

UNIVERSITY OF LOUISVILLE<sup>®</sup>

# [ FIND YOUR FIT ]

2020-2021 ANNUAL REPORT





## EXECUTIVE SUMMARY

The 2020-2021 academic year was a significant year for our Quality Enhancement Plan (QEP) project in the ways in which we had to flex with the realities of COVID-19. This included modifying the course curriculum and delivery methods in order to offer new formats to accommodate online learning: hybrid sections, an online synchronous section, and an online asynchronous section. We saw both student engagement and student enrollment decline somewhat in these formats; we also witnessed uneven results when it came to student learning in these formats.

The results of our experimental section discussed in this report are promising and will assist us in our data-based recommendations for the future of Find Your Fit. Other major project strands discussed in this report include the shift in 2021 to our focus on the drafting of the QEP Impact Report and the groundwork being laid for the final year of the project and beyond.



▲ FYF Students work on the I-Search paper in the fall 2020 seminar course taught by Professor JoAnne Sweeny from Brandeis School of Law.

## FIND YOUR FIT TEAMS

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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.

### 2020-2021 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 largely housed in the Delphi Center for Teaching and Learning, providing a valuable alignment between the QEP curricular goals, the mission, and the 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, M.A.	Manager of Assessment
Nisha Gupta, Ph.D.	Specialist for Faculty Development
Crystal Bradley, MSM	Administrative Services Manager Sr.
Niki Clayton	Graduate Assistant

\*Dr. Katie Adamchik and her advising team are housed in the Student Success Center in the Belknap Academic Building.

### 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.

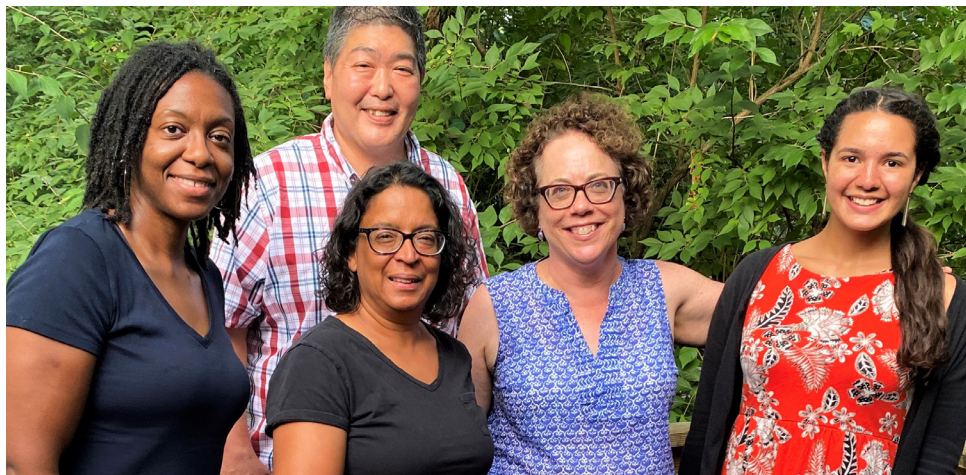
Name	Title
Bob Goldstein, M.P.H., M.A.	Vice Provost for Institutional Research, Effectiveness and Analytics
Gale Rhodes, Ph.D.	Vice Provost Executive Director, Delphi Center for Teaching and Learning
Beth Willey, Ph.D.	Professor, Department of English Associate Provost, Undergraduate Education

## FYF Implementation Team Becomes QEP Impact Report Committee

The FYF Implementation Team served 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 was co-chaired by members of the QEP Administrative Leadership Team, Dr. Patty Payette and Dr. Beth Willey.

As the current QEP enters its fifth year, the FYF Implementation Team became the newly convened QEP Impact Report Committee. This committee, which is co-chaired by Dr. Patty Payette, Executive Director of the QEP, and Dr. Amy Hirschy, College of Education and Human Development, is tasked with completing the 5th-Year Impact Report that will be sent to the Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC).

Name	Title
Geoff Bailey	REACH
IL Barrow	QEP/Delphi Center for Teaching and Learning
Gail Depuy	J.B. Speed School of Engineering
Eileen Estes	CEHD
Bill Fletcher	Career Center
Caroline Boswell	QEP/Delphi Center for Teaching and Learning
Hayden Hubbuch	Student Representative
David Johnson	SPHIS
Bruce Keisling	Libraries
Andrew Manikas	College of Business
Angela Taylor	Student Affairs
Paul Himes	College of Arts and Sciences
Marissa Williams	SSC Advising



Members of the QEP staff team (Left to right: Crystal Bradley, IL Barrow, Dr. Nisha Gupta, Dr. Patty Payette, and Niki Clayton) gather while connecting outdoors amid the COVID-19 pandemic.

## FYF AND COVID-19 PANDEMIC 2020-2021

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The 2020-2021 year brought about challenges and opportunities, requiring us to modify the project as the COVID-19 pandemic has continued. This section describes some of the ways in which COVID-19 impacted the realities of course delivery, challenges encountered, as well as lessons learned.

### CHANGES TO DELIVERY

In collaboration with campus partners and Delphi colleagues, the FYF curriculum was quickly modified to allow for hybrid delivery of three sections in fall 2020. In addition to adapting the FYF curriculum for hybrid delivery, it was also developed for a hybrid/experimental section, an online asynchronous section, and an online synchronous section for spring 2021. In order to maintain the integrity of the FYF curriculum and course experience, two key areas were emphasized alongside these changes to delivery mode: maintaining the high-contact, mentor-intensive atmosphere among all course modalities as well as supporting students to complete assignments despite COVID-19 related setbacks and challenges, both academic and personal in nature.

### ENROLLMENT ISSUES

Prior to COVID-19, all three section offerings of FYF had begun to reach full enrollment of 25 students per seminar. A sizable dip in seminar enrollment occurred during the 2020-2021 academic year. This led to several challenges; namely, assessing course outcomes accurately and in a beneficial way for the QEP became difficult due to small sample sizes within each section. Because there were few students enrolled in the experimental course offering, it was determined that a second pilot would be necessary in the fall of 2021 to increase the sample size and therefore strengthen the conclusions about course outcomes and the course experience that is extracted from data. A focus coming out of the 2020-2021 academic year was to recover the lost enrollment in the seminar course compared to the years prior that had not been impacted at all, or impacted to a lesser extent, by COVID-19.

### COVID-19: LESSONS LEARNED

The COVID-19 pandemic disrupted the ability to deliver the course in-person as was intended. However, amid this disruption, an opportunity to gain valuable insights about the viability and efficacy of differing delivery modes presented itself. The distance education section that was offered fully online with asynchronous delivery led to mixed experiences of FYF students. Overall, there were minimal to no learning gains in comparison to prior iterations of the seminar. Feedback gathered indicated there were challenges with gaining a sense of community, which helps to normalize uncertainty. Normalizing uncertainty and ambiguity in major and career exploration is an important part of the FYF experience; thus, for the future offering of this course modality, new models of student engagement were developed to increase collective touchpoints and enhance the skill set of instructional team members to intervene more effectively if similar losses were noted.

Students in the fully online, synchronous section demonstrated learning gains consistent with the intended outcomes of the seminar, but these gains were smaller than what were seen in pre-



COVID-19 FYF courses. From the feedback and quantitative data collected, it was clear that this modality led to similar struggles that students and instructional teams faced in the asynchronous online format. Therefore, we learned that modifications to engage students more intentionally, and to preserve the value of the students' collective engagement, would be necessary in any online offering of FYF, whether that offering was synchronous or asynchronous.

### **Experimental Section**

The purpose of implementing the experimental section in spring 2021 was to examine the possibility of streamlining the delivery of the curriculum without seeing a decrease in student learning gains. Although there were several challenges to this study, including the disruptions in the learning environment created by the COVID-19 pandemic, decreased enrollments during the past year and a half, and small samples sizes and representation of those completing ECPY 302, the FYF staff team decided to move forward with testing whether a single faculty member could be coached to teach a greater portion of the ECPY 302 curriculum.

