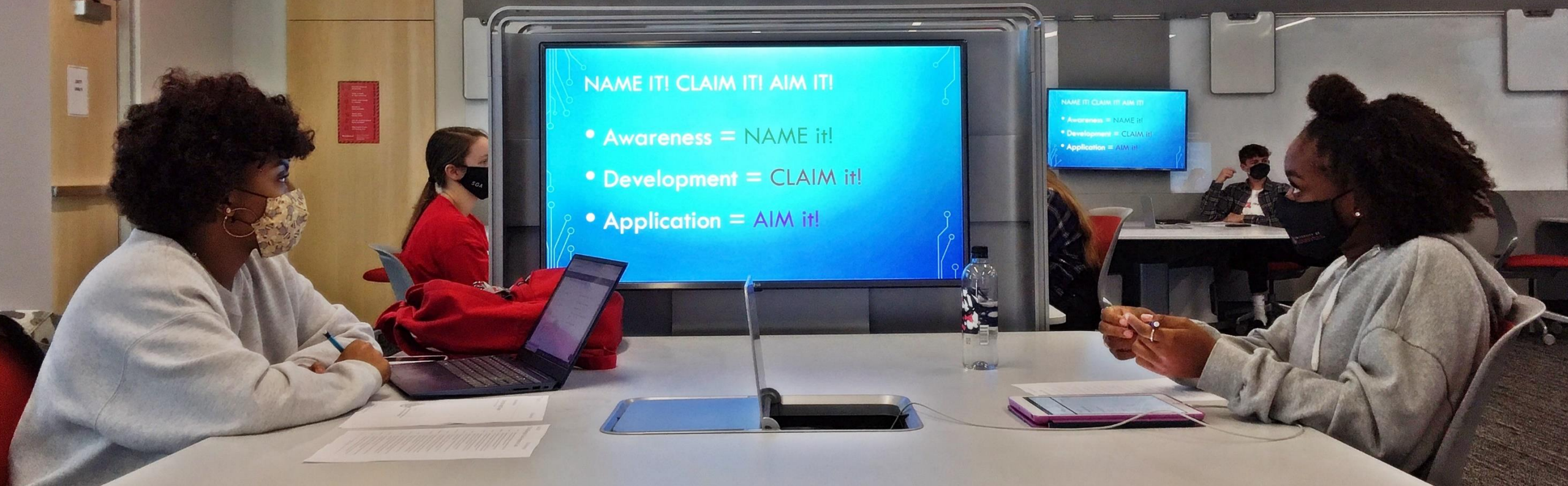
Instructional Team

Lead Faculty + Academic Advisor + Librarian



“Overall I have absolutely loved this class. It has been an extremely helpful course that has guided me and provided clarity when it comes to my major and career exploration and decision making. I found every single assignment to be helpful.”

-Fall 2020 ECPY 302 student





Find Your Fit 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.

Find Your Fit

Three-tiered Assessment Plan

Tier One: assessment of **student learning** within the course

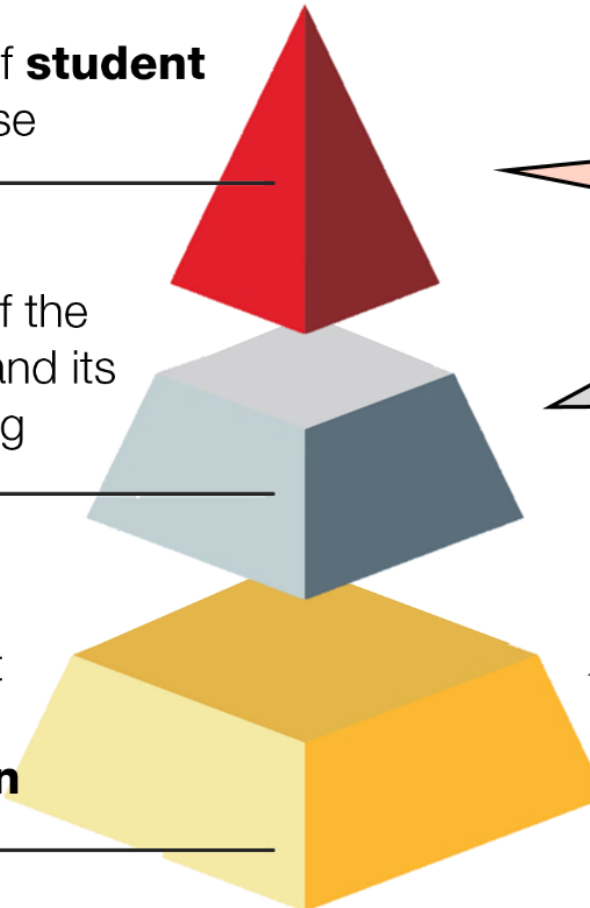
Are students demonstrating the intended learning outcomes?

