

UNIVERSITY OF LOUISVILLE[®]

[FIND YOUR FIT]

2019-2020 ANNUAL REPORT



EXECUTIVE SUMMARY

During the 2019-2020 academic year, the QEP staff team firmed up the primary pieces of the Find Your Fit (FYF) seminar curriculum after two years of tweaking the course as it launched. However, as the personnel and the students change each semester, and the assessment feedback loop continues, this creates an ongoing dynamic of challenge and change as the project moves forward and we have learned to be responsive in new ways.

Given her lens on the project as a staff team member, Nisha Gupta's service as an FYF instructor in spring 2020 gave us important insight into the FYF curriculum, who our students are who take this seminar, and how to improve our training program. This year reinforced for us the importance of the mentorship of students and "meeting them where they are." We saw that guiding them requires an intentional effort and willingness to see the needs of this population as learners, as well as their needs and struggles as individuals; this became even more evident when we had to take the course fully online very abruptly.

We learned about some successful ways we can deliver parts of this seminar in an online (synchronous and asynchronous) environment when we had to move the seminar online quickly in March of 2020. These lessons carried us into the 2020-2021 academic year in which we had to create other delivery formats for the seminar while retaining the integrity of the curriculum and course goals.

We learned that investing in one-on-one coaching of the faculty and guided mentorship of the other members of the instructional team is really vital in helping them grasp the nature of their role and the unique needs of the population; when recruiting faculty, it is necessary to unpack what faculty leadership of an instructional team looks like and what we mean by being "pedagogical flexible."

This year we remembered the importance of pausing and stepping back: taking our assessment and results back to our campus community, and inviting them into the conversation and FYF results. This helps enhance faculty recruitment, student recruitment, and share FYF emerging best practices. The foundational work early on that we did on student development and our multi-layered FYF assessment plan helps us now describe what faculty and staff ownership of student success "looks like" and bridge the academic/student services "divide."



QEP staff team gathers in the TILL Classroom.

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, 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	QEP Specialist for Assessment
Nisha Gupta, Ph.D.	Specialist for Faculty Development
Crystal Bradley	Administrative Services Manager Sr.
Stephanie O'Donnell	Graduate Assistant Spring Fall 2019
Niki Clayton	Graduate Assistant Spring 2020

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 members of the QEP Administrative Leadership Team, Patty Payette and Beth Willey.

Name	Title
Geoff Bailey	REACH
IL Barrow	QEP/Delphi
Gail Depuy	Speed School
Eileen Estes	CEHD
Bill Fletcher	Career Center
Nisha Gupta	QEP/Delphi
Paul Himes	A&S
David Johnson	SPHIS
Bruce Keisling	Libraries
Andrew Manikas	COB
Chloe Oldendick	Student Rep
Angela Taylor	Student Affairs
Marissa Williams	SSCAdvising



The Fall 2019 instructional teams meet during one of their periodic "Check In Meetings"

FYF ACCOMPLISHMENTS 2019-2020

The 2019-2020 year brought about challenges and opportunities to continue to modify the project as we go. This section below describes some of the major “wins” of the year and the ways in which we grew and adapted to the realities of the course, our campus and our world.

We made responsive improvements to the FYF project

- Modified the Check-in Meetings with instructional teams that take place during the semester by having some partners and peers facilitate parts of the meetings, fostering shared leadership in leading discussions and providing expertise.
- Revised our faculty training by creating a new iteration of the Professional Learning Community (PLC), featuring team-specific satellite meetings and specialized training sessions for those new to the project.
- Removed the “enrollment by permission” requirement for registration in the seminar, allowing any student to self-select and register for the seminar.
- Based on extensive data and feedback, we created the FYF seminar curriculum version 2.0 (including removing the digital assignment) and streamlined the assignments, activities and course timeline.

We demonstrated significant growth with FYF assessment:

- We updated and refined the I-Search Paper assignment rubrics as part of FYF curriculum 2.0 effort.
- We established our ongoing feedback loop with data-based recommendations and lessons learned that we loop back into project each semester that incorporates feedback from instructional teams and student feedback forms.
- We brought instructional teams back together after each semester for closing the loop on their semester’s aggregate and longitudinal data and for sharing of lessons learned.
- We continued to have the QEP staff team scoring all student artifacts to assess learning and feed data and insight back into longitudinal view of the project and the student experience.
- We distributed FYF surveys in select A&S classes to create a comparison group to help us measure the impact of FYF on students who take the seminar.
- We created and completed an assessment of FYF Personal Inquiry (PI) activities to help us determine which of the PI activities in the course have the greatest impact on students.
- We organized and held planning meetings with all campus partners to give them fresh data and close the loop with their engagement and “how it’s going” with FYF.

We reached important FYF milestones:

- FYF student enrollment exceeded our goal of reaching 90% of full enrollment in all sections in both fall 2019 and spring 2020 semesters.
- We successfully recruited faculty from across divisions a year or more ahead in the project.
- We reached halfway point of project and launched Good News Tour for campus units and supplemented with FYF presentations by request (total of 18 presentations reaching 667 faculty/staff). See pg. 13 of this report for more information on the Good News Tour.

- QEP staff member Nisha Gupta taught a section of the FYF seminar in spring 2020, bringing unique insights and perspective to be fed back into the project and our own understanding of our student population.
- In 2019, we marked the second year that SACSCOC has chosen the Find Your Fit proposal as one of few exemplary documents for member institutions; this marked the sixth year that SACSCOC has invited Patty Payette to conduct workshop on how to write the QEP Impact Report at SACSCOC Summer Institute.