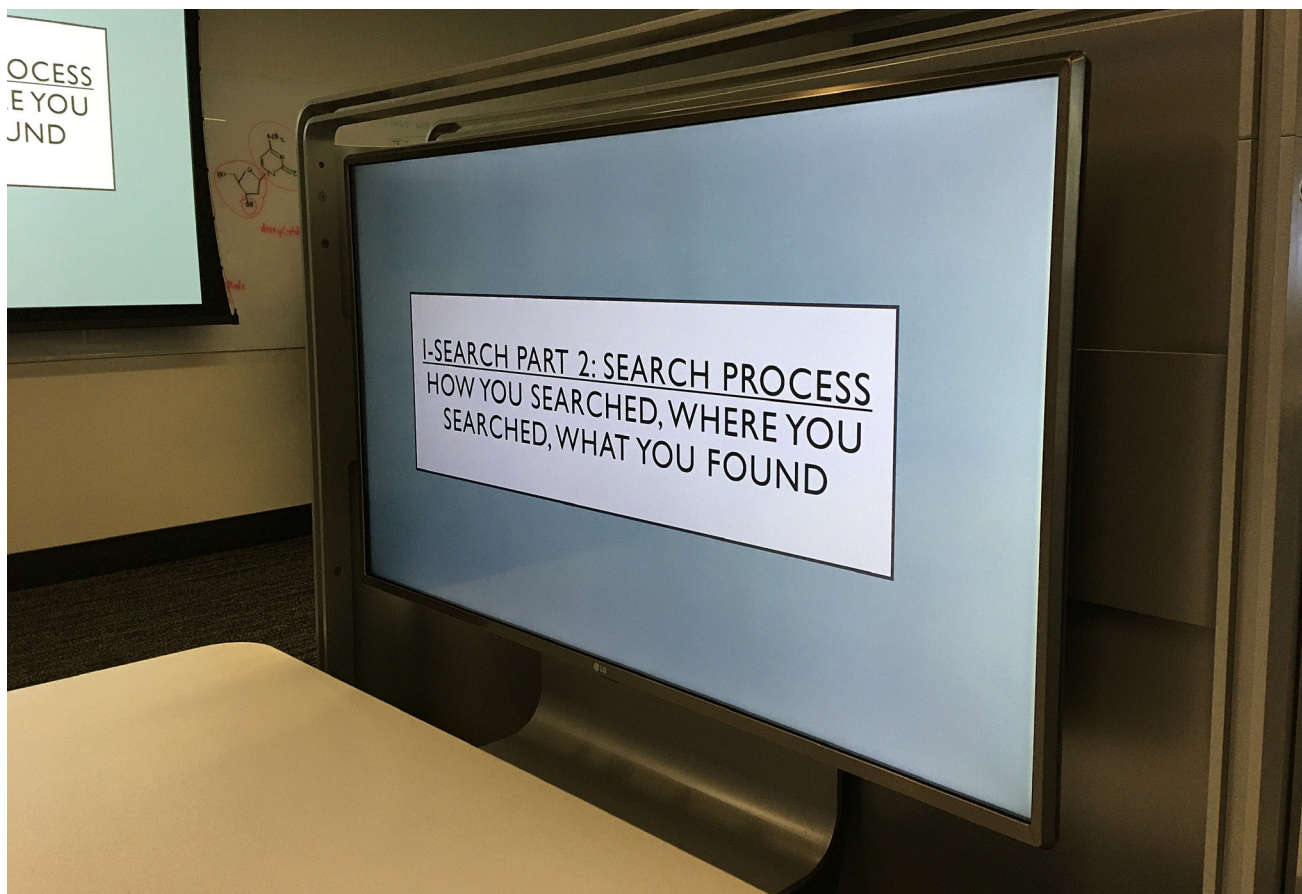
Some key changes to streamline the delivery of the experimental section included the faculty member taking sole ownership of the grading and management of the gradebook, leading an additional 10 class times including activities historically led by the academic advisor and librarian, and developing a different communication protocol to keep advisors and librarians in the loop with students' progress in the course. Dr. Nisha Gupta was selected to lead the spring 2021 experimental section, with the intent of using data from her spring 2020 ECPY 302 section as a comparison group. Jessy Rosenberg was selected as the supporting advisor, while Rob Detmering provided librarian support for the experimental section. These two team members were selected based on their history and experience with the FYF project.

Based on data collected and analyzed, we did not determine any meaningful differences between the spring 2021 experimental section, the three comparison groups, and prior knowledge of student performance prior to the COVID-19 pandemic. Feedback from the experimental instruction team indicated no observable differences in students' learning while providing insight into course delivery challenges, into a different communication model, and future coordination of just-in-time support for the students. Thus, because the streamlined, more feasible delivery of the course did not appear to lead to different outcomes compared to the other delivery modes, the decision was made to offer another experimental section in fall 2021.

### **Change in Librarian Role**

This year, we also took the opportunity to modify the original delivery of our team-teaching model by adjusting the role of the librarian in close consultation with FYF librarians.

This involved scaling back the role and presence of the librarian in the classroom. Typically, the faculty librarian acts as mentor and coach for students throughout their inquiry project. Similar to the integrative advisor, the librarian traditionally had strategic touchpoints with the students throughout the semester. This included teaching students search strategies such as database searching, gathering and evaluating sources, and mentoring students on their project topics, inquiry questions, and methodologies.



▲ The I-Search paper asks FYF students to articulate and reflect on the process of inquiry through researching a topic of interest related to course themes.

We tested a “scaled back” version of the librarian presence on the instructional team for all sections of both the fall 2020 and spring 2021 semesters. This scaled back version means the librarian is not in the classroom during instruction days except for the two days that the librarian is delivering the Research Strategies workshop days as part of the regular curriculum. The faculty member takes over the lead of the two class sessions normally led by the librarian—the Introduction to Inquiry and the Research Question Workshop—with support and coaching from the librarian. The faculty member consults with the designated librarian as needed throughout the semester and encourages students to meet one on one with the librarian for support.

This change, paired with the change in the advisor role in our experimental section, and our subsequent data collection, led us to conclude that student learning outcomes were not inhibited by the experimental model in which the faculty member took more of a lead role, including with those assignments/class sessions traditionally led by the librarian. We did recommend that going forward, faculty members and librarians will work together to create a training and communication plan that facilitates the faculty member’s understanding of the information literacy sessions they will deliver and how to do so. It is recommended that our librarian colleagues create an information sheet for each session they are training the faculty member to lead.

## 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. Dr. 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 in spring 2021 in order to compare the impact of each seminar format with the same instructor.

### FALL 2020 SECTIONS

#### Section 02: Persuasion and Communication

Time: TTH, 2:30-3:45pm  
Instructor: JoAnne Sweeny  
Advisor: Jessica Newton  
Librarian: Amber Willenborg  
Location: BAB227  
Modality: Hybrid  
Enrolled: 8

What is persuasion? Is it convincing others to accept our point of view? Or, is it something else? This seminar provides a platform for you to seek out the answers to these types of questions and any others that may arise about the art of persuasion. The goal is to work to “get underneath” writing/communications we see every day and learn skills that you can apply to any chosen major or career path. We will engage in the topic through games and in-class activities that center around identifying persuasive techniques in writing. And, because persuasion exists in every discipline, you will have a wide variety of potential paths for your inquiry project on this theme.

Your inquiry project can be drawn from a wide variety of subjects by looking at how persuasive communication impacts your chosen area such as marketing, war propaganda, relationships, management, social justice and political campaigns. Some of the questions that will guide us are: How do we persuade others to our point of view and how are we persuaded? Is it with facts, stories, or something else? What makes an argument persuasive and can we use those techniques to be more persuasive ourselves? Can we use those techniques to be more resistant to others’ arguments? And should we?



Professor JoAnne Sweeny from Brandeis School of Law taught a seminar course in the fall of 2020 on the topic of persuasion and its role in communication.





### Section 03: Music, The Universal Language: Where Words Stop, Music Begins

Time: MW, 11:00-12:15pm  
Instructor: Kimcherie Lloyd  
Advisor: Jessy Rosenberg  
Librarian: Robert Demetring  
Location: BAB226  
Modality: Hybrid  
Enrolled: 18

Music occupies an integral place in the human narrative; it is a universal language, bringing people together. It can provide a voice to the silenced, unity to the divided. 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 and to the folk songs sung by Italians quarantined to their apartments during the coronavirus.

