

UNIVERSITY OF LOUISVILLE[®]

[FIND YOUR FIT]

2021-2022 ANNUAL REPORT



EXECUTIVE SUMMARY

The 2021-2022 academic year was a momentous milestone in the life of our Quality Enhancement Plan (QEP). This year marked the fifth and final year of the project, as well as a return to face-to-face classes in the wake of COVID-19 disruptions across campus and the world. The second iterations—new and improved—of the ECPY 302 seminar’s streamlined section and asynchronous section were offered and data demonstrate they largely met their goals. This year the QEP Staff Team began to move to a summative view of the initiative, including designing and implementing a Focus Group project to mine the perspective and ideas of the instructional teams. Additionally, the QEP Implementation Team became the QEP Impact Report Committee and contributed to the ongoing development of the summative document for the Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC). Two new staff members—Caroline Boswell and Abbie Bordewyk— joined the QEP Staff Team and brought new insights and expertise to the project and to the Delphi Center. The activities of this year focused on concluding the Find Your Fit initiative with strength and focus while also beginning to look back and provide a big-picture view of the impact and influence of our QEP.



▲ FYF Students learn about types of sources from library archivist Carrie Daniels in preparation for writing their I-Search paper in the fall 2021 seminar course taught by Amy Hirschy from the College of Education and Human Development.

BACKGROUND OF FIND YOUR FIT

In 2018, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved the University of Louisville's (UofL) Quality Enhancement Plan (QEP) Find Your Fit (FYF). This initiative was designed to foster student learning and success in the crucial second year of undergraduate studies. To identify our QEP, we analyzed university data and identified a subset of students who struggled to navigate the challenges of the second year and transition successfully into the third. Our QEP goal was formulated: to enhance the academic and personal success of this subset of students, who we identify institutionally as our "exploratory students". We use the "exploratory" designation to classify College of Arts and Sciences' undergraduates who either are "undecided" (no major declared) or "pre-unit" (have not earned admittance to the academic unit of their choice).

At the heart of FYF is a new three-credit seminar, ECPY 302: Personal and Academic Inquiry, designed to enhance the academic and personal success of exploratory second-year students. Each seminar is capped at 20 students and was taught by an instructional team consisting of a lead faculty member, an academic advisor, and a librarian. Each lead faculty member identified an academic theme for their ECPY 302 section that reflected their disciplinary expertise and was scoped widely enough to draw students with diverse interests into the seminar.

Our four Find Your Fit student learning outcomes were informed by high-impact practices; research on student success; input from our own faculty, staff, and student body; and student developmental theory:

1. Students will demonstrate informed decision-making marked by identifiable measures of reflective learning, independent inquiry, and critical thinking;
2. Students will report an increase in their sense of academic and social belonging or fit;
3. Students will report an increase in their sense of decidedness; and
4. Students will report an increase in their sense of self-regulated behaviors.

Our assessment plan was designed to measure students' growth in these outcomes, which we believe are indicators of students' ability to develop skills and confidence in identifying and setting meaningful goals and making well-reasoned decisions.

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.

2021-2022 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.

Newly added and onboarded members of the QEP Staff Team for the 2021-2022 year included Abbie Bordewyk, the QEP Graduate Assistant, who began as a part of the team in August 2021 and Caroline Boswell, the QEP Faculty Development Specialist, who started her role in October of 2021.

Name	Title
Patty Payette, PhD	Executive Director, Quality Enhancement Plan Senior Associate Director, Delphi Center for Teaching and Learning
IL Barrow, MA	Manager of Assessment
Caroline Boswell, PhD	Faculty Development Specialist
Crystal Bradley, MSM	Administrative Services Manager, Sr.
Abbie Bordewyk, MEd	Graduate Assistant



◀ Newly onboarded QEP Staff Team members included Graduate Assistant Abbie Bordewyk (right) and Faculty Development Specialist Caroline Boswell (left).

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, MPH, MA	Vice Provost for Institutional Research, Effectiveness and Analytics
Marie Kendall Brown, PhD	Interim Associate Provost for Teaching and Innovation
Beth Willey, PhD	Professor, Department of English Associate Provost, Undergraduate Education
Katie Adamchik, PhD	Director of Student Success Advising

QEP Impact Report Committee

As the current Quality Enhancement Plan (QEP) entered its fifth year, the QEP Impact Report Committee was convened. This committee, which is co-chaired by Patty Payette, Executive Director of the QEP, and Amy Hirschy, faculty from the College of Education and Human Development, is tasked with completing the 5th-Year Impact Report that will be sent to the SACSCOC in 2023 as part of the institution's Fifth Year Interim Report.

QEP Impact Report Committee	
Co-Chairs: Patty Payette (QEP/Delphi) & Amy Hirschy (CEHD)	
Name	Title
Geoff Bailey	REACH
IL Barrow	QEP/Delphi
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: IL Barrow, Caroline Boswell, Crystal Bradley, Patty Payette, and Abbie Bordewyk) gather for a picture at the FYF reception and recognition in spring 2022.

