

UNIVERSITY OF LOUISVILLE[®]

[FIND YOUR FIT]

2018-2019 ANNUAL REPORT





SPHIS faculty member Scott LaJoie explains a concept to his FYF peers during one of the Professional Learning Community sessions. Lead advisor Katie Adamchik looks on from his left and librarian Lidiya Grote is on his right.

EXECUTIVE SUMMARY

The 2018-2019 academic year marked the second year for the University of Louisville's Quality Enhancement Plan (QEP), named Find Your Fit (FYF). 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 tracks key milestones and achievements in this second academic year of the project. In this inaugural year, several milestones were reached. These include the successful completion of the pilot phase and movement into the implementation stage that was enhanced by key changes made to the project based on data gleaned in the pilot phase. The university hosted second-year scholar Dr. Molly Schaller in order to gain her insight into the changes needed for the next phase of the project. Major modifications were made to the project, including the revision of the Professional Learning Community in order to train the instructors in the seminar; the removal of the digital assignment from the curriculum; and the revision of rubric and tweaks made to assessment instruments to add streamline and make more clear the expectations for student performance in the seminar.

FIND YOUR FIT TEAMS

Leadership of the Find Your Fit (FYF) initiative is provided by the following teams, all of whom meet regularly to oversee the administrative, curricular, and assessment aspects of the five-year project.

QEP Staff Team

The QEP staff team has day-to-day responsibility for the implementation, training, and assessment activities related to Find Your Fit. This team is housed in the Delphi Center for Teaching and Learning, providing a valuable alignment between the QEP curricular goals with the mission and programs of the Center. Additionally, several of the staff team members have job responsibilities within the Delphi Center that complement the leadership activities and skills they provide to the QEP.

Name	Title
Patty Payette, Ph.D.	Executive Director, Quality Enhancement Plan Senior Associate Director, Delphi Center for Teaching and Learning
Katie Adamchik, Ph.D.	Director of Student Success Advising
IL Barrow	Specialist for Assessment
Nisha Gupta, Ph.D.	Specialist for Faculty Development
Crystal Bradley	Administrative Services Manager Sr.
Stephanie O'Donnell, M.A.	Graduate Assistant

QEP Administrative Leadership Team

The QEP Leadership Team is comprised of the QEP staff team named above and upper-level administrators at our institution who have responsibility for the successful implementation of FYF and for the advancement and assessment of undergraduate educational initiatives at the institution.

Name	Title
Bob Goldstein, M.P.H., M.A.	Vice Provost for Institutional Research, Effectiveness and Analytics
Gale Rhodes, Ph.D.	Vice Provost Executive Director, Delphi Center for Teaching and Learning
Beth Willey, Ph.D.	Professor, Department of English Associate Provost, Undergraduate Education

FYF Implementation Team

The FYF Implementation Team serves to guide the QEP and advise the QEP staff team and other project leaders on various aspects of FYF as it unfolds, including offering guidance on outreach across the campus, reviewing assessment results, and capturing lessons learned along the way. The group is co-chaired by Patty Payette and Beth Willey.

Name	Title
Katie Adamchik	SSC Advising
Geoff Bailey	REACH
IL Barrow	QEP/Delphi
Gail Depuy	Speed School
Eileen Estes	CEHD
Bill Fletcher	Career Center
Nisha Gupta	QEP/Delphi
David Johnson	SPHIS
Bruce Keisling	Libraries
Syann Lunsford	Student Rep.
Andrew Manikas	COB
Angela Taylor	Student Affairs
Paul Himes	A&S
Beth Willey	ENG/Provost
Patty Payette	QEP/Delphi



QEP Staff team members gather in February 2019 at the Celebration of Teaching and Learning, l-r: IL Barrow, Patty Payette, Stephanie O'Donnell, Nisha Gupta, and Crystal Bradley.

FYF ACCOMPLISHMENTS 2018-2019

Belknap Academic Building

In August 2018, the institution opened a new classroom building and Student Success Center. This contemporary learning space is known as the Belknap Academic Building (BAB) and features innovative, active learning classrooms and lab spaces. The FYF small seminars, with just 20 students each, were scheduled in the BAB's smaller classroom spaces so that instructional teams and students could take advantage of the state of intimate learning environment with state-of-the-art technology, moveable furniture, and white boards that complement the innovative curriculum of the course. Additionally, locating the FYF classrooms close to the Student Success Center allows for the proximity of the FYF advisors' offices and underscores the academic and advising features of the seminar's curriculum itself.

Focus Group Summary

In the spring of 2019, the FYF team decided to reconsider the Student Advisory Team (SAT), which met once a month throughout the fall of 2018. As two members were graduating and student time commitment to the project was reevaluated, the idea of a once-a-semester focus group was structured to provide students the opportunity to engage in discussion and feedback on the project. Emails were sent to students from all seminar sections between spring 2018 and fall 2018. A total of seven students expressed interest in participating.

The focus group took place in April 2019 and was led by the QEP specialist for assessment and a graduate assistant. Three students arrived ready to participate in the group discussion and offered rich feedback on their experiences. The focus group's main focus surrounded topics relating to the FYF experience, assumptions and outcomes, and marketing and awareness of the QEP. The students' feedback was a useful addition to the previous feedback provided in the student advisory team meetings and pre/post course assessments, and overall class feedback data.

Below are representative suggestions and themes that appeared throughout the focus group.

- Students stated that their peers and instructors were pertinent to helping shape the community experience in FYF.
- The integrative advisor(s) and the activities played a positive role in the students experience.
- Students stated that the course at times felt "choppy" and the different parts of the course did not flow.
- Students expressed the seminar class as a "therapeutic experience," offering them the opportunity to view moments of uncertainty with a different attitude. The biggest takeaway stems from the concept that "career does not equal major."
- Students felt the instructional team cared about students as an individual and person, not just a number.