We engaged our campus in new ways:

- We continued meeting and leveraging our campus-wide FYF Implementation Team for insight and planning.
- We created a new Student Ambassador program for students interested in/alumni of the seminar.
- We had a strong FYF presence at events and resource fairs, attracting interest from students and faculty.
- There was an FYF-inspired session offered at 2020 Celebration of Teaching and Learning on “Mentoring Moments” that was developed and led by faculty member Mary Ashlock and QEP Director Patty Payette.
- Gained campus visibility with new FYF yard signs to help boost awareness of the seminar among students that would translate into increased enrollment.

STAFFING UPDATES

The 2019-2020 year witnessed the leadership and growth of the FYF personnel in the following ways:

- **Patty Payette** took on new programming areas of responsibility for the Delphi Center, including leading the Reading Circle program and Faculty Learning Communities; she began serving on UofL Strategic Plan subcommittee on experiential learning.
- **Katie Adamchik** began to turn over some day-to-day FYF leadership responsibilities to **Marissa Williams** while staying involved at the strategic leadership level.
- **IL Barrow** earned a promotion to a new management role in the Delphi Center, providing leadership for assessment for the Office of Online Learning in addition to his other Delphi-related projects and FYF responsibilities.
- **Nisha Gupta** took on more independent work as the faculty development specialist supporting faculty teaching in the seminar, including leading satellite meetings with teams, providing individualized support, Blackboard training, on top of teaching a section of the seminar herself for the first time.
- **Crystal Bradley** grew in her independence as office manager, including hiring, training and supervising students and leading office managers’ meetings and division-wide sessions; she has provided key leadership in laying the plans for reopening offices later this summer.
- **Niki Clayton** was hired as the new QEP GA halfway through the year and provided essential support in the organization and analysis of FYF data.

ECPY 302 SEMINAR SECTIONS

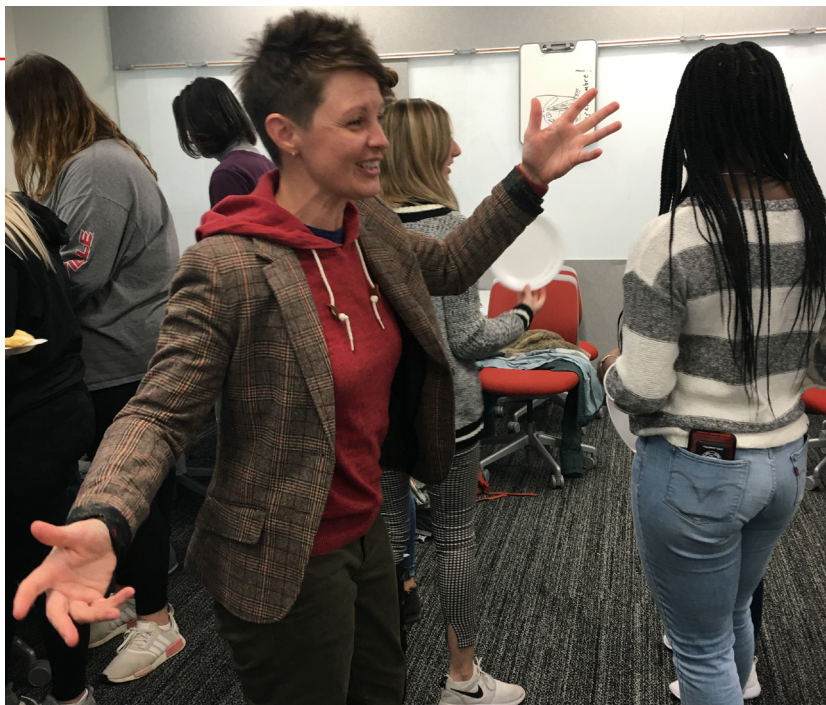
This year marked an important area of growth for FYF, as we expanded the number of sections per semester, offering three sections in both semesters instead of just two. Nisha Gupta taught a section in spring 2020 for the first time, thus launching what is planned as her first of two times teaching the seminar in order to have an instructor who has taught both the traditional format of the FYF seminar in spring 2020 and an experimental section planned for spring 2021 in order to compare the impact of each seminar format with the same instructor.

FALL 2019 SECTIONS

Section 01: Leadership Lessons: Finding Yourself, Building Your Community, and Embracing Change

Time: TTH 1-2:15pm
Instructor: Meg Hancock
Advisor: Melissa Law-Penrose
Librarian: Amber Wallenberg
Location: BAB408
Enrolled: 19

Change is one of the few certainties in life – it's difficult, it takes time, it's exciting, and it's most certainly inevitable. College life is filled with moments of change from high school to college; from first- year to upper year; from moving from your hometown to a new place; from dorm-life to off campus. But change isn't just about moving from one place to another or from one year to the next. Change is about personal growth, relationships with others, navigating experiences, and decision-making. The challenge is we often resist and fear change because we don't know how to manage it. More importantly, we do not know how to change, or we do not trust we have the capability to lead both ourselves and others through change. In this course, you will examine your own personal leadership (and followership!) style. How can knowing your style help you grow, build relationships, create your communities, and make decisions in the midst of change? You will focus on identifying personal values, strengths, personality tendencies, decision-making styles, competing commitments and the role of social groups. We will explore how we lead ourselves, empower others, and build communities of purpose and meaning. This seminar will provide you with a structured opportunity to carry out an academic inquiry project that relates to the course theme.