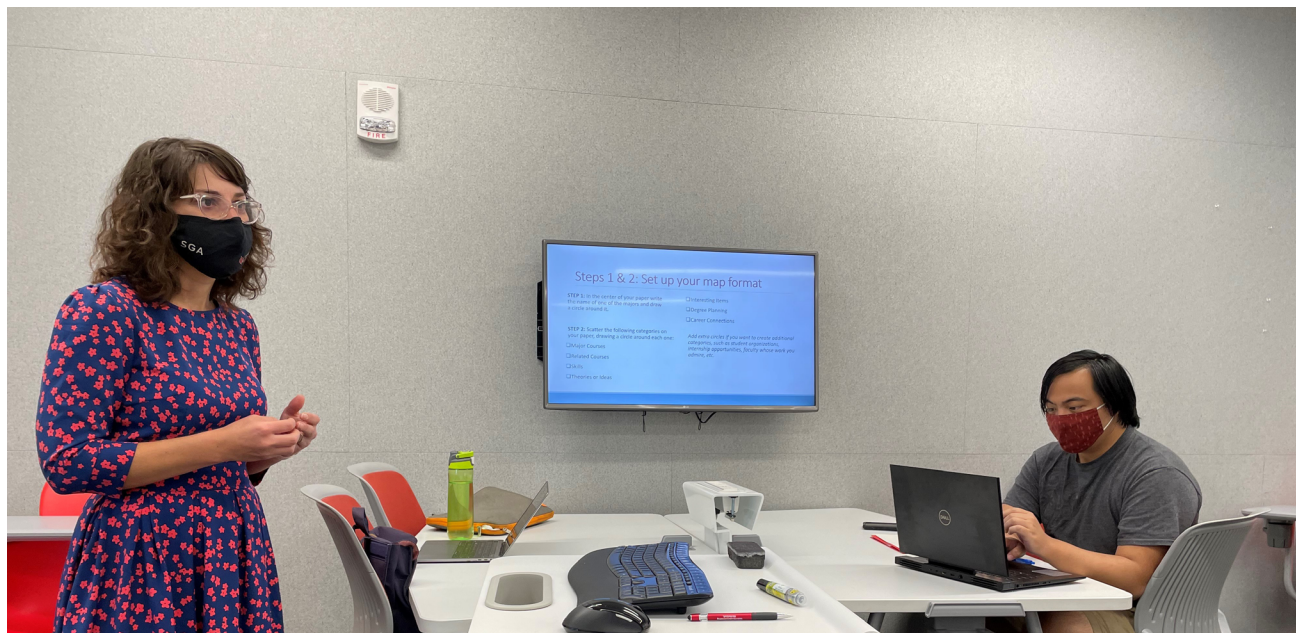
FYF MAJOR ACCOMPLISHMENTS 2021-2022

Offering of the “Second Streamlined Section”

Prior to the onset of the COVID-19 disruption, the QEP Staff Team planned to offer an alternate iteration of the FYF seminar to better understand the threshold of impact the advisor and librarian had on student learning. This iteration was designed to determine if there was a difference in student outcomes/gains if the faculty member taught most of the curriculum; librarians and advisors would still be present in the intervention but would be engaged with students in select and strategic sessions relevant to their role, instead of attending class sessions even when they were not leading activities. The rationale for this approach was to explore a “streamlined” model for the long-term offering of the FYF seminar course in a less resource-intensive approach than the current team-teaching model. Supplemental meetings and training sessions between the faculty member, librarian and advisor were established prior to the teaching of the streamlined section, and there were ongoing meetings between the faculty member and the advisor throughout the teaching semester to ensure continuity and consistency for students.

In our first offering of the streamlined delivery format in spring 2021, we found that COVID-19 complicated the evaluation of the pilot due to the decline in course registrations and the introduction of new course modalities that problematized comparisons. Nevertheless, data were collected and analyzed between four “comparison” sections of the seminar. Student HAT assignments, responses to the FYF assessment scales, course grades, and SFF data were analyzed and compared with one another to determine differences in learning gains and seminar experience. Evidence collected from the spring 2021 streamlined section was largely consistent with past student performances and outcomes from the other spring sections.

In fall 2021, we offered a second offering of the streamlined section was recommended in order to gather additional data. Fall 2021 data findings also showed no statistical differences in student performance with sections taught concurrently. Student learning data and performance were once again analyzed for differences between the faculty-intensive session and the other two delivered sections. Although these semesters’ data do suggest that a streamlined section could be a viable delivery option to support learning, data from the SFF and ITFF and qualitative feedback from pilot instructional teams suggest there was a diminished sense of cross-functional community and unanticipated gaps in communication were introduced among instructional team members that were rectified within the traditional instructional team model. The fall 2021 section of ECPY 302 that was the focus of this second offering is Section 01 described in the Fall 2021 Sections of this report, page 9.



▲ An FYF student listens on as College of Business faculty member Abby Koenig leads a class activity during a fall 2021 seminar.

FYF Focus Groups

The FYF Focus Group Project was conducted during January and February 2022. The purpose of the project was two-fold.

1. The project provided instructional team members and project collaborators the opportunity to reflect holistically on what they learned across the QEP experience to help identify the most promising practices of FYF.
2. The project provided instructional team members and project collaborators an opportunity to inform how we move forward in ways that position UofL and our students for success.

Participants helped us glean ideas about how we may extend the gains of the project beyond the QEP timeframe. The findings and implications of the report will be folded into the QEP Staff Team's strategic planning process and will influence recommendations that the QEP Leadership Team will make to the provost about how UofL can extend the success of the QEP beyond its final semester of spring 2022. They will also inform the UofL QEP Impact Report for SACSCOC.

The focus group data confirm and extend the findings of preexisting QEP data analyses that suggest the central elements and outcomes of the Find Your Fit Project support student development and success. These data also suggest that UofL can and should expand the gains of the project to promote more equitable access to students. These findings also indicate that any intervention that support students' experience with indecision in their academic, career, or personal pathways needs to be human-centric, with regular interactions with faculty and staff mentors, peers, and recent alums or near-peers who share their experiences. Finally, the findings of the report also indicate that expanding the gains of the project requires a cultural shift where the core principles of the FYF QEP, which center on uncertainty, growth through inquiry, and discovery to inform decision making, are woven into the fabric of the undergraduate experience.

The recommendations or issues shared in focus groups often go beyond the Find Your Fit QEP specifically and relate more to student success initiatives generally. This is important as UofL considers the conditions that would allow for the expansion of the Find Your Fit outcomes or any future QEPs that have a significant relational component.

FYF Reception Recognition Event

As the final year of FYF implementation came to a close, the QEP Staff Team organized a reception and recognition event. On April 26th, 2022, the entire cohort of faculty, advisors and librarians who were part of the instructional teams during the five years of FYF were invited to an event in the Delphi Center to mark their contributions to the QEP. Find Your Fit Champion glass awards were given to each individual and Gail DePuy (Interim Senior Vice Provost) spoke about the impact of Find Your Fit on students and highlighted the roles that each staff group played in the project.

Read more about this event—and the names of those who were recognized—in this [UofL Today article](#).



Eric Turner, current student success coordinator and former exploratory and transition advisor, speaks on the positive effects he saw through FYF and his own takeaways from serving as an FYF course advisor.

Impact Report Draft Completion

As mentioned on page 5 above, the newly formed QEP Impact Report Committee convened to contribute to the development of the first draft of the QEP Impact Report. Throughout their online meetings in fall 2021 and spring 2022, the Report Committee gave insight, input, and made editorial suggestions of the first draft.