In summary, many of the takeaways from this focus group solidified and confirmed other feedback the QEP team has received from students through other assessment measures. There were both confirming aspects that indicated positive perspectives and change to lessons learned, as well as areas of improvement and growth. Students were able to help inform marketing and outreach practices moving forward with the project.

Campus Visit of Dr. Molly Schaller

The FYF leadership team invited second-year scholar and consultant Dr. Molly Schaller to come to UofL to consult on the QEP in at the conclusion of its pilot phase in May 2019. Dr. Schaller's scholarship on the developmental challenges of second-year students heavily informed the development of FYF. She consulted with UofL QEP leaders in 2016 as the project was being created. Sharing pilot data with Dr. Schaller, and bringing her back to campus to meet with FYF leaders, campus partners, and instructional teams, gave her a valuable look into the project's early implementation "wins" and challenges. Based on her visit and examination of the data, Dr. Schaller provided insight on the impact the project is having on students' developmental challenges and how to understand our assessment findings. She offered numerous suggestions on topics related to faculty and student recruitment, training of the instructional teams, and enhancing our assessment efforts.

The FYF staff team spent much the summer 2018 months making modifications to the Professional Learning Community (PLC), assessment protocol, and seminar curricular in response to Dr. Schaller's advice and expertise.

Pilot Phase to Full Implementation

The FYF pilot phase provided the university with the opportunity to implement and assess the viability of the intended plan as proposed to SACSOC. The pilot phase included both spring 2018 and fall 2018 semesters, utilizing the summer months in between the two semesters to conduct an initial assessment of the seminar intervention. The assessment of the initial pilot semester led to minor adjustments to the second pilot semester without comprising the original intent of the course. The end of this phase afforded 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 worked with its instructional teams and project partners to identify some key changes that need to be made for the 2019-2020 academic year: Some of these changes include:

- In relation to the training program, streamline the training and provide more time for planning and rapport-building time for instructional teams.
- In relation to the structure of the course, 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 member.

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 moved past the pilot stage, we continued to carefully monitor and report on key assessment findings at the project, course, and institutional levels. We 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. A discussion of the assessment data from the pilot phase can be found on page [17](#) of this report.

PLC reboot: 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 seminar in the subsequent semester, come together to learn about the specific assignments of the FYF seminar, finalize curricular decisions, and prepare the syllabus. 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.



A FYF student enjoys the work spaces at the Belknap Academic Building, where most of the FYF courses are taught.

- The participants also read and discuss articles to become familiar with the student development theories and assessment methodologies that are foundations of the seminar. During fall 2018, we conducted the PLC following the same model as previous semester and then spent the first 6-8 months of 2019 identifying making modifications to the training program.

Based on the feedback from those who participated in the PLC during the pilot semesters, the following recommendations and action items emerged:

- Maintain the foundational readings and background information that helps orient new instructional team members to the project, but allow more time 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.
- Ensure there is enough time to give instructional team members a chance to review the required text and assignments so they can see how the pieces fit together as a curriculum.
- Ensure the PLC includes samples of past student work from the seminar and an opportunity to talk to those who have taught it before.
- Offer a new half-day retreat in June and host 3 meetings for each team called “Summer Satellite” meetings to help each team prepare their syllabi, understand assignments, and bond. The FYF team worked around summer vacations and schedules to ensure each team met 3 times and met learning outcomes of each meeting. The final PLC meeting for all teams together was held on Aug. 14, 2019.

Curriculum Revisions

The I-Search paper (ISP), the I-Search Digital Project (IDAP), and the Academic and Personal Plan, comprise the HAT assignment for this course during the pilot phase. Between the pilot phase semesters (spring 2018 through spring 2019), minor changes were made to both the ISP and the IDAP addressing feedback from instructional team members and observations of the QEP Team. These minor changes between semesters included: a more careful scaffolding and pacing of the schedule of the ISP components, increasing the timing and support work of the librarians with the ISP, and clarifying the language for the IDAP criteria. The APP remained the same. Feedback from instructional teams, lead academic advisors, and the QEP team suggests that there was not enough time in the course schedule to fully engage in the ISP and the IDAP assignments as they are currently written, therefore the following changes to the curriculum were implemented after the pilot phase:

- Update the structure and purpose of the ISP assignment
- Removed IDAP assignment
- Revised the structure, timing, and activities of the course early in the semester vis-a-vis the academic inquiry components
- Extended the training, preparation, and support for instructional team members about the ISP

Check-in Meetings

The Check-in Meetings are periodic gatherings during the semester in which the current instructional teams come together with the QEP staff team. The meetings provide an opportunity for teams to report on how the seminar is going, exchange ideas and strategies, and get “just in time” support for upcoming assignments. This academic year we modified the check-in meetings to allow for 30 minutes of “team time” at the end of each meeting and ensuring the first 60 minutes of each meeting to cover timely topics and give the participants plenty of time to report on the “wins” and challenges they are experiencing in the seminars.



Nisha Gupta (left) oversees the faculty development programs under FYF and IL Barrow (right) oversees the assessment efforts of the project.

PROGRAMS & SERVICES

FALL 2018 SECTIONS

Fall 2018 was the second pilot semester for the Find Your Fit seminar course. Two sections were offered which included “Thinking Community: Thinking Change” with an enrollment of 20 students, and “Who Gets to Tell Your Story? Strategies for Research, Creativity, and Exploration” with 20 students enrolled. The following information and description of each course is listed below.

