

UNIVERSITY OF LOUISVILLE

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QEP Development Committee

**Co-chairs**



**Patty Payette, Ph.D.**

Executive Director,  
Quality Enhancement Plan  
Senior Associate Director, Delphi  
Center for Teaching & Learning



**Beth Willey, Ph.D.**

Professor and Director of  
Composition, Department of English  
Faculty Fellow for Undergraduate  
Affairs

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## Today's Overview



- **Rationale** for our QEP
- **Institutional Capacity** for the QEP
- **Major Components** of our QEP
- **Expected Outcomes** of our QEP
- **Assessment & Evaluation** of QEP Outcomes
- **Intended Consequence** of the QEP at UofL
- **Reflections** from our first pilot semester

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## Rationale for our QEP

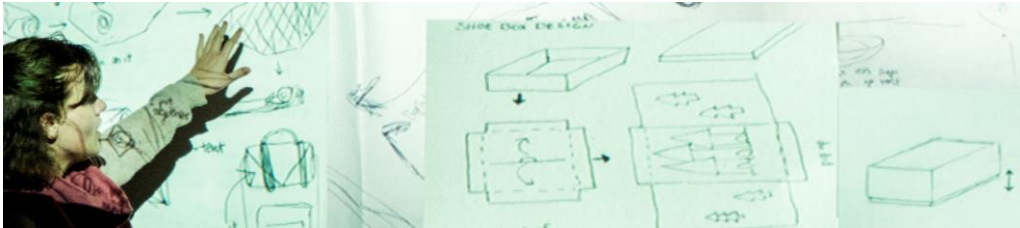


- Institutional Data
- Focus on the Second Year
- Our Students' Needs & Experiences
- University Mission & Priorities
- Promising Practices

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## Major Components of our QEP



- Seminar Experience
- Intra-University Instructional Team Approach
- Ongoing Training and Support
- Faculty and Student Engagement
- Scale-up Plan

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## Institutional Capacity for the QEP



- Delphi Center for Teaching & Learning coordination
- QEP Organizational Structure
- Scholarship & Best Practices
- Key Campus Collaborators
- **New** Student Success Center
- Ongoing Assessments and Adjustments

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## Expected Outcomes of our QEP

### Our Student Learning Outcomes



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



Students will report an increase in their **sense of academic and social belonging or fit** as measured by the pre- and post- FYF assessment scale.



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



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

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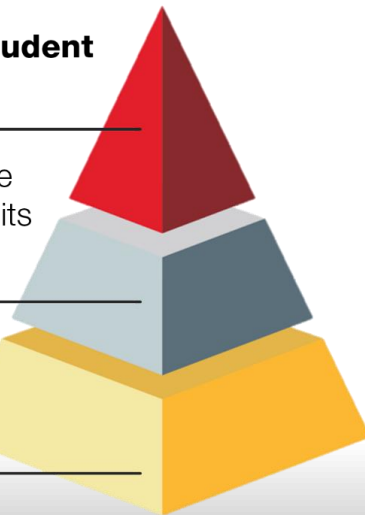


## Assessment & Evaluation of QEP Outcomes

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

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

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



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## Assessment & Evaluation of QEP Outcomes

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

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

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## Assessment & Evaluation of QEP Outcomes

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

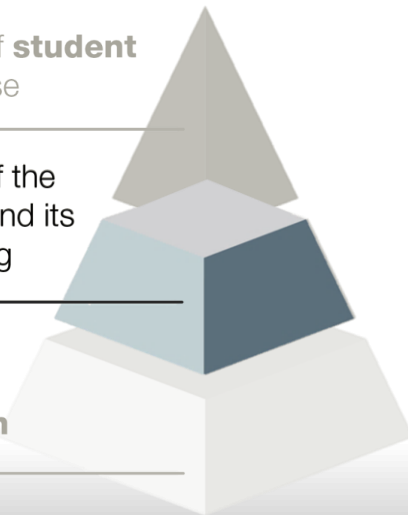
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**Tier Two:** assessment of the **QEP seminar course** and its impact on student learning

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

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## Assessment & Evaluation of QEP Outcomes

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

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## Intended Consequence of our QEP at UofL



- Foster a campus-wide conversation about student learning;
- Enhance our students' success and persistence through the second year and beyond;
- Implement and integrate QEP seminar and/or its components into overall UofL undergraduate experience.

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## Reflections from our first pilot semester



“Being in ECPY 302 has allowed me a space where I can identify with other students experiencing the same journey of emotions and decisions as me. Also, this class has led me to discover aspects of myself that I need to hone in on in order to select the course of undergraduate study which fits me best.”

- Current ECPY 302 Student

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## Reflections from our first pilot semester



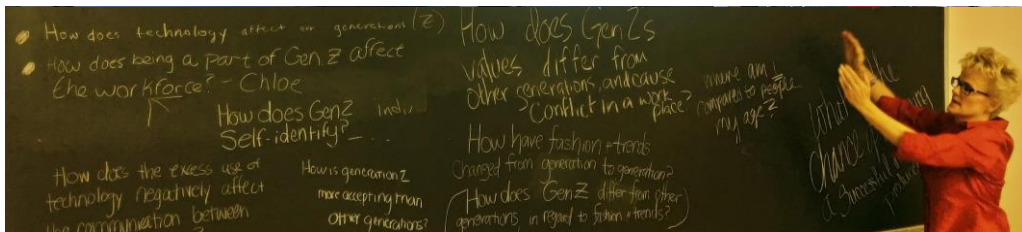
“I took the ECPY 302 course with the goal of finding a potential career that I would enjoy. Not only did I find a path that I could pursue, but I also discovered more about myself, which I wasn't expecting. The class made me more aware of my strengths, interests, dislikes, etc. – which in turn gave me confidence in the choices I am making for my future.”

- Current ECPY 302 Student

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## Reflections from our first pilot semester



- Challenges and opportunities to improve/modify
  - Institutional level
  - Course level

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**Questions?**