Find Your Fit
Quality Enhancement Plan

MARCH 26-29, 2018 • SACSCOC ON-SITE REAFFIRMATION VISIT

UNIVERSITY OF LOUISVILLE®

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Find Your Fit:
louisville.edu/findyourfit

I. Executive Summary

"The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community," proclaims our mission statement. This mission is realized, in part, through our commitment to teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars. This commitment to student success and to nurturing students to become active citizens, leaders, and scholars is emphasized in our university's 21st Century University Initiative, which is designed to help us realize the goals of our earlier 2020 Plan. Our 21st Century University Initiative provides a blueprint to help us continue to improve in all areas, including empowering undergraduate learning and enhancing our environment for student success. Our Quality Enhancement Plan (QEP) and its distinctive emphasis on helping second-year students thrive and, therefore, persist is named in the 21st Century University Initiative as an important institutional goal.

Beginning in early 2015, our institution's newly formed QEP Development Committee examined and analyzed university data and identified a distinctive hurdle faced by many undergraduate students: navigating the challenges of the second year and successfully transitioning into the third year. The transition between the second and third year appeared to be a point of critical weakness in the university's persistence plans. Although improved retention is one of the expected outcomes of the new QEP, the project will center upon enhancing student learning and the learning environment, and its subjects will be pre-unit and undecided students who are collectively known as "exploratory students" on our campus, and whose particular struggles are evident in second-year performance data. The purpose of this QEP is to enhance our students' inquiry and decision-making skills in order to help them thrive academically and personally.

The University of Louisville's QEP is titled Find Your Fit (FYF). This initiative is an opportunity to foster a campus-wide conversation about student learning and success in that crucial second year of undergraduate studies. At the heart of our QEP is the design, implementation, and assessment of a new, three-credit seminar aimed at enhancing the academic and personal success of exploratory second-year students. As we help our students "find their fit" academically and align their goals with a career path, our QEP project is poised to have long-term implications for how we support our undergraduate population inside and outside the classroom.

The FYF initiative offers our campus key opportunities to bring innovative pedagogical practices to the foreground as we provide our exploratory students with a high-touch, small seminar experience. These students will engage in critical, intellectual inquiry activities and actively participate in the major and career discernment process with focused support from a faculty mentor, an advisor, and an instruction librarian. Our new Student Success Center, set to open in fall 2018, aims to foster an integrated approach among career, academic success, and advising for our lower-division student population. FYF aligns closely with the mission of the new center and will be a signature program offered through the center. In line with SACSCOC expectations, a demonstration of effective impact should lead to the eventual adoption of the course, or its effective activities, assessments, and pedagogical practices, in our undergraduate curriculum and/or advising practices.

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.

Students will report an increase in their sense of decidedness.

Students will report an increase in their sense of self-regulated learning behaviors.

II. Identification of Topic

From the early inception of the QEP Development Committee, and continuing throughout the development process, we have been committed to engaging a wide array of campus populations in the QEP conversation. SACSCOC expects that the selection of the QEP topic and the contour of the project "includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP" (SACSCOC Comprehensive Standard 3.3.2).

Establishing the QEP Development Committee

In early 2015, the University of Louisville convened the QEP Development Committee in order to research, propose, and prepare a QEP proposal as part of the institution's commitment to the reaffirmation process for SACSCOC. Our QEP Development Committee is composed of faculty, staff and student members from units across campus and was originally co-chaired by Riaan van Zyl, professor and associate dean of research from the Kent School of Social Work, and Patty Payette, executive director of the Quality Enhancement Plan and senior associate director of the Delphi Center for Teaching and Learning. When van Zyl stepped down in May 2017 upon accepting a new position at another institution, his position as co-chair was filled by another long-standing member of the group, Beth Willey, professor of English and Faculty Fellow for Undergraduate Affairs.

The QEP Development Committee was created with faculty representatives from all 12 academic schools and colleges; two representatives from the student body; representatives from our Faculty Senate and Staff Senate; and an array of staff members. The membership of the group was modified each semester as the topic took shape, reflecting the emerging needs. Out of the QEP Development Committee, subcommittees were formed. These subcommittees delved deeply into three distinct areas of research: institutional data and student learning data (Assessment Subcommittee); scholarship and best practices (Best Practices Subcommittee); and current institutional priorities and efforts around undergraduate learning at UofL (Institutional Priorities Subcommittee). See Appendix A for complete list of all members of the QEP Development Committee, past and present.

2017-18 QEP DEVELOPMENT COMMITTEE

Name	Department/Unit
Katie Adamchik	College of Arts & Sciences/Exploratory Advising representative
Mary Ashlock	College of Arts & Sciences faculty representative
IL Barrow	Delphi Center/QEP Specialist for Assessment
Gay Baughman	School of Dentistry faculty representative
Indigo Cornelison	Delphi Center/QEP Graduate Student Assistant
Eileen Estes	College of Education and Human Development faculty representative
Jonathan Fuller	Student Government Association representative
Linda Fuselier	College of Arts & Sciences faculty representative
Rhonda Gilliland	Staff Senate representative
Nisha Gupta	Delphi Center/QEP Specialist for Faculty Development
Mike Hagan	College of Arts & Sciences faculty representative
Caroline Houchins	Career Development Center representative
Laurie O'Hare	Kent School of Social Work representative
Patty Payette, Co-Chair	Delphi Center/QEP Executive Director
Nora Scobie	College of Business representative
Pete Walton	School of Public Health and Information Sciences representative
Joanne Webb	Office of Academic Planning and Accountability representative
Beth Willey, Co-Chair	College of Arts & Sciences/Undergraduate Affairs representative
Imelda Wright	School of Nursing representative
Michael Keibler	J.B. Speed School of Engineering representative
Stephen Mattingly	School of Music representative
Sam McClellan	University Libraries representative
Rose Mills	College of Arts & Sciences representative
Jessica Musselwhite	Delphi Center/QEP Program Coordinator Sr.
Karen Newton	Health Promotion representative

Analyzing Institutional Data

As part of the QEP Development process, the assessment subcommittee of the QEP Development Committee reviewed a wide range of institutional data on student learning, student academic progression, and student perceptions of their experience at the University of Louisville (UofL). They examined reports from nationally administered assessments as well as from research administered at UofL. National assessment reports include: the National Survey of Student Engagement (NSSE); the Beginning College Survey of Student Engagement; and the Cooperative Institutional Research Program's (CIRP) Freshman Survey. Institution-specific reports included: student learning data from our university-wide General Education assessment process; the institution's graduating senior survey; institutional trend data on student retention, persistence, and graduation; and a number of internal ad hoc studies focused on the profile and institutional progression of various student populations. (See http://louisville.edu/oapa for institution-specific data).

Themes arising from review of these data include the following:

- enhancing student and faculty interaction;
- enhancing High-Impact Practices;
- enhancing students' civic mindedness;
- enhancing student assumptions and perspective-taking as they relate to cultural diversity; and
- reducing a noticeable gap in students' progression toward their undergraduate degree, especially persisting into the third year.

Of the five major themes discerned by the QEP assessment subcommittee, the last theme resonated and prompted deeper questions and conversations. The committee sought to understand more about the high rate of student attrition that occurs during the second year.

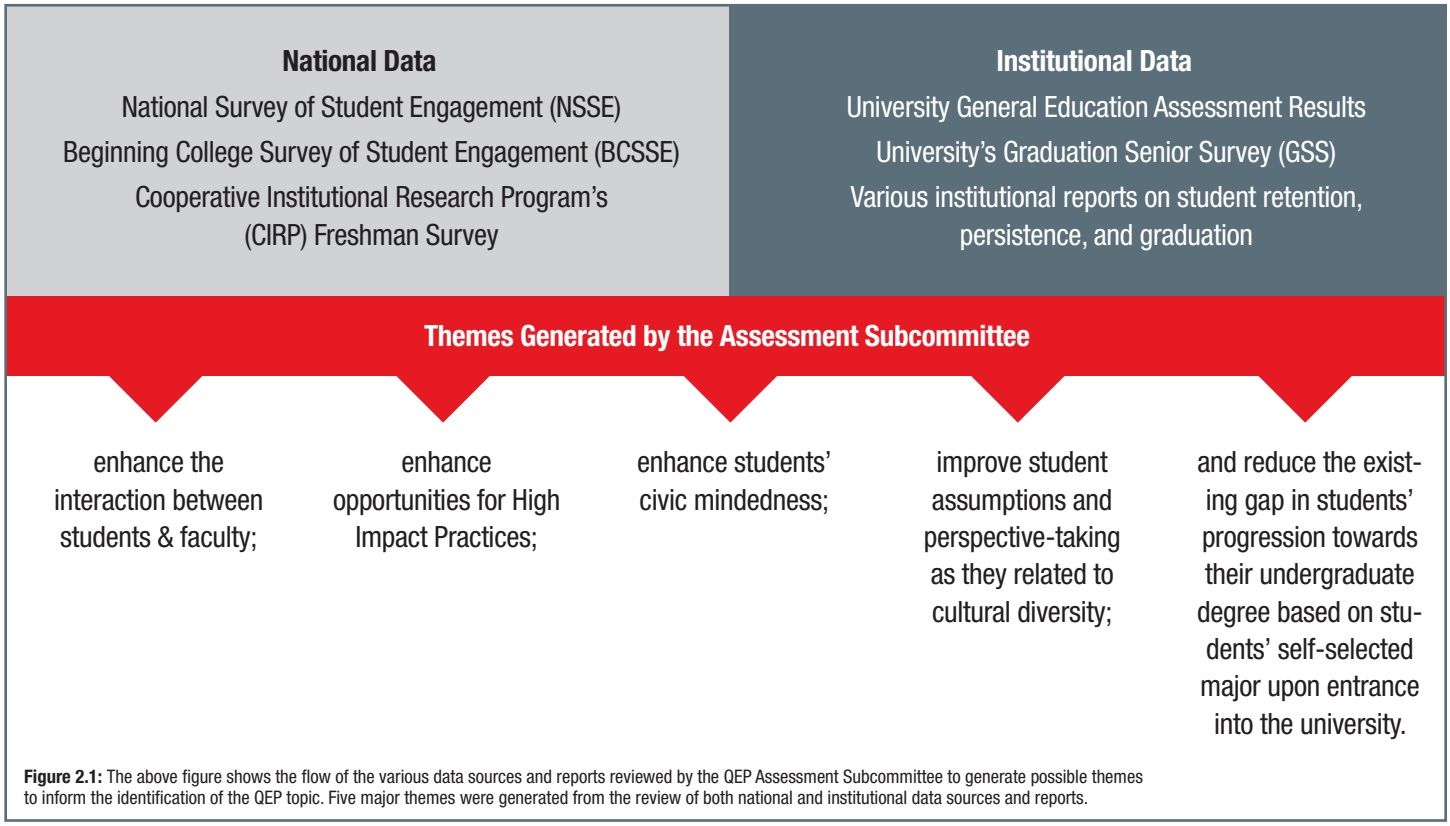


Figure 2.1: The above figure shows the flow of the various data sources and reports reviewed by the QEP Assessment Subcommittee to generate possible themes to inform the identification of the QEP topic. Five major themes were generated from the review of both national and institutional data sources and reports.

QEP ASSESSMENT SUBCOMMITTEE

Name	Department/Unit
IL Barrow	QEP Assessment/Delphi Center
Lynn H. Boyd	College of Business/Management
Beth Willey	College of Arts & Sciences/English

Our Analysis of Student Data

Review of the previous six years of student progression data reveals that nearly 1/3 of the Graduate Rate Survey (GRS) incoming class leaves sometime in their second year of study at UofL. Who are the students who are leaving and what are the campus efforts to support students in the second year? The committee's research concluded that very little institutional data is collected on students in the second year, rather, much of our data focuses on the first-year and senior populations.

Over the past ten years, UofL has invested in various first-year programming and initiatives to support students' ability and confidence in transitioning into the university and to address first-year retention. Data from national surveys and local institutional retention trends have helped us structure an approach to working with incoming and first-year students. Additionally, the committee was unable to identify support programs or initiatives specific in addressing the second-year experience on our campus.

Furthermore, the QEP Development Committee identified a troubling pattern in our second-year undergraduate students: the attrition gap between the second and third year of undergraduate study, particularly for our students who have the exploratory designation upon entering the institution. At UofL, we use the term "exploratory" to classify students who either have not declared a major ("undecided") or have not earned admittance to the program of their choice ("pre-unit"). These students are admitted to the College of Arts and Sciences (A&S) under the exploratory designation.

A 2012 internal study conducted by Institutional Effectiveness examined the progression and academic status of the university's entering 2011 GRS cohort after their first semester, first academic year, and second-year persistence. From this data, further analysis was conducted on three student subgroups of A&S: declared students, undecided students, and pre-unit students. The study showed that overall 64% of entering A&S students persisted into their third year. This study outlines noticeable differences between the three subgroups in their admissions credentials (which includes, for example: high school GPA, ACT composite score, and credits earned prior to their first semester at UofL) and their academic performance at the institution (which includes, for example: 1st semester GPA, 1st semester hours earned, 1st year GPA, 1st year hours earned, retention at the institution, and retention within the unit).

In particular, the study included an analysis of the three A&S subgroups (declared, undecided, and pre-unit) and revealed that A&S declared students have a higher persistence rate than the other two subgroups, exhibit a higher grade point average, and have earned more hours after each of the first two years at the institution. For example, in fall 2011, 1,450 (out of a total entering GRS count of 2,511) students entered A&S. Of these, 846 students entered A&S as declared majors, while 377 students were undecided and 227 students entered as pre-unit. After two years, 561 of the 846 declared majors (66%), 238 of the 377 undecided students (63%), and 125 of the 227 pre-unit students (55%) had enrolled for a third fall term. An analysis conducted to determine statistically significant differences between proportions shows that the percentage of entering students with declared majors persisting into their third year is significantly higher than students who entered the institution as pre-unit ($z=6.277$, $p=.001$).

An additional internal study examining the entering 2012 GRS cohort (Bixby, 2014) focused solely on the three A&S subgroups: declared students, undecided students, and pre-unit students. Overall, 65% of A&S students persisted into their third year, however within the three subgroups there remained a noticeable difference.

In fall 2012, 1,512 students (out of a total student count of 2,645) entered A&S. Of this 1,512, 880 students entered as declared majors, 293 students entered as undecided, and 339 students entered as pre-unit. After two years, 594 of the 880 declared

majors (68%), 189 of the 293 undecided students (65%), and 196 of the 339 pre-unit students (58%) enrolled for a third fall term. This study affirmed that entering 2012 A&S students who declared a major upon entrance to the institution were retained and persisted to the junior year at a significantly higher percentage than students who entered the institution as pre-unit (z=3.172, p=.001).

The most recent persistence data available for an entering cohort is the 2014 GRS cohort. The entering 2014 A&S GRS cohort showed an overall A&S persistence rate of 66%. Of the 2,830 entering 2014 GRS class, 1,493 (53%) were admitted into A&S. Of this A&S total, 782 students entered as declared majors, 363 students entered as undecided, and 348 students entered as pre-unit. After two years, 542 of the 782 declared majors (69%), 254 of the 363 undecided students (70%), and 184 of the 348 pre-unit students (53%) enrolled for a third fall term.

With the 2014 GRS cohort, the proportion of entering exploratory students, both undecided and pre-unit, appears to have increased slightly. Although the persistence rate between students with declared majors and undecided students shows little to no difference, the data continues to show a much lower persistence rate for our entering pre-unit students and an incremental increase in the overall persistence of A&S students in general. Our analysis of the 2014 GRS cohort reaffirms that the percentage of entering A&S students with declared majors persist into their third year at a significantly higher rate than A&S students who entered the institution as pre-unit (z=5.322, p=.001).

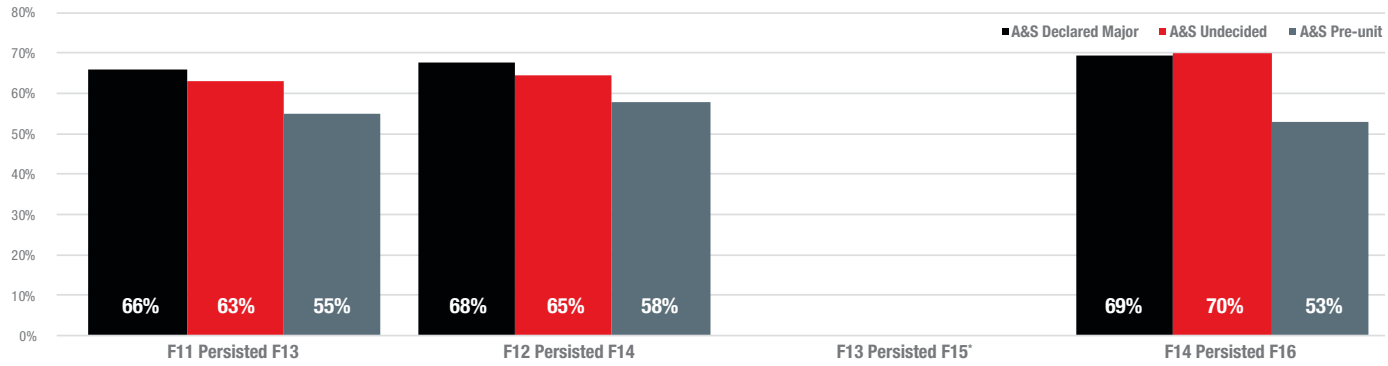
These data suggest that the A&S exploratory students would be a population of students who would benefit immediately from the QEP seminar. Despite the noticeable differences between entering GRS students, both the retention and persistence rates have improved incrementally for our GRS students over the past ten years. To this end, the university intends to implement the QEP seminar to gain insights and develop best practices in supporting students' transitions beyond the second year.

The data table below shows the persistence trends for the fall 2011 through fall 2014 entering A&S GRS cohort by these three subgroups: declared, undecided and pre-unit students. The fall 2013 cohort data were not included due to changes in the university admissions practice for the 2013 cohort year only.

Non-returning Student Data

As a result of discussions on student persistence, our institution has been seeking to gather data on non-returning students. The Office of Enrollment Management initiated a new project in fall 2014 to explore why students are leaving. The goal is to identify barriers that are obstructing students' ability to register for a given semester and return to the institution.

A&S GRS PERSISTENCE RATE BY MAJOR CHOICE



*A&S GRS data not included for this time period due to overrepresentation of pre-unit students based on changed university admissions criteria.

Since 2014, the Office of Enrollment Management has committed to the continual gathering of these data as part of our student success efforts. This initiative makes contact with students who have not enrolled in a subsequent semester and have not completed their degree program. The purpose is to understand why students were not enrolled and consider how to offer assistance to those who may be experiencing difficulty in continuing their enrollment at the institution. If a student indicates their intent to leave the institution, they are asked why they are leaving the institution and about the nature of their future academic plans.

"Nothing helped me more than when I finally had a faculty advisor in my corner to tell me it's okay and to help me realize my dreams and career goals."