Tier Two: assessment of the **QEP seminar course** and its impact on student learning

Is the seminar supporting students' demonstration of the intended learning outcomes?

Tier Three: assessment of QEP broadly and its impact for the **institution**

Is the QEP having an impact on student success at UofL?





Tier One: assessment of **student learning** within the course



Are students demonstrating the intended learning outcomes?

Demonstrated Student Learning



Clarity

A statistically significant **increase in their sense of decidedness** towards decisions around their major and career choices [$p < .001$, Paired Sample T-test].



I Can Do It

A statistically significant **increase in self-efficacy related to information literacy** (*searching, using, and evaluating information to inform their thinking, both academically and personally*) [$p < .001$, Paired Sample T-test].



Study Skills & Behaviors

An **increased awareness of their own learning habits and behaviors** associated with academic success.

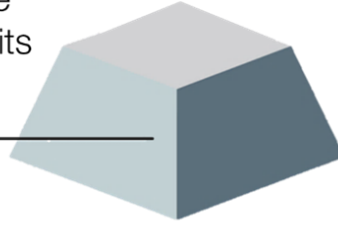


I Belong

A **heightened sense of being part of a community** and “belonging” at UofL.



Tier Two: assessment of the QEP seminar course and its impact on student learning



Is the seminar supporting students' demonstration of the intended learning outcomes?

The Learning Environment

FYF Instructional Team Members

FYF Instructional Team (IT) Members report that they value from the experience:

- deep engagement and opportunity to mentor this population of students;
- working closely with skilled campus colleagues outside their area;
- knowledge of resources and how to better support students;
- opportunities to transfer these new practices and skills with other students they work with.

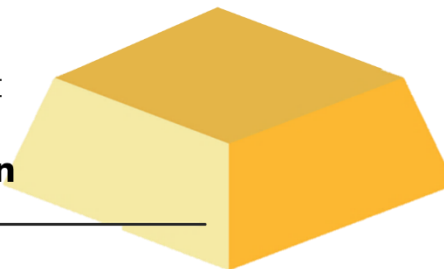
FYF Students

FYF Students report on what helped their learning most in the seminar:

- feeling supported by, and learning from, a diverse instructional team of professionals;
- the opportunities for reflection and peer connection;
- the academic inquiry and discovery process and the personal assessments and activities;
- personal engagement and support they get from the instructional team, including the 3 one-on-one meetings with their advisor (intensive advising).