The 5th-Year Impact Report includes the following components, and the Committee contributed to each section in development:

- Initial Goals and Intended Outcomes
- Discussion of Changes Made to the QEP and Reasoning for Those Changes
- Description of the QEP's Impact on Student Learning and/or the Environment Supporting Student Learning in Relation to the Design of the QEP
- Reflections on What the Institution has Learned from the QEP

ECPY 302 FALL 2021 SECTIONS

Section 01: Exploring Your Digital Identity: Popping Your Online “Filter Bubble”

Time: MW, 2:00-3:15pm

Instructor: Abby Koenig

Advisor: Daniel Darland

Librarian: Amber Willenborg

Location: BAB 410A

Modality: In-person synchronous

Enrolled: 10

In the 21st century, we have become more and more isolated in our own online worlds. As our digital interactions with others and the apps and websites we engage with create and recreate our digital identities, we can quickly end up in an echo chamber of our own preferences and likes. Every time we make choices online, or interact on social media, unseen algorithms are customizing a world for us based on every click. The algorithms online create a world for us that Eli Pariser, an Internet activist, calls a “filter bubble;” a state of intellectual isolation based on information about you including your location, past click-behavior, and search history.

As a result, you become separated from information that disagrees with your viewpoints, effectively isolating you in your own cultural or ideological bubbles. As Pariser has said, the algorithmic platforms we engage with have created a world for each one of us.

In this course we will consider questions such as:

- Do I live in a digital filter bubble of my own making? How do I find out?
- Does my filter bubble represent my digital identity and is that my true identity?
- Do the algorithmic platforms that I engage with challenge, reinforce or conflict with my true identity?
- How do concepts such as digital identity, algorithmic literacy, and the filter bubble create and recreate my digital world every day?

This seminar will help you understand the unseen forces that are creating your own online world and “pop” the insulated, filter bubble you live in. 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.



▲ College of Business faculty member Abby Koenig taught a fall 2021 section of the FYF seminar with a theme of exploring the identity students cultivate through their online presence.

Section 02: College Life: Looking Backward to Move Forward

Time: TTH, 1:00-2:15pm

Instructor: Amy Hirschy

Advisor: Jessy Rosenberg

Librarian: Robert Demetring

Location: BAB226

Modality: In-person synchronous

Enrolled: 18

Are you looking to get the most out of your college experience? In this seminar, you will reflect on who and what has influenced your views on college life (like family, friends, and popular culture) and compare those images to your own realities as a college student. We will explore student experiences at colleges and universities throughout history and examine ways that higher education can be improved for future students. By the end of this course, you will develop a strategic map to help you navigate your path and get the most out of your time in college. 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.

Central questions of this seminar include: What traditions and rituals make higher education unique? How has the role of college changed over time? What new innovations are emerging? Additionally, you will complete an inquiry project on a current issue in higher education that relates to your particular interests. Examples of possible inquiry topics include: higher education and politics, the role of college athletics, why college costs so much, student mental health issues, role of student organizations, free speech, diversity and inclusion on campus and campus architecture and design.

Other questions central to this course:

- How did you decide to attend college?
- In what ways has your college experiences matched your expectations? In what ways is it different?
- How have you been challenged and supported while in college? (both in and outside the classroom)
- What individuals contributed most significantly to your growth during college and why?
- How can colleges do better? What's wrong with colleges? What are ways that we can better support student success?



▲ College of Education and Human Development faculty member Amy Hirschy taught a fall 2021 FYF seminar course themed around the history and current state of traditions, roles and innovations in higher education.

Section 03: Follow the Yellow Brick Road: Mastering Happiness and Challenges and Channeling Resilience and Hope, on the Journey of Life

Time: N/A

Instructor: Sharon Sanders

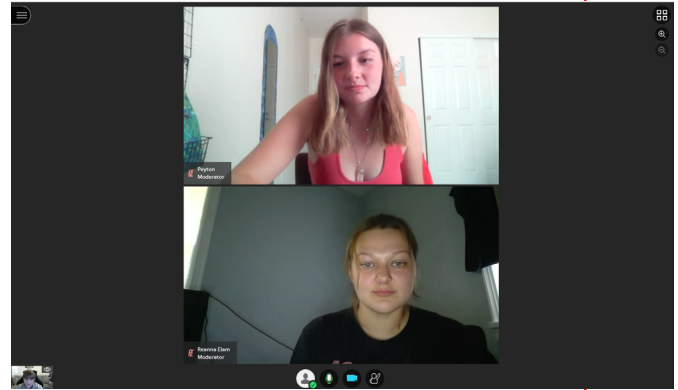
Advisor: Marissa Williams

Librarian: Amber Willenborg

Location: Online

Modality: Asynchronous

Enrolled: 18



▲ Here, advisor Marissa Williams meets online with two of Kent School of Social Work instructor Sharon Sanders' students.

We are all on a life journey. Sometimes we know where we are headed, and sometimes we feel lost. There are lots of questions around our individual journeys that we will revisit again and again: Where are we headed? What do we want out of life? What makes for true happiness? How do we respond effectively to setbacks or life crises on our journey? Where do we find hope? How do we become resilient travelers?

In this seminar, you will explore themes, research and practical strategies for managing your journey. We will explore what research shows really makes individuals happy. We will look at life challenges that individuals typically encounter on the journey, and strategies we can adopt for responding to challenges with resilience. We will cultivate new attitudes, knowledge and skills for dealing with the ups and downs in the life journey. We will explore how culture and society impact our beliefs and attitudes toward concepts such as journey, happiness, and arrival. We will experience using technology that can support us in our journeys. We will learn how to adopt healthier and more resilient attitudes and skills as routes to hold on to hope when we lose our way.

Some questions we will explore in the seminar include:

- What can we learn from the journeys of others?
- What does the research tell us about finding happiness and purpose in life?
- What are tools that I can adopt to help me cope and navigate with life challenges, such as monitoring and adjusting thinking and self-talk, self-acceptance, deciding when to hold on and when to move on?
- What is resilience and what is it not?
- This class meets asynchronously, online. 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.

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SPRING 2022 SECTIONS

Section 01: Emotional Intelligence: How do Emotions Shape my Thinking, my Decisions and my Everyday Life?

Time: MW, 2:30-3:45pm

Instructor: Eileen Estes

Advisor: Jessy Rosenberg

Librarian: Amber Willenborg

Location: ED372

Enrolled: 12

In this section, you will look at the role and power that emotions play in your everyday life. You will look at emotions through the lens of emotional intelligence which refers to an individual's ability to become aware of, and control, their 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. You 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 we will explore include:

- To what extent do our emotions influence our thinking?
- What impact do our emotions have on making decisions in regards to managing our personal relationships with family and friends; setting personal goals; making career decisions, and coping with daily stressors of life?
- What does it mean to be "emotionally intelligent"?
- How can we make emotions work for us, instead of against us?