— 2nd Year Dental Hygiene student

Data were provided to the QEP team for the 2014 and 2015 GRS cohort students who left the institution. As of fall 2016, 863 students from the 2014 cohort and 555 students from the 2015 cohort had not enrolled at the university. Responses from the 117 non-returning students who were interviewed were analyzed to gain an understanding of why students leave and what their future plans may be. While the QEP staff team recognizes several limitations of these data, such as aggregated students' responses and the small sample size of the responses, these responses do resonate with other student data discussed in the next section as well as our findings in the literature: students leave due to issues of fit and for personal reasons. We expect moving forward the university will revisit this effort and will establish a more consistent and systematic collection of these data.

Three major themes were prominent in the students' responses as to why they chose to leave the University of Louisville: (1) the university was not a good fit; (2) students were experiencing homesickness; and (3) the financial commitment was greater than expected. Of the 117 students who responded, 67% indicated they planned to enroll immediately at another institution of higher education, while the remaining students did not explicitly indicate any plans. A small subset of students indicated college in general was not a good fit. Of the students who indicated they intend to transfer to another institution, 15% of those students indicated their intent to transfer to a local community college, while more than half indicated their intent to transfer to a regional institution closer to home. A small percentage indicated transferring to a like institution, as UofL was actually not their first-choice institution.

Based on these data, there is some indication that our students who leave the institution experience similar challenges that the literature on student development names as significant barriers for undergraduates. The fact that a percentage of students are indicating homesickness, lack of institutional fit, and an intent to continue with their academic pursuits elsewhere demonstrates a need to revisit and adjust how we work with, and acclimate students at our institution. The next section discusses research conducted as part of the QEP development process that focused on concepts of fit, belonging, and second-year success.

Understanding Our Students' Needs and Experiences

In conjunction with these institutional data for our target population, the QEP team scheduled three focus group sessions in fall 2016. These sessions aimed to gather additional information on the second-year experience of our undergraduate students. By gathering additional information from our students, these focus groups provided congruency with our understanding of the needs of the target population.

The QEP staff team developed an interview protocol to identify challenges our students faced during their second year and how they "overcame" or addressed those challenges. The protocol drew on our literature review and our learning outcomes. Some of the key constructs that informed the protocol include:

academic efficacy, the decision-making process, the process of major and career exploration, and students' sense of belonging at the institution. A total of six undergraduate second-year students attended these focus groups. Each focus group session was an hour long, and peer-to-peer interaction was encouraged when appropriate. One QEP team member facilitated the focus group, while two team members recorded the interaction. The same major themes were expressed in each student focus group.

While these focus groups provided a richer understanding of our students' second-year experience, the QEP Development Committee recognized the limitations of the data we gathered. During this semester, our newly formed QEP Student Advisory Team assisted with ways to gather additional data from our students. With their feedback, two short surveys were developed. More information about this advisory group is on p. 14 of this proposal.

Each survey asked six open-ended questions with one like question appearing on both surveys. One survey focused on the process of choosing a major, while the other survey focused on students' sense of academic confidence and belonging at the University of Louisville. In addition to the six open-ended questions, students were prompted to respond to general demographic information about their status at the University of Louisville.

The surveys were administered during a two-hour time period in high-traffic locations across campus: the main campus library, the Student Recreation Center, and the Student Activities Center. Members of the QEP Development Committee assisted in soliciting student feedback. Students were asked to complete one of two surveys. A total of 215 surveys were completed in the three-day span; 106 students completed the survey asking about the major, and 109 students completed the academic confidence and belonging survey. The respondents from both surveys were representative of all nine undergraduate academic units on campus, and 93% of the respondents indicated being a second-year student or beyond.

Results from the two student surveys reinforced many of the same themes gathered from the student focus group, namely the challenges of the second year are about time management, self-regulated behaviors/habits, managing levels of stress, and feeling comfortable at school. Students also expressed the importance of selecting a major in the second year; feeling academically supported through campus resources, but needing direction to engage effectively; and developing relationships with faculty, peers, and staff to elevate a sense of belonging. Student responses overall provided affirmation and guidance in developing the content and activities of the QEP seminar. See Appendix B for more information on the student focus group protocol and student surveys.

Aligning with University Mission and Priorities

Our chosen QEP topic is an appropriate focus for the University of Louisville, given that our institutional mission, strategic priorities, and renewed educational aims are centered around engaged learning, student success, and the vitality of our academic programs and student services that create a foundation for our students to thrive on campus and beyond.

KEY THEMES FROM FOCUS GROUPS

Major challenges in the second year include:

- increased difficulty in courses
- learning time management skills
- learning self-regulated behaviors/habits
- managing levels of stress
- feeling comfortable at school.

Comments and concerns include:

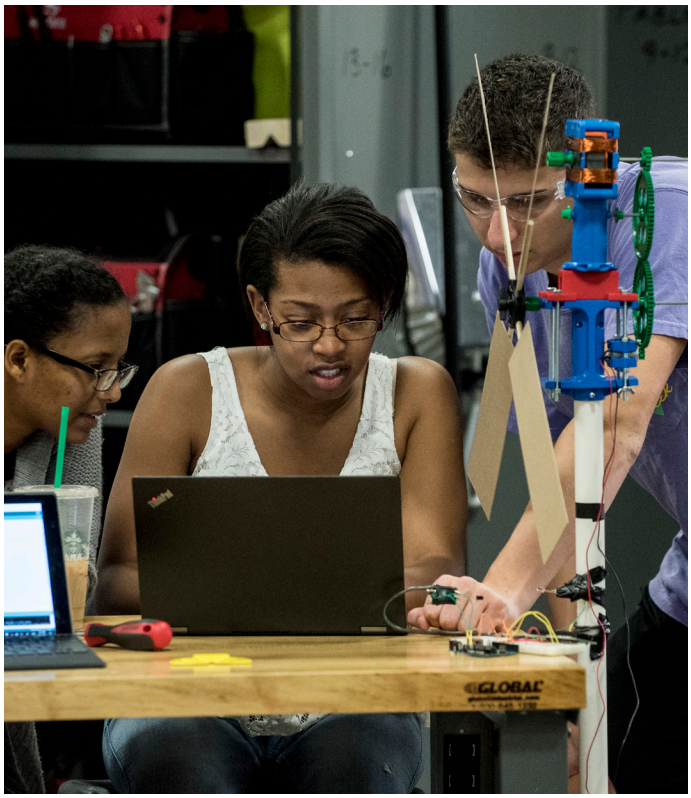
- prescriptive nature of the institution
- feeling that everything is high stakes
- disconnect or randomness of the learning experience.

Our institution's mission statement begins with a commitment to its highest values: "The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community." The university further clarifies that in order to fully pursue this ideal, it focuses on "teaching diverse undergraduate, graduate and professional students in order to develop engaged citizens, leaders, and scholars." This focus on educating and serving our community and fostering strong future citizens and leaders is a suitable foundation upon which innovative programs, such as Find Your Fit, are built. Our QEP "fits" our mission because of its commitment to bridging an existing gap in the success story for some of our undergraduates. We know that if these students are more engaged, focused, and successful while they are at UofL, they are more likely to develop into the "engaged citizens, leaders, and scholars" we aspire to produce.

This initiative is in line with our university's vision to re-affirm its focus on students, scholarship, and research which is articulated in its 2020 Plan released in 1997. Our chosen QEP topic also supports our institution's 21st Century University Initiative, which describes how we will embody our mission in the coming years. The 21st Century University Initiative is a multi-year plan that touches every corner of the university. The overarching goals are to improve our academic programs and student services, enhance and highlight our research, better serve our community, and provide professional development to faculty and staff. There are a set of goals listed under each of these five strategic pillars:

- Empowering undergraduate learning;
- Enhancing the environment for success;
- Fostering excellence in graduate and professional education;
- Investing in competitive multidisciplinary areas of strength;
- Investing in emerging research and creative areas.

Our QEP focus aligns well with two of the initiative's central pillars: empowering undergraduate learning and enhancing the environment for student success. The QEP seminar we have designed actively engages students with pedagogies and approaches new to our campus. The seminar, which has an instructional team made up of a faculty member, an integrative advisor, and an instruction librarian, is a powerful collaborative approach to engaging students holistically and actively supporting them in transferring learning across academic and personal domains. The small size of the seminar will allow for individualized support and mentorship by the instructional team—a hallmark of established High-Impact Practices (Kuh, 2013) in higher education—and peer sharing and support will be a key feature in keeping students engaged. The instructional team will receive robust and ongoing support from the QEP staff team in the Delphi Center for Teaching and Learning in adopting and implementing these new pedagogies.



Under the "Enhancing the environment for student success" pillar, two strategic goals—one related to retention and the other related to career services—connect directly to our QEP. The first goal, "Improve student retention," explicitly names our new QEP as a source for improving retention of second-year students. The QEP, we expect, will help students

clarify and formulate the goals, purpose, and direction that are the foundation of their academic experience and choices; as a result, we expect to see them persist and graduate at higher rates. The second goal, "Strengthen career services," is supported by our QEP's inclusion of a new form of holistic advising, called "integrative advising," in which students are engaged in advising activities with a professional advisor who brings both the academic advising and career counseling goals of the students together. Our campus Career Development Center director has been a key partner in developing the QEP and the ways in which students' career exploration will be woven into the QEP seminar.

The QEP is also intimately tied to our institution's innovative new classroom building, the Belknap Academic Classroom Building (BACB). The BACB, set to open in fall 2018, is a state-of-the-art, 161,000-square-foot academic building that will enhance learning and provide access to student services. This $80 million academic building will primarily serve undergraduate students. It will house 17 active-learning classrooms, as well as science labs, group study areas, gathering spaces, and dining options.

The new Student Success Center, housed on the first floor of this innovative new building, will serve as a "one-stop shop" for undergraduates seeking academic tutoring services, academic advising, and other support aimed at lower-division students. We are taking an integrated, intentional approach to designing the Student Success Center so that students are able to get seamless support across service domains that have traditionally been separated geographically and with distinct missions and programs. FYF, with its focus on integrative advising and student engagement and success, strongly aligns with our holistic vision of the Student Success Center. We see the FYF seminar, and the integrative advising that is part of the seminar, as prototypes for the kind of integrated support that will be the hallmark of the Student Success Center. Additionally, our QEP and its inquiry-guided learning approaches and active-learning pedagogies can serve as a model for future teaching practices that will be taking place in the new classrooms in the BACB.

Extending Promising Practices

For over 15 years, our institution has been aware of our students' challenges regarding major/career discernment and its relationship to academic success and persistence. A handful of credit-bearing seminars and programs were developed in academic and co-curricular departments on campus to support students in enhancing their ability to overcome academic challenges, clarify their major and career direction, and build leadership skills and other competencies needed to thrive in and outside the classroom. The QEP Development Committee examined these efforts to inform the creation of FYF. While these promising practices suggested the direction of the QEP would be meaningful and vital for our students, our QEP is the first systematic, intensive program of its kind to integrate academic and co-curricular dimensions of the student experience and engage both instructors and staff in an ongoing, assessment-driven, multi-year project. The Department of Counseling and Human Development (ECPY) in our College of Education and Human Development (CEHD) was identified as the perfect fit for housing the new QEP seminar because of the department's focus on college student personnel and development theory, among other topics. Further, the expertise of this department's faculty informs the development and implementation of the project

The earlier, and existing, promising practices on our campus are described below.

Gen 201: Career Decision Making for Exploratory Students

General Education 201 is a one-credit course that supports students who need to intentionally explore their career and/or major paths. The course is co-taught by advisors and career coaches. While the course targets second-year students, it is open to all students. Typically, two sections of the course with a capacity of 25 students each are offered both fall and spring semesters. About half the students enrolled in Gen 201 are first-year students, and the other half are second-year students. Almost 60% of the students in Gen 201 fall under the exploratory designation. For the past three years, the sections have filled to capacity.

This course seeks to guide students through the thoughtful exploration and selection of academic and career plans. The goals of the course are for students to develop an understanding of the career development process, an understanding of themselves related to career, and an understanding of the tools and materials needed in career decision-making.

The QEP Development Committee views Gen 201 as a promising practice to inform the design of the proposed QEP seminar, with the understanding that the project would need a larger scope than the goals set for Gen 201. The QEP seminar, a three-credit course, will allow for more depth of engagement with the exploratory student than Gen 201 provides; the QEP seminar will include a central focus on academic inquiry and inquiry into the self, decision-making, and self-efficacy. Given the research supporting the role that faculty-student interaction plays in student success and persistence, we felt that students participating in our new QEP are best served by taking a course in which a faculty member plays a lead role.

With the onset of the QEP seminar offering, Gen 201 is being redesigned and geared toward a new student audience. The College of Arts and Sciences and Career Development Center are collaborating on a Career Development for Liberal Arts Majors version of the course. This course will be geared toward students who have decided on a major but who are exploring occupations, industries, and work roles.

ECPY 397: Thriving in College and Beyond

This course was launched as a pilot offering for 20 students in fall 2014 by Dr. Nora Scobie. Scobie's course grew out of her dissertation research and academic advising experiences with students. The course included goals aimed at helping students identify their strengths and learning styles to make real-world connections and meaningful choices in college. The emphasis was on academic engagement, interpersonal relationships, and psychological well-being to help students navigate life transitions.

STUDENT LEARNING OUTCOMES INCLUDED:

Develop skills necessary to build resiliency.
Identify resources to make informed choices.
Be knowledgeable about the experiential learning process.
Understand the processes that enhance individual learning.
Learn to maximize strengths.
Apply strengths to real-world scenarios.
Develop critical thinking skills.

Students informally shared their feedback about the seminar with the instructor during and after the semester. Students indicated that they valued assessment opportunities that helped them identify their strengths (such as StrengthsQuest and Learning Styles Inventory), provided them with opportunities to self-reflect (ongoing journaling and final reflection paper), and cultivated their ability to overcome "controlled" disruptions or to demonstrate/practice resilience (through in-group presentations and through a resilience workbook). After the completion of the course, through both the course evaluation and informal follow-up by the instructor, students communicated they were more self-aware of their abilities and academic interests, and they indicated a need to have a course like this early in their academic careers. The general sense from the instructor was that, overall, students had a better sense of where they belong in college and where they wanted to go.

Gen 204: Leadership and Strategic Career Development

This course is a new one-credit course taught by staff members from the Division of Student Affairs. The focus is on helping students bridge their leadership competencies and experiences on campus with their career goals and progression. The goal is to prepare students for an internship or leadership experience. The class is envisioned as a safe space for students to practice professionalism and build confidence as

they also explore personal strengths, values, and identities. This course is aimed specifically at second-year students who have leadership roles on campus or are seeking to enhance their leadership skills. The course has some features in common with our new QEP seminar, such as a focus on student reflection, identification of personal goals and values, and the construction of a plan that bridges skills on campus with future career options and goals. However, this course focuses on leadership development, while the QEP seminar has a wider scope with an explicit emphasis on making meaning of academic goals and experiences when it comes to personal priorities, values, goals, and growth.

MORE Sophomore Leadership Program

This program, offered through the Division of Student Affairs, is a certificate program focused on third-semester students, particularly those who are still looking for their "perfect fit" for involvement at UofL. Students can choose from a variety of programs and levels of involvement in order to develop desirable workforce skills that employers often want students to possess. The program taps into some of the key challenges that second-year students face, such as searching for meaning and purpose; exploring major and career options; and dealing with pressures related to future plans and life after college. In this way, the program aligns with our QEP goals. The MORE program, however, is more unstructured and does not carry academic credit; it focuses on helping students choose from varied active-learning experiences in and outside the classroom through programs, assessments, events, creating resumes, or tapping into other resources. Students are encouraged to be registered participants and use leadership and engagement on campus to discover their passions, hone skills for future career directions, and report back on their progress, insights, and discoveries.

Leveraging New Approaches

Each of the promising practices described above have some common features and/or outcomes that align with our new QEP. To leverage the lessons learned and build on the vital experiences that these courses/programs yielded for the instructors and students, the QEP Development Committee and the QEP staff team invited some of the instructors to be part of the ongoing conversations about the new QEP seminar. However the QEP project distinctively brings a much-needed spotlight to the needs of second-year students, bridging student development with decision-making and reflective activities.

Our QEP seminar is the first of its kind at our institution to explicitly bridge students' engagement in academically rich inquiry with their active exploration of personal goals, strengths and talents. The dual lines of inquiry, sheltered under a course theme, help students engage in important work in bridging student development with decision-making and reflective activities. The course aids our targeted seminar students—many of whom are hungry for clarity in finding an academic home—in figuring out the intellectual and "real world" questions and concerns that speak to them as "thinkers and doers." In short, the seminar helps students grapple with the development work of young adulthood that concerns the questions: "Who am I? What do I want to give to the world?" The course will respond to the emerging call in higher education to provide students early in their university career with the opportunity to "embed learning with their personal experience" and pursue "questions of their own identity through the method of inquiry of the academic disciplines." (Lee, 2013, p. 161). The faculty member will oversee the day-to-day activities and assignments and serve as the central coordinator of the course. In its utilization of an instructional team, this new course forges collaboration across academic units, advising and University Libraries in a new way that breaks down well-established campus silos and makes the most of diverse areas of professional expertise. The use and assessment of integrative advising practices in this seminar will inform the ways in which our new Student Success Center address the holistic needs of our first- and second-year students.

Feedback and Further Refinement

In 2016, in order to facilitate the QEP feedback process, a QEP website was launched. The new website included an updated iteration of the QEP proposal in development, links to resources and research that inform the QEP, access to docu-

ments, and other information about the project. The QEP website also featured two forms of anonymous feedback surveys: one version for faculty/staff and one for students to complete. These online surveys ensured members of the campus community would have the opportunity to provide input on the project. The campus community was invited to visit the website and encouraged to provide input at a number of touch points, including announcements via the campus email system; in QEP print resources; and after QEP presentations delivered across campus.

In summer 2016, the institution invited second-year scholar Dr. Molly Schaller to come to campus to consult on our QEP in development. Dr. Schaller affirmed our choice for a focus on second-year students and provided insight and feedback on many aspects of the project. She gave suggestions on the type of academic activities to be included in the QEP seminar and offered recommendations regarding the types of questions to ask students to probe their experience of the second year and to elicit their input relative to the QEP. Schaller reviewed an early draft of the QEP proposal and provided helpful feedback on the content and presentation of the initiative.

Starting in the spring of 2016 and moving into the 2016-17 academic year, the QEP Development Committee launched a series of programs, events, and focus groups to ensure there was a broad base of input and involvement to shape our QEP. These feedback efforts are described as follows.

Campus Information and Feedback Sessions

Throughout 2016, 23 informational and feedback sessions with groups across campus were held that yielded valuable insights and perspectives on our proposed QEP. We also received valuable feedback through the new QEP email address and feedback surveys on the QEP website. Overall, constituents on campus conveyed that our proposed targeted population of students to be served by the QEP is an appropriate and relevant focus for the QEP. We also found that the idea of a seminar for second-year students as the heart of the intervention is well received and offers a number of important ways to enhance student learning and support the unique needs of second-year students. The vast majority of the feedback and comments received were centered around questions of the "how" or "what" of the project, as well as copious suggestions for making the project successful.