Section 01: Thinking Community: Thinking Change

Time: MW 11-12:15pm
Instructor: Shelley Thomas
Advisor: Marissa Williams
Librarian: Amber Wallenberg
Enrolled: 20

In this section, students will explore the concepts of community and social change. We live in a world where change is occurring at a rapid pace and it's occurring everywhere. So much so, that today's generation of students want to be part of this change and make a difference in a meaningful way. How can engaging in communities facilitate this generation's desire to navigate and impact change in the midst of seeming chaos? In this seminar, you will learn how to examine real world phenomena and events such as housing access, mass criminalization, food insecurity, environmental justice, and health equity. Students will think about the communities they belong to and consider ways to enact change within them. Through the exploration of concepts such as community, culture, and action, this seminar will provide an opportunity for students to design and carry out their own inquiry project on an issue they would like to change or influence.

Some questions that will guide students in this seminar include:

- Which communities do I belong to?
- What interests me about social change?
- What personal values or past experiences have prepared me to facilitate change?
- How can my interests and skills inform decisions about how I will make a difference in a focused area of my choice?
- How can I connect with others to make change happen?

Section 02: Who Gets to Tell Your Story? Strategies for Research, Creativity, and Exploration

Time: TTh, 4-5:15pm
Instructor: Kiki Petrosino
Advisor: Eric Turner
Librarian: Rob Detmering
Enrolled: 20

The academic theme of this seminar will focus on storytelling as a powerful and empowering intellectual practice. In many fields, the ability to frame a narrative—whether your own, your community's, or a client's—is prized for the ways it allows you to make connections between seemingly dissimilar ideas. Storytelling also empowers you to think about how you relate to the systems around you. Who are you? How did you get here? What events (historical, cultural, biographical) had to occur for you to arrive here, at UofL, and where will you go, not just after this seminar, but beyond? We'll anchor our discussions by exploring one of the great Louisville stories: the expedition of Lewis & Clark, 1803-1806. By reading portions of the field journals and by examining works of art and literature inspired by the journey, we'll consider the techniques that artists and thinkers utilize in reimagining this incredible real-life adventure. Coursework will include: framing (and reimagining) your own autobiographical stories; imagining your way into "traditional" stories and legends about specific times and places; and researching the origins of some of your favorite stories.

Key questions of this seminar will include:

- What distinguishes narrative from other forms of writing or speaking?
- What are the differences between primary and secondary source documents?
- What power dynamics become evident in a story when we consider the issue of who is "allowed" or enabled to speak?
- Whose stories are most visible (or audible) in the American tales with which we are most familiar, and are there other voices we'd like to hear?
- How do artists combine research with creativity in order to refresh and reimagine familiar stories?
- What aspects of storytelling might you utilize in framing the narrative of your own life and intellectual development?

This seminar will provide students with an opportunity to carry out an inquiry project of their own design on the theme of storytelling.

SPRING 2019 SECTIONS

Spring 2019 was the first semester of full implementation and three different sections were offered. Enrollment ranged from 20, 14, and 12 students. One new librarian and exploratory advisor joined the initiative as an additional seminar section was added.

Section 01: Flourishing: How Positive Psychology Can Improve Academic Experiences

Time: TTh, 2:30 – 3:45pm
Instructor: Scott LaJoie
Advisor: Jessica Newton
Librarian: Lidiya Grote
Location: BAB410B
Enrolled: 20

Let's face it: happiness and wellbeing are not words often used to describe the academic experience. College is filled with difficult assignments, boring lectures and readings, deadlines, negative feedback, and inter-personal challenges. Unfortunately, there is no promise that life after college will be better. In this class, we explore the world of Positive Psychology to learn how to improve our outlook, increase optimism and motivation, and find enjoyment in the little things of everyday life. Positive Psychology isn't psycho-babble, self-help stuff you find in grocery store magazines; there is real science behind it, and we will study it. Key questions we'll answer over the semester: Am I preventing myself from achieving my goals? How does one develop abilities to overcome challenges and obstacles in the future? Does happiness and wellbeing improve better intellectual performance, result from it, or both?

Questions that students' might explore for inquiry projects include: How does the research on positive psychology help us to understand the challenges of being a college student? What are biological factors of positive psychology?



CEHD faculty member Amy Hirschy (far left, back row) gathers with her FYF students during the Career Alumni Panel session in which recent UoFL graduates come back to campus to share with current students their major and career journeys, as well as lessons learned.

Section 02: Music, the Universal Language: Where Words Stop, Music Begins

Time: MW, 12:30 – 1:45pm
Instructor: Kimcherie Lloyd
Advisor: Eric Turner
Librarian: Rob Detmering
Location: BAB410A
Enrolled: 12

Music has always occupied an integral place in the human narrative. It has often been said that music is a universal language, bringing people together like nothing else. Music can often be a voice for the silenced or voiceless. Without exception every movement in history has been represented through music from the “Marseillaise” sung by the revolutionaries during the French revolution, to “We are the World” produced to raise awareness and funding for African famine relief in 1985, to the American social media culture commentary in “This is America” by Childish Gambino.

The academic theme of this seminar will focus on music as representative of the many narratives within our culture. This seminar is aimed at students who enjoy learning about music and/or diverse cultures, as a way of exploring their personal learning and future trajectories. This course will provide a new perspective to the way the students hear music and view culture.

Questions that will be explored in this seminar may include:

- Which music or musicians have resonated for you? Why?
- What are their stories and what does their work say to you?
- What are the power dynamics at play in a song when considering privilege and empowerment?
- What are the stories behind the music that most resonates for you?
- How can we learn about other cultures through their music?
- How do artists combine research with creativity when they create?

This seminar will provide students with an opportunity to carry out an inquiry project of their own design on the theme of cultural representation through music or the universal language of music and will be focused heavily on the music that resonates most profoundly with each individual student.

Section 03: College Life: Looking Backward to Move Forward

Time: TTh, 9:30 – 10:45am
Instructor: Amy Hirschy
Advisor: Marissa Williams
Librarian: Amber Willenborg
Location: ED151
Enrolled: 14

Are you looking to get the most out of your college experience? College life is very different today, when compared to prior generations. In this seminar, you will explore historical examples of student experiences at colleges and universities and examine ways that higher education can be improved for future students. You will reflect on who and what has influenced your views on college life (like family, friends, popular culture, leaders, etc.) and compare those images to your own realities as a college student. By the end of this course, you should develop a strategic map to help you navigate your path and get the most out of your time in college.