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. You will shape your inquiry project around a question on emotional intelligence that is personally and intellectually meaningful to you.



Eileen Estes (front right), faculty member from the College of Education and Human Development, taught a spring 2022 FYF seminar course on the theme of emotional intelligence.

Section 02: Walls: Portals, Perspectives and Pathways

Time: TTh, 2:30 – 3:45pm

Instructor: Mark French

Advisor: Daniel Darland

Librarian: Rob Detmering

Location: BAB408

Enrolled: 9



This seminar uses the concept of “wall” as a pathway to knowledge discovery. You will gain insights into how ancient and current civilizations are empowered and limited by physical walls. You will learn how individual people reflect on the presence of physical walls as symbols of peace, security, economic prosperity.

You will reflect on metaphorical walls that influenced your path to and through college (like family, friends, popular culture, leaders, etc.). You will find awareness of walls in your daily life and consider how the walls influence your activities and interactions with others, providing you with a way to organize your thoughts and behaviors. You will consider how your walls were constructed and what modifications could be useful to open portals to your personal strengths and realities.

This course will help make your invisible walls visible and inform you how to see which way to go. By the end of this course, you should have a strategic plan to help you navigate a path to gain from your time in college.

Questions we will explore in this seminar include:

- What kind of walls have I built in my own life? Walls to protect me or direct me?
- How have walls influenced civilizations and society in ancient times and comparatively now in our current era?
- Do walls bring benefits to those that live behind them or to those that live beyond them?
- How do personal and individual walls occur?
- What is the value in discovering how walls, both physical and metaphorical, influence us?

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. You will shape your inquiry project around a question on walls that is personally and intellectually meaningful to you. You might explore walls in relation to the social groups or communities you participate in. Or you might investigate a political or economic aspect of walls that interests you. Or perhaps you might look at walls in the natural world, or walls in a specific time period.

the central concepts of the course theme.

▲ Mark French (left), Speed School of Engineering faculty member, taught a spring 2022 seminar course with an academic theme that encouraged inquiry into physical walls while simultaneously considering “walls” that impede personal inquiry. He was joined by advisor Daniel Darland (left).

Section 03: Overcoming Thinking Traps: Concepts and Tools to Unlock Your Future

Time: TTH, 9:30-10:45am

Instructor: Mark Leach

Advisor: Jessica Newton

Librarian: Amber Willenborg

Location: ED151

Enrolled: 14

In this course you will learn about the “thinking traps” we often get caught up in that can hold us back from accomplishing our goals. We will focus on how to become more aware of how thoughts are related to feelings and behaviors, and how they impact areas such as growth, resilience, goals, choices, decision-making, and problem-solving. We will use everyday examples to highlight new ways we can break the cycle of internalized messages originally taught to us and begin to lead a more focused and stimulating life and career. The concepts, tools and strategies we will explore in this course will assist us in the following: managing emotions; relationships and communication; conflict resolution; coping vs. thriving; mindfulness; among other topics.

Questions we will explore in this course include:

- What messages keep me from moving forward? What messages propel me?
- What types of thoughts/feelings/behaviors do I have that allow me to stay in one place or allow me to move forward?
- What has led me to past success?
- What have I learned about what is important in regard to career, income, status, relationships, family, crises, fun and friendships, gender roles, and faith?

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. You will shape your inquiry project around a question on thinking traps that is personally and intellectually meaningful to you.

▶ Mark Leach (right), faculty member from the College of Education and Human Development, listens to a student give a presentation during his spring 2022 FYF seminar course on the theme of overcoming thinking traps.



MARKETING AND AWARENESS

Yard Signs and Table Tents

This year, the QEP Staff Team refreshed the yard signs and table tents that were placed strategically throughout campus with a new design in order to help FYF gain campus visibility. The QR code on the table tents led 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 (March and October) and were also placed again right before the beginning of the 2021-2022 academic year.

- For the fall 2021 semester, the QR codes on the yard signs led to 53 individuals with a total of 81 visits to the website; the table tents led to 7 individuals with a total of 7 visits to the website.
- For the spring 2022 semester, the QR codes on the yard signs led to 39 individuals visiting the website; the table tents led to 37 individuals visiting the website.
- In total, the QR codes facilitated 164 visits to the FYF homepage.



▲ Patty Payette stands at the FYF table that was present for the fall 2021 majors fair to provide information about FYF to students who may have had an interest in the course.

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 and contact information for the entire QEP team. The website was updated in March of 2022 to reflect that the course would not be offered during the 2022-2023 academic year; however, information was provided Gen 201—a one-credit class in spring 2023—that helps student explore academic and career paths.

FYF RECEPTION FEATURE STORY IN UOFL NEWS

The Delphi Center's marketing team worked closely with the QEP Staff Team to write a feature story about the Find Your Fit celebration reception that was held in May 2022 and pitched it to the UofL News team. The feature story, titled "UofL's Find Your Fit program celebrated for helping students align their goals with a career path," described the trajectory of the FYF QEP. Additionally, it described the specific responsibilities of those who contributed their time and talents to the project; those who contributed over the course of the QEP were recognized as "FYF Champions." The story, as well as the list of all who were recognized as FYF Champions can be found [here](#).

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 the CEHD unit. In fall 2021, College Student Personnel faculty member Amy Hirschy taught an in-person section of the seminar with the theme "College Life: Looking Backward to Move Forward." In spring 2022, ECPY faculty member Mark Leach taught an in-person section of the seminar with the theme "Overcoming Thinking Traps: Concepts and Tools to Unlock Your Future," while ECPY faculty member Eileen Estes taught an in-person section of the seminar with the theme "Emotional Intelligence: How do Emotions Shape my Thinking, my Decisions and my Everyday Life?".

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 Amber Willenborg and Rob Detmering continued to be a vital partner in the FYF endeavor, providing both administrative and curricular leadership as the role of the librarian was modified significantly. Amber and Rob worked closely with the QEP Staff Team and the lead faculty members to help faculty deliver some of the information literacy sessions and coaching of students that librarians used to do. The librarian role in the classroom was concentrated at the start of the semester and then shifted to an advisory/coaching role for both faculty and student to ensure the I-Search Paper inquiry projects were supported. This new conception of the librarian role allowed faculty to gain new skills in teaching information literacy and students to continue to benefit from learning these skills.