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 your 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 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.



▲ School of Music faculty member Dr. Kimcherie Lloyd taught a fall 2020 FYF seminar course on the theme of cultural representation through music.

## Section 04: Who am I?: Knowing Yourself and Finding Your Path

Time: MW, 4:00-5:15pm  
Instructor: Amanda Mitchell  
Advisor: Daniel Darland  
Librarian: Latisha Reynolds  
Location: BAB227  
Modality: Hybrid  
Enrolled: 12

How would you describe your temperament? Have you considered throwing a dart into a wheel of majors as means of picking yours? What drives how you respond to situations? What gives your life meaning? If any of these questions spark your curiosity, this seminar might be a good fit for you.

These questions reflect layers of your ever-changing personality: your role as an actor, as an agent, and as an author. Learning about your personality can inform how you think about your college experience and your career path.

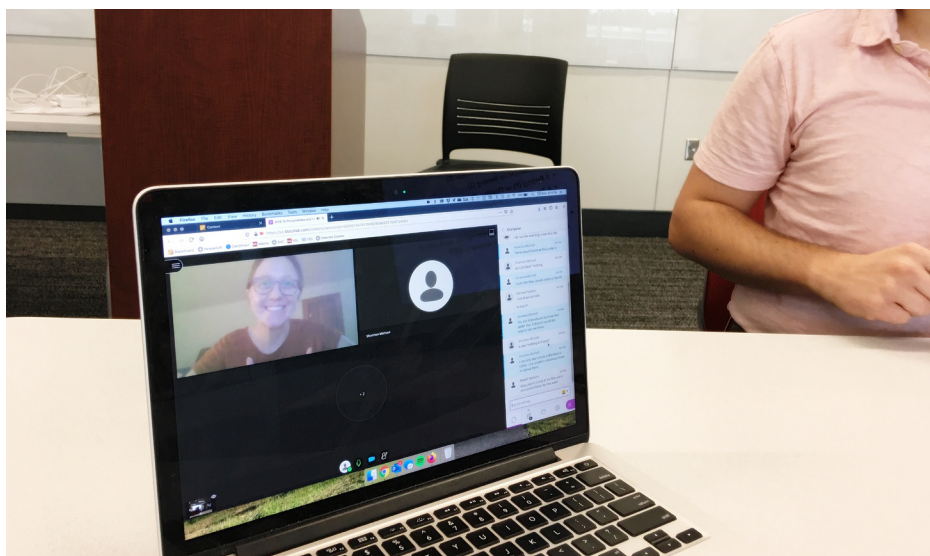
In this seminar, we will explore the process of self-awareness using a theory of personality development. Building a sense of who we are can help us ask meaningful questions and make intentional decisions in the context of school, work, and our personal lives.

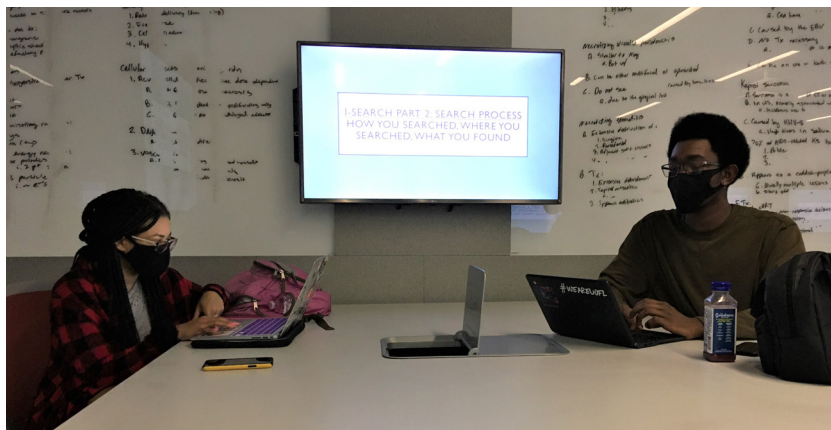
Key questions we will consider include: Why is self-awareness important? What should we be self-aware of? How do we engage in self-awareness?

This seminar will provide you with an opportunity to carry out an inquiry project of your own design on topics related to self-awareness and will be heavily focused on the aspect of these topics (author, agent, and actor) that resonates most profoundly with each individual student.



Dr. Amanda Mitchell, faculty member from the College of Education and Human Development, taught a fall 2020 FYF seminar course on self-awareness in a hybrid modality, meaning the course had online and in-person instruction.





FYF Students discuss and learn from each other's process that was utilized to find information for their I-Search paper.

## SPRING 2021 SECTIONS

### Section 01: Resilience in Uncertain Times

Time: TTh, 2:30-3:45pm  
 Instructor: David Johnson  
 Advisor: Jessica Newton  
 Librarian: Latisha Reynolds  
 Location: Online  
 Modality: Remote Synchronous  
 Enrolled: 19

How do you react in times of stress or crisis? Are you prepared to withstand a huge life challenge? Do our communities have the resources and expertise to bounce back from disasters? Are we even able to meet the mundane demands of daily life? An appropriate answer to any of these questions is... "Maybe."

How we deal with adversity, both as individuals and as a community, is directly related to our capacity to be resilient. Some communities demonstrate more resiliency than others due to various social and economic conditions, while our life experiences, personalities, and habits affect our resiliency at the individual level. From the future effects of climate change, to the next global pandemic – resilience is critical to preparedness, survival and recovery.

This seminar will help you explore concepts related to becoming a more resilient individual, and what it means to build and be a part of more resilient communities. We will do so through an interdisciplinary lens, which includes public health, social work, anthropology, and others.

- How do we improve resiliency for individuals and communities, and why is it important?
- What is the relationship of resiliency to mental health, and vice versa?
- How is resiliency understood in the U.S. and across cultures?

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.



## Section 02: The Age of Disruption: A Reality Check

Time: TTh, 9:30 – 10:45am  
Instructor: Nisha Gupta  
Advisor: Jessy Rosenberg  
Librarian: Rob Detmering  
Location: BAB232  
Modality: Hybrid (Experimental Section)  
Enrolled: 8

When we wake in the morning, we typically function within a world that is largely the same as when we went to sleep. You were still you; the room was the same one you went to sleep in.

Then, you read the headlines, hear the news, or open your news app. And it seems that the outside world has changed while you slept. New events and reports disrupt what you thought was real. We are experiencing an “age of disruption”. Some of these disruptions include: rapid climate change, conversations about race and anti-racism, the COVID pandemic, and political discourse.

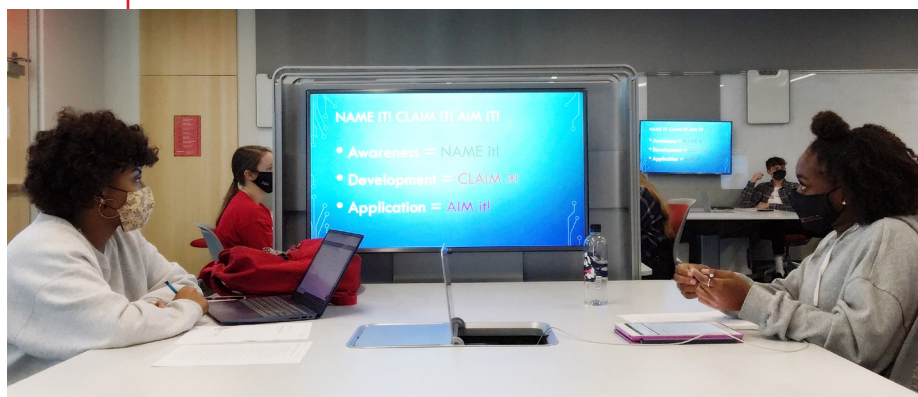
In other words, you woke up to reality. Is your reality the same as my reality? The more you look into this question the harder it becomes to understand it. This seminar will help you grapple with some age-old questions about life as you perceive it and the slippery nature of knowledge, with attention to the ways that “disruptions” operate.