CAMPUS FEEDBACK SESSIONS

Group	Date
Council of Academic Offices	January 1, 2016
Monthly Meeting of the Associate Deans	February 1, 2016
College of Arts and Sciences Faculty Assembly	March 25, 2016
Undergraduate Council	April 1, 2016
Exploratory Advising Team	April 1, 2016
Career Development Center Staff Team	April 1, 2016
	June 1, 2016
Student Affairs Summer Academy	July 1, 2016
Delphi Center for Teaching and Learning Staff Team	August 12, 2016
Monthly Meeting of the Associate Deans	August 18, 2016
Cultural Center Staff Team	September 3, 2016
Leaders from the University Libraries	September 7, 2016
Student Retention Staff Team	September 8, 2016
Student Government Association	September 20, 2016
	November 15, 2016
General Information Sessions (Belknap Campus)	September 22, 2016
	October 21, 2016
	November 15, 2016
Unit Advising Directors	Sept. 28, 2016
First Year Initiatives Staff Team	October 3, 2016
Council of Academic Officers	October 4, 2016
Division of Student Affairs Directors	October 4, 2016
Faculty Senate	October 5, 2016
REACH Staff	October 13, 2016
General Information Session (Health Sciences Center)	October 17, 2016
TRIO staff	November 16, 2016
Staff Senate	December 12, 2016
Total	**27 meetings**

Suggestions and ideas for topics to be included in the seminar ranged from areas of research (such as resilience research) to areas of focus (such as time management and communication in writing practice). Many comments provided ideas for how to develop other complementary programs to support the target population of students. Ranging from creating mentoring structures to providing students with other support areas, these feedback comments were particularly good ideas for the development of the support mechanisms that can complement and connect FYF to relevant existing initiatives.

The feedback and suggestions we received informed our project and planning in a number of ways. Some of the ideas were taken up and woven into the project, such as ensuring that a panel of upper-class students would be invited to come and speak to the students in the second-year, and collaborating with those who work with first-year students to ensure conversations about second-year success start early. Other ideas were prioritized as the QEP Development Committee conceptualized how the QEP pieces would fit together. When concerns were expressed, such as lack of academic rigor and/or content of the proposed QEP seminar theme, the QEP staff team incorporated these concerns into planning conversations and made sure to adjust language when talking about the QEP in order to demonstrate responsiveness to feedback.

Student Advisory Team Feedback

The QEP Development Committee co-chairs used their faculty and staff network to convene a group of students to ensure that we were incorporating student voices and experiences and give us ongoing feedback on the project. This group, the Student Advisory Team (SAT), began monthly meetings in September 2016. These students were quite passionate about the proposed Find Your Fit project, in part because they felt the project could normalize the undecided status that can feel like a stigma for students.

QEP STUDENT ADVISORY TEAM MEMBERSHIP

Name	Major	Year
Cortney Ellis	Public Health	4th Year
Raven Grant	Undecided (during her second year)	3rd Year
Lauryn Handley	Marketing & Accounting	2nd Year
Stephanie Henry	Social Work	4th Year
Syann Lunsford	English	4th Year
Stephanie Russell	Biology	3rd Year
Jamie Smith	Secondary Education & History	3rd Year
Garrett Westerfield	Dental Hygiene	3rd Year

Some relevant factors that resonated with the SAT students include:

- the lack of specific programs and support for students in the second year;
- feeling lost, or that “everyone has it all together except me”;
- classes getting harder in the second year; and
- reluctance to ask for help and take up an advisor’s time with ill-defined problems or personal struggles.

The SAT students felt the QEP seminar proposed is a meaningful opportunity for second-year students for both practical and personal reasons. As one student noted, “being undecided costs money.” Taking a course in which students are honing academic skills while articulating academic goals and making personally relevant choices is a sound investment of time and money and in gaining academic confidence. Students have made many valuable suggestions for what the QEP seminar could include. They indicated that students like to learn

from others' experiences because it helps them understand there are multiple paths and solutions as a college student, or in a career choice. They suggested that upper-class students, individually or in a panel, share with the QEP students the ways they overcame obstacles, resources they used, and people they consulted. They also advocated job shadowing, networking, and informational interviewing as important skill sets and experiences students need to help inform themselves as they investigate career choices.

Students strongly supported the idea that the inquiry aspect of the course center upon students' own interests and that the final assignment be something digital and creative they can share with peers in the class. In terms of the advising aspects of the course, students said they would like to see advisors be proactive and encourage students to identify potential career paths or majors in their areas of interest.

Based on student feedback, the new seminar will include features such as opportunities for students to hear from a panel of upper-class students about their own journeys, the required completion of a digital assignment in which they share the results of their inquiry project with their peers, and informational interviewing and other student-employer touch points to inform the career discernment process.

Other student voices and perspectives were brought into the planning process through presentations and conversations with our Student Government Association and the leaders of our Greek system. Additional feedback and input on the QEP project that came from students on our campus is described on p. 7.

Faculty Feedback

In September 2016, the QEP Development Committee co-chairs launched a QEP Faculty Work Group to invite a small group of faculty to provide ongoing input and guidance on the QEP seminar curricular structure and to plug into the expertise of the academic advisors and librarians who helped shape the contours of the project. Over the course of the fall 2016 and spring 2017 semesters, the QEP staff team convened a total of 11 faculty, two staff partners, and one faculty librarian every two weeks in order to inform the development of the QEP seminar. The group read and discussed key articles from the QEP literature review in order to inform their thinking; reviewed prior recommendations and suggested methods for training faculty to teach the course and to facilitate collegiality between the members of the instructional team; refined the seminar learning outcomes and course goals; and brought their own expertise to the table as they helped the QEP staff team review promising practices and recommend the curricular components of the new seminar. This group also helped the QEP Development Committee think about how to recruit busy faculty across campus to teach the seminar and to articulate the benefits of teaching it.

QEP FACULTY WORK GROUP MEMBERSHIP

Name	Department
Katie Adamchik	Exploratory Programs, Arts & Sciences
Brian Barnes	Arts & Sciences
Justin Cooper	College of Education & Human Development
Rob Detmering	University Libraries
Rebecca Dixon	Arts & Sciences
Caroline Ehman	School of Music
Paul Himes	Arts & Sciences
Daniel Krebs	Arts & Sciences
Trey Lewis	Career Development Center
Jaqi McNeil	Speed School of Engineering
Dwain Pruitt	Arts & Sciences
Regina Roebuck	Arts & Sciences
Kate Snyder	College of Education & Human Development
Shelley Thomas	College of Education & Human Development

Advisor Feedback

In fall 2016, the QEP executive director convened a group of academic and career advising colleagues for monthly meetings in order to define specifics and explore logistics of the integrative advising aspects of the project and then loop these concepts and ideas back into the wider

planning circles. This group solidified several components of the advising practices including: agreeing upon the contours and definition of integrative advising; brainstorming the appropriate seminar assignments and assessments related to advising; discussing training topics for advisors and instructional team members; and planning for the recruitment of second-year students to the seminar. The group was chaired by the QEP executive director and included the director of Exploratory Programs, the director of the Career Development Center, the director of Undergraduate Advising Practice, and the director of undergraduate academic student services in the College of Business.

ADVISING GROUP

Name	Role
Katie Adamchik	Director, Exploratory Programs
Mackenzie Adriance	Assistant Director, Career Engagement
Caroline Houchins	Interim Director, Career Development Center
Patty Payette	Executive Director, QEP
Nora Scobie	Director, Undergraduate Academic Student Services, College of Business
Janet Spence	Director, Undergraduate Advising Practice

Employer Feedback

In spring semester of 2017, the QEP staff team partnered with the Career Development Center to convene a group of human resource directors and other professionals from the local corporate and nonprofit sectors to come to campus for a session in which they learned about the goals of the QEP and provided their perspectives as local employers. Appendix C lists the questions posed to employers. Overall, this group felt the focus of the QEP would serve our students well and would likely help them think through, decide upon, and prepare for a chosen career path. This group acknowledged the variety of pressures that students face in making short- and long-term decisions about their majors and careers. Employers felt that the use of career or strengths-based assessment tools and "real-life" experiences with careers or jobs would be a strong asset to students and to the QEP seminar. They mentioned that presentations by employers to the students in this seminar—or student visits to job sites or shadowing opportunities—would be an important aspect of the QEP project. Further, they noted that when it comes to hiring recent graduates, employers are looking for students who have strong engagement and leadership experiences in college and are able to "connect the dots" between the industry, position, and personal experience when it comes to interviewing. Their input affirmed several aspects of our QEP seminar features, including the use of career assessment instruments; the direct connection of students to employers and real-life job contexts; and our emphasis on students' reflection around skills, interests, and abilities that will assist them in making logical decisions regarding their career trajectory.

QEP FEEDBACK EMPLOYER FOCUS GROUP

Name	Employer	Title
Steven Farr	Maryhurst	VP of HR
Amy Hieb	The Learning House	Director of HR
Kim Horn	Centerstone	Director of Talent Acquisition
Tara McCoy	Enterprise	Group Talent Acquisition Specialist
Vince Patton	Life Safety Services	Director of HR
Jemetria Robey	Volunteers of America	HR Recruiting Specialist

Alumni Feedback

In spring semester 2017, the QEP staff team worked with the campus alumni association to convene a focus group with recent alumni. The alumni association initiated inquiries with recent alumni to participate in the focus group. The goal of this focus group was to share the specifics about the new QEP and glean their reaction to the plan, reflect on their experiences as students, and weigh in on the proposed QEP. Six recent alumni were able to participate in the focus group meeting. This group of alumni indicated they thought the initiative was a worthwhile idea and could be useful either in helping students identify a major/career early on or to hone in on skill sets that would contribute to their success at the university.

QEP FEEDBACK ALUMNI FOCUS GROUP PARTICIPANTS

Name	Year Grad.	Major
Kaylee Brandt	2016	Psychology
Kayla Davis	2015	Early Elementary Education
Michalah Hopper	2016	Psychology & Communications
Courtney Puckett	2016	Psychology
Spencer Scruggs	2014	Psychology
Bryce Wooley	2014	Sports Administration

When asked specifically to reflect on their second year, all alumni indicated engagement or campus involvement "made the difference" as sophomores. The importance of student interaction, both with peers and with someone on campus, was a strong theme throughout the conversation. Alumni also indicated a strong need to provide students with real-life experiences with professionals, which is a key feature of the seminar. See Appendix D for list of questions for Alumni Focus Group.

Board of Trustees Feedback

In January 2018, the QEP executive director gave a presentation to the Academic Affairs Committee of the institution's Board of Trustees in order to ensure they were apprised of the project and to respond to questions and input. The committee members had numerous clarifying questions about the project, including inquiring about the rationale behind the scope of the project, the ways in which academic advisors' roles will be adjusted to support the advising components of the QEP, the initiative's connection to enrollment goals, and the methods for assessing the QEP. The executive director provided detailed responses to all of their questions. The trustees indicated an interest in knowing how the institution would be actively engaging undecided students in finding an "academic fit" prior to the second year and the group discussed how peer ambassadors could be trained to proactively engage peers in these discussions early on in their academic journey. The following week, the chair of the Academic Affairs Committee presented the QEP project to the full Board of Trustees as an informational item, emphasizing the QEP effort as an integral part of the reaffirmation process.

Putting in Place the QEP Seminar

Throughout the 2016-17 academic year, the QEP Development Committee focused the majority of its attention on articulating several critical aspects of the QEP seminar that would influence and shape every other aspect of the initiative. Part of the Committee's work involved finding an academic department that would serve as "home" for this course. In summer 2016, a collaboration between those working on the QEP and the leadership and faculty in the Department of Counseling and Human Development (ECPY) in our College of Education and Human Development (CEHD) was born, providing an academic home base for the project. The department's mission includes a focus on college student personnel; human development; and cognitive, social, and emotional learning throughout the lifespan, aligning strongly with our QEP's support of students' holistic development. Additionally, ECPY faculty and their commitment to research and scholarship lend themselves to both the "theory into practice" work of our QEP and the assessment methodologies we will be using. Faculty representatives from the department have had ongoing involvement in the development of the course and in the project's assessment planning. More about this collaboration is provided on p. 30 of this proposal.

The QEP Development Committee spent a considerable amount of time in the 2016-17 academic year refining the QEP goals and outcomes at the institutional level, the QEP project level, and the course level. With meaningful input from all of the groups named above, the Committee developed a QEP seminar outline, course description, and course map that brought together the course components, goals, and roles that had been in development for several months. In line with institutional guidelines and timelines, the QEP Development Committee submitted the appropriate paperwork and a syllabus document to the Curriculum Committee of CEHD. In April 2017, the CEHD Curriculum Committee approved the new QEP seminar as ECPY 302: Personal and Academic Inquiry, allowing the project to move forward with plans for training the instructional team in fall 2017 and subsequently launching two pilot sections of the QEP seminar in spring 2018.

III. Desired Student Learning Outcomes

As part of the QEP development process, we have developed and refined the purpose and goals of this QEP. Starting from the concept of "engagement," the Best Practices Subcommittee prepared an initial conceptual framework for our learning objectives that focused on "students taking ownership for their own learning."

BEST PRACTICES SUBCOMMITTEE MEMBERS

Name	Department/Unit
Mary Ashlock	College of Arts & Sciences
Gay Baughman	School of Dentistry
Kathy Carter	College of Education & Human Development
Cate Fosl	College of Arts & Sciences
Bruce Kiesling	University Libraries
Rose Mills	College of Arts & Sciences
Laurie O'Hare	Kent School of Social Work
Toccara Porter	University Libraries
Marian Vasser	Vice Provost for Diversity
Joanne Webb	Office of Academic Planning & Accountability

As the QEP Development Committee continued to delve into the literature, best practices, and measurements related to the second-year student issues, developmental theory, and approaches for supporting these students, the refinement and definition of the overall goal of the QEP and the definition of these learning outcomes for the QEP project emerged.

The QEP Logic Model

The QEP logic model was developed to bring focus to the planning, implementation, and evaluation of the upcoming QEP. This model makes explicit the resources and activities needed to establish the project as well as clear articulation of the intended outcomes of the QEP. See Appendix E for the QEP logic model.

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.

The QEP logic model consists of six elements: Resources, Activities, Outputs, Short-term Outcomes, Long-term Outcomes, and Impact.

- ***Resources,*** sometimes referred to as inputs, offer the support, aid, and assets needed to conduct the activities or services envisioned for a given project.
- ***Activities*** are those efforts developed to address a problem or carry out a given goal.
- ***Outputs*** link the activities or services to the intended group or beneficiary of the overall project.
- ***Outcomes*** are the intended changes we expect from the project that are measurable. We have articulated both short-term (within a year) and long-term (beyond a year) outcomes that communicate our intended accomplishments.
- ***Impact*** is the overall intended change that we expect within four to six years of the project.

Further elaboration and articulation of the QEP Learning Outcomes and measures of these outcomes appear in the Assessment Section (IX) of this document.

IV. Literature Review and Best Practices

The Focus on the Second Year

Research reveals that the second year of undergraduate study is a time when students struggle with increased expectations, intensified curriculum, and higher academic standards that may often lead to disengagement from academic life. This may show up as a declining GPA and isolation from social activity at the institution (Pattengale & Schreiner, 2000). Many institutions create programs to ease students through their common first-year challenges, but that infrastructure is often absent to facilitate transitions and issues in the second year. Even as the institutional environment may vary widely from institution to institution, there are a set of experiences common to second-year students. These experiences and challenges are:

1. Questioning beliefs and values.
2. Searching for meaning, purpose, and identity.
3. Exploring and selecting an academic major and possible vocational choices.
4. Dealing with pressures related to future plans, including internships, study abroad, and life after college.
5. Questioning whether to remain at the institution of origin or transfer.

Boivin, Fountain, and Baylis (2000) argue that support for the second-year experience is necessary, as students often are able to "weather the storms of the first-year transition" but may "bail out" when faced with the challenges of the second year (p. 2).

There are many "transition points" for students as they begin and move through their college experience. For the exploratory students, these points of transition are potential points of crisis (Gahagan & Hunter, 2006). As students find a foothold and make choices for themselves, their transitions become more fluid, but for some students these points can become places of feeling stuck. As the stakes get higher and higher (entering the second year and beyond), the "stuck" feeling becomes potentially compounded by lower levels of self-efficacy, increasingly more complex coursework, potential feelings of boredom, and decreased self-direction/motivation (p. 19).

While these points of transition can become potential points of crisis for all students (Dobele et al., 2013; Rheinheimer, 2010; Schaller, 2005), they are particularly treacherous for students who are undecided or not admitted into the major of their choice (Rigali-Oiler & Kurpius, 2013; Hu & McCormick, 2012; Kass et al., 2012). In order to thrive, these students need to become self-regulators and to develop confidence in their decision-making abilities.

Exploratory Students and Their Unique Needs

Studies characterize some undecided students as uncertain and as exhibiting high levels of anxiety and frustration (Kimes & Troth, 1974; O'Hare & Tamburri, 1986; Cooper, et al., 2011, Dobele et al., 2013; Tobolowski, 2008). The student's anxiety and frustration may play out as academic boredom, which may result in poor performance on assignments, delay in registration for subsequent semesters, and numerous absences from class meetings. These students have the potential of getting stuck in a kind of academic limbo or of dropping out altogether. Additional research indicates that self-regulating decision-making is important for students to move beyond the transition points they will face in pursuing their education (Dobele, 2013; Galilee-Belfer, M., 2012; Capuzzi, 2012).

Alternately, Joe Cuseo, Ph.D., nationally known scholar and speaker on student success, notes that this categorization of undecided students does

not equal “unfocused or uncertain.” (2007, p. 3). He argues that using “exploratory” to describe the undecided student better captures the range of characteristics of this group.

While many scholars label these students “at risk,” Cuseo approaches this population differently. Institutions should approach the issue not in terms of whether or not students decide on a major. Rather, Cuseo argues that when and how a student decides on a major are important considerations in program planning: timing and transition points are crucial to planning programs and interventions. Virginia Gordon, Ph.D., noted career development theorist, echoes this argument in her model of decisiveness, in which the high levels of uncertainty can override the process of self-reflection, self-regulation, and inquiry about one’s self (1984).

Over the course of the second year, the stakes continue to get higher and higher as students must declare a major, take increasingly harder/more demanding coursework, and feel pressure to pick a career (Pattengale & Schreiner, 2000; Hunter et al., 2009; Gahagan & Hunter, 2006). Timing can become a difficult issue for the undecided/exploratory student.

Activities such as: registering for spring classes, committing to housing plans for the second year, and receiving second-semester mid-term grade reports are all part of the natural progression of the college experience. However, many of these activities can become moments of crisis for the undecided student (Dobele et al., 2013; Rheinheimer, 2010; Schaller, 2005) or for students not admitted into the majors of their choice (Rigali-Oiler & Kurpius, 2013; Hu & McCormick 2012; Kass et al., 2011). As students move into their second year of undergraduate study, timing becomes an even more prevalent concern.

As a result, the undecided/exploratory student will often focus on identifying a career rather than understanding the relationship of a chosen major to his or her academic desires, experiences, and choices (Gordon, 1984; Andrews, 1998; Galilee-Belfer, 2012). As second-year students begin to take upper-level general education courses that might involve more writing, deeper levels of critical thinking, and higher college-level learning than before, the stress to find a career is compounded by academic uncertainty (Hunter et al., 2009). While many students find a foothold during this transition, many experience feelings of being stuck or slumping (Schaller, 2005) and exhibit what seems to be a lack of motivation or disorganization. These feelings are compounded by lower levels of self-efficacy (Dogan, 2015).