CEHD faculty member Dr. Meg Hancock taught a Fall 2019 FYF seminar section with the theme of Leadership Lessons: Finding Yourself, Building Your Community, and Embracing Change

Section 02: Walls: Portals, Perspectives and Pathway

Time: MW, 4-5:15pm
Instructor: Mark French
Advisor: Jessie Rosenberg
Librarian: Rob Detmering
Location: BAB410B
Enrolled: 18

What are walls? Do they keep things or people in or out? Who builds walls and why? At first look, anyone may consider walls as nothing but simple structures with relatively minor purposes in our current times. A closer look reveals that walls play a pivotal role in formation of communities, in the existence of civilizations, and in the

earliest identifiable social gatherings of people over 10,000 years ago. In this course, we study walls in form and function – location and construction – purpose and achievement. Walls can serve to provide a defined space for people to gather for a common purpose, yet may also function to keep out the unknown, perceived hostile nature and uncertainty. This concept of a “wall” literally and metaphorically can be a lens of discovery about our space and place in the world. In this seminar, we will look at our own daily lives and consider places and spaces that we consider our walled zones – whether these are places where we are inside the wall or places we see that may keep us out. And these walls may not be physical. Similar to the “invisible fence” used to keep a pet in a yard – we experience the same boundaries when traveling through our days. What are places you go to seek to go, and places you avoid? How do walls serve as both portals to new points of view in your life and as pathways to new ways of thinking? This seminar will provide you with a structured opportunity to carry out an academic inquiry project that relates to the course theme.



Speed School faculty member Dr. Mark French taught a Fall 2019 FYF seminar section with the theme of Walls: Portals, Perspectives, and Pathway



College of Education and Human Development faculty member Dr. Amy Hirschy taught a Fall 2019 FYF seminar section with the theme of College Life: Looking Backward to Move Forward

Section 03: College Life: Looking Backward to Move Forward

Time: MW,12:30-1:45
Instructor: Amy Hirschy
Advisor: Daniel Darland
Librarian: Lidiya Grote
Location: BAB234
Enrolled: 17

Did you have a lot of built up expectation about college life from family, friends and popular culture that turned out to not be true? Have you ever thought that college might not be for you, or contemplated dropping out? Have you considered throwing a dart into a wheel of majors as means of picking yours? If you relate to any of these questions/statements this seminar might be a good fit for you. This seminar will help you demystify college through exploration of historic and current examples of student experiences and examine ways in which higher education could be improved for you and for future students. We will explore topics/questions such as: What is the current status of colleges today? How can higher education and the student experience be improved? How do you make the most of your experience? In addition to finding means of effectively navigating college life and ways to get the most out of your academic experience, you will engage in self-examination and reflective practices and hone your research and information literacy skills. Hope to see you there!

SPRING 2020 SECTIONS

Section 01: Hip Hop Culture: Popular Culture and Identity

Time: TTh, 1-2:15pm
Instructor: Brandon McCormack
Advisor: Eric Turner
Librarian: Latisha Reynolds
Location: BAB232
Enrolled: 19

Beats, Rhymes, and Life. Hip hop culture is a site for exploring a range of issues, including race, class, gender, sexuality, and religion. In this seminar, we will turn to hip hop culture, as perhaps the most well-known form of contemporary popular culture, asking how meaning-making, identity formation, and society and culture are created. Our goal is to learn to think critically about how popular culture, and hip hop in particular, both shape, and are shaped, by the interaction of the lived experiences of everyday people- especially those who live on the social and political margins. Engagement with popular culture offers possibilities for greater insights on how we understand, express, and negotiate who we are. You will explore how hip-hop as a form of art, culture, and expression provides a lens to help you understand your cultural context, beliefs, your self-expression, and your behaviors. This seminar will provide you with a structured opportunity to carry out an academic inquiry project of interest to you that relates to the course theme.

Section 02: Emotional Intelligence: How do emotions shape my thinking, my decisions and my everyday life?

Time: TTh, 9:30 – 10:45am
Instructor: Eileen Estes
Advisor: Emily Spoden
Librarian: Rob Detmering
Location: ED201
Enrolled: 19

Do our emotions control us, or is it our job to control them? In this section, we will look at the role and power that emotions play in our everyday lives. We will look at emotions through the lens of emotional intelligence which refers to an individual's ability to become aware of, and control, his or her feelings. You will have the opportunity to gain an understanding of your own emotional intelligence and learn multiple strategies for strengthening or “bridging” emotions when moving from one emotion to another. We will explore theories of emotional development and brain development as it pertains to emotional regulation and the impact of cultural influences on the acceptance/expression of emotions.

Key questions you 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 you with a structured opportunity to carry out an academic inquiry project of interest to you that relates to the course theme.

Fall 2019 FYF students from Dr. Mark French's class using Legos to expound on the lesson.



Students from Dr. Hirschy's fall 2019 FYF class meet in front of The Thinker statue on campus.



Section 03: Reality Check: Exploring What You Know and How You Know It

Time: MW 4-5:15
 Instructor: Nisha Gupta
 Advisor: Daniel Darland
 Librarian: Lidiya Grote
 Location: BAB225
 Enrolled: 20

When you woke up this morning, the world was largely the same as when you went to sleep. You were still you; the room was the same one you went to sleep in. The outside world had not been rearranged. History was unchanged and the future remained unknowable. In other words, you woke up to reality. Is your reality the same as my reality? The more you look into this question the harder it becomes to understand it. This seminar will help you grapple with some age-old questions about life as you perceive it and the slippery nature of knowledge.

Some questions we will consider in this course:

- How do we know what we know?
- What is “normal?”
- How do I know what is real?
- What is the meaning of life?
- What am I doing with my life?

This seminar will help you explore basic concepts and tools for exploring how we understand the world around us. How do concepts such as implicit bias, fake news, staying woke, and reality checks work in our own understanding of ourselves relate to how we see reality? As you become more aware of how to understand reality, you can better use this knowledge to understand yourself. What are your ways of seeing reality and what the, and places you avoid? This seminar will provide you with a structured opportunity to carry out an academic inquiry project that interests you and is connected to the central concepts of the course theme.