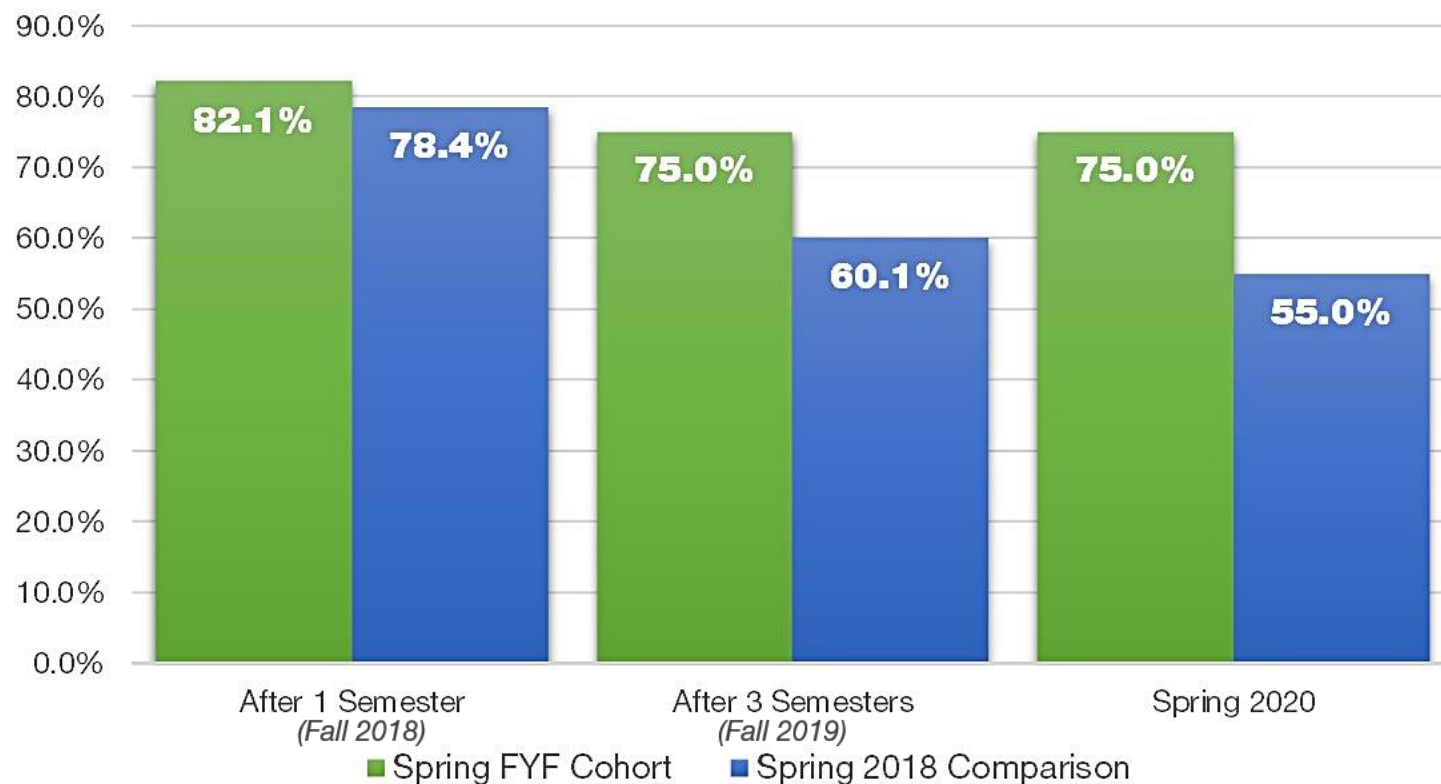
Tier Three: assessment of QEP broadly and its impact for the **institution**



Is the QEP having an impact on student success at UofL?

Student Success

Spring 2018 Cohort Retention & Persistence Rates



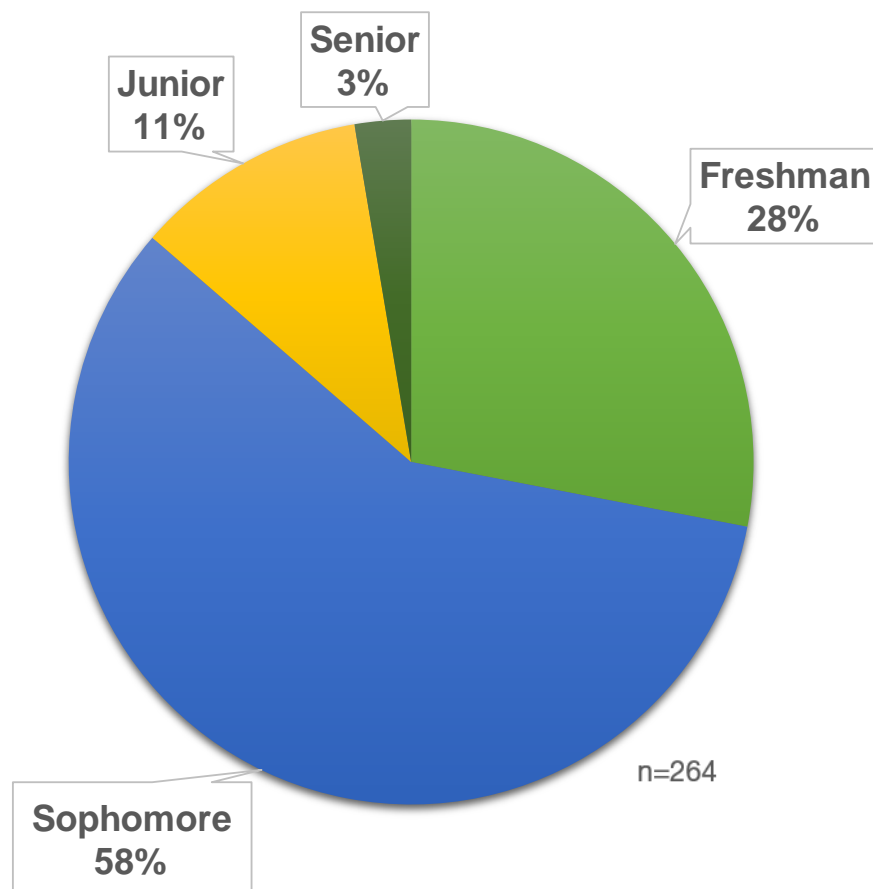
- Preliminary analyses show higher persistence rate for FYF pilot cohorts, Spring 2018 and Fall 2018
- Tracking each FYF cohort
 - Integrating Institutional Data
 - Change of Major
 - Progression towards degree
- Preparing for additional longitudinal analysis