Molly Schaller, Ph.D., scholar on the second-year experience, argues that the second year is a “critical moment” for students because they “may resort to external forces or old notions of themselves to make decisions for them” (2005, p.20). Structured activities in the academic setting can help, such as engaging students in meaningful processing of questions, focused attention on personal or academic challenges and choices, and active participation in the learning process (Schreiner, 2010).

Pre-unit students are at a greater risk for stalling out because they are likely to be students who sincerely believe that business, engineering, and/or nursing offers them the greatest career opportunities, and yet these career paths appear blocked for them. Many exploratory students do not understand how or why they must re-calibrate their options and find a new academic path and programmatic “home” for themselves (Gummadam, 2016; Browman & Destin, 2016).

Student Retention

Student retention is a complex issue involving many different factors. However, clear research shows that a student's departure from an academic institution is largely related to the extent to which the student becomes academically and socially connected with the institution. Tinto (1975) indicates that as students are integrated into and become more interdependent with both academic and social elements of a university, the probability that the student will leave the university declines. Tinto's (1987) departure model of why students leave college involves academic, motivation, psycho/social, and financial factors. Much research shows that these factors intersect and contribute to disproportionate rates of attrition for the undecided/exploratory population.

Lavin and Cook (1992) found that frustration and attrition was evident among both two-year and four-year students who remained undeclared or undecided about their majors. Leppel (2001) and Rheinheimer et al. (2010) show that students with undecided majors often have both low academic performance and low persistence rates and need tutoring and counseling in order to have a successful academic career. Additional research indicates that self-regulating decision-making is important for students to move beyond the transition points they will face in pursuing their education (Dobele et al., 2013; Galilee-Belfer, 2012; Capuzzi, 2012).

How to Help Students Thrive

In order to foster academic and social self-efficacy among our target students (exploratory) who are at a critical transition (within the second year), best practices, theory, and research suggest the strategies named below that inform our QEP proposal.

An Inquiry Approach

Chemers, Hu, and Garcia (2001) argue that one's sense of capacity to learn and succeed in the academic environment leads to continued retention. They define the term academic self-efficacy as "The self-evaluation of one's ability or chance for success (or both) in the academic environment" (p. 38). Additionally, the ways that students view knowledge factors into their capacity to engage in the increasing challenges of the undergraduate experience. Baxter Magolda (2004) argues that students need to be worked actively to advance their intellectual development.

An inquiry-guided pedagogical model aims to provide the structures and processes needed to foster this engagement with scaffolded activities such as: exploration, question identification, methods of investigation, collection and analysis of data, drawing conclusions, and communicating results (Lee, 2004). This approach aligns with the models of exploration that second-year student development theorists such as Molly Schaller (2005) and Laurie Schreiner (2013) report as effective.

The I-Search Assignment

A promising activity that merges the inquiry approach with the QEP learning outcomes of self-regulation, engagement, and decidedness involves the I-Search assignment. The "I-Search" assignment, developed by Ken Macrorie, Ph.D., writing and composition scholar, aims to help students explain how and what they were learning as they conduct research (1988, p. 100-101). The premise of the I-Search is that students conduct a search on a question that they identify that "they need to know for their own life" (p.72). The assignment involves writing about the process of inquiry while inquiry is being conducted. As Kaszca and Krueger posit, the I-Search allows students to see their "learning as an active experience" (1994, p. 63). Building on the argument that students do not automatically use metacognitive thinking, the I-Search assignment affords both student and instructor with opportunities to "become aware of the thinking they are doing." (McGregor, 1995, p. 31-32).

"Where was this my second year? My life was in shambles academically and personally. I was failing my courses but I was holding on to my dreams of being a doctor. This course would have helped me."

— 4th Year Social Work student

Decision-making and "Thriving"

Self-efficacy is defined in relation to two factors: independence and responsibility for one's own learning; and understanding of one's own ability to succeed. Raelin et al. (2014) find that academic self-efficacy and contextual support are critical to retention and that contextual support is particularly important for women. Wood, Newman, and Harris (2015) identify a correlation between math and English self-efficacy for black men when faculty members engage with them.

Laurie Schreiner, Ph.D., leading scholar on second-year student success, has been working in this area of research for more than ten years, and her model of the "Thriving Quotient" serves as a helpful resource (2009). Students who are thriving are "succeeding academically, energized by the learning process, setting and achieving goals that are important to them . . . and enjoying their college experience." (p. 2). Schreiner argues that there are two facets of academic thriving: engaged learning and academic determination. Various research areas use similar terms: psycho-social researchers use the term "autonomy" (Vieira & Grantham, 2011), "motivation" (Allen, 1999), or "self-esteem" (Gębka, 2014); career development researchers use the term "decision making" (Kelly & Hatcher, 2013). The literature in the area of thriving suggests that providing opportunities for students to choose ways of demonstrating their mastery of learning and providing support for students to gain footholds and the confidence to own their own learning are factors to consider.

Developing Self-regulating Practices

Research indicates that "self-regulating decision making" is important for students to move beyond the transition points toward adulthood as articulated in self-authorship literature. (Dobele, 2013; Galilee-Belfer, M. 2012; and Capuzzi, 2012).

Joe Cuseo (2012) outlines four factors involved in choosing a major: sources of information, job characteristics, fit and interest in the subject, and characteristics of the major. For the undecided/exploratory student, these factors can both enable choice and inhibit choice. Therefore, the QEP attends to the development of self-authorship, which is a disposition toward acting and owning/defining/authoring oneself as learner, as a member of a group, and as a critical thinker who can evaluate knowledge claims (Baxter Magolda, 2004).

Cognitive behavior theorists argue that fostering critical thinking and inquiry practices will support students' "growth mindset" (Good, Rattan, & Dweck, 2012; Obrien et al., 2015; Bamber, 2016), which, in turn, increases self-efficacy for learning and social integration. The cognitive and affective elements of engagement that will be incorporated into the inquiry model for our QEP derive from positive psychology and motivation theory situated in the emerging research around belonging (Elliot, 2016; Tough, 2014; Gummadam, 2016).

V. Actions To Be Implemented

The Personal and Academic Inquiry Seminar

We envision that to meet our QEP student learning outcomes, our targeted group of second-year students will be engaged in guided inquiry, active engagement, and learning in a course called Personal and Academic Inquiry. The seminar is centered around helping students gain the inquiry and decision-making skills they need to thrive academically and apply those skills to their lives as they complete an individualized inquiry project. This seminar is a three-credit elective course designed to support the academic and developmental needs of these second-year students. The course is a small seminar limited to 20 students each, allowing for in-depth faculty-student interactions and peer-to-peer learning. Students will get support in developing an individualized, content-rich inquiry project that is personally meaningful and academically relevant to the course theme.

At the same time, students are working closely with an advisor to engage in an approach that we are calling "integrative advising." We use the word "integrative" to signal we are combining for students their academic advising and career counseling experiences. With this model, students would work with one advisor who is trained to counsel the student regarding his or her academic goal and major choice while also exploring relevant vocational interests and career options and goals. In the advising scholarship, this integrated approach is called "career advising"; to avoid confusion, we are using the term "integrative advising" when we discuss the plans for our QEP.

Virginia Gordon acknowledged the unique challenges undecided students face in both the realms of academic and career advising (1984, 2006). Career advising supports students' inquiry into various concerns and needs —personal, academic and professional (Hughey and Hughey, 2009). What will our integrative advising practice look like? We are building upon Gordon's 3-I career advising model which includes three stages—Inquire, Inform and Integrate (2006). The three phases of the process illuminate the advisor's role in the decision-making process, "which includes a questioning period during which students' needs and concerns are explored, a period when many types of information essential to the decision-making are gathered, and finally a period of integration when the process is internalized and action is taken." (Steele and McDonald, 2008, p. 164). The 3-I marries well for the undecided students and other students at various levels of uncertainty or readiness to explore. Gordon's 3-I model puts a strong focus on the process of understanding students and their unique advising needs, identifying the resources that are best needed for the career-advising process, and engaging in the steps necessary for helping students integrate information into an action plan for effective decision-making. (Nelson, p. 143, 2015).

During the seminar, students will complete three activities: an I-Search Paper, a short digital artifact based on their I-Search project that will be presented to their peers, and the Academic and Personal Plan (APP). The APP allows students to articulate academic goals in college, career trajectory, and a reflection on what they have learned about themselves and the inquiry process—both academic and personal—over the course of the semester. By engaging students in both an academically rich inquiry project, with a focus influenced by their own emerging interests, while also guiding them to clarify their deepest goals for themselves, we are helping students link their exploration of the "pressing questions"

of identify and purpose with “with the traditional ways of making meaning in the academic disciplines” (Lee, 2013, p. 155). Our seminar has a series of components that both challenge and support students to come to significant realizations about themselves and their realities of academics, major, and career that help them “find their fit” on campus and in the world at large.

The Four Phases of the QEP Seminar

Over the course of a 16-week semester, students will engage in the course across four phases:

Phase One: Prep Phase

In these initial weeks, the prep or “priming” phase of the semester, the instructor introduces the course theme through a variety of media and a lot of classroom discussion. The goal is to help students grasp the central concepts of the theme and “hook” students’ curiosity, as they are primed to discover their own question related to the course theme. This phase is also about building trust and rapport between the students, their classmates, and the instructional team. Students begin with in-class and assigned regular reflection writing in which they reflect and write about initial thoughts, ideas, and questions. The integrative advisor will administer pre-tests and assessments, including a “Where I Stand Assignment” in which students reflect on their values, goals, passions, and challenges in college and the state of their “decidedness.” The librarian gets to know the students and engages them in thinking about the inquiry process itself and “asking questions you don’t know the answer to.” By the end of this phase, we want students to have a solid introduction to the course norms, theme, and expectations; to know what makes this seminar different from other courses; to have a clear understanding of the course theme and its central concepts; and to realize the expectations in place for them as learners and the roles of their instructional team.

Phase Two: Inquire Phase

In this phase of the course, students begin to shape their inquiry projects that will become the basis for their I-Search papers. Students get support for articulating and framing their question that pertains to the course theme. The librarian reviews with students in class various search strategies and database searching protocol and students craft their own search strategy with input from the instructional team. The integrative advisor holds the first meeting with each student to review their pre-assessments and writing prompts from the prep phase and to help them shape the particular questions that will drive their personal inquiry activities to help clarify their major and career interests and choices. By the end of this phase, students will have drafted their question and search plan and gotten feedback from the instructional team to help them move into the next phases.

Phase Three: Information Phase

In this phase, students are taking an active role in researching their questions, including searching and vetting sources and producing an annotated bibliography (or similar artifact). Students are getting feedback from the instructor, from each other, and from the librarian as they think through their findings. The lead faculty member is threading through this phase a variety of texts and perspectives that allow students to expand their knowledge base on the seminar theme and let that information inform, as relevant, their own inquiry projects. Simultaneously, students are pursuing their questions related to their personal and academic goals through a variety of strategies, including researching potential majors on campus, listening to recent alumni discuss their own major/career pathways, gathering data about potential career paths, and completing informational interviewing with professionals in fields of interest. Students have their second meeting with the integrative advisor to discuss their findings to date, explore practical implications for their major/career choice, and identify emerging paths for their remaining undergraduate years.

Phase Four: Integration Phase

In this phase, students complete their key assignments that knit together their various activities and inquiry projects in order to make meaning of their work in the seminar. The I-Search paper allows them to describe their inquiry journey, the material they obtained and organized, and what they learned about the inquiry process. They will complete a secondary I-Search artifact, which is a digital artifact in which they use images, text, sound and narration to share with their peers the nature of their inquiry project and the relevance of what they learned for themselves and others. The culminating project is the Academic and Personal Plan (APP) in which students reflect on, and thread together, the new insights they have gained in the seminar, including what they've learned about themselves as a learner and decision-maker, as well as what they've discovered about their own academic and personal goals, interests and strengths that will serve them going forward. Students will use the APP to name their newly refined goals and pathways as a student and future professional.

Students will have a final meeting with their integrative advisor to review their next steps about course registration, major choice, and what to expect in regard to additional advising needs. Students will go back to their original "Where I Stand" reflection paper and provide an update to their thinking and their plans.

Regular In-Class and Assigned Self-Reflection

Critical to the project is students regularly engaging in reflective practices within the course structure. Critical reflection opportunities throughout the course provide students with time and space to process their new insights, make sense of new information, sort through their assumptions and critical questions, and explore options and new ways of thinking. A required, graded portion of the course includes a reflection journal with a minimum of 10 entries; this will offer students a low-risk method for organizing their thinking and sharing their thoughts and decision-making process. A reflection rubric ensures that there are assessment opportunities to identify and provide feedback to students regarding their reflection practice (See Appendix J for the Reflection Rubric). Training and development for the instructional staff regarding pedagogies that promote reflection will be incorporated.

Spring 2018 QEP Seminar Pilot Semester

Drs. Mary Ashlock and Eileen Estes were tapped to teach and support the QEP project, due to their disciplinary background, and their reputation as inspiring faculty members.

Mary Ashlock is an associate professor in the Department of Communication and has a great deal of experience teaching undergraduates. She has been a very active member of the QEP Development Committee since its inception and students in our Student Advisory Team specifically named her as one of the faculty members whose enthusiasm for teaching and expertise in communication make her ideally suited to teaching the new QEP seminar.

Dr. Eileen Estes is assistant chair of the Department of Counseling and Human Development (ECPY) which serves as the academic "home" of the QEP. Eileen's engagement as a pilot faculty member of the project ensures a strong connection to ECPY at the launch of the QEP. As director of the Art Therapy Program, Eileen's professional expertise centers upon concepts of self-awareness, communication and the application of psychological theories, which is highly complementary to the QEP seminar outcomes and assignments.

Section 01: Generation Z: Who Am I and How Do I Communicate?

MW 2:00-3:15pm

Instructor: Mary Ashlock
Advisor: Katie Adamchik
Librarian: Rob Detmering

The academic theme of this section will focus on Generation Z – a label for individuals born from the mid 1990s to the present. Students will examine the strengths and challenges of individuals born during this timeframe and compare this to earlier generations such as Millennials, Baby Boomers and the Greatest Generation. The focus on how Generation Z individuals interact with technology and in face-to-face contexts with others will be carried throughout the course. Implications of Generation Z as a label will also invite learners to inquire about why generational labels exist and their effects on communication. Some of the questions that will guide students in their approaches to how they communicate:

- What distinguishes individuals in Generation Z from others?
- How do these individuals approach and interact with others?
- What is the role, if any, that Generation Z plays in college and in the workplace?
- How do we create a sense of belonging and community engagement for Generation Z individuals?

Learners in this course will discuss and evaluate these questions and more, taking insights from communication models and concepts including social and other interactive media. This seminar will provide support for students to design and carry out their own inquiry project on Generation Z.

Section 02: Emotional Intelligence: How Do Emotions Shape My Thinking, My Decisions and My Everyday Life?

TTH 4:00-5:15pm

Instructor: Eileen Estes
Advisor: Katie Adamchik
Librarian: Sam McClellan

In this section, students will look at the role and power that emotions play in their everyday lives. They will look at emotions through the lens of emotional intelligence which refers to an individual's ability to become aware of, and control, his or her feelings. Learners will have the opportunity to gain an understanding of their own emotional intelligence and learn multiple strategies for strengthening or "bridging" emotions when moving from one emotion to another. Students 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 students will explore include:

- To what extent do our emotions influence our thinking?
- What impact do our emotions have on making decisions in regards to relationships, setting personal goals, career decisions, and coping with daily stressors?

This seminar will provide an opportunity for students to design and carry out their own inquiry project on emotions.

The QEP Scale-up Process

It is our intention to scale-up the number of QEP sections offered to second-year students over the arc of the five-year QEP timeline. We learned from our first QEP, Ideas to Action, the wisdom of piloting our project on a small scale at the start, working out the kinks and adjusting our efforts and resources accordingly, before expanding and engaging greater numbers of colleagues and students in the project. Over the years, we have heard this advice from presenters at SACSOC meetings: "Start small; do it well; then expand." We plan to begin with two pilot semesters of the QEP seminar in spring 2018 and fall 2018, allowing us to use the summer months in between to close the loop on our assessment and lessons from the first semester so that we can apply those to the second pilot semester. In subsequent years, we will offer additional sections until we reach full capacity of 10 sections offered in the final three semesters of the QEP timeline: spring 2021, fall 2021, and spring 2022.

QEP SEMINAR SCALE-UP PLAN

This table provides an overview of how we plan to scaffold the project and scale up the number of sections offered, and the number of students served, over the five-year arc of the project.

Academic Year	Semester	Number of Sections	Total Students
2017-18	Fall 2017	–	–
	Spring 2018 (pilot semester)	2 sections 20 students each	40 students
2018-19	Fall 2018 (pilot semester)	2 sections 20 students each	40 students
	Spring 2019	4 sections 20 students each	80 students
2019-20	Fall 2019	6 sections 20 students each	120 students
	Spring 2020	8 sections 20 students each	160 students
2020-21	Fall 2020	8 sections 20 students each	160 students
	Spring 2021	10 sections 20 students each	200 students
2021-22	Fall 2021	10 sections 20 students each	200 students
	Spring 2022	10 sections 20 students each	200 students

While we have a timeline for growing the scope of the project over time, we recognize that adjustments are likely to be made in the exact number of sections to be offered in any given semester. Modifications in the timeline or the seminar offerings may be made, depending on the registration trends and resource demands that we encounter as we move from theory to practice.

The Instructional Team

Each QEP seminar will have a designated instructional team who will provide the direct instruction and/or advising to the seminar students. The seminar's instructional team will include a lead faculty member, an advisor providing integrative career and academic advising, and an instruction librarian.

The lead faculty member will work closely with the QEP staff team to identify an appropriate seminar theme. The goal is to identify a theme that aligns strongly with the instructor's disciplinary expertise but also is scoped widely enough to draw students with diverse interests into the seminar, giving students valuable experience with "learning to learn" in an academic setting. The academic activities of the seminar will help students develop core skills, attitudes and knowledge that will serve them in any major while also guiding them in considering how their own academic inquiry questions can inform their major and career discernment journey.

The seminar's designated advisor will provide intensive, integrative advising to each student in the course. The advisor will be trained in the necessary competencies of career counseling and academic advising so that students are mentored and guided throughout the seminar in each phase of the 3-I (Gordon, 2006) advising process: Inquiry, Information, Integration. In order to ensure that we are truly integrating academic and career advising, each advisor tapped to do this work for a designated QEP section will get trained by our Lead Integrative Advisor. See more about this role on p. 40 of this document. Further, key leaders from the Career Development Center have been working closely with QEP staff team and partners to shape the advising aspects of the seminar. They will remain closely involved in the project to ensure that career counseling and related dimensions of the seminar are brought into the curriculum with rigor and professional standards from their field.