This seminar will help you explore basic concepts and tools for exploring how we understand the world around us. Some questions we will consider in this course:

- How do you know what you know?
- How do you know what is real?
- What does “disruption” mean for you and how you navigate what you know?
- How do concepts such as implicit bias, fake news, and “social constructions” work in your understanding of yourself and how you see reality?

As you become more aware of how to understand reality, you can better use this knowledge to understand yourself. 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.



◀ FYF Students learn about aspects of inquiry, a process that is heavily focused upon and utilized throughout FYF seminar courses.

### **Section 03: Failing Forward: Turning Setbacks into Opportunities for Personal Growth**

Time: N/A  
Instructor: Jennifer Bobo  
Advisor: Marissa Williams  
Librarian: Amber Willenborg  
Location: Online  
Modality: Asynchronous Online  
Enrolled: 19

Failure and setbacks are inevitable. Everyone fails. When we experience failure, do we freeze and try to avoid future choices and failures altogether? Or do we learn from our mistakes and use this new information to handle challenges more wisely in the future? Failure isn't fun, but there are ways to see failure as a growth opportunity, rather than a setback.

We can talk to ourselves about these experiences, make meaning, and learn lessons that lead to more personal growth. This, essentially, is "failing forward."

In this seminar, we will explore the concept of failure and learn to identify the self talk that takes place when life doesn't go as planned. We will cultivate new attitudes, knowledge and skills about coping with failure and using these difficult experiences to grow and move forward. This course will help you explore questions including:

- Where do I feel stuck or confused when things haven't gone well academically or personally?
- What have I learned from previous failures in my life?
- What are some new ways I can gain insight from my setbacks and failures and navigate future experiences?
- What gets "in the way" for me?

Some of the tools and concepts we will learn about and use in this seminar are: cognitive distortions (thinking errors), reframing experiences and thoughts, and drawing on perseverance and self-compassion during challenging times.

We will explore how culture and society impact our beliefs and understanding of failure, and learn to deconstruct these beliefs. We will look at theories about failure and persistence, and learn how to adopt healthier and more resilient attitudes. We will examine examples from others who have pushed forward in the face of failure and achieved successful outcomes. 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 and Table Tents

Yard signs and table tents were placed strategically throughout campus in order to help FYF gain campus visibility. In addition, the QR code on the table tents would lead students right to the FYF homepage, giving them quick and easy access to FYF seminar information. These yard signs and table tents were placed around campus right when registration occurred for the fall and spring semesters (October and March).


### Website Updates

The FYF website was updated regularly so that students, faculty, and other members of the campus community could easily access accurate, current information about the seminar. The website includes information about the seminar sections (including team members, seminar themes, and topics covered in the course), as well as information about the course of the project, how to be involved as a faculty or staff member and contact information for the entire QEP team.



**How can I make my learning experience more meaningful to me?**  
**Am I in the right major for me?**  
**What do I want to do with my life?**  
**How do I figure out what my career goals are?**

**ECPY 302: PERSONAL AND ACADEMIC INQUIRY**



**[uofl.me/findyourfit](https://uofl.me/findyourfit)**

### Presentations: Campus SACSCOC Leadership Team and Board of Trustees

In September of 2020, QEP team members Dr. Patty Payette and IL Barrow presented to the UofL SACSCOC Leadership Team to provide them with an update about Find Your Fit, including a broad overview of the crucial tenets of the course, the assessment plan, and outcomes and data trends to date. Their presentation led to an invitation to present an FYF update and related data to the university's Board of Trustees. On October 28, 2020, Dr. Patty Payette and IL Barrow gave a presentation to UofL's Board of Trustees that offered a broad update about Find Your Fit. The Board of Trustees were intrigued by the project and asked a lot of questions. They requested a more in-depth presentation of the Find Your Fit data, including more information about FYF student demographics, what gains were observed through assessment, how students have persisted after course, and what the Find Your Fit team anticipated regarding the continuation of the seminar course through the COVID-19 pandemic. This requested information was presented by Dr. Patty Payette and IL Barrow to the Board of Trustees during their December 10, 2020 meeting.

### Finishing The "Good News Tour"

In fall 2020, the QEP staff team took the opportunity to complete a series of presentations that they had begun the prior academic year before COVID-19 forced the campus to close. These presentations were collectively called the Good News Tour because we were providing an update



to campus groups about the positive results of our QEP intervention. The completion of the Good News Tour presentation was given in an online format to the following leadership groups in fall 2020:

- UofL Leadership Team for SACSCOC Interim Report, September 9
- Jim Begany's Unit Directors, October 6
- Student Affairs Directors, October 7
- Board of Trustees, October 28
- Cultural Center Leadership Team, November 9
- Board of Trustees Follow Up, December 10



**news**

**FIND THE STORY HERE!**

## FEATURE STORY IN UofL NEWS

Delphi Center's marketing director worked closely with the QEP staff team to write a feature story about the Find Your Fit program and pitched it to the UofL News team. The feature story, titled "A course offered as part of UofL's Find Your Fit program is helping students see their future in a new light," explained the impact of the seminar on students and the instructional teams through interviews and included a number of photos from the FYF classroom.

## FACULTY RECRUITMENT

In fall 2020, we reached a significant milestone: we had recruited enough faculty to teach in all the sections of the QEP seminar by the end of the project in spring 2022. In recent years, we discovered that some faculty enjoyed teaching in the FYF program so much that they elected to teach in the program for a second or third semester. We also achieved our goal of recruiting at least one faculty member to teach in FYF from every undergraduate school or college at our institution over the life of the QEP (with the exception being the Nursing and Dental Hygiene programs).

## PROFESSIONAL LEARNING COMMUNITY TRAINING

### Moving Training Online

Broadly, the goal of the Professional Learning Community (PLC) has been to provide a training opportunity before each semester for members of the QEP staff team and members of the Find



▲ Dr. Kimcherie Lloyd from the School of Music conducts the University of Louisville Symphonic Orchestra. Dr. Lloyd has taught an FYF seminar twice: in the spring of 2019 and in the fall of 2020.

Your Fit instructional teams to deepen their knowledge of the concepts, tools, and theories that shape the QEP seminar and to finalize decisions about the curriculum, assignments, assessments, and activities in the seminar course. Prior to the COVID-19 pandemic, this opportunity had been presented in the format of in-person meetings. However, in a timely response to the inability to gather in person for PLC trainings, the meetings were transitioned into an online format. The platform that was utilized for this purpose was Blackboard Collaborate rather than another platform such as Zoom or Microsoft Teams. This platform was chosen with intentionality, as it was a tool available to the members of the instructional team to be able to connect with their future FYF students online. In addition to changing the format of the PLC sessions, several aspects about the content of the sessions were adjusted to better prepare instructional teams to work with students online as they would need to do in the seminar course. Adjustments included overall modifications to training protocol, creation of new resources to assist in effective online instruction, and the addition of explicit training about methods to engage students in an online format. A session with the topic of inclusive pedagogy was also added to the PLC training.

### **New Curriculum Delivery Modes**

In collaboration with campus partners and Delphi colleagues, the FYF curriculum was collaboratively modified in summer 2020 to allow for hybrid delivery of three sections in fall 2020. Later in 2020, the seminar was further modified to develop a hybrid/experimental section, an online asynchronous section, and an online synchronous section for spring 2021. Offering these different formats allowed for assessment opportunities to determine whether there were differences in course outcomes or in the overall course experience among the different delivery modes. Different course formats can help to meet the needs of the population of students who register for FYF. Some may require some in-person contact, while others may prefer an asynchronous or synchronous online format to allow for other possibilities with their various responsibilities and obligations.

## **COLLABORATION & PARTNERSHIP**

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### **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 the CEHD unit. In fall 2020, ECPY faculty member Amanda Mitchell taught a hybrid section of the seminar with the theme “Who am I? Knowing Yourself and Finding Your Path.” In spring 2021, ECPY faculty member Mark Leach elected to move his FYF teaching appointment to spring 2022.