Central questions of this seminar include: What is the current status of colleges today? What does it mean for future generations? How can higher education be improved? How can the student experience be improved? Additionally, you will complete an inquiry project on a current issue in higher education that relates to your particular interests. Examples of possible inquiry topics include: higher education and politics, the role of college athletics, why college costs so much, campus crisis resources, role of student organizations, free speech on campuses, diversity and inclusion in college today, or campus architecture and design.

MARKETING & AWARENESS

This year FYF was able to collaborate with several campus partners to help spread the word about the Find Your Fit initiative on campus. As some partnerships remained the same such as advertising in the parent association newsletter and marketing the course in the UofL Student News, we also gained new partnerships with Residence Life. Table Tents were spread throughout the main library and Belknap Academic Building (BAB) and FYF advertisements were placed on electronic screens in the BAB, Student Activity Center, and Recreation Facility.

Find Your Fit was present at several events throughout the year on campus with the opportunity to table and spread the word about the FYF course. These events included Final Blitz, the Writing Showcase, and a two-hour long initiative within four first-year residence halls in the month of March. In addition to tabling at different events around campus, we also created an updated flyer to use at events to explain the purpose, outcome, and goals of FYF.

In the summer of 2019, the FYF team collaborated with the marketing team in the Delphi Center to remodel the FYF webpage, update the layout with new photos, student quotes, documents,

resources, and more up to date information. In addition, we purchased cellphone wallets and post-it flag highlighters with the FYF logo and name printed on the items. These SWAG items will be used in the upcoming academic years to use towards marketing the program at events.

RECRUITMENT & STAFFING

Faculty Recruitment

Each section of the FYF seminar, ECPY 302, Personal and Academic Inquiry, has a designated instructional team who will provide direct instruction and/or advising to the seminar students. The seminar's instructional team includes a lead faculty member, an integrative advisor, and an instruction librarian.

Faculty are recruited for teaching the FYF seminar through direct communication or invitation for the fall 2018 and spring 2019 semesters. Twelve faculty members expressed interest in teaching the course and met with Nisha Gupta to learn more about the facets of this project.

Below is a table of the faculty members who taught this year.

Fall 2018	Kiki Petrosino	English	A&S
Fall 2018	Shelley Thomas	Secondary Education	CEHD
Spring 2019	Kimcherie Lloyd	Music	Music
Spring 2019	Scott LaJoie	SPHIS	SPHIS
Spring 2019	Amy Hirschy	College Student Personnel Program	CEHD

Staff

The seminar's designated advisor provides integrative advising to each student in the course. The seminar's designated advisors are housed in the exploratory advising unit of the Student Success Center. During the 2018-2019, the Director of Exploratory Programs, Katie Adamchik, identified individuals to serve in the role of the integrative advisors for the 5 sections of the course.

The instructional team's faculty librarian acts as a mentor and coach for the inquiry project. Similar to the advisor, the librarian will have strategic touchpoints with the students throughout the semester. The seminar librarian will provide guidance to students in support of their inquiry projects, including teaching search strategies and database searching; gathering and evaluating sources; and mentoring students on their project topics, inquiry questions, and methodology.

Students

Students are recruited into FYF seminars through both direct face-to-face referrals as well as marketing and publicity efforts. Exploratory Advisors apart of the Student Success Center, who serve our undecided and transitioning 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.

This academic year, the seminar took a broader approach to recruiting students, enrolling students outside of the "second-year" experience. Students in the FYF Living Learning Community (LLC) were asked to enroll in the spring 2018 semester of the seminar course

offerings. Furthermore, student quotes were added to marketing efforts and the QEP team took time at different events and tabling in collaboration with Campus Housing. During these events a new version of the FYF flyer were available with print outs of the seminar sections being offered. Word of mouth and prior students enrolled in the course appear to have a lasting impact on gaining other students to register and enroll into the course.

COLLABORATION & PARTNERSHIP

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) provides the academic home department for the FYF seminar, known as ECPY 302: Personal and Academic Inquiry.

Each semester, the FYF project holds at least one seminar section aside to be taught by a faculty member from ECPY or from its unit, the College of Education and Human Development. In fall 2018, faculty member Shelley Thomas (Department of Middle and Secondary Education) taught one of the FYF seminars and in spring 2019, faculty member Amy Hirschy (ECPY) taught a section. Engaging ECPY/CEHD faculty members regularly as lead instructors in the project brings valuable disciplinary expertise to the project and cross-unit conversations while also strengthening the partnership between the QEP and its academic unit, CEHD.

REACH

The Resources for Academic Achievement (REACH) program at UofL is a valuable partner in the FYF project, given the shared emphasis on building students' academic self-efficacy and self-regulation skills. During the 18-19 year, our REACH partners made available its online modules to all students in all FYF sections, working with the instructional team to require students to take two of the modules during the course of each semester. A review of the project's pilot data in spring 2019 suggested that most students were not engaging in the modules as intended and FYF and REACH leaders decided to not require them in the next academic year. Instead, REACH leaders were invited to come in fall 2019 to hear from instructional teams about how best to integrate REACH resources into the seminar curriculum in a meaningful way.

University Libraries

Librarians continue to be a vital partner in the FYF endeavor, providing both administrative and curricular leadership and serving on every instructional team during this implementation phase.

In the 2018-2019 academic year, the FYF staff team worked with our librarian partners to modify and enhance the ways in which librarians interacted with students in the seminar around the development of students' I-Search question and the search for credible sources. As a result, we saw improvement in students' abilities to demonstrate information literacy skills in their I-Search projects and an increase in students' reporting on the value and importance of the librarians' role in their learning throughout the seminar.