MARKETING & AWARENESS

Yard Signs

Find Your Fit gained campus visibility with new FYF yard signs. The yard signs were strategically placed in the hotspots on campus. The yard signs were placed around campus specifically around the time of semester when registration occurred for the fall and spring semesters (October and March).

**Are you
in the right
major?**



uofl.me/findyourfit

Website Updates

The website was updated regularly so that students could easily access information about the seminar. The website contains information about the seminar sections that were offered which included instructional team members, seminar themes, and topics that would be covered in that course.

Revised Table Tents

Another way in which the course has been promoted is through revised table tents. These new table tents contain a QR code which leads to the Find Your Fit website. This revision has allowed students to gain easy access to information regarding seminar offerings.

Major and Student Success Fairs

Throughout the year, UofL held events and resource fairs in which Find Your Fit was present and had the opportunity to spread the word about the course. One of the events in which FYF had a strong presence was at both the Major Fair and Student Success Center Fair. The Major Fair took place in September 2019. The presence of FYF was to let students know that if they are struggling

to find a major, that this course could assist them in finding the right fit for them. The Student Success Center Fair took place in January 2020 in the Belknap Academic Building. This event took place as a way to welcome new, returning, and transfer students to campus by presenting resources, opportunities, and courses offered on UofL's campus.



FYF staff members Dr. Nisha Gupta and Graduate Assistant Stephanie O'Donnell oversee an FYF information table at a student resource event in Fall 2019

GOOD NEWS TOUR

In fall 2019, we launched a series of FYF informational presentations to provide our campus with updates on the FYF project and to share the promising data and findings of the initiative at the halfway mark of the project. The presentations provided an overview of the purpose and goals of the project; shared the positive longitudinal impact related to persistence and retention of the FYF cohort of students; offered data trends related to each of the seminar outcomes; and provided relevant ways for each audience to support or get involved in FYF. The Good News Tour presentation dates and audiences are listed below; the presentations were offered online in spring 2020 after the campus closed in March 2020. Due to campus closures, some presentations were postponed until fall 2020 as indicated below in the timeline.

Audience	Date of Presentation
Department chairs	October 2019
COB Faculty	December 2019
Speed Faculty	December 2019
CEHD Faculty	December 2019
University Career Center staff	December 2019
Nursing	January 2020
Student Affairs directors	January, 2020
Libraries directors	February 2020
A&S Faculty Assembly	March 2020
Office of Diversity & Equity directors	April 2020
SACSCOC Leadership Team	Sept 2020
REACH staff	September 2020
Enrollment Management Directors	October 2020

RECRUITMENT & STAFFING

Faculty Recruitment

Each section of the FYF seminar, ECPY 302, Personal and Academic Inquiry has a designated instructional team who will provide the 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/invitation for the fall 2019 and spring 2020 semesters.

14 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 2019	Mark French	Civil Engineering	Speed
Fall 2019	Amy Hirschy	Student Personnel Program	CEHD
Fall 2019	Meg Hancock	Health and Sports Sciences	CEHD
Spring 2020	Eileen Estes	ECPY	CEHD
Spring 2020	Brandon McCormack	PAS	A&S
Spring 2020	Nisha Gupta	WGS	QEP/A&S

Additional outreach and planning for remainder of the project involved identifying strategic plans for recruitment for AY 2020/2021 and AY 2021/2022.

STUDENTS

Student Ambassadors

Find Your Fit created a new Student Ambassador Program in the fall semester of 2019 for both students who are interested in the seminar and “alumni” of the seminar. The premise of the program is to gather information from a student lens and promote the course to perspective students who are unsure about what the right major and career route is for them. The Student Ambassador Program was marketed by offering multiple facets for alumni to get involved as a way to increase alumni participation. These facets included being part of an in-person meeting with other ambassadors to provide insight into the course, offering testimonials to students who are currently in the course, and recruiting students on campus through social media and event outreach. One student, Luke Moore, who took the seminar in spring 2019, was part of a group presentation about the impact of the FYF seminar that the QEP leaders gave to department chairs in October 2019. Another student, Chloe Oldendick, who took the seminar in spring 2019, served as the student representative on the QEP Implementation Team. The FYF team was not able to move the Ambassador Program forward in spring 2020 because the pandemic caused the campus to close before our first in person meeting with new Ambassadors.

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 2019, ECPY faculty member Amy Hirschy taught the seminar for the second time on the theme of College Life; Meg Hancock, Associate Dean of Student Success and Academic Affairs, taught a section on leadership.

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 2019-2020 year, our REACH partners met with the QEP staff team to continue to discuss how best to infuse the resources of REACH into the FYF seminar curriculum. The leaders of REACH were invited to meet with the fall instructional teams in fall 20 to seek advice on how best to make REACH resources relevant to the students in each FYF section. Based on these discussions, it was decided that Geoff Bailey and Mark Woolwine would attend a Check-in Meeting with instructional teams at the beginning of each semester in order to tie ongoing discussions about the self-regulation learning outcome with the resources of REACH.

University Libraries

The research 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 2019-2020 academic year, the FYF staff team continued to work with FYF 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. Discussions revolved around the long-term sustainability of the librarians' role in the project and how to alter the presence of the librarian in each section so that they are providing support to the students and instructional teams in an efficient, focused way and limiting their time in the classroom. The goal was to better understand where, in the curriculum, it was necessary for the librarian to engage so as to narrow their involvement where it makes the most positive difference for students.