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 2020-2021 year, our REACH partners worked with the QEP staff team to integrate their support of instructional teams into the existing topic of "self-regulation" that is the focus of one of the regular Check-In Meetings. Mark Woolwine joined the FYF instructional team members for one of the mid-semester Check-in Meetings to share resources on REACH, thereby seamlessly integrating this information into the existing FYF conversation with faculty around supporting students' self-regulation skills.

## 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 2020-2021 academic year, the FYF staff team worked with FYF librarian partners to modify the librarian role as discussed above on pages 6 and 7. Additionally, librarians Rob Detmering and Amber Willenborg worked closely with the QEP staff team and faculty and advisors to adapt all library-related resources and assignments to an online format to accommodate the COVID-related course delivery changes.

QEP Director Dr. Patty Payette and lead librarian Rob Detmering completed researching and writing their article on the librarian partnership in the FYF project and the resulting best practices and submitted it to the Journal of Library Administration (see p. 28 of this report for the article citation and link to the full text).



▲ Advisor Daniel Darland, who was a member of the instructional team for Dr. Amanda Mitchell's fall 2020 FYF seminar, guides FYF students through an activity designed to build skills related to personal inquiry.



## 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. Advisors Dr. Katie Adamchik and Marissa Williams continued to provide vital leadership during this academic year in key leadership meetings, including providing important guidance and advice in the design of the experimental section and in moving the FYF curriculum to an online or hybrid format. Advisor Jessy Rosenberg agreed to serve as the integrative advisor for the spring experimental section and played a key role in training Dr. Nisha Gupta to serve as lead faculty member in the new delivery 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 provided leadership in pivoting the design and delivery of the career-related activities, including the Alumni Panel. This session ensures 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 sessions for ECPY 302 students. This year Rosie provided leadership in modifying the traditionally in-person Alumni Panel to fit hybrid or online course delivery modes dictated by COVID-19 restrictions, successfully recruiting relevant alumni from across the country who could join the panel remotely and facilitating sessions to maximize student engagement at a distance.

## 2020-2021 ASSESSMENT PLAN

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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.



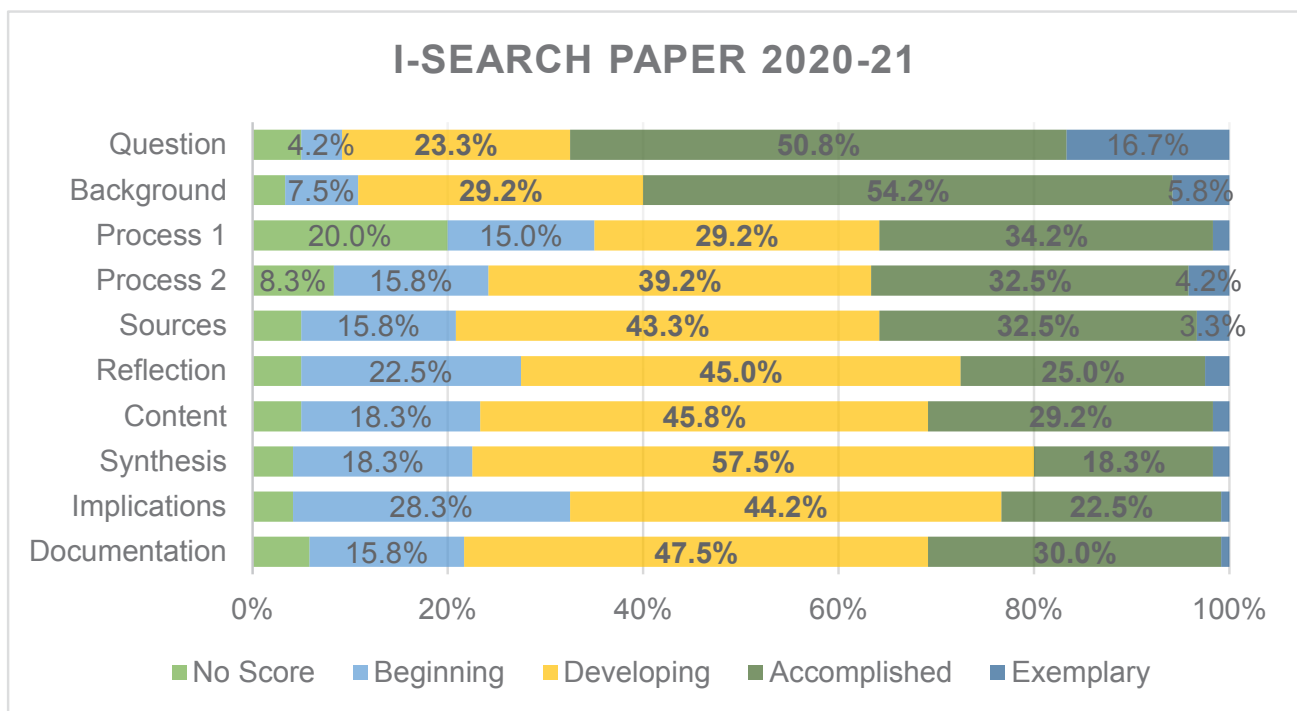
## OUTCOME I: STUDENTS WILL DEMONSTRATE INFORMED DECISION-MAKING BY IDENTIFIABLE MEASURES OF REFLECTIVE LEARNING, INDEPENDENT INQUIRY, AND CRITICAL THINKING.

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 are asked to 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 at the conclusion of each academic semester. Four standards were articulated in both the ISP and APP rubrics: exemplary, accomplished, developing, and beginning.

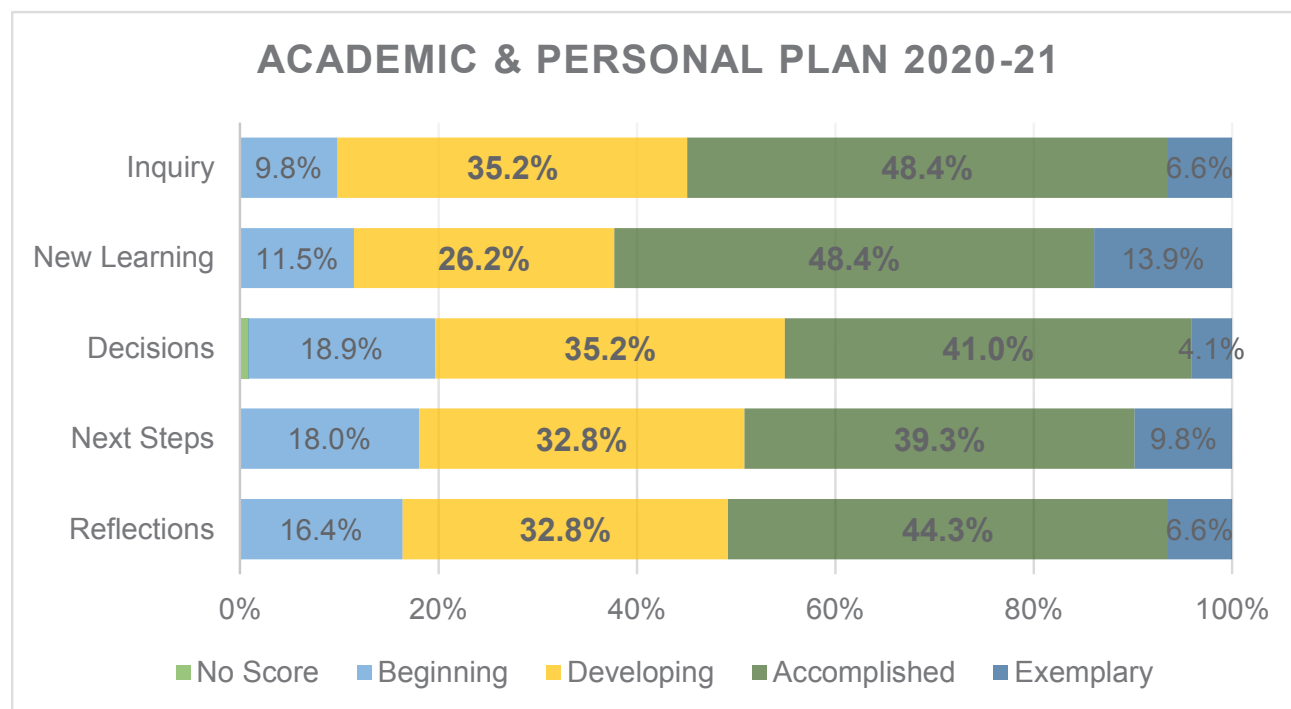
The following bar graph shows the distribution of students' I-Search paper scores from the 2020-2021 academic year.