These data are transactional and were extracted from PeopleSoft Campus Solution on February 25, 2020.



Who has participated in FYF to date?

By Academic Level



By Ethnicity

	FYF Cohort To Date	University Fall 2019
IPEDS Ethnicity	% Total	% Total
Asian	3.03%	4.19%
Black/African American	16.67%	12.01%
Hispanic of any race	6.82%	5.50%
Two or More	7.95%	6.15%
White	65.53%	69.44%
Grand Total	100.00%	100%*

* Percentage totals for the University Fall 2019 do not add up to 100% on the above table. Comparison groups are reflected only.

By Gender

	FYF Cohort To Date	University Fall 2019
Gender	% Total	% Total
Female	62.12%	53.14%
Male	37.50%	46.86%
Unknown	0.38%	0.00%
Grand Total	100.00%	100.00%

Note: University Fall 2019 data were extracted from Cards Analytics on December 4, 2020. FYF Cohort data are collected on an ongoing basis and reflect ongoing transactional data.

How have **priority FYF students** persisted?

A Snapshot: 2018-19 FYF Cohort

By Priority Student Groups

FYF Cohort To Date

Student Groups	n	% Total
First Generation	62	23.48%
Underfinanced	42	15.91%
Underprepared	14	5.30%
Total FYF Cohort	264	

- Under-representative FYF students (*from AY 18-19*) as a whole are persisting at similar rates as the entire AY18-19 FYF cohort.
 - Black/African-American FYF students are persisting at a higher rate than the entire AY18-19 FYF cohort.
- First-Generation, Under-financed and Under-prepared FYF students are persisting at similar rates as the entire AY18-19 FYF cohort.



Students and UofL Alumni from Mark French's (Speed) fall 2019 ECPY 302 Seminar section.



Challenges and Adjustments since Covid-19 Disruption

- Maintaining **high-touch, mentoring-intensive atmosphere** in hybrid curriculum format
- Supporting students to **complete assignments despite COVID-related setbacks**
- Working to **mend the gap of lower seminar enrollment numbers** since COVID began
- Offering **fully online versions** of the seminar for spring 2021



“As someone who takes a bit to think over my options when it comes to finances, goals, and dreams. I came into this class hesitant about the next move when it came to deciding my major and path that I wanted to take as all of my gen eds were done. But through the class process, I was able to finalize my ambitions and started that path of getting into my program.”

-ECPY student, fall 2020



Spring 2021 ECPY 302 Seminar Themes



- **ECPY 302-01: Resiliency is the Goal because Change is the Constant** (David Johnson, Public Health, *synchronous delivery*)
- **ECPY 302-02: Reality Check Matters in the Age of Disruption: Exploring What You Know, How You Know It, and Why It Matters** (Nisha Gupta, Women's and Gender Studies, *hybrid delivery*)
- **ECPY 302-03: Failing Forward: Trials, Errors, and Turning Setbacks into Opportunities for Growth** (Jennifer Bobo, Social Work, *asynchronous delivery*)

Looking Ahead



Amanda Mitchell (CEHD) and Daniel Darland (A&S) co-teaching their fall 2020 ECPY seminar section on “Who am I?: Knowing Yourself and Finding Your Path.”

- Tweaking seminar offering to help inform creation of a long-term sustainable iteration of the seminar
- Preparing QEP Impact Report for SACSCOC to share data, lessons learned, and institutional reflections on the QEP experience

UNIVERSITY OF LOUISVILLE

FIND YOUR FIT



1) Piece of Advice
Don't be
Worried
Connect with
people you
know possible
Lena, M.
and Bailey
Lena

Thank you.