Patty Payette and librarian Rob Detmering began research and writing an article on the librarian partnership in the FYF project and the resulting best practices.

Exploratory & Transition Advisors

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 continued to provide vital leadership during this academic year in key leadership meetings, while appointing advisor Marissa Williams to step in to provide support for the training sessions and other leadership meetings.

This year, FYF leaders consulted with Katie and Marissa as we designed an assessment of the FYF PI activities to better understand which activities have the most impact on students' growth in key course outcomes. The advisors who served on instructional teams in spring 2020 provided essential leadership in adapting the PI activities so that they could be offered in an online course format.

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. This year, Rosie continued to coordinate 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 and Rosie worked closely with the QEP staff team to move the panel to a synchronous format in spring 2020.

2019-2020 ASSESSMENT

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

FYF OUTCOME

ONE



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

FYF OUTCOME

TWO



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.

FYF OUTCOME

THREE



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

FYF OUTCOME

FOUR



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



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

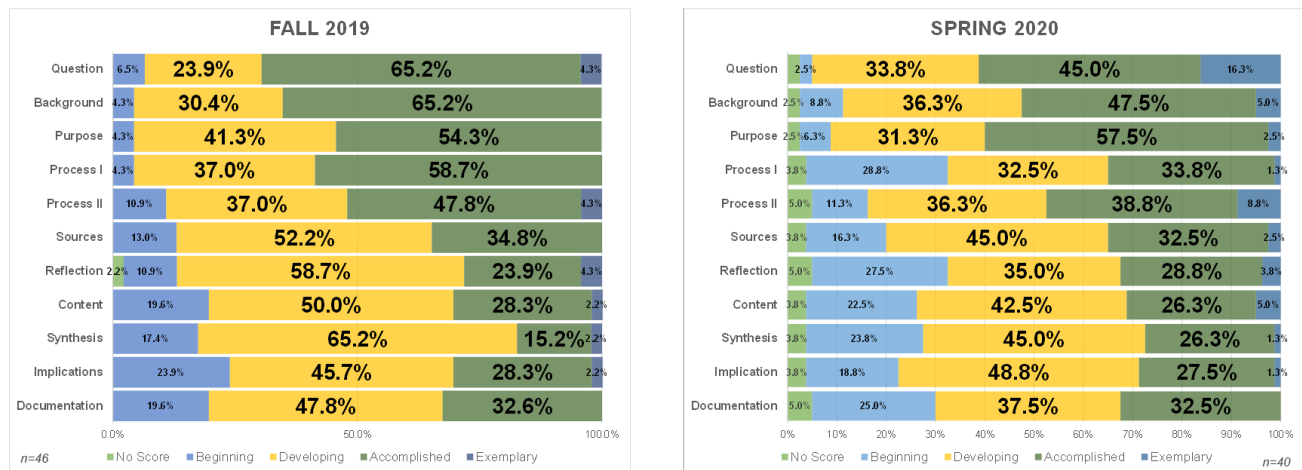
This outcome is measured in the following ways:

- 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 two parts of the signature course assignment—known as the Hallmark Assessment Task (HAT)—in which 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. Students' assignments were collected and scored by the FYF staff team upon completion of both the fall 2019 and spring 2020 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 2019 and spring 2020 semesters.

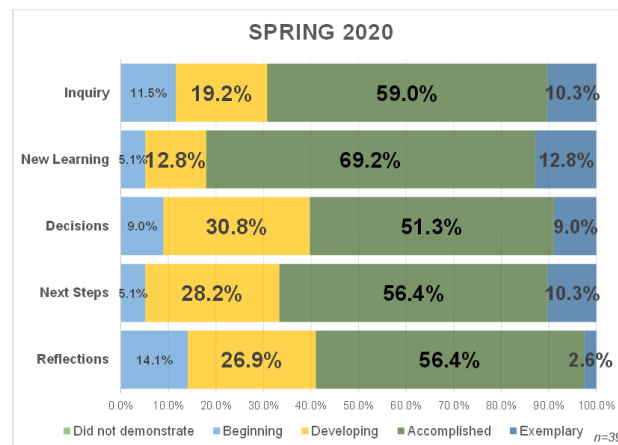
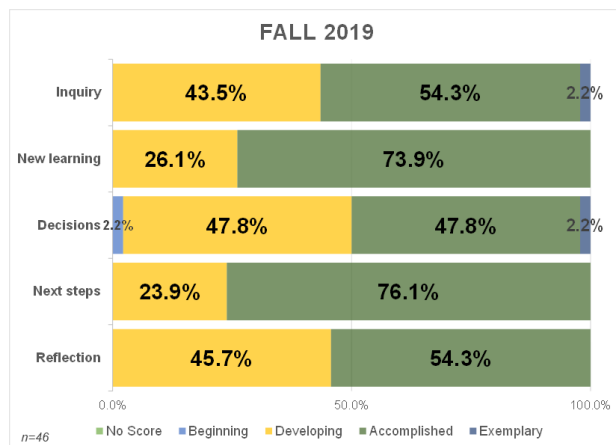


For fall 2019, most students were scored at the level of “developing” for six of the eleven ISP dimensions, while a higher percentage of students scored at the “accomplished level for the dimensions of question, background, purpose, process 1, and process 2. The percentage of students scoring at or above the “accomplished’ level did not exceed 4.8% for any of the ISP dimensions. The distribution of scores represents artifacts for 46 students across all three fall 2019 sections of the course, where 8 student artifacts were not collected or scored.

For spring 2020, students’ scores increased for each ISP dimension except for documentation. The percentage of students scoring at or above the level of “accomplished” exceeded 50% for three of the dimensions while more students were able to demonstrate “exemplary” in ten of the eleven artifacts in comparison to the fall 2019 semester. The distribution of scored represents artifacts from 40 students across the three spring 2020 sections of the course, where 18 student artifacts were not collected or scored.