As can be seen in the above graph, for the 2020-21 academic year, most students scored at the “accomplished” level on three of ten dimensions: question, background, and purpose. At least 60% of students scored at the accomplished level or higher in two of ten dimensions. A larger percentage of students scored at the “beginning” and “developing” levels in some dimensions when compared to data from prior FYF cohorts, such as dimensions associated with reflection, synthesis, and implications. In addition, for the 2020-21 academic year, the proportion of ISP

artifacts collected and scored was lower than those during the pre- COVID-19 pandemic period.

Reflection, inquiry, and informed decision-making are the main learning measures embedded within the APP. Below is the distribution of how students scored on the APP for the 2020-2021 academic year.



Of the artifacts collected last academic year, a majority of students scored at the “accomplished” level on all five dimensions of the APP, with “new learning” being the single dimension students scored more than 60% at the “accomplished” and “exemplary” levels combined. The project has noted an increase in students scoring at the “beginning” level as well as a decrease in the number of APP artifacts submitted for scoring during the pandemic. Student scores on the APP follow more of a normal curve than any prior semesters since the inception of the FYF project.

Additionally, students are asked to supply additional information at the conclusion of the course using the FYF End-of-Semester Student Feedback form. On the FYF End-of-Semester Student Feedback form, students are asked questions related to the course assessments, learning outcomes, their learning, and prompted to provide feedback about their 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 several questions associated with outcome 1.

Below is a table showing how 2020-2021 FYF students scored on key items associated with their learning and the contribution of the seminar experience.



Survey Items	AY 2020-21 (n=38)
As a result of taking this course, I am better able to develop meaningful questions.	4.13
As a result of taking this course, I am better able to gather relevant information around questions I have.	4.16
As a result of taking this course, I am better able to consider multiple points of view around a topic or question.	4.32
This course provided me with regular opportunities to reflect on my learning.	4.45
This course strengthened my ability to think critically about the academic theme of the course.	4.00
Where 1=Strongly disagree and 5=Strongly agree	

Overall, students agree 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 acknowledged that the course objectives affiliated with outcome 1 including developing meaningful questions, gathering relevant information, considering multiple points of view, and providing regular opportunities to reflect on their learning, were met.

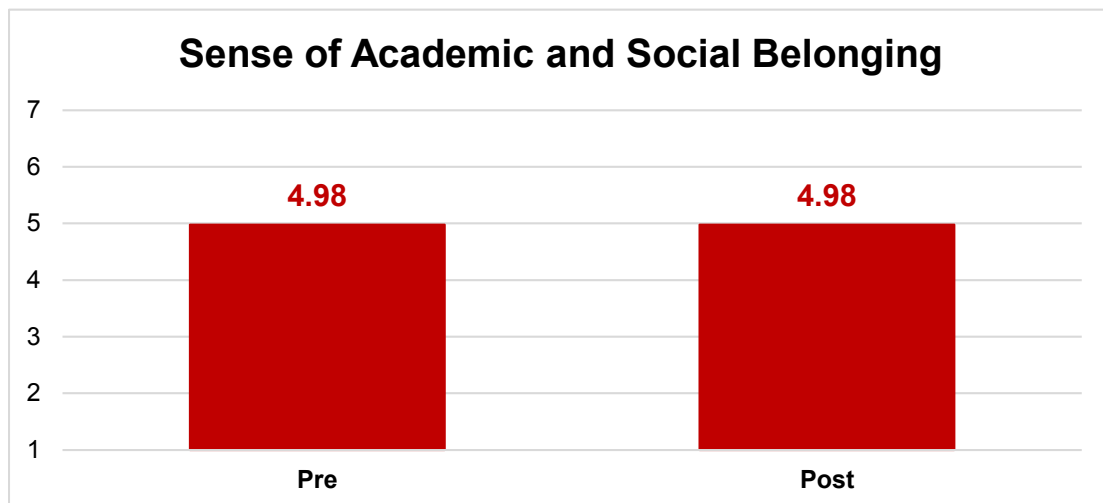


## **OUTCOME 2: STUDENTS WILL REPORT AN INCREASE IN THEIR SENSES OF ACADEMIC AND SOCIAL BELONGING AND FIT AT THE UNIVERSITY OF LOUISVILLE.**

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), students were asked to rate their sense of belonging on the Find Your Fit (FYF) Learning scale. The belonging scale consist of seventeen (17) items associated with academic and social belonging. Below are the results of the pre-and post-assessment of sense of academic and social belonging for the 2020-2021 academic year.



Data gathered from the 2020-2021 academic year demonstrated that, on average, students rated their sense of belonging at 4.98 on both the pre-assessment and post-assessment; thus, comparing the scores using a paired-sample t-test was not necessary. Because students rated their sense of belonging highly on the pre-assessment, it is not surprising that an increase was not noted on the post-assessment. Rather, it would appear as if the course re-affirmed the sense of belonging the seminar students entered the class with.

Students were asked on the FYF End-of-Semester Student Feedback form to rate a statement regarding the course and belonging at UofL. Below is the survey prompt with the average score from the 2020-2021 academic year.

Survey Items	AY 2020-21 (n=38)
This course helped me feel like I belong at the University of Louisville.	4.00
Where 1=Strongly disagree and 5=Strongly agree	

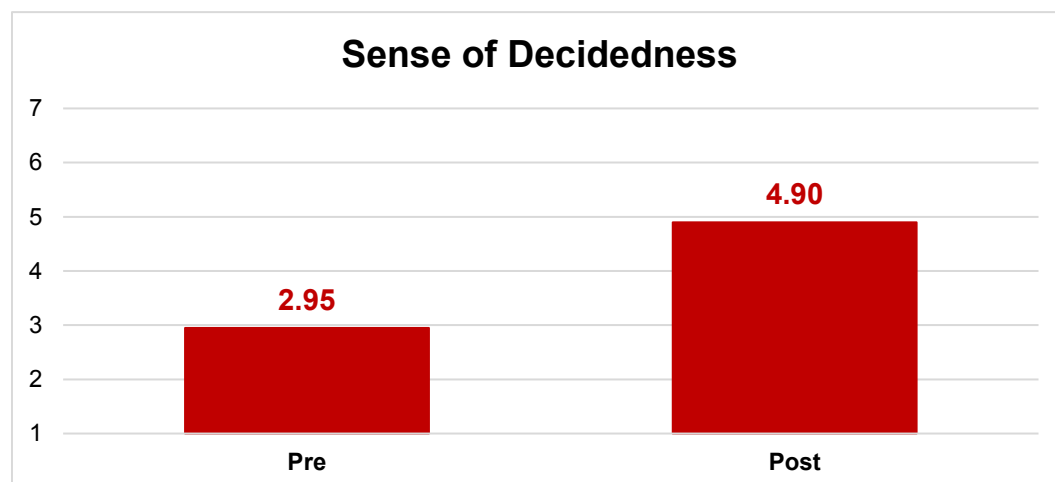
The indirect measure indicated that, on average, the 2020-2021 academic year seminar students agreed that the course contributed to their sense of belonging at UofL. As in past semesters, student come into the FYF seminar experience already feeling a sense of belonging and this course may reaffirm to support their belonging over the course of the semester.

### **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

The decidedness scale of the Find Your Fit Learning Scale includes two (2) items to assess student's decidedness around their major course study as well as decidedness around their career choice. Below are the results of the pre-and post-assessment results for students' sense of decidedness for the 2020-2021 academic year.



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 ( $p < .001$ ) responses. Notably, students have continued to report statistically significant gains in their sense of major and career decidedness across every semester of the FYF project.

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 the average score from the 2020-2021 academic year.