The seminar's designated integrative advisor, housed in the exploratory advising unit of the Student Success Center, will meet privately with each student three times during the semester to consult with students, administer career assessments, advise on academic and major choices, and coach students in actively exploring career paths. The advisor will join the QEP seminar classroom at designated points of the semester to help students integrate their academic and personal inquiry activities, guide reflection and exploration activities, and provide guidance on the cumulative Academic and Personal Plan.

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

The instructional team will get support at every stage of the seminar development, implementation, and assessment by the full-time members of the QEP staff team. The QEP team will convene regular meetings throughout the semester to check in with the instructional team, ensure that the seminar is running smoothly, and ensure that assessment and assignments are systematically tracked for both the purposes of evaluating students' learning in the course and for the purposes of QEP project evaluation.

The Professional Learning Community (PLC)

A semester-long professional learning community (PLC) will provide the basis for the training and development of each instructional team prior to the launch of their assigned seminar. The PLC's goals include:

- introducing the instructional team to the central concepts and goals of the QEP project itself and the seminar they will be teaching.
- reviewing the course structure, outcomes, and key assignments in order to make collective decisions about the daily activities and content provided in the course.
- reading and discussing articles and research about topics related to the QEP seminar, such as the developmental needs of second-year students and best practices for inquiry-based learning.
- discussing the course theme chosen by the lead faculty member and exploring the ways in which the seminar structure will be customized and adapted to support that theme.
- engaging in conversations and planning activities to build rapport among the members of each instructional team.

The PLC will be facilitated by the executive director of the QEP with strategic support and guidance provided by the QEP specialist for faculty development and the QEP specialist for assessment. These individuals have a strong bank of experience in forming and facilitating PLCs and faculty learning communities (FLCs), which were central to the successful faculty and staff development efforts of our first QEP, Ideas to Action.

Key Collaborators

Collaboration with REACH

A designated staff member from our academic support services department, Resources for Academic Achievement (REACH), will be working with the instructional team. We know that many of our exploratory students struggle with academic engagement, time management, and employing effective study skills. Students are able to access tools, resources and seminars (face-to-face and digital) on all of these topics through REACH. Given that the FYF seminar is designed, in part, to boost students' academic self-efficacy and self-regulation skills that directly connect to these academic success skills, the QEP staff team and instructional team are collaborating with REACH to integrate those resources and tools into the QEP seminar structure. As we develop new and more effective iterations of the seminar over the course of several semesters, we envision working with REACH to customize tools or resources for the FYF student population. Given that REACH will be one of the central anchors in the new Student Success Center, there will be many opportunities for collaboration and partnership aimed at aligning our programs and efforts in service to second-year students.

Collaboration with Career Development Center

The professional staff in the Career Development Center (CDC) have played an important role in the development of the QEP project and the second-year seminar, and they will continue to do so during the implementation of the project. Given that students enrolled in the seminar will engage in a career discernment process, our campus CDC director and the director of career exploration will provide strategic assistance to support the instructional team as they engage students in: taking and making meaning of an online career and education planning assessment; completing informational interviewing; creating an online resource guide on major and career discernment; and engaging with a panel of young

alumni to hear how others managed a challenging major and career pathway. The CDC will be an ongoing source of guidance, information and best practice for those leading the seminar and for our second-year students who may be directed to their services.

Collaboration with the Student Success Center

As discussed on p. 10 of this proposal, our institution will launch the state-of-the-art Belknap Academic Classroom Building (BACB) in fall 2018. The BACB is designed to serve as an academic and student services hub for first and second-year students. It will feature our campus' new Student Success Center (SSC) which will house SSC Advising, the new name for our current Exploratory Programs where our undecided and pre-unit students are advised. FYF will become a signature program of the new Student Success Center, with SSC Advising staff becoming the point of contact for students interested in FYF. We expect the FYF seminar sections will be taught in the BACB classrooms designed for small classes and for active-learning engagement, providing us with a platform to maximize the innovative pedagogies of the seminar in the innovative learning spaces in the new building.

Collaboration with the Department of Counseling and Human Development

As discussed on p. 17 of this proposal, the QEP seminar course will be offered through the Department of Counseling and Human Development (ECPY) in the College of Education and Human Development (CEHD). The college student personnel (CSP) program, among others, is located in this department, making it an appropriate "home" for the QEP project that supports students' growth across personal and academic domains. Further, the department's mission to advance scholarship in its academic disciplines (such as CSP, educational psychology, and measurement and evaluation), as well as its explicit commitment to serve the college, campus, and community with its expertise in human development, make it an appropriate partner for our QEP project.

Faculty representatives from ECPY have been involved with the development of the QEP in order to leverage the departmental faculty members' expertise in student development theory, student motivation, and assessment design. They will continue to stay involved during the implementation phase of the project, providing ongoing input into the evolution of the seminar, serving on a QEP Implementation Committee, and working with the QEP staff team to provide updates to the Curriculum Committee of the College of Education and Human Development.

The QEP seminar will be listed as ECPY 302: Personal and Academic Inquiry. Although the QEP seminar is housed in that department, the course will be open to second-year students from across campus who have the "exploratory" designation and meet the established criteria.

Faculty Recruitment

For our QEP pilot semesters, two different faculty members will each teach one seminar section. We felt that given the small number of faculty needed

in these pilot semesters and the importance of these instructors to serve as “trailblazers” for others to follow, working with chairs and deans to personally invite faculty to work with us during the pilot phases would be most beneficial for the project. Dr. Eileen Estes, currently the assistant chair of the Department of Counseling and Human Development and director of the Art Therapy program, is well situated to understand the psychological and emotional journeys of our second-year students, while Dr. Mary Ashlock of the Department of Communication has a long record of excellent teaching and mentoring undergraduate students.

Looking ahead to the need for recruiting more instructors to teach the seminar in future years, and knowing we intend for these to be tenure-track faculty members, we worked with our Faculty Group to articulate the benefits of teaching the new QEP seminar.

Some of the advantages for faculty include:

- The opportunity to bring one’s research interests, as well as other professional passions, into teaching in a new way and use those as a springboard for a creative, engaging seminar theme or focus.
- Teaching and working with students who have diverse disciplinary interests, allowing for new avenues of investigation and intellectual exploration around the chosen seminar theme.
- Learning how to apply innovative pedagogies such as inquiry-guided learning and active-learning practices with robust hands-on support from QEP staff team and peers.
- Ongoing mentoring of a small group of second-year students through a formative and meaningful phase of their lives, building a close relationship with students who are seeking connection and guidance.
- Being part of a team of cross-disciplinary professionals who are implementing promising practices that will have a long-term impact on our students.

The faculty who are interested in teaching the QEP seminar, and/or the department heads who identify those faculty colleagues, can add the QEP seminar onto an existing teaching load as a course overload. Faculty will receive remuneration of an additional $6,000 for each secion they teach as a course overload. This stipend will compensate for both for the teaching duties and there will be an additional stipend of $1,000 paid to the faculty member in the prior semester to their teaching as acknowledgement of their participation in the PLC program to help them prepare to teach the seminar.

We expect to be working 12 months in advance of the actual teaching semester in order to identify suitable instructors as we scale up the project over the course of five years. We will discuss the FYF teaching opportunity with deans, associates deans, program heads and individual faculty as we strategically look to invite a diverse range of instructors who are passionate about mentoring and working with students to develop a seminar under the auspices of the QEP.

We also plan to use our “pilot phase” faculty members and other members of the instructional team to be ambassadors for the project over time and assist us in sharing their experiences with the project in order to spark interest and excitement in their peers. As we move beyond the pilot phase and build our bank of FYF instructors, faculty who are interested in teaching a seminar will fill out a seminar proposal form in which they propose a seminar topic that aligns with our QEP aims. This form may serve as the means for instructors to review—and agree to—the expectations and requirements that are part of this unique seminar format. A signature from their department chair/unit head will be required on the proposal form for their participation in this teaching project.

Student Recruitment into the QEP Seminar

We expect our second-year students to get interested in, and recruited into, the QEP seminar through both direct face-to-face referral as well as marketing and publicity described below.

Direct Referral

The Exploratory Team who serves our undecided students will be the primary source for recruiting students into the seminar. The director of Exploratory Programs will be serving as the lead integrative advisor during the first two pilot semesters of the project. A second key referral source is through the Career Development Center (CDC), whose staff members work directly with exploratory students seeking support for career exploration. These individuals will refer students to the integrative advisor who will administer the referral routing process (see below) and directly enroll the students in the seminar.

Referral Routing Process

Advisors who believe one of their second-year students would be a good match for the QEP seminar or have students who self-identify an interest in the seminar will refer students directly to the integrative advisor of the Exploratory Team. Each student will meet with this advisor and complete a short readiness assessment, which will determine if the student is a good match for the course and meets the established criteria. (See Appendix K for this instrument). The project recognizes that some second-year students may have declared a major earlier in their college career and are now re-thinking their choice; these students may get referred to the QEP seminar by an advisor or a faculty member. These students make up our secondary QEP student population (in addition to our primary exploratory population) and are what we call “students in transition.” These students may be admitted into the QEP seminar after undergoing the same vetting process as our exploratory students. We will disaggregate our data to better understand the distinctions between these populations.

Marketing and Publicity Plan

In summer 2017, the QEP team began a direct awareness campaign with undergraduate advisors across the campus. Presentations and a special information sheet designed especially for advisors give essential information about the new seminar and our target students. Presentations to advisors took place at the annual Advising Summit in August 2017 and the in-service event in September 2017. The QEP executive director gave a presentation to all CDC staff members to ensure there is accurate knowledge about the QEP and the new course in order to facilitate the referral of students who may be a good match for the FYF seminar.

Additional resources for general awareness to support student recruitment include:

- A new QEP website launched in September 2017. Essential information about the seminar specifics, how to find out more about the seminar, and the themes of the seminars being offered in current and upcoming semesters are featured (see p. 26 for description of these seminars).
- An updated flyer and PowerPoint presentation that are shared with specific campus groups throughout the year.
- Presentations are delivered to groups who would benefit from learning about the specifics of the seminar, including staff members and students in student affairs and student services who interact with our target population of students.
- Periodic announcements about the FYF project and new seminar are sent through the campus-wide UofL Today email newsletter and website, and students will be alerted to the opportunity periodically through our university's student digital "bulletin board" and through an ad in the student newspaper.

In these communications, the QEP email address (QEP2017@louisville.edu) and website (louisville.edu/findyourfit) will be publicized to ensure students who want to know more about the project can get quick access to information about the FYF project.

Related Resources for Student Recruitment

The undergraduate students who make up the QEP Student Advisory Team have been actively assisting us in shaping the QEP seminar during its developmental stage and will be tapped to help us reach out to our target population of students in the pilot years of the project. These students have assisted us in crafting language about the FYF project for student audiences and in creating a student-friendly flyer about the new seminar. The Student Advisory Team helped us create language that conveys the benefits of the new seminar for second-year exploratory students.

This group of students indicated that second-year students who take the new Personal and Academic Inquiry seminar:

- will be making a smart investment in themselves and their future because "being undecided costs money" when students take a lot of different classes as they try to "find their fit."
- are participating in a course that provides a unique and highly supportive platform for students to explore themselves, their skills and interests, and new intellectual horizons, allowing them to become better students who are more focused and confident in their choices and decisions. In the process, students will also learn important inquiry skills that can serve them in any field or future career.
- are going to feel a stronger sense of belonging on campus and have ongoing opportunities to connect to their peers as they share the FYF journey. They will also make valuable connections to upper-class students; to faculty and staff members; and to potential employers.

VI. Timeline

This table provides a timeline which includes the major components and activities of the initiative. These are projections of major activities over the five-year span of the project. The timeline and activities will shift and evolve in order to respond to the realities and challenges as we implement our QEP. Assessing every aspect of the project each semester allows us to continually tweak and adjust our approaches to help us better meet our goals. In addition to the modifications made each semester the seminar is offered, completing an annual review and a corresponding annual report of the project ensures that assessment instruments, activities, resources and seminar structures are helping us move forward. The QEP staff team will work with campus partners to make adjustments as needed, ensuring careful tracking all changes made to the project and noting milestones that will be included in the Fifth Year Impact Report.

YEAR 1 - AY 2017-18

Semester	Assessment	Administration	Awareness	Professional Development
Fall 2017	Request and create QEP population file for following semester seminar participation. Administer pre-assessment Find Your Fit Learning scale (FYF) and Personal and Academic Disposition scale (PAI) to selected student population.	QEP Development Committee continues to meet as QEP launches. Solicit/identify instructional team for 2018-19 semester.	Advisors and other student services and student affairs staff are informed of new seminar; table tents distributed across campus and student recruitment done through digital and face to face modes.	First offering of the QEP Professional Learning Community (PLC) to train the instructional team leading the pilot sections in spring 2018. Training/info sessions for advisors and other staff offered.
Spring 2018	Administer FYF and PAI scale to student population. Capture and analyze student learning measures from seminar participants. Update population data set for all cohorts. Request and create QEP population file for following semester seminar participation.	Offer first two sections of the QEP seminar as first pilot semester. Advisors begin to identify students who would benefit from enrolling in the QEP seminar in the 2018-19 academic years. SACSCOC reaffirmation on-site visit. New QEP Implementation Committee begins meeting and meets monthly throughout the project.	Continue quarterly FYF updates to advisors, students, faculty, student services professionals, and the campus through campus website features, presentations, and sharing of students' short digital artifacts.	Second offering of the QEP PLC to train the instructional team leading the two fall 2018 sections of the seminar in second pilot semester.
Summer 2018	Assess and evaluate impact of the pilot semester and make modifications for next semester.			

YEAR 2 - AY 2018-19

Semester	Assessment	Administration	Awareness	Professional Development
Fall 2018	Request and create QEP population file for following semester seminar participation. Administer pre-and post-assessment FYF and PAI scales to student population. Capture and analyze student learning measures from seminar participants. Update population data set for all cohorts.	Offer next two pilot sections of the QEP seminar. Solicit/identify instructional team for 2019-20 academic year.	Provide relevant FYF updates once a semester to advisors, students, faculty, student services professionals, and the campus through campus website features, presentations, and sharing of students' short digital artifacts	Offer QEP PLC as needed for new members of the instructional team in spring 2019.
Spring 2019	Administer pre- and post-assessment FYF and PAI scales to student population. Capture and analyze student learning measures from seminar participants. Update population data set for all cohorts. Request and create QEP population file for following semester seminar participation.	Offer four sections of the QEP seminar.	Provide relevant FYF updates once a semester to advisors, students, faculty, student services professionals, and the campus through campus website features, presentations, and sharing of students' short digital artifacts.	Offer QEP PLC as needed to support new instructional team members in fall 2019.
Summer 2019	Assess and evaluate impact of the seminar sections and make modifications for next academic year.		Provide relevant FYF updates once a semester to advisors, students, faculty, student services professionals, and the campus through campus website features, presentations, and sharing of students' short digital artifacts.	

YEAR 3 - AY 2019-20

Semester	Assessment	Administration	Awareness	Professional Development
Fall 2019	Request and create QEP population file for following semester seminar participation. Administer pre- and post-assessment FYF and PAI scales to student population. Capture and analyze student learning measures from seminar participants. Update population data set for all cohorts.	Offer next six sections of the QEP seminar. Solicit/identify instructional team for 2020-21 academic year.	Provide relevant FYF updates once a semester to advisors, students, faculty, student services professionals, and the campus through campus website features, presentations, and sharing of students' short digital artifacts.	Offer QEP PLC as needed to support new instructional team members in spring 2020.
Spring 2020	Administer pre- and post-assessment FYF and PAI scales to student population. Capture and analyze student learning measures from seminar participants. Update population data set for all cohorts. Request and create QEP population file for following semester seminar participation.	Offer eight sections of the QEP seminar.	Provide relevant FYF updates once a semester to advisors, students, faculty, student services professionals, and the campus through campus website features, presentations, and sharing of students' short digital artifacts.	Offer QEP PLC as needed to support new instructional team members in fall 2020.
Summer 2020	Assess and evaluate impact of the seminar sections and make modifications for next semester.			

YEAR 4 - AY 2020-21

Semester	Assessment	Administration	Awareness	Professional Development
Fall 2020	Administer pre- and post-assessment FYF and PAI scales to student population. Capture and analyze student learning measures from seminar participants. Update population data set for all cohorts. Request and create QEP population file for following semester seminar participation.	Offer eight sections of the QEP seminar. Solicit/identify instructional team for 2021-22 academic year. Assemble the QEP Impact Report Committee.	Provide relevant FYF updates once a semester to advisors, students, faculty, student services professionals, and the campus through campus website features, presentations, and sharing of students' short digital artifacts.	Offer QEP PLC as needed to support new instructional team members in spring 2021.
Spring 2021	Administer pre- and post-assessment FYF and PAI scales to student population. Capture and analyze student learning measures from seminar participants Update population data set for all cohorts. Request and create QEP population file for following semester seminar participation.	Offer ten sections of the QEP seminar. Advisors begin to identify students who would benefit from enrolling in the QEP seminar in the 2021-22 academic year. QEP Impact Report Committee begins meeting in anticipation of the Impact Report due in March, 2023.	Provide relevant FYF updates once a semester to advisors, students, faculty, student services professionals, and the campus through campus website features, presentations, and sharing of students' short digital artifacts.	Offer QEP PLC as needed to support new instructional team members in fall 2021.
Summer 2021	Assess and evaluate impact of the seminar sections and make modifications for next semester.			

YEAR 5 - AY 2021-22

Semester	Assessment	Administration	Awareness	Professional Development
Fall 2021	Administer pre- and post-assessment FYF and PAI scales to student population. Capture and analyze student learning measures from seminar participants. Update population data set for all cohorts. Request and create QEP population file for following semester seminar participation.	Offer ten sections of the QEP seminar.	Provide relevant FYF updates once a semester to advisors, students, faculty, student services professionals, and the campus through campus website features, presentations, and sharing of students' short digital artifacts.	Offer QEP PLC as needed to support new instructional team members in spring 2022.
Spring 2022	Administer pre- and post-assessment FYF and PAI scales to student population. Capture and analyze student learning measures from seminar participants. Update population data set for all cohorts. Request and create QEP population file for following semester seminar participation.	Offer ten sections of the QEP seminar.		
Summer 2022	Assess and evaluate impact of the seminar sections and make modifications for next semester.	First draft of QEP Impact Report due in anticipation of final report due in March, 2023.		

VII. Organizational Structure

The staffing and organizational structure of the new QEP will include a QEP staff team made up of four professionals whose job duties are heavily weighted toward the project, as well as exploratory advisors and instruction librarians whose current roles will be adjusted to support specific aspects of the QEP, and committees made up of other stakeholders and experts on campus. This section describes the designated QEP roles and the adjustments that have been made accordingly.

QEP Staff Team

The QEP staff team will have day-to-day responsibility for the implementation, training, and assessment activities related to the QEP. This staff team is made up of professionals who served the same role for our first QEP, Ideas to Action, launched in 2007. This team is made up of a QEP executive director, a specialist for assessment, a specialist for faculty development, and an administrative services manager. They are housed in our Delphi Center for Teaching and Learning. The executive director and the two specialists have a job profile in which 80% of their work is dedicated to the QEP, while the other 20% is focused on contributing to or leading other projects and programs in the Delphi Center. The fourth member of the team provides administrative support; her QEP responsibilities encompass 50% of her job profile, while her other duties are focused on managing the day-to-day operations of the Delphi Center.