Exploratory & Transition Advisors

Advisors 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. Marissa Williams' experience with the first asynchronous version of the seminar in spring 2021 provided to be invaluable as she helped improve and deliver this iteration of the seminar for the fall 2021 offering.

University Career Center

Rosie Shannon, Assistant Director at the Career Center, continued to provide strategic support in each seminar. Rosie coordinated with each instructional team to support the delivery and interpretation of key career discernment and personal inquiry activities. The Alumni Panel seminar 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 successfully recruiting relevant alumni from across the country who could join the panel remotely and facilitating sessions to maximize student engagement at a distance.



Gail DePuy, Interim Senior Vice Provost, speaks about the impact of FYF on students while acknowledging key contributions from QEP staff groups and partnerships at the FYF recognition and reception event.

2021-2022 FYF ASSESSMENT

There are four outcomes that guide the activities and assessments at the heart of the Find Your Fit 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.



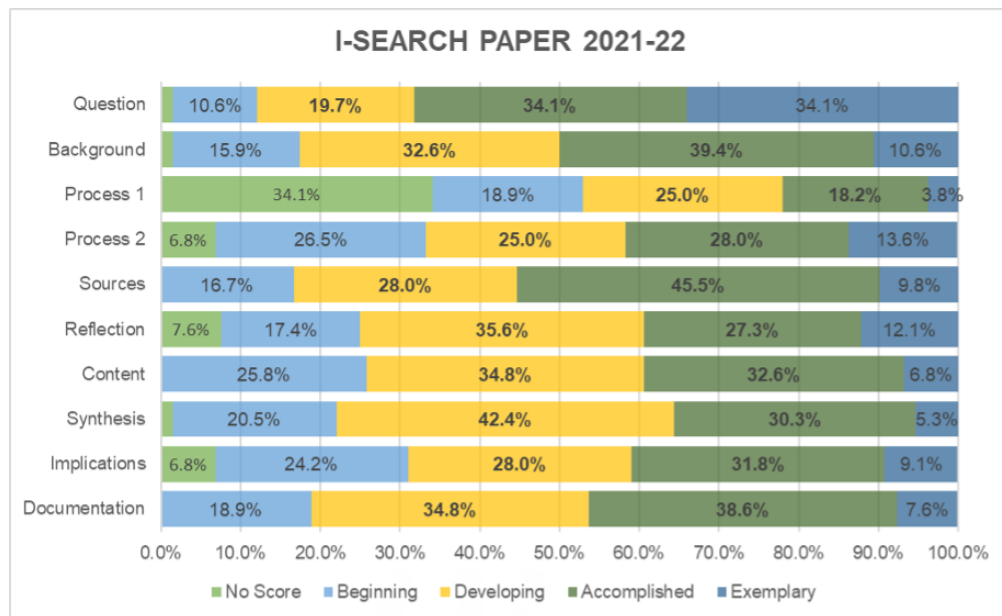
OUTCOME I: STUDENTS WILL DEMONSTRATE INFORMED DECISION-MAKING BY IDENTIFIABLE MEASURES OF REFLECTIVE LEARNING, INDEPENDENT INQUIRY AND CRITICAL THINKING.

This outcome is measured in the following ways:

- I-Search Paper
- Academic and Personal Plan
- FYF End-of-Semester Student Feedback Form

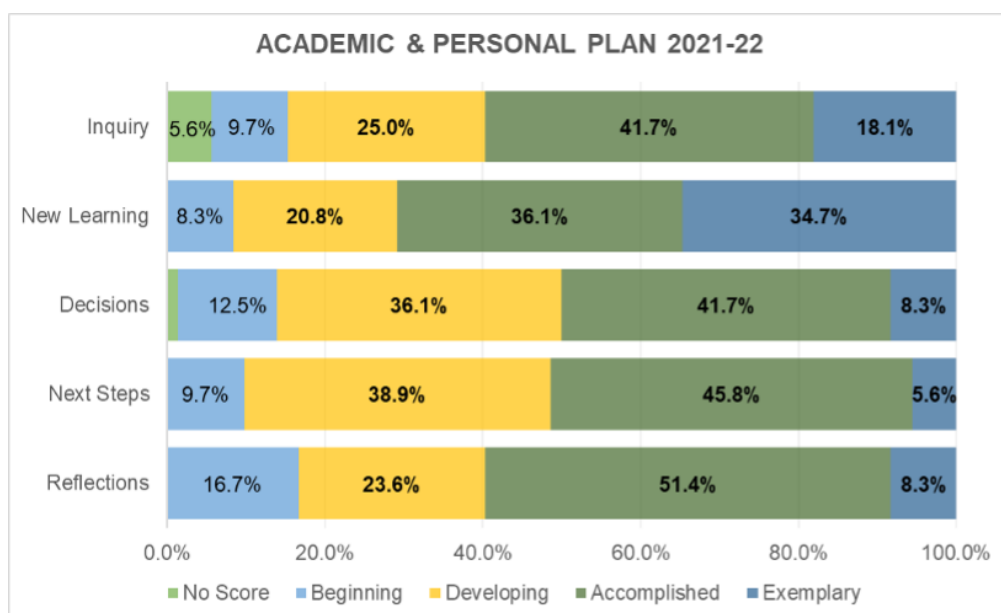
The I-Search Paper (ISP) and the Academic and Personal Plan (APP) are two parts of the signature course assignment—known as the Hallmark Assessment Task (HAT)—in which students are asked to demonstrate informed decision-making. Criteria for independent inquiry, informed decision-making, and reflective 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 2021-2022 academic year.



As can be seen in the above graph, for the 2021-22 academic year, most students scored at the “accomplished” level on three of ten dimensions: question, background and sources. 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 2021-22 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 2021-2022 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 2021-2022 FYF students scored on key items associated with their learning and the contribution of the seminar experience.

Survey Items	AY 2021-22 (n=42)
As a result of taking this course, I am better able to develop meaningful questions.	4.26
As a result of taking this course, I am better able to gather relevant information around questions I have.	4.21
As a result of taking this course, I am better able to consider multiple points of view around a topic or question.	4.17
This course provided me with regular opportunities to reflect on my learning.	4.33
This course strengthened my ability to think critically about the academic theme of the course.	4.33
Where 1=Strongly disagree and 5=Strongly agree	

Overall, students agreed that as a result of taking this course, they 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.