Survey Items	AY 2020-21 (n=38)
This course strengthened my ability to think through decisions related to my major and career.	4.18
Where 1=Strongly disagree and 5=Strongly agree	

This indirect measure reinforces students' assertions that this course contributed to their ability to think through decisions regarding their major and career choice. The findings related to outcome 3 contribute towards the evidence that being a part of this seminar helps students build the wide variety of skills needed to be able to make crucial decisions related to their majors and careers, an important part of retention and degree completion.

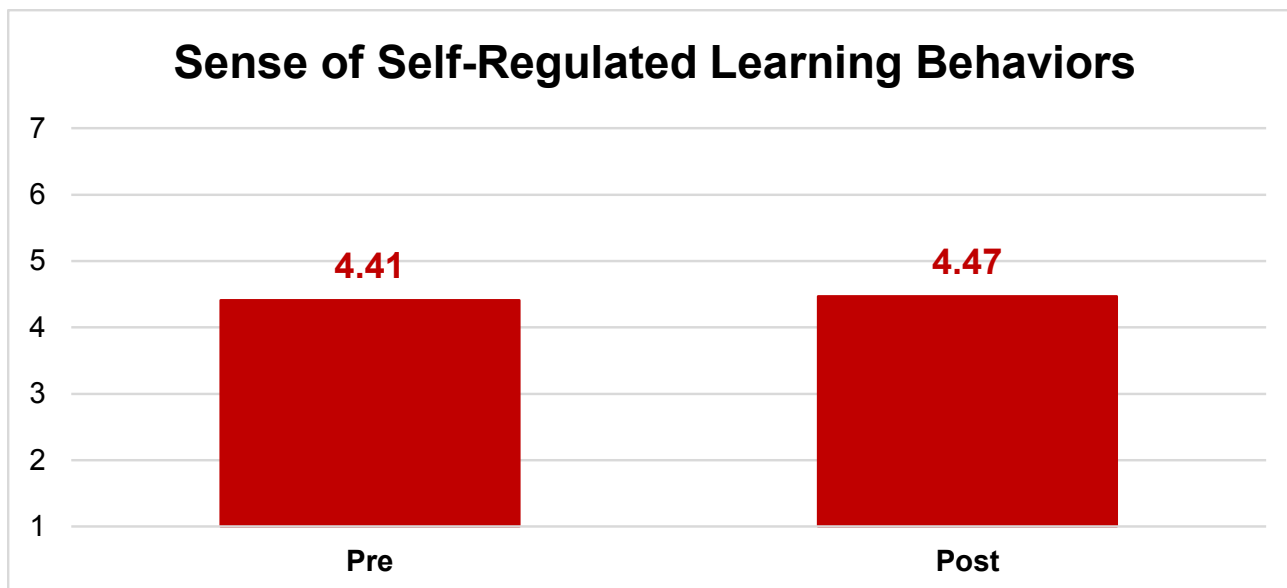


#### **OUTCOME 4: STUDENTS WILL REPORT AN INCREASE IN THEIR SENSE OF SELF-REGULATED LEARNING BEHAVIORS AT THE UNIVERSITY OF LOUISVILLE.**

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 utilized 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 maintaining behaviors conducive with self-regulated learning. Below are the results of the pre-and post-assessment of self-regulated behavior for the 2020-2021 academic year.



A paired sample t-test was utilized to determine statistical differences between students' pre- and post-assessment responses. The post-assessment scores for the academic year were not considered to be statistically higher than the pre-assessment scores despite a marginal increase.

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 the average score from the 2020-2021 academic year.

Survey Items	AY 2020-21 (n=38)
This course helped me strengthen my ability to think critically about my learning behaviors, habits, and strengths.	4.26
Where 1=Strongly disagree and 5=Strongly agree	

The indirect measure indicated that, on average, the 2020-2021 academic year seminar students agreed that the course strengthened their ability to think critically about their learning and thinking behaviors. 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. 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 findings from the 2020-2021 academic year data, the QEP staff team's focus will primarily be to return to face-to-face delivery of the FYF seminar course and to make minor adjustments to the measures and targets as the project comes to an end. A final review of the HAT assignment and rubrics will take place prior to the 2021-2022 academic year, but much of the focus will be on supporting the instructional team through training and materials to support students' demonstration of the FYF outcomes. Continued modifications to the delivery of the



seminar curriculum, clear communication to the students, and strong collaboration between instructional team members in supporting students will be the team's priority.

For the fall 2021 semester, a second online asynchronous section and a second “experimental” section will be offered in conjunction with the original delivery mode of the FYF seminar course. This second iteration of the distance education section will involve implementing additional touchpoints and communication points with students, creating a more intentional roadmap that guides students' asynchronous work, and including opportunities to meet or engage students with optional synchronous sessions. Materials developed for distance education will be reviewed and modified based on the spring 2021 experiences with remote, asynchronous delivery. Additionally, as the COVID-19 pandemic continues to cause shifts in course delivery and in assessment response rates, the QEP staff team will remain flexible and adaptive in order to ensure aspects of the course associated with course outcomes remain as in-tact as possible.

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

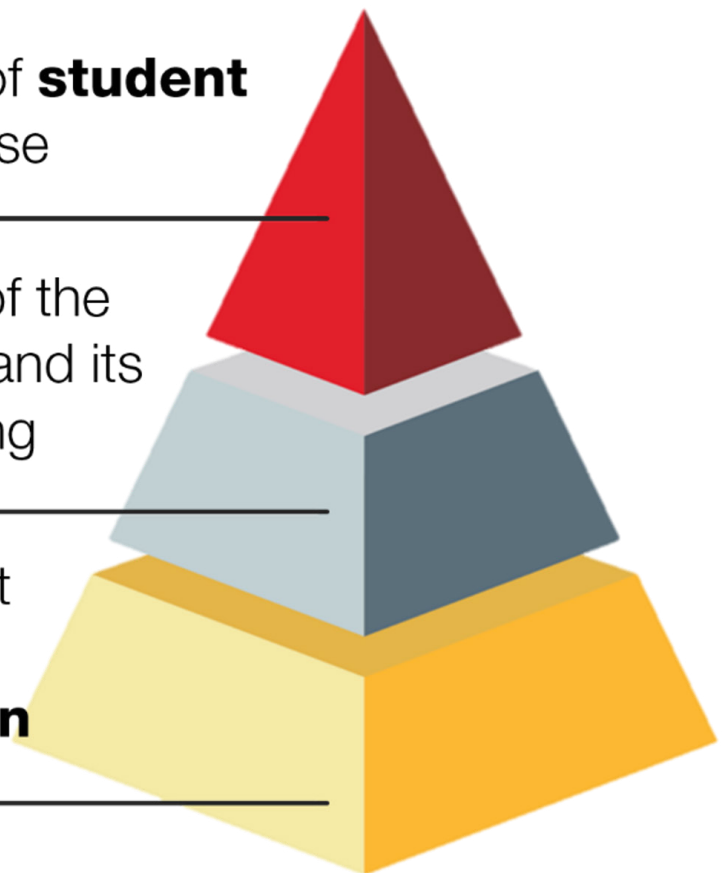
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## **Tier Two:** assessment of the **QEP seminar course** and its impact on student learning

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

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▲ The design of the Find Your Fit assessment process includes three tiers to capture data about the impact of the project at several levels.

## DELPHI PROJECTS AND STAFF CONTRIBUTIONS TO OTHER PROJECTS

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### **Celebration of Teaching and Learning**

The Delphi Center holds a campus-wide annual conference titled Celebration of Teaching and Learning. In spring 2021, the conference theme was “Caring for our Community.” Dr. Patty Payette served as the presenter for an interactive session at this conference based on FYF. The presentation, titled “Fostering Students’ Sense of ‘Belonging’ In and Outside the Classroom,” provided attendees an overview of the relevant research on belonging and higher education. Additionally, participants were given an opportunity to share their own methods for cultivating a sense of belongingness in their students. Accompanying the presentation and interaction with participants was a panel of faculty and staff consisting of Dr. Kimcherie Lloyd, librarian Rob Detmering, and advisor Eric Turner, who have participated in the FYF project. Participants were able to hear from and speak with this panel, as well as to learn more about how belonging has fit in to the overall structure and curriculum of FYF. Research related to belonging was shared, as well as strategies and tips learned from implementing FYF that can be leveraged for enhancing students’ sense of belonging in both face-to-face and virtual learning contexts.