We experienced improved results with the APP scoring between the two academic semesters. Reflection, inquiry, and informed decision-making are the main learning components measured within the APP.

The following bar graph shows the distribution of how students scored on the APP for fall 2019 and spring 2020 semesters.



For fall 2019, a majority of students scored at the “accomplished” level for four of the five dimensions of the APP. On the decision dimension, an equal percentage of students scored in the “developing” and “accomplished” level. The percentage of students scoring at or above the “accomplished” level met or exceeded 50% on all five dimensions. The distribution of scores represents artifacts from 46 students, where 8 student artifacts were not collected or scored.

For spring 2020, students scored increased for each APP dimension except next steps. The percentage of students scoring at or above the level of “accomplished” exceeded at least 59% in all five dimensions. A greater percentage of students in the spring 2020 cohort students were able to demonstrate “exemplary” in all five dimensions compared to the fall 2019 cohort in which the “exemplary” level was met in two of the five dimensions. The distribution of scored represents artifacts from 39 students across three spring 2020 sections of the course, where 19 student artifacts were not collected or scored.

Based on the fall 2019 APP data, the FYF staff team worked with the spring 2020 instructional teams on refining formal reflection opportunities associated with learning activities addressed in the APP. These continuous and ongoing moments of reflection during the semester provides students with a clearer reference point in their learning in order for them to readily identify and speak to growth in their learning and learning behaviors. Students continue to demonstrate strong reflective learning skills within their APP and minor modifications were made to the sessions supporting students’ APP work by introducing a mapping exercise as a precursor to writing the APP. We know based on prior semesters, mapping activities are an effective way of facilitating a conceptual approach to thinking through complex issues.

Additionally, students are asked to supply information at the conclusion of the course using a FYF Seminar Student Feedback form at the conclusion of the course. On the FYF Seminar Student Feedback form, students are asked questions in relation to their course assessments, learning, and are asked to indicate feedback they have about the seminar experience. This survey asks students 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.

Overall, students are in agreement that as a result of taking this course, they have made improvements in key aspects of the seminar learning outcomes associated with outcome 1.

Moreover, students acknowledge that the course objectives affiliated with outcome 1 were met. Below is a table showing how students scored on key items associated with their learning and the contribution of the seminar experience.

Survey Items	Fall 2019 (n=42)	Spring 2020 (n=22)
As a result of taking this course, I am better able to develop meaningful questions.	4.33	4.00
As a result of taking this course, I am better able to gather relevant information around questions I have.	4.31	4.05
As a result of taking this course, I am better able to consider multiple points of view around a topic or question.	4.48	4.27
This course provided me with regular opportunities to reflect on my learning.	4.55	4.18
This course strengthened my ability to think critically about the academic theme of the course.	4.36	3.19
Where 1=Strongly disagree and 5=Strongly agree		

For both semesters, students' demonstration of informed decision-making continues to be mixed in both the cognitive performance of individual learners on discrete skills and in the learners' abilities as a 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 continue to show promise towards students' ability to demonstrate informed decision-making as intended in our QEP proposal.

We will continue to make ongoing adjustments to the HAT assignments and scoring rubrics in order to improve our support and development of students' ability to make informed decisions. Moving forward, the QEP staff team will revisit the assignment prompts and scoring criteria for clarity, relevance, and precision in demonstrating specific intellectual moves. We will continue to monitor the number of overall tasks students are asked to complete as part of the seminar experience to help better align the various activities to support foundational aspect of outcome 1. We will identify additional methods of supporting the lead faculty instructor to guide and model for students the key critical thinking components of the ISP. The APP and the supporting activities will be revisited periodically, as students' performance has shown to be more stable in the 2019-2020 academic year.



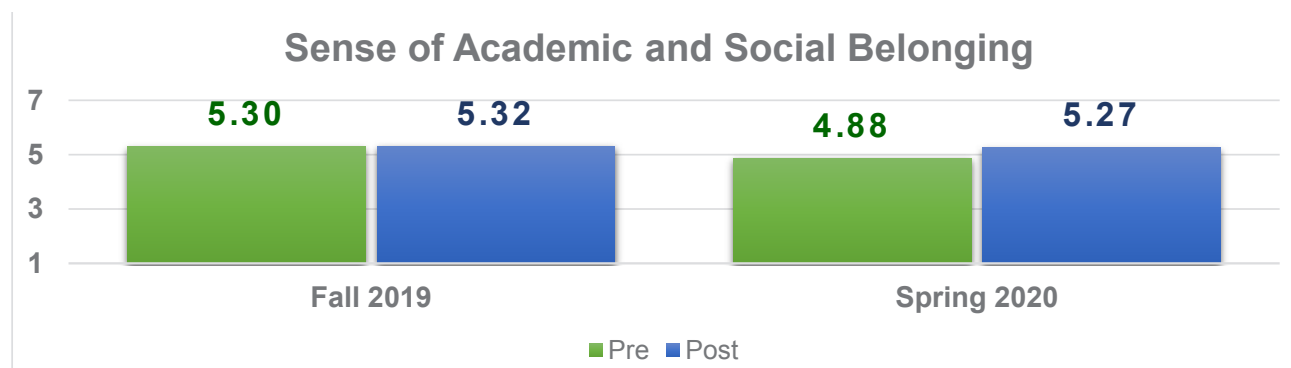
OUTCOME 2: STUDENTS WILL REPORT AN INCREASE IN THEIR SENSES OF ACADEMIC AND SOCIAL BELONGING AND FIT AT THE UNIVERSITY OF LOUISVILLE.