Additionally, the FYF assessment plan was modified to include instruction around information literacy. An efficacy of information literacy scale was researched, identified and integrated into

the Find Your Fit pre- and post-assessment effort. Because we have had many of the same librarians serving on FYF instructional teams, while those serving in the faculty and advisor roles have changed more frequently, the librarians have provided important insights into the project and our perception of the pilot phase, given the continuity they have with the project over time.

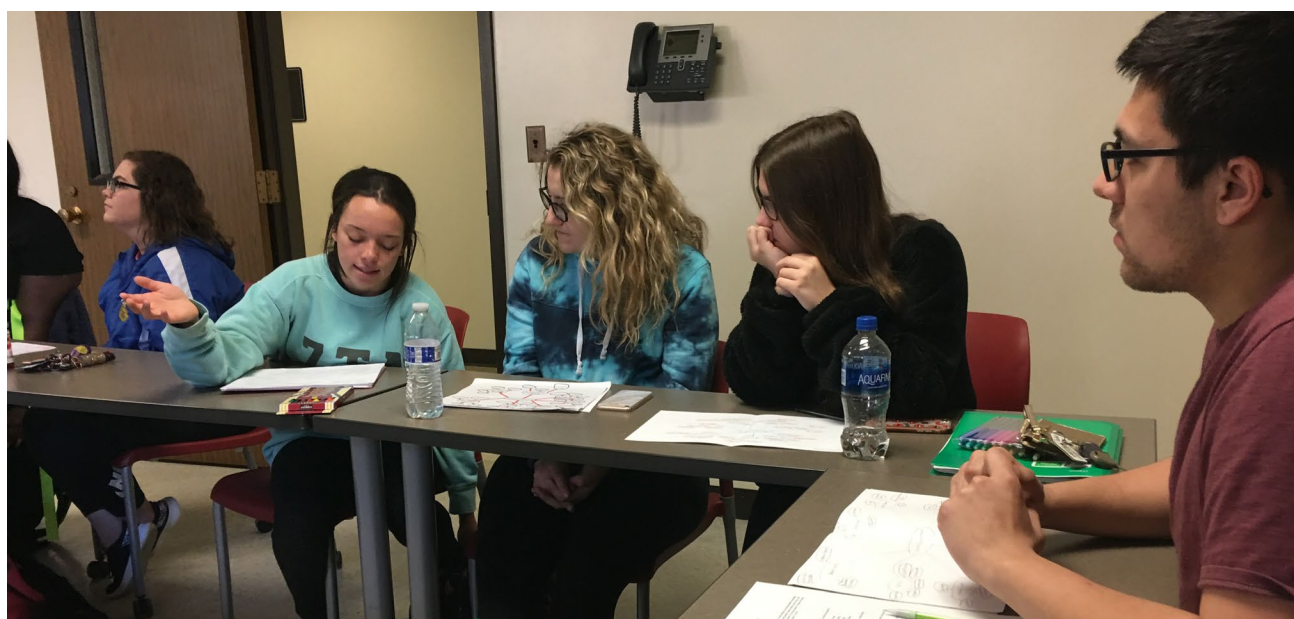
Exploratory Advisors

This year, the exploratory student advising team moved into their new offices in the Student Success Center and was renamed the Exploratory & Transitions Advising. Each instructional team assigned to a seminar section includes an exploratory advisor who oversees the personal inquiry activities in the course throughout the semester. Katie Adamchik, the director of Exploratory & Transition Advising, also serves as the Lead Integrative Advisor for the FYF project, and provided vital leadership during this academic year. Katie fully participated in the training of the instructional teams and mentored new advisors in their instructional roles as needed, ensuring continuity and communication across seminar sections.

Katie and the advisors involved in the seminar played an important role this year in strategic planning conversations around the course curriculum, grading expectations, timing of activities and other key FYF topics.

University Career Center





The University Career Center is a key partner in the FYF seminar. Rosie Shannon, assistant director at the Career Center, is the point person who provides strategic support in each seminar. Rosie coordinates with each instructional team to support the delivery and interpretation of key career discernment and personal inquiry activities. Rosie coordinates the Alumni Panel session in each seminar section, ensuring that students get to directly hear the experiences and advice young alumni who took a circuitous path toward their own major and career choices. The panel remains one of the most popular class session for ECPY 302 students. Additionally, students in the seminar become acquainted with the services, programs, and advising available to them at the University Career Center.



Students in the FYF seminars do peer work together regularly as part of the class.

2018-2019 ASSESSMENT

There are four outcomes that guide the activities and assessments at the heart of the new seminar experience.

FYF OUTCOME ONE 	FYF OUTCOME TWO 	FYF OUTCOME THREE 	FYF OUTCOME FOUR 
Students will demonstrate informed decision-making marked by identifiable measures of reflective learning, independent inquiry and critical thinking.	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.	Students will report an increase in their sense of decidedness as measured by the pre- and post-Personal and Academic Inquiry assessment scale.	Students will report an increase in their sense of self-regulated behavior as measured by the pre- and post-FYF assessment scale.