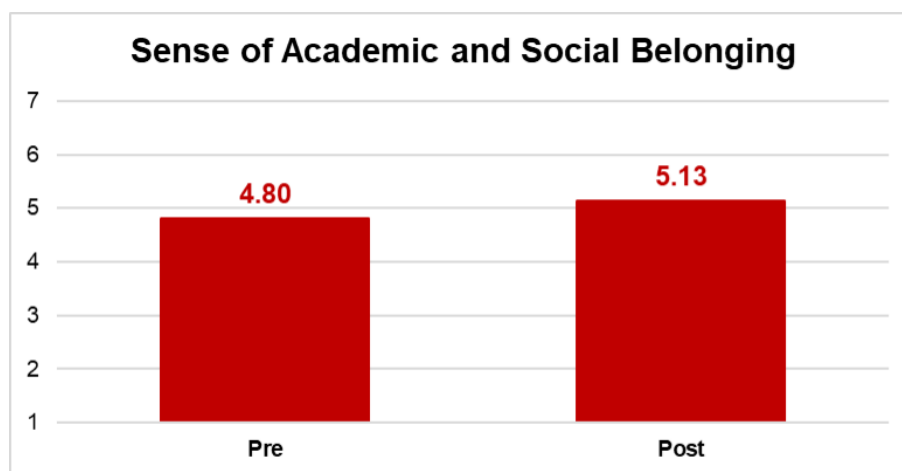


OUTCOME 2: STUDENTS WILL REPORT AN INCREASE IN THEIR SENSES OF ACADEMIC AND SOCIAL BELONGING AND FIT AT THE UNIVERSITY OF LOUISVILLE.

This outcome is measured in the following ways:

- Find Your Fit Learning Scale (Walton & Cohen)
- FYF End-of-Semester 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 2021-2022 academic year.



Data gathered from the 2021-2022 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 2021-2022 academic year.

Survey Items	AY 2021-22 (n=42)
This course helped me feel like I belong at the University of Louisville.	3.98
Where 1=Strongly disagree and 5=Strongly agree	

The indirect measure indicated that, on average, the 2021-2022 academic year seminar students agreed that the course contributed to their sense of belonging at UofL. As in past semesters, students come into the FYF seminar experience already feeling a sense of belonging and this course may reaffirm to support their belonging over the semester.

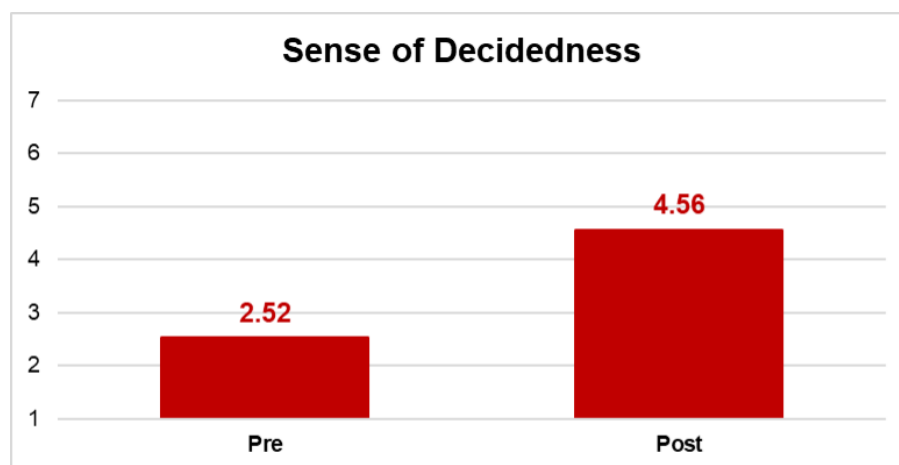


OUTCOME 3: STUDENTS WILL GAIN A SENSE OF DECIDEDNESS TOWARDS THEIR ACADEMIC MAJOR AND CAREER AT THE UNIVERSITY OF LOUISVILLE.

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 students' 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 2021-2022 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 their major and career. Below is the survey prompt with the average score from the 2021-2022 academic year.

Survey Items	AY 2021-22 (n=42)
This course strengthened my ability to think through decisions related to my major and career.	4.40
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.

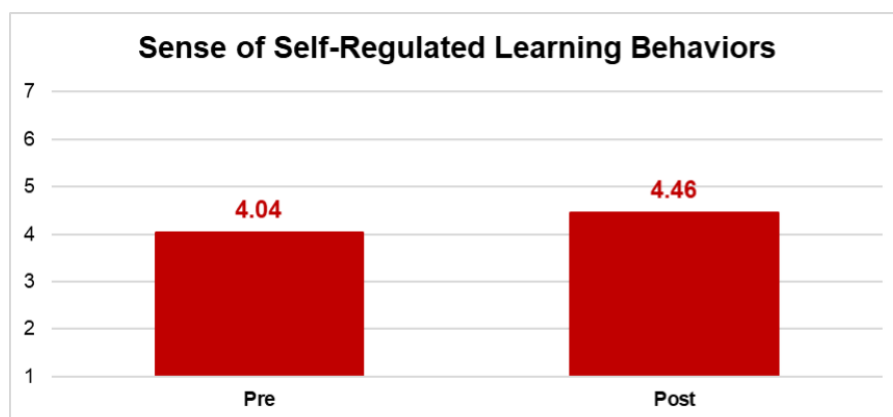


OUTCOME 4: STUDENTS WILL REPORT AN INCREASE IN THEIR SENSE OF SELF-REGULATED LEARNING BEHAVIORS AT THE UNIVERSITY OF LOUISVILLE.

This outcome is measured in the following ways:

- Find Your Fit Learning Scale (developed using Pintrich et al., 1990)
- FYF End-of-Semester 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 2021-2022 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 2021-2022 academic year.