This outcome is measured in the following ways:

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

Using a modified scale based on a 2007 study regarding belongingness (Walton & Cohen) were

asked to rate their sense of belonging on the FYF Learning scale. The belonging scale consist 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 2018-2019 academic cohorts.



For both fall and spring semesters, a paired sample t-test was utilized to determine statistical differences between students' pre- and post-assessment responses. The fall 2019 students reported small gains in their sense of belonging following their completion of the FYF seminar experience, where the pre- and post-assessment responses were not statistically different. Students reported a relatively high sense of belonging when entering and leaving the course. It was anticipated that there would be a greater difference between the pre- and post-assessment averages. For the spring 2020 FYF cohort, students reported a significantly higher sense of belonging on the post-assessment ($p < .01$) using a paired sample t-test. The pre-assessment scores were slightly lower for the spring 2020 cohort, but the post-assessment score is relatively similar to that of the fall 2019 FYF cohort.

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 2019 (n=42)	Spring 2020 (n=22)
This course helped me feel like I belong at the University of Louisville.	4.38	3.91
Where 1=Strongly disagree and 5=Strongly agree		

The indirect measure conveys that students moderately agree that the course helped them feel like they belong at UofL. The mean scores look relatively different for both fall and spring students. As a disclaimer, the spring 2020 indirect measure for sense of belonging does not seem to align with the direct measure. Not all students who responded to the direct measure, responded to the indirect measure and vice versa.

Although students' have reported small gains in their sense of belonging in prior semesters, the spring 2020 FYF cohort was the first to report statistically significant gains. Based on student and instructional team feedback, a concerted effort was made during the spring semester by the instructional team to reach out and actively engage students once the university reverted to remote learning. We believe that this elevated effort to reach out to students personally contributed to students' increased sense of belonging.

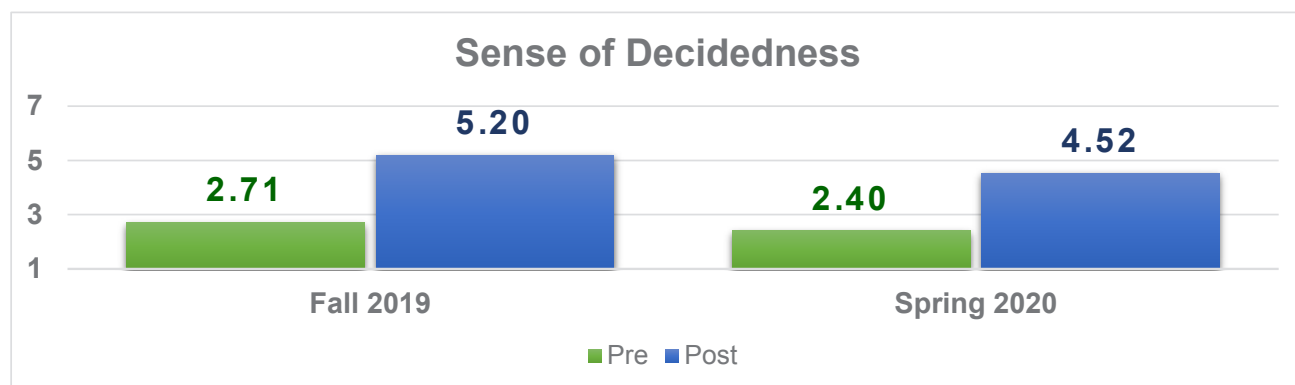


OUTCOME 3: STUDENTS WILL GAIN A SENSE OF DECIDEDNESS TOWARDS THEIR ACADEMIC MAJOR AND CAREER AT THE UNIVERSITY OF LOUISVILLE.

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 student's sense of decidedness: one item addresses student's decidedness around their major course 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 2019-2020 cohorts.



For both fall and spring semesters, a paired sample t-test was utilized to determine statistical differences between students' pre- and post-assessment responses. For both FYF cohorts, students reported a statistically significant increase in their post-assessment ($p < .01$) responses. Students continue to report statistically significant gains in their sense of major and career decidedness in each and every semester of the FYF project.



Students in fall 2019 pose with a panel of recent UofL alum after hearing the graduates talk about how they “found their fit” in their chosen careers.

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 2019 (n=42)	Spring 2020 (n=22)
This course strengthened my ability to think through decisions related to my major and career.	4.55	4.27
Where 1=Strongly disagree and 5=Strongly agree		

This indirect measure reinforces the that this course contributed to their ability to think through decisions regarding their major and career choice. The higher mean score for the fall 2019 cohort is likely contributed to the fully in-person instruction compared to the spring 2020 cohort which experienced a mixture of in-person and online classes due to the Coronavirus pandemic. Student response in the spring were much lower than any prior cohorts. Thus, students from the fall 2019 likely had more interaction and support to encourage them to think through major and career decisions.