The QEP staff team reports directly to Dr. Gale Rhodes, associate provost and executive director of the Delphi Center. The team has additional reporting lines and dotted lines to others that lead up to the Office of the Provost. See Appendix F for a graphic representation of the organizational chart for the QEP personnel.

While the QEP staff team's central focus will be on carrying out the implementation plan for Find Your Fit, the team will continue to also provide support and training to individuals and departments who request assistance with sustaining their work or refining the permanent curricular structures that were part of the first QEP, Ideas to Action. Many of the same successful practices, training structures, and assessment

approaches that were established by this team as part of Ideas to Action can be adapted or leveraged toward the Find Your Fit goals and outcomes.

QEP Executive Director

This person coordinates and directs the various components and activities that make up the QEP project and will continue to be held by the current QEP Executive Director, Patty Payette. This position includes working with faculty, administrators, staff, and students to ensure a successful implementation of all aspects of the QEP. This role works closely with partners to establish the goals and framework for the QEP and enacts the plan to improve and assess student learning. This person executes the QEP in alignment with the expectations of SACSCOC and provides leadership for an implementation committee that recommends new policies, procedures, pedagogies, and curricular and professional development necessary to achieve QEP goals. As executive director, she supervises the other members of the QEP staff team and ensures that QEP training programs, information sessions, project website, marketing efforts, reports and documents, meetings, and events are developed and carried out with consistent standards of excellence that lead to success.

Specialist for Assessment
The person in this role leads the development, organization, analysis, and reporting of learning outcomes and related activities to support the goals of the QEP in individual seminar sections and in university-wide accreditation. This role on the QEP team will continued to be filled by IL Barrow, who currently holds this position. This includes supporting direct and indirect assessments and leading the strategic collection and use of quantitative and qualitative data. This specialist also collaborates with the university's Office of Academic Planning and Accountability to document, organize, analyze, and report on ongoing QEP assessment activities. This individual collaborates on assessment-related activities in conjunction with project partners, university-wide initiatives, and committees related to the QEP.

Specialist for Faculty Development
This role provides support and leadership for designated aspects of the QEP that involve training the instructional team and preparing the documents and curricular resources for the QEP PLC program. Nisha Gupta currently holds this position and will continue on in this role with the new QEP. She provides strategic leadership and expertise in the curricular design aspects of the QEP, including the student assignments and artifacts produced. This specialist provides leadership in the research and organization of the scholarship and best practices that inform the QEP and assists with designing and delivering informational and training programs. This role is responsible for preparing key reports and documents in support of all aspects of the QEP.

Administrative Services Manager
This role involves assisting the team in scheduling meetings and events; tracking the QEP budget and expenses; preparing spreadsheets, documents, and other support materials; organizing meetings and taking meeting minutes; preparing correspondence; and overseeing event planning. Jessica Musselwhite, who currently serves in this role will continue to do so under the new QEP.

Other Roles

Lead Integrative Advisor
This is a new role we are creating for the QEP. The responsibility of the individual in this role will be to oversee the design and implementation of the integrative advising aspects of the QEP seminar. This individual will provide strategic leadership in developing course materials, methodologies, and assignments for students that directly support the advising outcomes of the course. This individual works closely with members of the QEP staff team to identify and train the additional professional advisors who provide the advising to students while also serving as members of the instructional team, with one advisor assigned per QEP seminar section/team.

The current position held by Katie Adamchik, director of Exploratory Programs, has been revised to include new responsibilities as Lead Integrative Advisor. Katie and her team of advisors are moving to the new Student Success Center in fall 2018, providing us with a natural opportunity to expand her role to include responsibilities related to the QEP. Since the primary group of students targeted for the QEP intervention are already receiving advising from Katie and her team, locating QEP-related advising within this advising unit is logical. Katie is partnering closely with the staff in the Career Development Center to ensure that advising for the QEP seminar is truly integrative, supporting students in both career counseling and academic advising. When the new Student Success Center opens in fall 2018, Katie's title will be changed to director of Student Success Center Advising and the name of her program will become Student Success Center Advising for Exploratory Students.

Not only will Katie provide leadership in helping us formulate and realize the vision of integrative advising during the first two pilot semesters of the QEP, she will also be conducting the actual integrative advising activities with students in both sections (a total of 40 students each semester). Her involvement with the pilot semesters will provide an invaluable perspective on the day-to-day realities of this new approach and help us refine the integrative advising aspects of the project. During the pilot phases, Katie will take the lead in helping us

make these refinements and making plans for the way in which we will train and support her team of advisors as they take on integrative advising duties when we scale up the project over the remaining semesters of the QEP. Our QEP budget includes funding for "buying out" professional time from advisors as their duties will be modified to support the advising needed in the growing number of QEP sections. FYF will become a signature program in our new Student Success Center; Katie and her team that make up Student Success Center Advising will become the primary point persons with students regarding information, registration and communication regarding this new seminar.

QEP Seminar Instructional Team Members

As described earlier this in this document, the instructional team assigned to each section of the QEP seminar includes a lead faculty member, an integrative advisor, a reference and instruction librarian. Their roles and responsibilities on the project are discussed on p. 27 of this proposal. The recruitment and compensation of participating faculty can be found on p. 30 and similar information regarding seminar advisors is mentioned above. The arrangement for how we will facilitate the integration of reference librarians is described below.

Instruction Librarians

The instruction librarian assigned to each instructional team will have a set of duties that center upon creating online tutorial and research guides to support students' inquiry projects; conducting class sessions coaching students in search strategies and database searching; and providing guidance to students in gathering and evaluating sources. These responsibilities align with the current roles that these instruction librarians typically provide for course support upon request by a faculty member.

We expect that the support these professionals provide for the QEP seminars will merely be a natural extension of the work they currently do for other individual classes on campus. In the preparation for, and implementation of, the pilot semesters of the QEP, we are having ongoing planning conversations with three research librarians who are assisting with shaping the short- and long-term roles for librarians who serve on the QEP instructional team. We will work together to fine-tune the various ways librarians support the project so that the work of being on the instructional team and supporting students does not prohibit existing job duties.

QEP Implementation Advisory Committee

The provost will convene a university-wide QEP Implementation Advisory Committee to steer the QEP implementation process and provide guidance and input on all facets of the QEP once the SACSCOC campus on-site visit has concluded. This group will serve to guide the QEP project and advise the QEP staff team and other project leaders on various aspects of FYF as it unfolds, including offering guidance on the adjustments to the plan and reviewing assessment results and lessons learned along the way. The QEP executive director will chair the group and subcommittees will be formed in order to focus in on, and advise, various aspects of the QEP such as the assessment, instructional team training, and campus outreach. Members of the advisory committee will convene monthly and are drawn from the various programs that are partners in FYF, such as Student Success Advising, University Libraries, REACH, and others. A cadre of faculty, staff and student representatives will be drawn strategically from campus units with an eye toward retaining some members who served on the QEP Development Committee and balancing that with those new to the project.

"Sophomores need encouragement to take on responsibility for their own learning" (Schaller, 2005, p. 21).

VIII. Resources

Our institution has sufficient resources to implement our Find Your Fit initiatives over the five years of its implementation phase. The projected budget below was created in partnership with key university administrators and QEP leaders to ensure shared and realistic commitment of resources that will adequately support the project implementation costs and the individuals charged with participating in the planning, teaching and advising aspects of the QEP. The fourteen budget line items are annotated on the pages following the table.

Narrative #	Description	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22
1	QEP Staff Team* • QEP Executive Director - $90,000 • Specialist for Assessment - $54,650 • Specialist for Faculty Development - $67,150 • Administrative Services Manager - $23,750	$235,482	$242,546	$249,822	$257,318	$265,038
2	Graduate Assistant Salary	$15,000	$0	$0	$0	$0
	Graduate Assistant Tuition	$13,000	$0	$0	$0	$0
3	Staff Professional Development/Conferences	$9,000	$8,000	$8,000	$8,000	$8,000
4	Office Supplies	$1,225	$1,225	$1,225	$1,225	$1,225
5	Operating Overhead	$4,000	$4,000	$4,000	$4,000	$4,000
6	QEP Staff Tech/AV/Printing	$4,775	$4,775	$4,775	$4,775	$4,775
7	Programmatic Expenses	$5,000	$5,000	$5,000	$5,000	$5,000
8	Integrative Advising Support	$60,000	$56,400	$39,704	$34,914	$35,030
9	Teaching Stipends ($6,000 per faculty per section)	$12,000	$36,000	$84,000	$108,000	$120,000
	Professional Learning Community Stipends ($1,000 per faculty per semester)	$4,000	$10,000	$10,000	$9,000	$7,000
10	PLC Training Supplies and Books	$1,150	$1,250	$1,350	$1,450	$1,500
11	Assessment Software/Instruments	$2,500	$2,500	$2,500	$2,500	$2,500
12	QEP Seminar Supplies	$800	$2,400	$5,600	$7,200	$8,000
13	QEP Consultant	$3,000	$3,000	$0	$0	$0
14	QEP Publicity	$4,000	$4,000	$3,500	$3,000	$1,500
15	**Total Budget**	**$374,932**	**$381,096**	**$419,476**	**$446,382**	**$463,568**

*Salaries based on JDF percentages, increases 3% each year for inflation

Annotated Expenses

1. QEP Staff Team

- The existing QEP staff team who provided administrative, assessment and faculty development leadership for the first QEP, Ideas to Action, are expected to continue serving in these roles for Find Your Fit project. They are housed in the Delphi Center for Teaching and Learning and each member of the team has additional Delphi Center responsibilities that are funded by the Delphi Center.

2. GA Salary and GA Tuition

- The initial year of Find Your Find includes funding the part-time QEP graduate assistant who handles a range of duties related to marketing, research, engagement with students, document preparation, website updates, and assessment projects. This position is not needed beyond the first year of the project.

3. Training and Conferences for Staff

- These funds support the QEP executive director and specialist for assessment to attend the SACSCOC annual meetings. These funds will also support the members of the QEP team or leadership group in attending training opportunities, conferences or webinars that allow them to enhance their knowledge and practices of concepts and best practices related to our chosen QEP topic and pedagogical practices.

4. Office Supplies

- This is the average amount of annual funds needed for the supplies and administrative materials used by the QEP staff team to support day-to-day operations of the project.

5. Operating Overhead

- This amount covers such costs as: IT network expenses, stockroom fees, parking passes for guests, postal services, subscription and journal fees, dues and membership fees, and background checks during the hiring process.

6. QEP Staff Technology/AV/Printing

- This is a typical amount needed to support the technology needs—hardware and software—for the day to day functions of the QEP staff team as well as any printing needs.

7. Programmatic Expenses

- This amount is a projected cost to fund the materials, supplies or resources needed to run the project, including training materials for advisors or for other programs and events to bring together key players on the project.

8. Integrative Advising Funding

- This funding is earmarked to support the expansion of the duties of Katie Adamchik, director of Exploratory Programs, to include her responsibilities as Lead Integrative Advisor for the QEP seminar. This funding will also support advising aspects, and advisors, as they take on the advising in the additional sections of the QEP seminar as it expands in scope over time; we expect some of our current advisors' roles would be reworked to include training in the integrative advising method and service to the project.

9. Teaching X-Pays and PLC X-Pays

- Each faculty member teaching the seminar will receive a payment of $7,000; this amount includes $1,000 for their participation in the PLC prior to teaching the seminar and $6,000 for the semester they are teaching. The estimates for the PLC stipend takes into account faculty who teach the seminar are only required to participate in the PLC once, and we are assuming some faculty will teach the seminar multiple times. As such, the estimated increases over time for this line item do not correlate exactly with the teaching stipends.

10. PLC Training Supplies

- This fund covers the purchase of materials for the instructional team who are learning to teach the new QEP seminar, including the books, binders and related materials that are part of the PLC curriculum to help faculty create their QEP seminar.

11. Assessment Software/Instruments

- This fund will cover the cost of advising-related instruments that students are taking as part of the course.

12. QEP Seminar Supplies

- The type of supplies and materials students might use in the seminar is being explored during pilot semesters.

13. QEP Consultant

- This fund is to cover the fees for consultants such as Virginia Lee and/or Molly Schaller who have expertise in key areas of the QEP topic.

14. QEP Publicity

- This line item covers creation and printing of materials to help promote the seminar with our targeted student audience, as well as foster general awareness about the project.

15. Total Annual Budget

- Pending the response to reductions and cuts, this number will be changed.

IX. Assessment

The primary purpose of this QEP is to enhance our students' inquiry and decision-making skills they need to thrive academically and personally. Based on our review of the literature, we identified attitudes attributed to the developmental process of self-authorship and transitional knowing (Pizzolato, 2005). From our research, we identified relevant psychological constructs to be part of our QEP. These include: attitudes in academic self-efficacy, sense of belonging, self-regulation, and overall decidedness.

The QEP Development Committee developed both an assessment and evaluation plan for Find Your Fit. A conceptual map (Appendix G) was created to articulate key learning and developmental constructs that will be addressed within the QEP. The map serves as foundational context from which the assessment plan and project design have been born. A logic model (Appendix E) was developed to situate the assessment of student learning within a broader framework for assessing and evaluating the impact of the QEP.

Learning constructs include independent inquiry, reflective learning, informed decision-making, and academic clarity. Developmental constructs identified by the literature review and reinforced by our own survey data include self-regulated behavior, academic/social self-efficacy, and sense of belonging.

The QEP student learning outcomes are reflected in the logic model under the outputs column and are considered to be the expected outcomes produced by the students within the course environment. The QEP logic model includes key outcomes and impact measures that will be used to assess and evaluate the impact of the QEP. These outcomes include students' declaration of major, increased persistence into the third year, and successful completion of an undergraduate degree program.

Our Tiered Approach

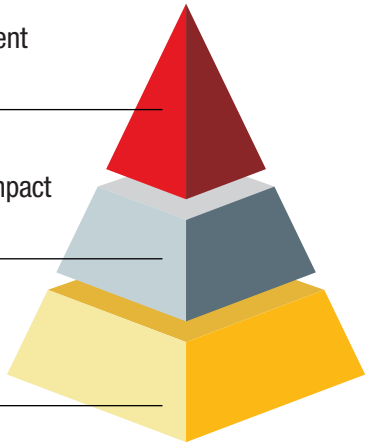
In building upon our 2007 QEP's focus on developing students' ability to think critically, this QEP will focus on establishing inquiry as a pedagogical approach to help facilitate students' ability to become more independent and holistic in their learning, moving students toward a sense of autonomy and agency that is practical, developmental, and transformative beyond the traditional classroom environment/experience.

Find Your Fit will be assessed on three tiers:

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 the QEP broadly and its impact for the **institution**.



Each tier occurs through a scaffolded assessment process (see below for specific assessment activities). Tier 1 assessments occur primarily within course activities and assignments utilizing rubrics to assess learning gains in key learning outcomes. Tier 2 assessments occur at the program level and at the conclusion of each academic semester. The instructional team, along with the QEP staff team, will review course-level data to ensure ongoing improvements in the seminar delivery. Tier 3 assessments will measure the overall impact of the project as well as provide information and direct data to consider how the learning and developmental constructs of the QEP project affect the overall success of students at the institution.

Partnerships

The University of Louisville's QEP staff team will lead the assessment and evaluation efforts for Find Your Fit. Both the Office of Academic Planning and Accountability (OAPA) and the instructional teams teaching the QEP seminar will provide crucial support in the assessment and evaluation efforts. OAPA will assist in providing ongoing institutional student data for student tracking, formulating and administering key indirect measures to the QEP population, and creating a population data set for advisors and QEP team members to use for student recruitment efforts. The instructional team will play a pivotal

role in conducting ongoing assessment of student learning within the course environment and in reviewing and discussing student and course data for assessment of the QEP at the course level. The QEP staff team will provide oversight of the entire assessment process, including establishing protocol for each aspect of the effort; offering training and support to the partners; and assisting with review and evaluation of student artifacts as necessary.

The new Student Success Center (SSC) will house a number of assessment initiatives, many of which parallel assessment components of the QEP. After the fall 2018 launch of the SSC, a scheduled partnership will be formalized and a revisiting of assessment initiatives will occur to ensure overall alignment.

Student Learning Outcomes

The QEP's primary student learning outcomes are:

- 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.

In working toward these outcomes, students will participate in a seminar that will engage students in a broad spectrum of explicit learning activities.

Below is a listing of seminar-specific learning outcomes that support the broader learning goals of our QEP. These outcomes include:

- Students will be able to explicitly engage in ongoing self-reflection and inquiry processes.
- Students will complete an I-Search project that demonstrates critical thinking skills through:
    - Identifying a personally meaningful and academically relevant issue related to the course theme.
    - Developing a clear, well-scoped question to guide exploration of the chosen issue.
    - Designing a logical search plan to gathering information that addresses the question from multiple, relevant points of view.
    - Gathering, organizing, and interpreting relevant information and revising the question or search plan as necessary.
    - Reflecting on the process, including new insights and knowledge about the topic, their own research question, and themselves as learners.
- Students will integrate their lived experiences and their intellectual aptitudes through developing an Academic and Personal Plan (APP).

Description of Measures

Student learning measures are present primarily within course-embedded assessments. Specific rubrics have been devised to measure student learning gains. Each semester, data collected from the seminar—and the experiences of all the key players involved—will provide the basis for informing ongoing conversation and opportunities for improvements around classroom practices associated with the expected learning outcomes.

Student Learning Measures

Direct measure. The I-Search paper, I-Search presentation, and APP will be the culminating activities for students within the QEP seminar. These tasks require students to demonstrate most of the seminar's student learning outcomes. Together these three tasks comprise the Hallmark Assessment Task (HAT).

Dimensions for the I-Search rubric and the APP rubric were adapted from the Association of American Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics. See Appendix H for the I-Search Rubric and the APP Rubric.

Indirect measure. An end-of-course evaluation will be administered to students enrolled in the seminar. Students will be asked to respond to various questions regarding pedagogical practices and activities, effectiveness of the instructional team, and their perception of demonstrating the course learning outcomes. These data will be used to assess the effectiveness of the course and will inform modification of practices and approaches taking place within the seminar.

Direct measure. A 22-item pre- and post-Personal and Academic Inquiry (PAI) Disposition Scale will be administered during the first and last week of the semester to students enrolled in the QEP seminar course. Decidedness, academic self-efficacy (Pintrich & DeGroot, 1990), and sense of belonging (Walton & Cohen, 2007) will be assessed at the course level. All items will be scored on a scale of 1 (strongly disagree) to 7 (strongly agree). See Appendix I for this instrument.

Project-level Measures

Direct measure. A 13-item pre- and post-Find Your Fit (FYF) Learning Scale will be administered to students taking the seminar course and a control population of students who meet the same institutional criteria (see Appendix I for this instrument). Self-regulation (Pintrich & DeGroot, 1990) and belonging uncertainty (Walton & Cohen, 2007) will be assessed at the project level. Items measuring self-regulation will be scored on a scale of 1 (strongly disagree) to 7 (strongly agree). Items measuring belonging uncertainty will be scored on a scale of 1 (not at all true) to 5 (completely true of me). The pre-assessment will be administered to a subset of students prior to their advising appointment the semester before the seminar course. The post-assessment will be administered to the same student population at the end of the course. Changes in students' attitude will be used to help articulate the overall impact of the QEP at the institution. Additional information around the selection of the QEP population can be found on p. 48 of this section.