### **University of Louisville Experiential Learning Committee**

Dr. Patty Payette was appointed as a representative for the Delphi Center on the UofL experiential learning subcommittee. This subcommittee was convened to address the ways in which experiential learning opportunities were integrated into the University’s strategic plan. Specifically, it related to implementation of Strategy L2 from the UofL Strategic Plan: “Engage every undergraduate student in required meaningful experiential learning opportunities.”

During the 2020-2021 year, the subcommittee met periodically and were engaged in completing a campus survey on existing experiential learning opportunities in academic units. To aid the subcommittee in advancing their shared goals around experiential learning, Dr. Payette created and delivered a presentation on the existing Ideas to Action and Delphi Center tools and resources for embedding and assessing experiential learning into curricula. She also led the process of benchmarking the ways in which other institutions have adopted a shared definition of experiential learning.

## BUDGET AND COVID-19 LEADERSHIP

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### **Budgetary Considerations**

As outlined in the [2019-2020 Annual Report](#), the Find Your Fit 2020 and Find Your Fit 2021 QEP budget had been cut 3-5% to create a contingency fund. The QEP team managed budgetary considerations this year in a variety of ways, with much of the execution of budgetary actions and administrative/logistical support for the FYF faculty and staff being provided by Crystal Bradley. These actions included remuneration for FYF instructional team members, as well as management of the overall 2022 QEP fiscal year budget, identification of cost savings, and projections for the next fiscal year.

## **Re-Opening Office and New Protocols**

Due to the COVID-19 pandemic, the Delphi Center was closed for much of the 2020 year. When the decision was made to gradually return staff to work in these physical spaces in summer 2021, Crystal Bradley and Dr. Patty Payette played a key role in the development of Delphi Center-specific policies and procedures that would allow for a safe return in accordance with local, state, and national mandates and guidelines. Crystal Bradley provided regular communication to staff on the second floor, including the rest of the QEP team, as well as providing leadership in taking actions necessary to allow for the office to re-open, including the following:

- Managing, tracking, and ensuring constant availability of all safety supplies in common areas, including masks, hand sanitizer, disinfectant, and wipes, as well as having alternative plans should any safety supplies need short-term supplementing
- Communicating regularly throughout the return to office, providing clarity on policies when necessary
- Developing system of procedures to ensure disinfection of common areas several times daily
- Creating of a single pandemic-related protocol document for Delphi staff that could be used as an example for other units. The purpose of the protocol document was to provide a resource for staff to refer to so that policies and procedures were followed, and information was provided regarding the location of safety supplies as well as the appropriate ways to utilize the safety supplies
- Providing support for multiple office moves to allow one staff member to occupy a single office space
- Collaborating with UofL's Physical Plant to select the most appropriate and effective signage for office areas that are highly utilized
- Creating a one-way traffic flow in Delphi spaces to limit direct contact between on-site staff
- Educating student workers regarding updated disinfectant protocols and training those student workers to perform the developed system of disinfection procedures and maintaining sign-in sheets to track who had been physically present in the office
- Coordinating the temporary delegation of sanitizing and cleaning measures to Delphi staff when student workers were unavailable

## **Updates to Office Spaces**

In addition to navigating the return to office spaces following closure due to COVID-19, the QEP staff team worked alongside senior leadership in facilities regarding updates to the physical office spaces. It was determined that the carpeting of the office spaces needed replacement. Replacement of the carpet in May 2021 required frequent and mindful communication with staff, including the QEP team, regarding project expectations, logistics, and next steps. Crystal Bradley provided leadership in resolving issues and requests from Delphi Center staff that arose during installation. Additionally, she provided leadership in overseeing the cost of the installation and related cost savings.

## SCHOLARLY ACTIVITY AND CONTRIBUTIONS

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### **Peer Reviewer: National Symposium on Student Retention Conference submissions**

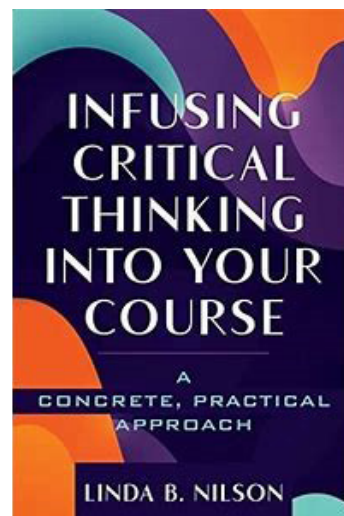
IL Barrow served as an annual reviewer for the National Symposium on Student Retention (NSSR). The NSSR is an annual conference highlighting the latest evidence-based research on post-secondary retention, graduation, and student success. As in prior years, IL participated in a peer review process, reviewing research papers conducted by academics and higher education professionals. As part of this review process, he provided recommendations and feedback on submitted presentation and papers to be included in the annual NSSR as well as rating research for prize consideration.

### **Peer Reviewer: *Journal of College Teaching***

Dr. Patty Payette serves as a contributing editor to the *Journal of College Teaching*. Throughout the 2020-2021 year, Dr. Payette served as a peer reviewer on eight scholarly articles submitted to the journal.

### **Review of “Infusing Critical Thinking Into Your Course: A Concrete, Practical Approach”**

Dr. Payette reviewed Linda Nilson’s book on critical thinking titled “Infusing Critical Thinking into your Course: A Concrete, Practical Approach” at the invitation of Stylus Publications. Additionally, Dr. Payette provided a blurb that was used on the back of the book, which was published in March of 2021.



### **Scholarly Articles**

Dr. Payette co-authored [an article](#) with POD colleagues on how higher education leaders can use teaching centers to support reaccreditation efforts.

Article Citation:

Sacks, D., Payette, P., Ellis, D., & Horii, C. V. Leveraging Centers for Teaching and Learning in Accreditation Review and Quality Assurance Processes. *POD Speaks*. 1-6.

### **SACSCOC Online Virtual Leadership**

Dr. Payette revised her QEP Impact Report workshop, titled “QEP Impact Report: Best Practices, Lessons Learned, and Sticky Wickets,” for an online format and delivered virtually to SACSCOC Annual Meeting in December 2020.



## SUSTAINING I2A

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The QEP staff team continues to support and extend the work of the first QEP, Ideas to Action, in a variety of ways each year. During the 2020-2021 academic year, Dr. Patty Payette provided leadership on sustaining the work on critical thinking through these activities:

1. Dr. Patty Payette was an invited focal presenter for the 40th International Conference on Critical Thinking sponsored by the Foundation for Critical Thinking. The conference took place in fall of 2020, and Dr. Payette researched, developed, and presented the following conference sessions in an online, pre-recorded format:
  - Leading Through Uncertainty: Using Critical Thinking Tools to Navigate the COVID-19 Crisis
  - Principles of Practice: Developing Professional Development Programs to Help Your Faculty and Staff Embrace Teaching for Critical Thinking
2. Dr. Payette was tapped by the UofL Department of Philosophy to partner with faculty member Dr. Brian Barnes to research and compile a report in early 2021 about master's level programs on critical thinking in order to assist departmental leadership in putting together a proposal for a new certificate program on critical thinking for the Council on Postsecondary Education.

## FYF: LOOKING AHEAD

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As the penultimate QEP year comes to a close, the QEP team is focused on a few central goals for the 2021-2022 year and beyond. The first goal is to return the delivery of the FYF seminar to an in-person format in fall 2021 and spring 2022, reserving one section in fall 2021 to be fully online to accommodate students who need distance education and allow the new instructional team to enact changes based on last year's asynchronous experience. A second offering of the experimental section will take place in fall 2021, allowing the team to better understand the implications of that format.

The QEP team will complete a full draft of the QEP Impact Report during the 2021-2022 year in order to receive feedback on an early draft and finish collecting data through spring 2022 to flesh out the report. The team will also be bringing together current and former instructional FYF team members—and other QEP stakeholders—to gather perspective, ideas and suggestions that will be combined with QEP data to create recommendations for the future of the Find Your Fit after the QEP wraps in spring 2022.