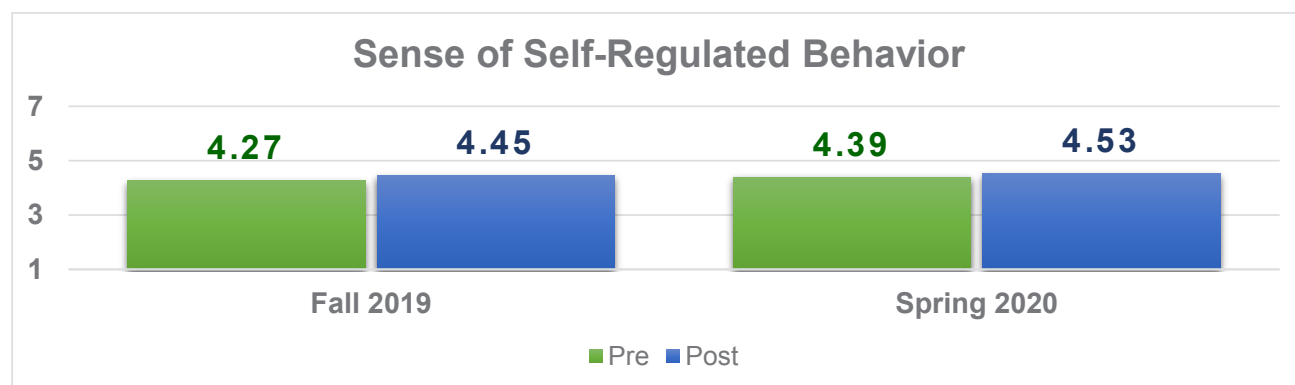


OUTCOME 4: STUDENTS WILL REPORT AN INCREASE IN THEIR SENSE OF SELF-REGULATED LEARNING BEHAVIORS AT THE UNIVERSITY OF LOUISVILLE.

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 2019-2020 cohorts.



A paired sample t-test was utilized to determine statistical differences between students' pre- and post-assessment responses. For both semesters, students reported similar increases in their sense of self-regulated learning. The post-assessment scores for both semesters were not considered to be statistically higher than the pre-assessment scores.

Students were asked on the FYF Student Feedback form to rate a statement regarding how the course affected their learning and thinking behaviors. Below is the survey prompt with both fall 2019 and spring 2020 mean scores provided.

Survey Items	Fall 2019 (n=42)	Spring 2020 (n=22)
This course helped me strengthen my ability to think critically about my learning behaviors, habits, and strengths.	4.55	4.27
Where 1=Strongly disagree and 5=Strongly agree		

The indirect measure indicates that students are in agreement that the course strengthened their ability to think critically about their learning and thinking behaviors. The lower mean score for the spring 2020 students is likely related to the Coronavirus pandemic in which lower mean scores were observed across the board on most assessment dimensions. Students continue to indicate the need to modify their learning behaviors, thus indicating an increased awareness of self-regulated learning behaviors, especially as it relates to the individual student. As the project continues into the fourth year, the QEP team recognizes that the direct measure used to assess outcome 4 is meant to measure changes in actual behavior rather than directly detecting awareness of these behaviors. Students' reflections within the APP and comments made on the student feedback form clearly show an increased awareness in self-regulated learning behaviors.

Looking Ahead with Assessment

Based on the 2019-2020 academic year data, the QEP staff team will revisit the ISP assignment prompts and scoring rubric along with identifying and integrating best practices for instructional teams to consider and execute during the teaching semester. A major move going into the 2020-2021 academic year is FYF's capacity to pivot in regards to instructional delivery modes, in particular, addressing the disruption of the COVID-19 pandemic and the increasing reliance on remote delivery of this particular intervention.

Beginning in the fall 2020 semester, the FYF team will revisit and modify the curriculum to be delivered in a hybrid format. The hybrid delivery model entails delivering the course content and experience in both face-to-face and remote formats for the duration of the semester. In spring 2021, the FYF team intends to introduce both remote synchronous and asynchronous options along with a hybrid section of the seminar course. Therefore, at this time, no extensive changes will be made to the assessment metrics in order to determine the impact that different learning delivery models may have on students' ability to demonstrate the FYF project outcomes.

For the 2020-2021 academic year, a different data collection model will need to be developed and implemented to preserve the historically high response rates and number of artifacts reviewed. Unlike prior semesters, the spring 2020 semester provided challenges in the collection of data

for the project outcomes. Some of these challenges include a much-reduced response rates on both the FYF assessment scales and end-of-semester student feedback form, reduced number of student artifacts submitted and scored, and a potential discrepancy between information gleaned from both the direct and indirect measures due to inconsistencies that arise from differences in student responses.

BUDGET CHANGES AND COVID

Due to the coronavirus pandemic, changes within the QEP budget had to be adjusted. The Find Your Fit 2020 and Find Your Fit 2021 QEP budget was cut 3-5% to create a contingency fund. The budget was reviewed and changed in a way that reflected responsible and proactive stewardship of QEP expenditures. The budget was trimmed appropriately so as not to impact successful delivery of the seminar. Overall, the QEP team provided administrative and logistical support for the Find Your Fit faculty and staff who worked both onsite and remotely.

SUSTAINING i2a

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. This list indicates the various activities that helped sustain the critical thinking leadership.

- Patty Payette worked Bronwyn Williams to support UofL's application for international grant for critical thinking training for faculty
- The QEP staff team hosted visit by Minnesota State faculty member Marge Murray Davis who is doing research on critical thinking adoption in higher education
- Patty Payette and faculty member Brian Barnes consulted with faculty and delivered critical thinking workshop at Northern Kentucky University
- The QEP staff team fielded regular requests from educators on and off campus for i2a-created materials and instruments
- Patty Payette received invitation to present at 2020 Foundation for Critical Thinking conference

FYF: LOOKING AHEAD

The 2019-2020 academic year was a time of growth and challenge for the program. As we began to hit our stride with the project in early 2020 in terms of student enrollment, the training program for instructors, and the consistent delivery of the curriculum, the pandemic slowed down our progress. The impediments that the faculty, staff and students faced due to COVID meant that we all had to rethink how we connect and learn together. As we move into the 2020-2021 academic year, we learned skills to help students "Find their Fit" in the seminar and at UofL. The seminar curriculum was revised so that we could deliver hybrid and online versions of the course and the instructional teams found new ways to connect and support each other—and our students.