Indirect measure. An instructional team survey will be used each semester to assess the effectiveness of the instructional teams. Items on the survey will ask instructional participants about the cohesiveness, effectiveness, and climate of the team members and their interactions.

Indirect measure. The Student Perception Survey is an institutional survey administered by OAPA every spring semester with the purpose of gathering students' perceptions of the learning environment at the institution. Five items will be developed to prompt students about specific learning dispositions and institutional support related to the second year. Each item is scored on a scale of 1 (strongly disagree) to 5 (strongly agree). These data will help support analysis of the overall assessment and evaluation of the QEP.

Additional institutional measures will be included to facilitate post-seminar analysis of the QEP's impact on student success at the institution, including

measures such as grade point average, time at the institution, and rate of student persistence.

Process for Assessing Student Learning

Most of what students will be asked to demonstrate in regards to their learning will occur at the course level and will be embedded in seminar activities, assignments, and surveys. The HAT and the associated steps to completing the HAT will be the culminating artifact of student learning. Major learning constructs for the HAT have been designed to mirror our learning outcomes. Students will be prompted to rate their own learning throughout the course as well as at the conclusion. A reflection rubric has been devised to evaluate student reflection work within the seminar learning activities. See Appendix J for this rubric.

Student learning data collected at the course level will be housed in Blackboard, which is the institution's learning management system. Assessment data will be extracted at the conclusion of the seminar and merged with other institutional data for ongoing tracking of student progression beyond their participation in the QEP seminar.

Each instructional team will be responsible for conducting the course assessments in their seminar section. These team members will learn about the assessment tools and undergo a calibration process for scoring student work as part of the PLC they attend prior to the seminar beginning. The QEP staff team will ensure that as the project grows in scope over time, the assessment protocol and the process of capturing and tracking student data will be revised and systematized as needed.

Identifying the Population

Our QEP includes a process for identifying and tracking the subpopulation of our second-year students who will be pre-identified as eligible participants in the QEP seminar. Initial guidelines for selecting the population in the initial years of the project are informed by institutional data reviewed early in the QEP development process. These data can be found on p. 5 of this document. Identification of this student population will occur each semester to inform the integrative advisor about the potential, or readiness, of students to participate in the seminar. For the pilot stage, we are using criteria that were characteristic of the exploratory population reflected in earlier analysis of the GRS cohort of students, in particular 2010 to 2014 GRS cohorts.
These guidelines include the following criteria for student eligibility to enroll in the seminar:

- second-year status, meaning either the student is currently in the second year at the institution or has accumulated at least 30 credit hours overall;
- an overall grade point average between 2.0 and 3.49;
- entrance into the institution as a first-time, full-time, degree-seeking student; and
- not declared in a major, or has exploratory status.

Based on data obtained in May 2017, there were approximately 350 students who met these criteria for our initial course offering in spring 2018. We do not assume that all students who meet these criteria need the QEP intervention in order to succeed in the second year, nor do we assume they are ready to engage in the activities that would ask them to reflect deeply and possibly reconsider or rework their academic goals and priorities. We plan on revisiting and fine-tuning the criteria for population selection as the project evolves and expands to accommodate a larger portion of the second-year population. Exploratory advisors will play a primary role in

recruiting and identifying students within this population who would benefit from taking the QEP seminar. We also expect that in response to our QEP marketing and outreach to this population, students themselves may express interest in the seminar. In our discussions with our advising colleagues in developing the QEP, we realized that individual discussions with potential, or interested, second-year students who meet the eligibility profile will help both students and advisors decide if the QEP seminar is an appropriate fit for a particular student in a given semester.

Given our need to ensure, especially in the initial years of the project, there is a methodical and consistent approach to recruiting and accepting the second-year students that meet our eligibility criteria and demonstrate readiness for the intervention, we are putting a registration restriction on the seminar. This restriction indicates that a student must be a second-year student and have contacted or met with an integrative advisor to ensure appropriateness of the course.

The integrative advisor will be the point person who will interact with students who are directed toward this course by advisors or other marketing. The integrative advisor will administer the "Readiness Assessment" (see Appendix K for this instrument) to determine students' eligibility and capacity to engage the activities of the seminar. She will either directly register the student or refer the student to other resources or programs for exploratory students.

The QEP staff team, in partnership with key QEP colleagues, will revisit the criteria for population identification annually as the project grows and makes changes based on information gathered from the student, the course, and the instructional teams. The goal is to clearly identify both an experimental and a control population. We realize the recruitment of students will be somewhat "hands on" in the early stages of getting the QEP off the ground, and we know this will become more efficient and easier to do over time and as we move from "theory" to "practice." We will discover a protocol that is based on analysis conducted early in the QEP process as we proceed and are actually working with our subpopulation.

Data Collection and Tracking

The project will require the QEP team to request, collect, and track populations of students throughout the five-year process. This effort will be in partnership OAPA. Beginning with an ongoing data request for population identification prior to student registration for each subsequent semester, the QEP staff team will support the appropriate advisors in identifying and recruiting students into the QEP seminar course as described above.

Students from the identified population, including those who do not participate in the QEP seminar, will be tracked each semester until their exit from the institution. Institutional variables, including ongoing enrollment, declared major status, semester and overall grade point averages, total accumulated hours, and degree confirmation will be merged and continually updated to the original population set each semester. These data will be stored in a secured database that will be housed by the QEP staff team.

Process for Assessing the QEP Initiative

We have established a research design to help us assess the impact of the QEP and to discover over time which learning constructs and interventions play a key role in students' success and persistence at the institution. Students will all complete our pre- and post- FYF Learning assessment scale at an advising appointment prior to the start of each academic semester the seminar is offered.

Students from our targeted, second-year subpopulation who are enrolled in the seminar will become our experimental group. Students who enroll in courses at UofL the following semester, but do not enroll into the QEP seminar, will become our control group. Early on in the project, we expect a disproportionate number of students within the control group. A randomized selection from the control group will be generated for comparative analysis with the corresponding experimental group.

We will track additional institutional metrics as part of this project's assessment plan, including overall grade point average, demographic variables, time at the institution, and transitional status at the institution. As outlined in our logic model, examples of outcomes we expect are: students' declaration of major and increased levels of persistence. Our overall QEP hypothesis is "the QEP experience will lead to increased levels of persistence and timely declaration of major." In addition to collecting and tracking ongoing student data, the QEP staff team, along with professional advisors, will leverage the use of the Education Advisory Board (EAB) Student Success Collaborative to enhance our data-driven practice for supporting student success. The EAB Student Success Collaborative combines technology, research, process improvement, and predictive analytics to help institutions positively influence outcomes with at-risk and off-path students. The Student Success Collaborative will help identify patterns of student success and failures by integrating and analyzing underutilized academic data along with data collected through the QEP initiative.

As the project unfolds, the QEP staff team will conduct additional analyses to determine which learning constructs contribute significantly to students' overall success at the institution. At the project level, regression analyses will be conducted annually utilizing key learning outcomes, psychological measures, and institutional variables to determine which aspects of the project had the most impact or influence on students' successful progression at the university. Based on the scaling up of the project, additional comparisons among the waves of students progressing through the QEP will assist in articulating change and impact in preparation for our Fifth Year Impact Report to SACSCOC in 2023.

Appendix A QEP Development Committee Membership to Date

Katie Adamchik	College of Arts and Sciences/Exploratory Advising
Mary Ashlock	College of Arts and Sciences/Communication
IL Barrow	Delphi Center/QEP Specialist for Assessment
Gay Baughman	School of Dentistry/General Dentistry and Oral Medicine
Lynn Boyd*	College of Business/Management
David Brown*	College of Arts and Sciences/Physics
Jeremy Burch*	Undergraduate Student Representative
Kathy Carter*	College of Education and Human Development/Health and Sport Sciences
Meredith Cooksey*	Undergraduate Student Representative
Indigo Cornelison	Delphi Center/QEP Graduate Student
Henry Cunningham*	Office of Community Engagement
Eileen Estes	College of Education and Human Development/Counseling and Human Development
Jasmine Farrier*	Faculty Senate Representative
Cate Fosl*	College of Arts and Sciences/Women's and Gender Studies
Jonathan Fuller	Undergraduate Student Representative
Linda Fuselier	College of Arts and Sciences/Biology
Rhonda Gilliland	Staff Senate Representative
Nisha Gupta	Delphi Center/QEP Specialist for Faculty Development
Mike Hagan	College of Arts and Sciences/Humanities
Timothy Hall*	Brandeis School of Law
Vicki Hines-Martin*	School of Nursing
Amy Holthouser*	School of Medicine
Ashley Hopkins*	TRIO Student Support Services
Caroline Houchins	Career Development Center
Alicia Humphrey*	Undergraduate Student Representative
Susan Jenkins*	Staff Senate Representative
Michael Keibler	Speed School of Engineering/Academic Affairs
Bruce Keisling*	University Libraries
Trey Lewis*	Career Development Center
Susan Longerbeam*	College of Education and Human Development/ Counseling and Human Development
Stephen Mattingly	School of Music
Sam McClellan	University Libraries
Rose Mills	College of Arts and Sciences/English
Jessica Musselwhite	Delphi Center/QEP Administrative Services Manager
Raymond Myers*	Undergraduate Student Representative
Karen Newton	Campus Health Services/Health Promotion
Laurie O'Hare	Kent School of Social Work
Jason Osborne*	College of Education and Human Development/ Counseling and Human Development
Patty Payette, Co-Chair	Delphi Center/QEP Executive Director
Toccara Porter*	University Libraries
Patricia Ralston*	Speed School of Engineering/Engineering Fundamentals
Edna Ross*	College of Arts and Sciences/QEP Specialist for Critical Thinking
Nora Scobie	College of Business/Advising Center
Celeste Shawler*	School of Nursing
Kimberly Smith*	Delphi Center/QEP Graduate Student
Marian Vasser*	Diversity Education and Inclusive Excellence/Office Vice Provost for Diversity
Pete Walton	School of Public Health and Information Sciences/Dean's Office
Joanne Webb	Office of Academic Planning and Accountability
Beth Willey, Co-Chair	College of Arts and Sciences/English
Imelda Wright	School of Nursing
Riaan van Zyl, Co-Chair*	Kent School of Social Work

*Asterisk indicates members who have served and subsequently rotated off the committee.

Appendix B Student Focus Group and Survey Information

Focus Group and Survey Information

In order to understand the needs of our students and align with institutional data and the literature review, the QEP team scheduled three student focus group sessions to gather additional data on the second-year experience of our undergraduate students. An abbreviated version of the Focus Group Protocol is provided below, including the purpose and goals of the focus group along with the questions used to guide students' discussion.

Purpose of Student Focus Group

- The purpose of this focus group is to learn from university students some identifiable challenges they faced during their second year, as well as illuminate how they "overcame" or approached these challenges. In particular, we are interested in challenges, decisions, and confidence in major and career clarity.

Goals for the Student Focus Group

- We want to find out what helped students persist through their second year.
- We want to know where the connections were made.
- We want to know what they are studying now and how they feel about their own "decidedness."
- We want to know if they feel a sense of "belonging."
- Who are the people that made a/the difference?
- What are the activities that made a/the difference?

Questions for the Focus Group Session

1. Thinking about everything from academic to social life, what is your definition of a successful college experience?
2. When you think of what it means to have a successful second year, what comes to mind?
    a. What helps sophomores be academically successful?
3. Compared to your freshman year, how did your second year go?
    a. What were some of the greatest challenges or roadblocks you faced during that year?
4. What do you know now that you wish you knew in the start of your second year?
5. Have you decided on a major? Career path(s)? (transition)
6. How do those two relate with one another?
7. For those of you who have already decided on a major, how long had you been here before you made that decision?
    a. Did someone help you make that decision?
8. For those of you who have not decided yet, when do you think you'll decide?
    a. How do you think you will go about deciding what kind of degree you want to earn?
    b. What type of advising/counseling assistance did you seek and receive?
9. How important is it for you or any student to figure out your program of study early on?
    a. If it is important, why? If it is not important, why not?
10. Do you feel confident in your ability to be academically successful at UofL?
    a. How do you know?
    b. What are the types of activities, conversations, experiences that reinforces your ability to know how to be successful?
11. Do you feel like you belong at the University of Louisville?
    a. What were some events, activities, and conversations that contributed the most in forming this sense of belonging?
    b. In what ways do you feel like you belong? (socially, academically, etc.)
12. Have you ever worried about having to take a break or drop out yourself?
    a. What is keeping you going?
13. Do you know anyone who has had to stop or drop out before finishing their classes or programs?
    a. What were the reasons?

References

- College Student Focus Group Discussion Guide, Association of American Colleges & Universities
- Student Focus Group Resource Guide, WestEd
- The Sophomore Experience, University of Minnesota

QEP Student Surveys

In fall 2016, the QEP Development Committee created and developed two short surveys to glean important information about our students' experiences that will inform our QEP. One survey focused on students' experiences choosing a major, and the other survey asked students to report on their sense of academic confidence and belonging. The focus content of the surveys came, in part, from the recommendations of consultant Molly Schaller. Our Student Advisory Team gave key input on the questions, and our student affairs colleagues advised us on how best to reach out to our student population.

Find Your Fit in the Second Year: Student Feedback: Choosing Your College Major

We want to hear from you!
November 2016

Purpose of the Student Feedback Questionnaire

The purpose of this questionnaire is to learn about your academic experiences and confidence-level in choosing a major for a new project at UofL. The goal of this new project is to support the second-year experience for undergraduate students at UofL. Your honest feedback will be used to help inform how we improve the experiences second-year students face at UofL. Your responses on this survey will remain anonymous. The short questionnaire will take you 10 to 15 minutes to complete.

Information about you

1. What is your current major?
2. Was this your major upon entering UofL (please circle one)? Yes or No
3. If no, what was your entering UofL major?
4. What is your academic level (please circle one)? 1st yr. 2nd yr. 3rd yr. 4th yr. Other
5. Are you currently a full-time student (please circle one)? Yes or No
6. Did you begin college at UofL or elsewhere (please circle one)? UofL or Elsewhere

Questions and short answers

There are no 'right' or 'wrong' answers; we are interested in knowing more about your ideas, your challenges, your triumphs, all from your perspective. Please respond to each question as thoughtfully and thoroughly as you can.

1. When you think of what it means to have a successful second-year as an undergraduate student at UofL, what comes to mind?
2. If you are in your 2nd year, what is the greatest challenge you are facing, both academically and socially? or
    a. If you are beyond your 2nd year, what was the greatest challenge you faced in your second year, both academically and socially?
3. How important was it for you to figure out your major early on? Why?
4. What factors/people/events overtime influenced your decision to choose your current major?
5. What type of advising/counseling assistance did you seek and receive? Was it helpful?
6. In what ways do you feel like you "belong" to your major or that it is a good fit for you?

Find Your Fit in the Second Year: Student Feedback: Your Confidence & Belonging @ UofL

We want to hear from you!
November 2016

Purpose for the Student Feedback Questionnaire

The purpose of this questionnaire is to learn about your academic experiences for a new project at UofL. The goal of this new project is to support the second-year experience for undergraduate students at UofL. Your honest feedback will be used to help inform how we improve the experiences second-year students face at UofL. Your responses on this survey will remain anonymous. The short questionnaire will take you 10 to 15 minutes to complete.

Information about you

1. Are you an undecided student? Yes or No
    a. If not, what is your current major?
2. Was this your major upon entering UofL (please circle one)? Yes or No
3. If no, what was your entering UofL major?
4. What is your academic level (please circle one)? 1st yr. 2nd yr. 3rd yr. 4th yr. Other
5. Are you currently a full-time student (please circle one)? Yes or No
6. Did you begin college at UofL or elsewhere (please circle one)? UofL or Elsewhere

Questions and short answers

There are no 'right' or 'wrong' answers; we are interested in knowing more about your ideas, your challenges, your triumphs, all from your perspective. Please respond to each question as thoughtfully and thoroughly as you can.

1. Do you feel confident in your ability to be academically successful at UofL? Why or why not?
2. What are the types of activities, conversations, and/or experiences that reinforce your confidence in being successful at UofL?
3. If you are in your 2nd year, what is the greatest challenge you are facing, both academically and socially? or
    a. If you are beyond your 2nd year, what was the greatest challenge you faced in your second year, both academically and socially?
4. What do you know now that you wish you knew in the start of your second year?
5. In what ways do you feel like you belong at the University of Louisville socially?
    a. What were some events, activities, conversations, or people that contributed the most in forming this sense of belonging?
6. In what ways do you feel like you belong at the University of Louisville academically?
    a. What were some events, activities, conversations, or people that contributed the most in forming this sense of belonging?

Thank you for taking the time to provide us feedback about your second year experience at UofL. Your contributions will help UofL support and enhance the second year experience for our undergraduate students. If you have any questions or additional comments, please feel free to email us at QEP2017@louisville.edu.

Appendix C QEP Feedback Employer Focus Group Information

QEP Feedback Session: Employer Questions

1. Are there suggestions or concerns you have regarding the QEP project and its goals?
2. How do you think this proposed QEP could help second-year students succeed at UofL and beyond?
3. From your perspective, what should be included in this QEP project to make it meaningful for second-year students?
4. From your perspective, what outcome(s) would tell you this QEP project has been successful for second-year students? For our graduates?
5. What difference would you expect to see in candidates who successfully complete the QEP and are graduates of UofL?
6. What is the most important thing you would like to tell faculty and staff that would enhance students' characteristics and skills at UofL?
7. How relevant is a candidate's major when considering hiring for a position?
8. Based on your experience, what are the top three attributes/characteristics of individuals who are successful in their careers?
9. What general characteristics or traits do you focus on when considering a potential employee candidate (skills/education/work ethic)?
10. What challenges or barriers do recent hires exhibit while starting their careers?
11. In what ways does a candidate's ability to manage/balance their time impact their ability to be an effective member of your company?
12. When you are interviewing candidates for a position, what kinds of experiences are you looking for?
13. What key characteristics, knowledge, or skills are you looking for when hiring?
14. What advice would you give to current students about the characteristics and skills you are looking for when hiring?
15. Based on your experience with recent graduates of UofL employed at your organization, what are some key strengths that they possess?
16. Based on your experience with recent graduates of UofL employed at your organization, what are some key strengths that they lack?
17. What gaps, if any, do you see in the QEP's structure or outcomes?
18. What two key changes would you propose if you were to improve the proposed QEP to better prepare UofL graduates for employment in your organization?

Appendix D QEP Feedback Alumni Focus Group Information

QEP Feedback Session: Alumni Questions

1. Do you think this proposed QEP could help second-year students succeed at UofL and beyond? If so, how?

2. Why did you choose the program you completed at UofL? If you could go back and do it again, would you make the same choice? Why or why not?

3. How did you hope or assume your major would prepare you for your future? For your career? Were your assumptions accurate?