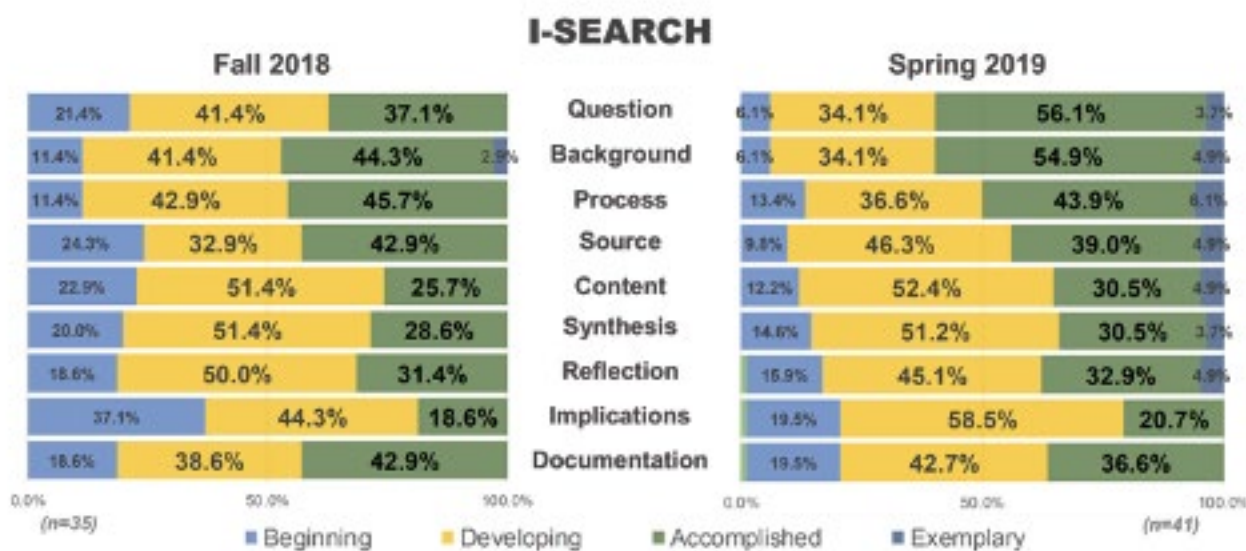
OUTCOME I: STUDENTS WILL DEMONSTRATE INFORMED DECISION-MAKING MARKED BY IDENTIFIABLE MEASURES OF REFLECTIVE LEARNING, INDEPENDENT INQUIRY, AND CRITICAL THINKING.

This outcome is measured in the following ways:

- I-Search Paper
- Academic and Personal Plan
- FYF Seminar Student Feedback form

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 fall 2018 and spring 2019 semesters. Four standards were articulated in both the ISP and APP rubrics: exemplary, accomplished, developing, and beginning.

The following bar graph shows the distribution of students' I-Search paper scores from fall 2018 and spring 2019 semesters.



For fall 2018, most students were scored at the level of “developing” for five of nine the ISP dimensions, while a higher percentage of students scored at the “accomplished” level for the dimensions of background, process, sources, and documentation. The percentage of students scoring at or above the “accomplished” level did not exceed 47.1% for any of the ISP dimensions. 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.

For spring 2019, students’ scores increased for each ISP dimension except for documentation. The percentage of students scoring at or above the level of “accomplished” exceeded 50% on three of the dimensions, while more students were able to demonstrate “exemplary” in seven of the nine dimensions in comparison to the fall 2018 semester. The distribution of scores represents artifacts from 41 students across three spring 2019 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 fall 2018 ISP data, the FYF staff team worked with the spring 2019 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 academic semesters as well. Reflection, inquiry, and informed decision-making are the main learning components measured within the APP. Below is the distribution of how students scored on the APP for fall 2018 and spring 2019 semesters.



For fall 2018, a majority of students scored at the “*developing*” level for three of the five dimensions of the APP, while for both new learning and next steps, a higher percentage of students scored at the “*accomplished*” level. The percentage of students scoring at or above the “*accomplished*” level did not exceed 48.6% for any of the APP dimensions. 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.

For spring 2019, students’ scores increased for each APP dimension except for **next steps**. The percentage of students scoring at or above the level of “*accomplished*” exceeded 50% on two of the dimensions, while more students were able to demonstrate “*exemplary*” in four of the five dimensions in comparison to the fall 2018 semester. The distribution of scores represents artifacts from 41 students across three spring 2019 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 spring 2019 semester based on feedback from both the instructional team and students. For the spring 2019 semester, integrative advisors were transitioned into facilitating and workshopping the APP with the students rather than the faculty member on the FYF instructional team.

In addition to the HAT assignments, students are asked to complete an FYF Seminar 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.

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. Below is a table showing how students scored key components of the learning and the seminar experience.

Survey Items	Fall 2018 (n=33)	Spring 2019 (n=39)
As a result of taking this course, I am better able to develop meaningful questions.	4.00	4.21
As a result of taking this course, I am better able to gather relevant information around questions I have.	4.03	4.31
As a result of taking this course, I am better able to consider multiple points of view around a topic or question.	3.94	4.28
This course provided me with regular opportunities to reflect on my learning.	4.27	4.54
This course strengthened my ability to think critically about the academic theme of the course.	3.85	4.36
Where 1=Strongly disagree and 5=Strongly agree		

For both 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 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 QEP proposal.

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 of key 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. Some additional 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.

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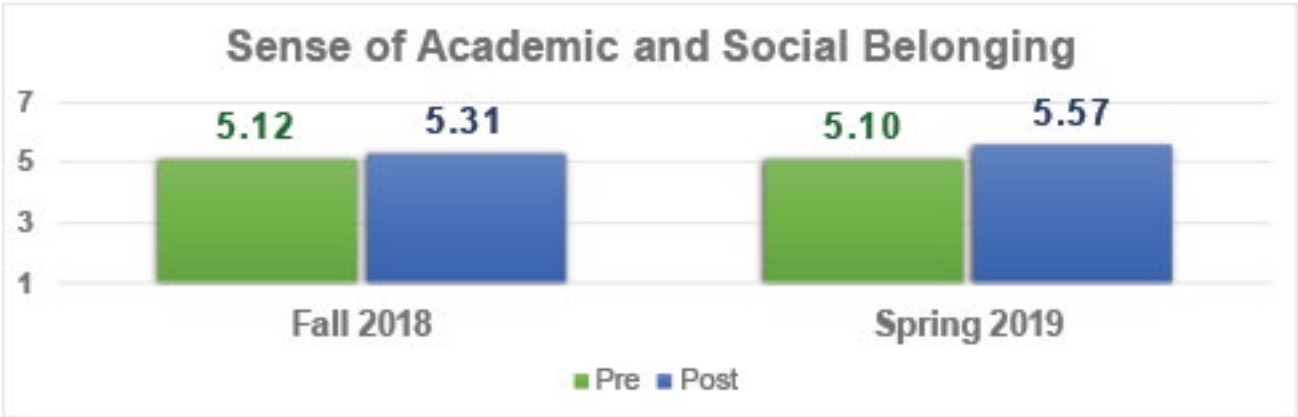
OUTCOME 2: STUDENTS WILL REPORT AN INCREASE IN THEIR SENSES OF ACADEMIC AND SOCIAL BELONGING AND FIT AT THE UNIVERSITY OF LOUISVILLE.