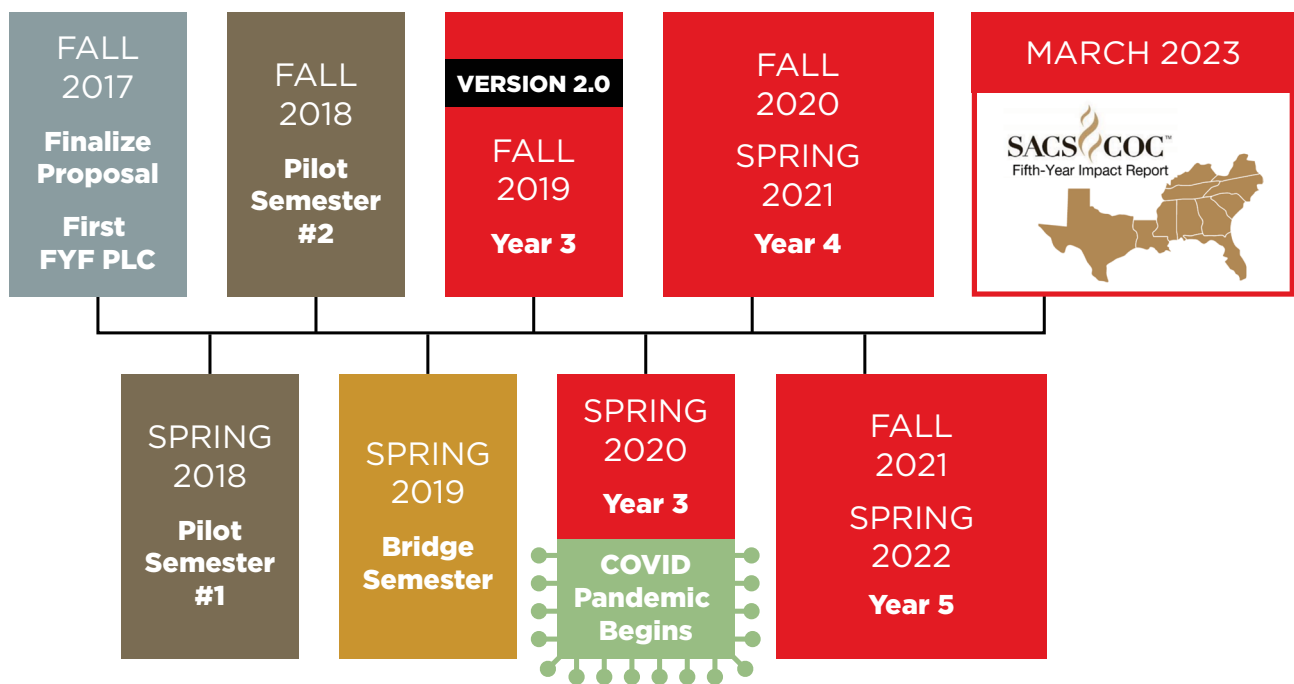
Survey Items	AY 2021-22 (n=42)
This course helped me strengthen my ability to think critically about my learning behaviors, habits, and strengths.	4.50
Where 1=Strongly disagree and 5=Strongly agree	

The indirect measure indicated that, on average, the 2021-2022 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

Following the 2021-2022 academic year, the FYF seminar course will be discontinued as the current iteration of the QEP moves from implementation to the integration stage, which includes submitting a 5th-Year Impact Report to SACSOS as well as generating and proposing ideas for the next iteration of the QEP.

QEP Timeline



QEP STAFF CONTRIBUTIONS TO DELPHI PROJECTS

Patty Payette continued to serve as the Senior Associate Director to the Delphi Center as part of the Center's management team. She provides leadership on the 2nd floor of Delphi Ekstrom operations. She also provides leadership for the Instructional Design and Development Group (IDDG). In the 2021-22 year, she also took the lead with Reading Circle programs.

IL Barrow continued to serve as the Manager of Assessment in the Delphi Center. He leads the Office of Online Learning Data Analytics team, leads institutional-level assessment projects, and manages and supports Delphi-wide initiatives. This year he provided leadership for UofL's U.S. News and World Report annual collection and reporting of online learning program rankings; modifications to the university student records systems to readily identify online programs; development and distribution of online program enrollment dashboards; revising the diversity scoring rubric used to assess Cardinal Core course artifacts and Delphi Center's migration efforts of the customer relationship management system.

Caroline Boswell stepped into her new role as Faculty Development Specialist. Her Delphi contributions under the umbrella of the Teaching & Learning team included leadership and development of the new Teaching Onboarding Programs; supporting the partnership with the Center for Engaged Learning; co-facilitating the Seminar on Teaching for New Faculty and providing leadership in DEI-related professional development programs.

Crystal Bradley continued to serve as Administrative Services Manager, Sr. Her contributions include providing office management for second floor Delphi suite; co-supervising the Ekstrom student employee team and providing administrative support for OOL expenses/reconciliation. This year she took on an additional leadership role with the pre-existing Delphi Center Diversity Resources Engagement Team (DET). This team focused on intentionally provide a professional development program for Delphi staff in response to former President Neeli Bendapudi's call for participation in the University's Cardinal Anti-Racism Agenda (CARA). As the new structure of the team emerged, Bradley communicated directly with Delphi Center leadership to collaborate while planning meaningful opportunities with the rest of the DET.

SERVICE TO THE PROFESSION

University of Louisville Virtue Expert

Patty Payette was appointed as a Virtue Expert for "Decisiveness" in the Project on Positive Leadership (PPL) program at UofL. PPL develops affiliations with professors, consultants or coaches who have expertise in specific virtues as an ongoing effort to broaden the reach and increase resources to help others develop positive leadership skills. More information about PPL and virtue expertise can be found [here](#).

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.

Podcast Guest: Faculty Feed

Patty Payette shared her expertise in critical thinking with “Faculty Feed,” a podcast for health professions faculty from the Health Sciences Center Office of Faculty Development at the University of Louisville. The podcast exists to engage, equip and inspire health professions faculty to be learner-focused and to excel in teaching and academic leadership. The podcast episode, “Dr. Patty Payette Dives Deep Into Critical Thinking,” can be found [here](#).

Professional Leadership: BFSA

The Black Faculty and Staff Association (BFSA) serves as an Employee Resource Group (ERG) to support the Black community at the University. Crystal Bradley served as the co-chair of the Staff Affairs Committee for BFSA. As co-chair, Crystal led meetings that brainstormed, developed and planned for implementation of programming and events that, while open to all University community members, are meant to give Black UofL community members safe spaces to find support, community and professional development opportunities. Crystal played a key role when the BFSA organized and led a campus-wide program for Juneteenth in June 2022.



▲ Alongside the many ways Crystal Bradley (right) provided service to the profession throughout the 2021-22 academic year, she also received the “Student Champion Award,” being presented to her here by Patty Payette (left) at the FYF Recognition and Reception.

SCHOLARLY ACTIVITY AND PRESENTATIONS

Scholarly Articles

Patty Payette co-authored an [article](#) with Rob Detmering, one of the University of Louisville librarians who participated in Find Your Fit (FYF), in the *Journal of Library Administration*, which discusses insights had through FYF. The article discusses the rationale and process for collaborating across libraries and teaching centers to support the QEP as a student success initiative. It includes lessons learned, challenges and best practices for working across academic silos on university-wide initiatives.