This outcome is measured in the following ways:

- Find Your Fit Learning Scale (Walton & Cohen)
- FYF Seminar Student Feedback form

Using a scale modified from a 2007 study on belongingness (Walton & Cohen), students were asked to rate their sense of belonging on the Find Your Fit (FYF) Learning 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 2018-19 academic cohorts.



The fall 2018 students reported modest gains in their sense of belonging upon completion of the seminary experience, but were not determine to be statistically significant using a paired sample t-test. Students entering the seminar reported a higher sense of belonging than anticipated. Three items within the belonging scale ($n=17$) 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*.

For the spring 2019 FYF cohort, students reported a significantly higher sense of belonging on the post assessment ($p<.05$), where the pre-assessment responses continue to be higher than originally anticipated for the project. Students responded statistically higher on seven of the seventeen items on the belonging scale ($p<.001$). Students' HAT artifacts (ISP and APP) also included comments regarding a higher sense of belonging.

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

Survey Items	Fall 2018 (n=33)	Spring 2019 (n=39)
This course helped me feel like I belong at the University of Louisville	3.79	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 mean scores were identical for both fall and spring students. No additional statistical analysis was conducted to determine difference in these scores.

Although students reported a higher than expected sense of belonging on the pre-assessment for both semesters, the gains reported by the spring 2019 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 and the FYF Student Feedback form an elevated sense of belonging within a community of learners and the classroom peers.



OUTCOME 3: STUDENTS WILL GAIN A SENSE OF DECIDEDNESS TOWARDS THEIR ACADEMIC MAJOR AND CAREER AT THE UNIVERSITY OF LOUISVILLE.

This outcome is measured in the following ways:

- Find Your Fit Learning Scale (Barrow)
- FYF Seminar Student Feedback form

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 FYF Learning scale. Below are the results of the pre- and post-assessment of decidedness for the 2018-19 cohorts.



For both semester cohorts, students completing the seminar reported a significantly higher sense of decidedness for both major course of study and career choice based on a paired sample 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.

Students were asked on the FYF Seminar 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 fall and spring mean scores provided.

Survey Items	Fall 2018 (n=33)	Spring 2019 (n=39)
This course strengthened my ability to think through decisions related to my major and career	4.63	4.41

Where 1=Strongly disagree and 5=Strongly agree

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 a higher percentage of first-year students taking the course in the spring 2019 semester who were part of a living learning community.

The increases reported by both 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.

The major change implemented for 2018-19 academic year was to transition the FYF outcomes assessment reporting to student learning outcomes report. During the past few years, the QEP team has been primarily driven and assessed by SACSCOC’s charge for developing, implementing, and integrating a five-year quality enhancement plan. Beginning with the 2018-2019 reporting cycle, the QEP team will be guiding its work through the implementation of the Find Your Fit programs, collecting and evaluating student learning data to enhance and address program improvements to the FYF seminar course: ECPY 302.



OUTCOME 4: STUDENTS WILL REPORT AN INCREASE IN THEIR SENSE OF SELF-REGULATED LEARNING BEHAVIORS AT THE UNIVERSITY OF LOUISVILLE.

This outcome is measured in the following ways:

- Find Your Fit Learning Scale (Pintrich et. al.)
- FYF Seminar Student Feedback form

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 2018-19 cohorts.



For both semesters, students reported similar increases in their sense of self-regulated learning. The post-assessment scores were not determined to be statistically higher than the pre-assessment using a paired sample t-test. Again, there was an increase in first-year students taking the course in the spring 2019 semester who were part of a living learning community.

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 fall and spring mean scores provided.

Survey Items	Fall 2018 (n=33)	Spring 2019 (n=39)
This course helped me strengthen my ability to think critically about my learning behaviors, habits, and strengths.	4.03	4.28
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 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.

Generally, students are in agreement that the course contributes to thinking about their learning behaviors, habits, and strengths. The QEP staff team is 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.

Looking ahead with assessment:

Based on the 2018-19 academic year data, the QEP staff team will articulate and establish targets for the learning outcomes. For outcome 1, the targets for both ISP and APP student artifacts will be set at 60% or more students will score an accomplished or higher in seven out of nine ISP dimensions and four out of five APP dimensions. We also expect that 80% of students agree or strongly agree for each of outcome 1 indirect assessment items.

For outcomes 2, 3, and 4, the targets for the pre- and post-assessment data is to find growth in all three outcomes, with at least two outcomes showing significantly higher post-assessment scores than the pre-assessment. For each of the final three outcomes, the target has been set to have 80% or more students responding agree or strongly agree on key items from the FYF Seminar Student Feedback form.

DELPHI PROJECTS

This year, the FYF project team collaborated with other colleagues at the Delphi Center to explore and share FYF concepts and ideas with a wider campus audience. These two programs are described below.

In September 2018, Patty Payette and Katie Adamchik offered a Part-Time Faculty Institute session titled “Uncertainty to Possibility: Identifying and Fostering Uncertainty, Confusion and Questioning to Support Students’ Learning and Development”. This session borrowed from the key concepts of Find Your Fit and helped faculty think about how students’ feelings of confusion, doubt and uncertainty can provide productive moments of inquiry and discovery. Patty and Katie’s interactive session helped part-time faculty uncover tools to help foster students’ engagement and growth as learners and decision-makers through subtle but powerful pivot points when students are poised between uncertainty and possibility.

In spring 2019, Patty Payette co-facilitated with Department of English faculty member Linda Rogers a Reading Circle titled “Beyond the Buzzword.” This program brought together faculty and staff to explore the concept of “student success” through a series of relevant readings and cross-disciplinary conversations that help participants be more intentional and evidence-based in their work with students in and outside the classroom. They met monthly between January and May 2019, with participants taking turns choosing readings and leading discussions on topics such as emotional intelligence and students in distress in order to explore and work from a shared concept of “student success” in and outside the classroom.

SUSTAINING I2A

Although the 2018-2019 academic year was the second year of Find Your Fit implementation, the QEP 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.

Consultations with new and existing CUE courses continue. Seven consultations with faculty members related to CUE include focusing on: developing authentic assessments, designing reflection exercises, and developing new courses for unit curriculum committee reviews continued this year.

We continue to work with Office of Academic Planning & Accountability regarding the CUE Student Learning Outcomes and review/track new approved CUEs.

FYF: LOOKING AHEAD TO 2019-2020

The FYF project will be modified and improved each year throughout the life of the initiative. Based on the feedback from past instructional team members, assessment data, ongoing discussions with the staff team, the following recommendations and action items will guide us in the next phase of the project in offering the PLC:

1. Based on the feedback and conversations, we have modified the work we do with the instructional teams, 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.
2. Modifications were made throughout the 2018-19 academic year 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. 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.



At the BAB Birthday Celebration, QEP staff members (l-r) Nisha Gupta, Stephanie O'Donnell and Patty Payette provide information and resources about Find Your Fit

3. The I-Search paper (ISP) and the Academic and Personal Plan (APP) comprise the HAT assignment for this course. Between the two semesters, minor changes were made to both the ISP 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 revised for the 2019-2020 academic year. 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.
- Establish a target for ISP and APP dimensions, where at least 60% of students are demonstrating “accomplished” or higher in seven of nine dimensions of the ISP and four of five dimensions of the APP.

4. Although numerous adjustments were made to the seminar during the 2018-19 academic year, the changes were incremental and did not affect the overall design of the course. Heading into 2019-2020 year, the project has an opportunity to make the necessary modifications based on the 2018-19 student learning 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:

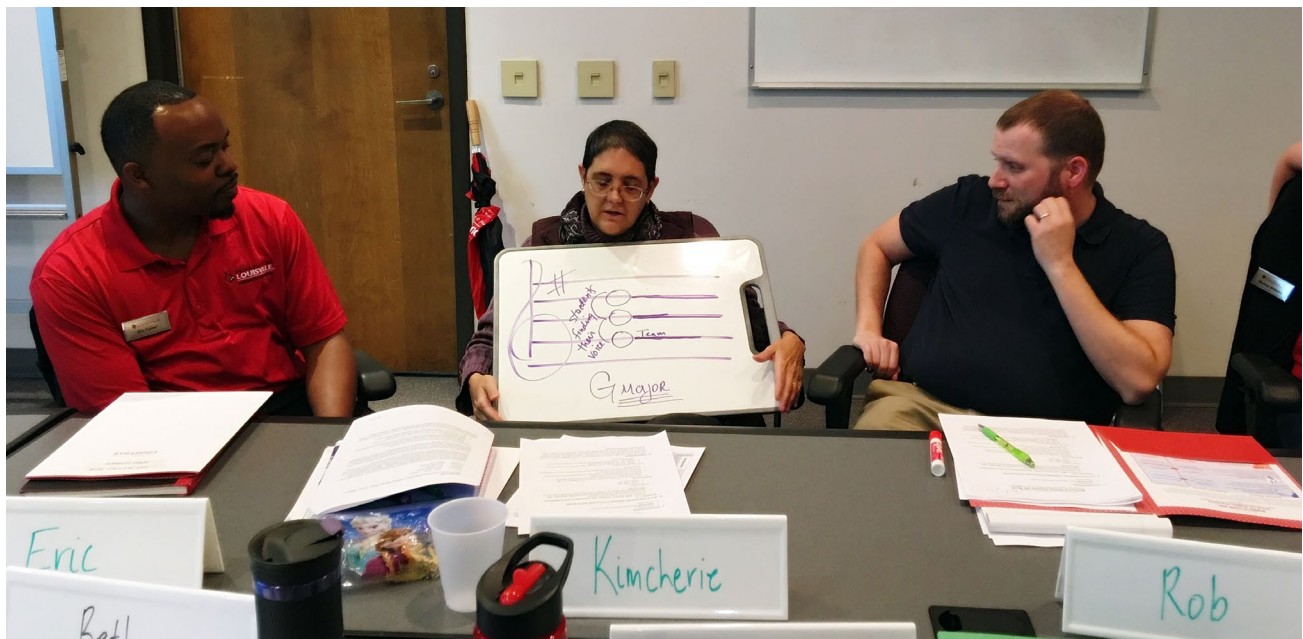
- streamline the training program for instructional team members and provide more planning and rapport-building time for instructional teams;
- revisit the number of seminar assignments and the pacing of the seminar components to prioritize and maximize the activities that are giving us the greatest 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.

5. 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. As the project moves beyond the pilot stage (2018-19 academic year), the FYF staff team will continue to 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 lessons learned from 2018-19 academic year affirmed that the academic and personal inquiry constructs we have determined 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.



Music faculty member Kimcherie Lloyd shows a visual to her FYF colleagues as her fellow instructional team members advisor Eric Turner (left) and Rob Detmering (right) look on.