Article Citation:

Detmering, R., & Payette, P. (2021). Finding a New Fit for Student Success: Librarians as Agents of Teaching Innovation and Institutional Change. *Journal of Library Administration*, 61, 947-963.

Workshops and Presentations

The Delphi Center holds a campus-wide annual conference titled Celebration of Teaching and Learning. In spring 2022, the conference theme was “Relationship-Rich Education: Laying the Groundwork for Quality, Equity and Inclusion at UofL.” Patty Payette and Rob Detmering served as the facilitators for an interactive session based on their recent FYF article (described above). The presentation, titled “Collaborating Across Campus Silos to Foster Students Success,” provided attendees an opportunity to consider an “aspirational” partnership they would want to form on campus that would fulfill an existing gap or need in attendees’ ability to support students. Additionally, participants were given an opportunity to share potential barriers to the partnership and concrete next steps to receive feedback from Payette and Detmering and other attendees.

Patty Payette designed and facilitated several workshops and presentations using knowledge and insight acquired from the FYF QEP.

- Payette contributed her QEP Impact Report workshop, titled “QEP Impact Report: Best Practices, Lessons Learned, and Sticky Wickets,” virtually to the SACSCOC Annual Meeting in December 2021 as well as the SACSCOC Summer Institute in July 2022.
- As described above, Payette contributed to the annual Celebration of Teaching and Learning conference hosted by UofL in February 2022 by co-designing and facilitating a workshop titled “Collaborating Across Campus Silos to Foster Students Success.”

Caroline Boswell contributed to and gave several presentations throughout the 2021-2022 academic year, as well as participating in a variety of conferences relevant to the field of higher education. These presentations included the following:

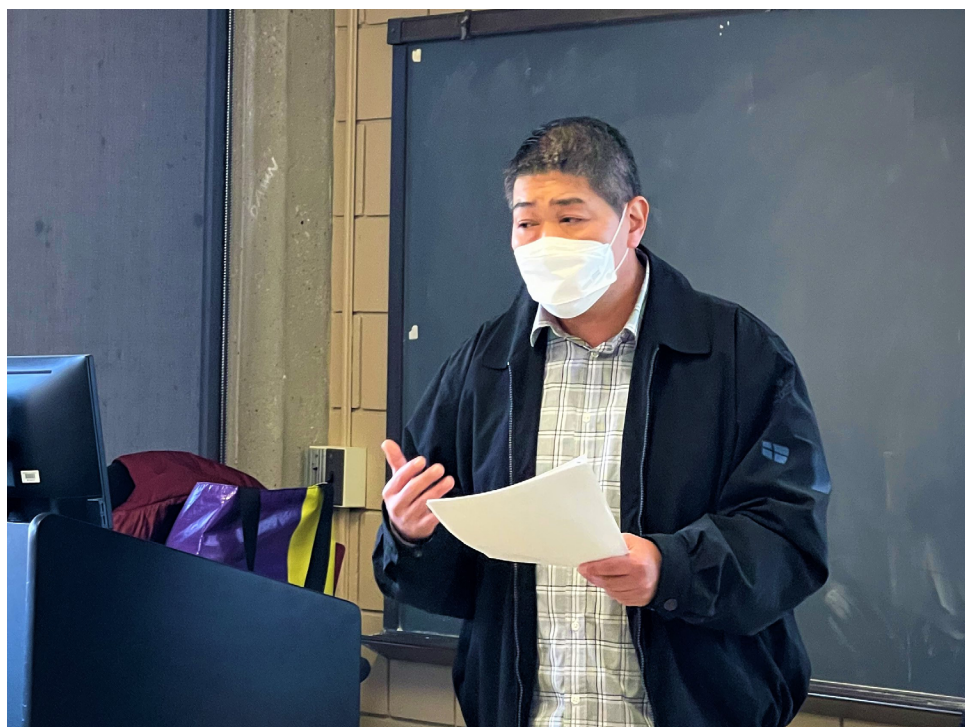
- “Embedded EDI Consultants and Interns: A Multidisciplinary Approach to Classroom Equity and Inclusion.” Presented virtually at the University of Wisconsin System OPID Teaching & Learning Conference in April 2022.
- “Faculty Equity Orientation and Student Outcomes in a First Year Program.” Presented at the 2022 American Association of Colleges and Universities (AAC&U) Diversity, Equity & Student Success Conference held in New Orleans, LA in March 2022.

- “Inclusive Teaching in Natural and Applied Sciences Courses.” Presented at the Growth, Understanding, Inclusion, Diversity, and Equity (G.U.I.D.E.) Virtual Conference in November 2021.
- “Cultivating Capstone Conversations.” Presented virtually at the Assessment Institute in October 2021.

SUSTAINING I2A

The QEP Staff Team continues to support and extend the work of the first QEP, Ideas to Action (i2a), in a variety of ways each year. During the 2021-2022 academic year, the following activities helped sustain the work of i2a:

- SPHIS instructor Sarah Choate requested digital critical thinking resources for use in her teaching
- A team of Dental Hygiene colleagues requested the i2a poster cards to use at a national conference as part of their presentation on critical thinking
- Patty Payette and former QEP Staff Team member Nisha Gupta were selected to complete a book chapter on assessing culminating undergraduate experiences (CUE) as part of a forthcoming book on designing and teaching culminating experiences
- Campbell Bego, a Speed School instructor, requested critical thinking cards and materials for teaching
- As mentioned above, Patty Payette was tapped to be a virtue expert on the topic of decisiveness because of her expertise with critical thinking



IL Barrow speaks to a fall 2021 FYF seminar class at the end of the semester. Throughout the duration of the QEP, Barrow visited each seminar section at the beginning and end of each semester to connect with the students and to encourage them to take their learning and apply it moving forward.

QEP: WHERE TO NOW?

Following the 2021-2022 academic year, the FYF project will move into its next stage in 2022-2023 academic year. This includes the completion and submission of the QEP Impact Report as part of the Fifth Year Impact Report to SACSCOS exploring Post-QEP Pathways for how the best practices of the FYF seminar can be leveraged on campus and continuing to track FYF students to deepen our data and results of this important multi-year project.



▲ Students from Amy Hirschy's fall 2021 FYF seminar course visited the Speed Museum and were led on a tour of the art on display.