4. Did you feel like you belonged at UofL? If so, what or who helped you feel a sense of 'belonging'?

5. In what ways did UofL prepare you for your career outside of studying your chosen major or content? In what ways were you unprepared?

6. What was the most significant contributing experience/factor that led you to your current job/career?

7. How did you decide on your major when you were at UofL?

8. What were some of the challenges you had in your second year at UofL?

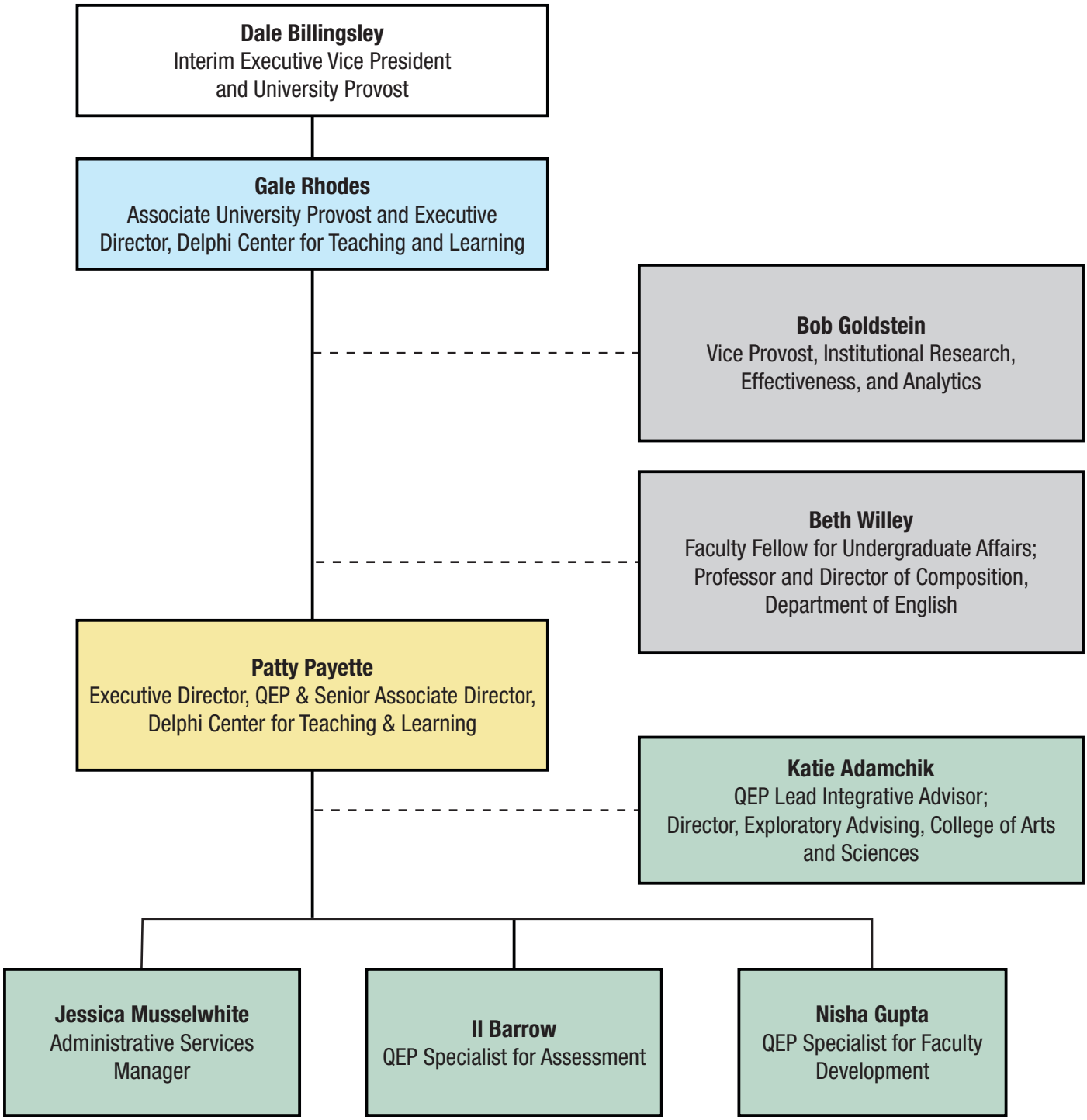
9. Are there suggestions or concerns you have regarding the QEP project and its goals?

Appendix E QEP Logic Model

Quality Enhancement Plan
Logic Model
January 2018

Resources	Activities	Outputs	Short-term Outcomes	Long-term Outcomes	Impact
In order to accomplish out a set of activities, we will need the following:	*In order to address our problem (or assets), we will accomplish the following activities:*	*We expect that once accomplished, these activities will produce the following:*	*We expect that if accomplished, these activities will lead to the following changes in one to three semesters:*	*We expect that if accomplished, these activities will lead to the following in two to three years:*	*We expect that if accomplished, these activities will lead to the following changes in four to six years:*
• University faculty • University advisors • University librarians • Undergraduate students • University administrators • Career Development Center staff • QEP team • Lead Integrative Advisor • Exploratory Advising • Department of Counseling & Human Development • QEP Budget • Learning Technologies • Learning Spaces	• Develop and launch QEP course ○ Develop clear student learning outcomes ○ Develop and execute integrative advising approaches • Conduct ongoing faculty/advisor development opportunities • Recruit undergraduate students to participate in the QEP course and create a scaling-up recruitment plan • Develop recruitment plan for ongoing faculty involvement/participation • Establish a QEP steering committee • Develop a comprehensive evaluation plan ○ Develop process for assessing student learning ○ Develop database or protocol for tracking students who complete the course	• Student learning outcomes ○ Student will exhibit an ability to participate in an inquiry-based learning process (currently identifying key constructs and/or dimensions) ○ Students will enhance their ability to think critically about life decisions and career direction (currently identifying key constructs and/or dimensions) ○ Students will report an increase in their sense of academic and social belonging or "fit" ○ Students will report an increase in their sense of decidedness, engagement, and self-regulated learning • Assessment instruments and technology	• Students will declare their (*suitable*) major, which aligns with their academic interests within one semester after successful completion of the QEP course • Students will persist at a higher rate into their third year • Instructional team will report increased team functionality	• A higher percentage of entering GRS students will successfully complete their academic programs within six years of start • The persistence gap between the differing A&S subpopulations of incoming students persisting into the third year will decline • A higher number of students will participate in the QEP project annually	• Students successfully completing an undergraduate degree program will self-report gains in specific "fit" measures related to the QEP upon completion of program • Best practices from the QEP will be implemented and integrated into student services and/or learning at the institution

Appendix F Organizational Structure



Quality Enhancement Plan

Conceptual Framework

October 2017

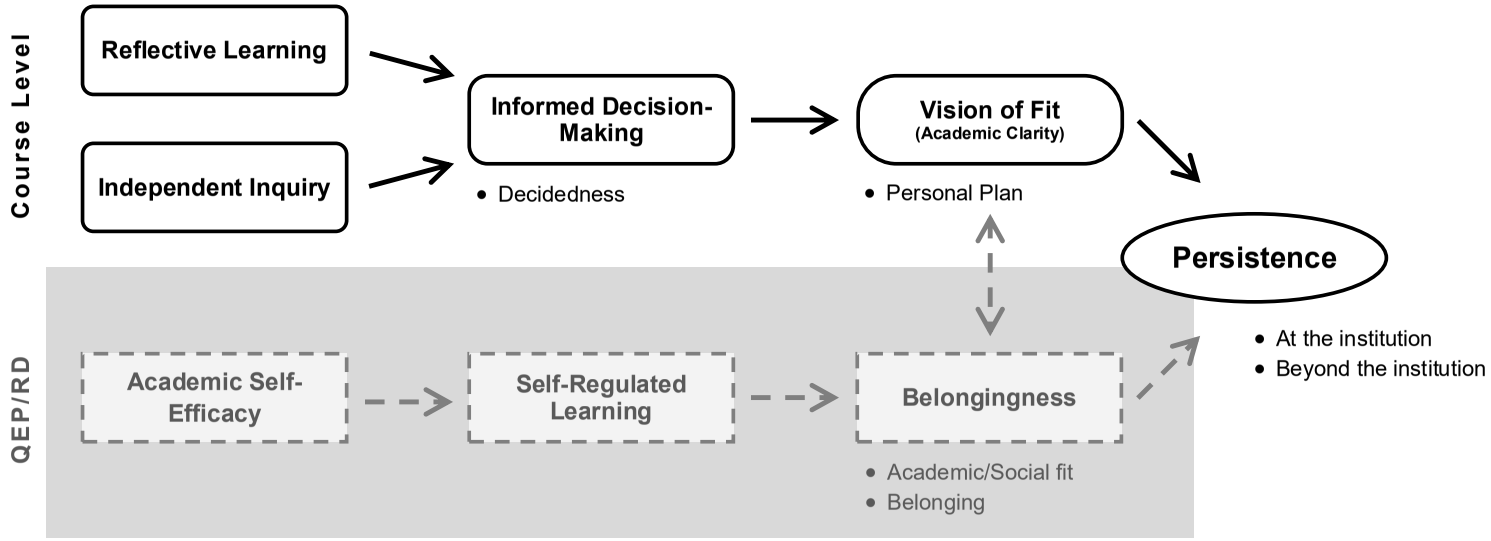
What is a Conceptual Framework

"A conceptual framework explains, either graphically or in narrative form, the main things being studied—the key factors, constructs or variables—and the presumed relationships among them. Frameworks can be rudimentary or elaborate, theory-driven or commonsensical, descriptive or casual."

(Miles and Huberman, 1994)

The purpose of this conceptual framework is to provide a graphical representation of the Quality Enhancement Plan's (QEP) major constructs and their relationship with one another. Constructs were developed or identified based on a literature review of the second-year experiences of college students. Definitions of each construct are provided on the back of this page.

Below, you will find the primary constructs that are explicitly being addressed within the QEP course represented on the "primary" row. Secondary constructs, represented in the gray area, were identified based on the literature review and will be measured as part of the QEP evaluation plan. The QEP may or may not address these constructs explicitly or intentionally, but based on prior research students should exhibit or self-report an increased ability or disposition towards these constructs.



References

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis : An expanded sourcebook* (2nd ed.). Thousand Oaks: Sage Publications. http://catdir.loc.gov/catdir/enhancements/fy0655/93041204-t.html

Vision of Fit (Academic Clarity): the act of clearly seeing or imagining oneself pursuing and achieving an academic or intellectual endeavor; a sense of meaning and purpose in one's own major and career choice (Schaller, 2005).

Academic Self-efficacy: refers to an individual's belief (conviction) that they can successfully achieve at a designated level on an academic task or attain a specific academic goal (Bandura, 1997; Eccles & Wigfield, 2002; Elias & Loomis, 2002; Gresham, 1988; Linnenbrink & Pintrich, 2002a; Schunk & Pajares, 2002).

Belongingness: the basic human emotional need to be an accepted and valued member of a group.

Independent Inquiry: the self-directed process of exploring, asking questions, making discoveries, and communicating new understandings and perspectives about the world and/or being in the world.

Informed Decision-Making: the act of deciding or making judgments based on one's ability to seek out and explore relevant information, implications, and intended consequences.

Persistence: the act of continuing toward an educational/personal goal in the face of difficulty, opposition, failure, or change.

Reflective Learning: the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self, and which results in a changed conceptual perspective (Boyd and Fales, 1983).

Self-Regulated Learning: the self-directive process by which learners transform their mental abilities into academic skills. Learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching (Zimmerman, 2002).

References

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Schaller, M. A. (2005). Wandering and Wondering: Traversing the Uneven Terrain of the Second College Year. *About Campus*, *10*(3), 17-24.

Zimmerman, B. J. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory Into Practice*, *41*(2), 64-72.

Appendix H Rubrics Associated with the QEP Seminar

I-Search Project 4-part Rubric

Spring 2018

Seminar Outcomes

Students will complete an I-Search project that demonstrates critical thinking skills through:

- Identifying a personally meaningful and academically relevant question to explore related to the course theme
- Designing a logical search plan to gathering information that addresses the question from multiple, relevant points of view
- Gathering, organizing and interpreting relevant information and revising search plan as necessary
- Reflecting on the process, including describing new insights and knowledge about the topic, their own research question, and themselves as learners

	Dimensions	4	3	2	1
Part I. Starting an I-search, what is my initial plan?	**Introduction: Question and Purpose**	The student develops a meaningful, focused, and answerable compelling question(s) and clearly identifies the purpose for the I-Search.	The student provides an insightful and appropriately-scoped question that is relevant to the seminar theme. The purpose of the I-Search is clear.	The student provides a thoughtful, compelling question(s). The purpose for the I-Search is emerging.	The student does not include a description of a compelling question(s). The purpose for the I-Search is not apparent.
	Introduction: Background	The student provides information about his/her relevant experiences and background knowledge relating to the chosen topic/question with a high level of depth.	The student provides sufficient information about his/her relevant experiences and/or prior background knowledge related to their topic/question and why they chose this focus.	The student provides some information about his/her experiences and background knowledge of the topic.	Cursory information regarding the student's experiences and knowledge is provided.
	Searching: Process	The student provides relevant and significant information with depth about the search process, *including how it changed.*	The student provides relevant information about his/her intended search process, including logical strategies they will use to find information and seek feedback.	The student provides some relevant information about the search process. A cursory description of how the process changed is included.	The student provides limited information about the search process OR does not address how the search process changed.
Part II. The process of searching/researching	**Searching: Sources**	A wide variety of sources that demonstrates a broad range of viewpoints. The selected sources (two "human sources", two scholarly sources, and two professional sources) are well-chosen, complex, and integrated.	A wide variety of sources that demonstrate a range of viewpoints. The selected sources (two "human sources", two scholarly sources, and two professional sources) are well-chosen, support the purpose of the search, and inform the compelling questions(s) of the I-Search.	Some variety in sources demonstrates a limited range of viewpoints. The connection of sources to the purpose and compelling question(s) may not be clear.	An insufficient variety of sources and does not provide differing perspectives. Sources do not appear to support the purpose and compelling question(s).
	Findings: Content	The student accurately and precisely describes the most relevant and significant findings of his/her I-Search. The findings are clearly connected to the compelling question(s); *inferences are supported with evidence.*	The student accurately and precisely describes the most relevant and significant findings of his/her I-Search. The findings are clearly connected to the compelling question(s) and inferences are supported with evidence.	The student describes some major findings of the I-Search. The findings are related to the compelling question(s). Inferences are weakly supported with some evidence.	The student provides a cursory description of some findings. The relationship of the findings to the compelling question(s) is not clear. Inferences are not supported with evidence.
Part III. Writing up the process of your search.	**Findings: Synthesis**	The student synthesizes the findings by identifying connections and themes across the findings, reconciling competing and differing viewpoints.	The student synthesizes significant findings by identifying connections and themes across the findings, acknowledging competing and differing viewpoints.	The student provides some synthesis of findings but connections are weak. Competing/differing viewpoints may be acknowledged but not reconciled.	The student does not synthesize findings. Contradictions and differing viewpoints are not acknowledged.
	Conclusion: Reflection	The student provides a thoughtful reflection on the I-Search process and findings and indicates how his/her thinking, question, and topic evolved during the course of inquiry.	The student provides a thoughtful reflection on the I-Search process and indicates how his/her thinking, question, and topic evolved during the course of inquiry.	The student reflects briefly on the I-Search process and findings.	A cursory summary of the process and findings does not demonstrate how the student has grown through the I-Search process.
	Conclusion: Implications	The student proposes several ways in which the understanding gained from the I-Search may impact his/her own self-understanding (content discipline and/or grade level of certification area) as well as that of others. Comparison of new understandings with prior assumptions demonstrates that the student has grown in his/her understanding of the topic.	The student proposes several ways in which the understanding gained from the I-Search influences his/her own thinking about the topic and insights gained about the I-Search process itself. Comparison of new understandings with prior assumptions demonstrates that the student has grown in his/her understanding of the topic.	The student proposes several ways in which the understanding gained from the I-Search may impact his/her teaching but not that of others. Cursory comparison of new understandings with prior assumptions demonstrates some growth.	The student provides minimal implications for how the I-Search may impact his/her teaching.
	Documentation	The student consulted more than two experts or authorities and more than four trustworthy Internet or text-based sources. Accurate and precise information about all sources is detailed and provided in an appropriate and consistent bibliographic style (APA).	The student consulted at least two experts or authorities and four trustworthy Internet or text-based sources. Accurate and precise information about credibility of all sources is provided in an appropriate and consistent bibliographic style (APA).	The student consulted a variety of sources, but fewer than required OR sources are not trustworthy. Incomplete citations are provided OR citations do not follow a consistent style.	The student consulted an insufficient number or variety of sources OR The student provided no citation information.
Part IV. Presenting the lessons of your search to peers.	**Presentation Content: Organization**	The relevant and significant aspects of the I-Search are communicated in logical order with details and evidence of depth and breadth. It is clear how all information relates to the purpose and compelling question(s) of the I-Search.	The relevant and significant aspects of the I-Search are communicated in logical order. The purpose and compelling question(s) of the I-Search project are clear and the central concepts, ideas or findings from the search are conveyed with precision.	The purpose of the I-Search can be identified with some difficulty. Student focuses more on the finding of the I-Search rather than an understanding of the purpose.	The flow of ideas is choppy, not logical, and includes unrelated information. The relationship of the presentation to the I-Search is weak/ unclear.
	Presentation Content: Implications and Take Away from the Journey.	Student clearly articulates how the I-Search process informs their actions as learners moving forward. The implications of their journey are relevant, informative and compelling for others learners.	Student provides some examples of how the I-Search process informs their actions as learners moving forward. The implications of their journey is informative, but may offer limited or lacking relevance for others learners.	Student articulates the I-Search process with minimal reference to how the process informs their thinking or actions. Implications of the process for others are cursory or limited.	The presentation does not address how the I-Search project has imformed their thinking and the implications of the process for others.

Continued on next page

	Dimensions	4	3	2	1
Part IV. Presenting the lessons of your search to peers.	**Technical/ Digital/Media Literacy Elements**	Makes the most out of the opportunities with media by using clear and relevant audio/visual elements, including narration by the author. Uses at least two of these elements: image, video, audio selection, and transition.	Takes advantage of affordances of medium using supportive audio and visual elements. Uses at least one image, video, audio selection, and transition.	Takes advantage of affordances of medium using supportive audio and visual elements. Uses at least one of these elements: image, video, audio selection, and transition.	The presentation does not incorporate multimedia technology.
	Presentation Format and Style	The presentation demonstrates rich use of a variety of innovative and interactive multimedia sources. Special effects, animations, sound, and graphics are used to good, purposeful and are not distracting.	The presentation demonstrates rich use of a variety of innovative and interactive multimedia sources. Special effects, animations, sound, and graphics are used appropriately and are not distracting.	The presentation uses limited multimedia OR the presentation includes extraneous effects, animations, sound, or graphics that detract from the message.	The presentation does not incorporate multimedia technology.
General	**Conventions: Writing**	The student demonstrates good control of grammar, spelling, and mechanics. The finished product is professional in appearance.	The student demonstrates good control of grammar, spelling, and mechanics. The finished product is professional in appearance.	The student demonstrates adequate control of grammar, spelling, and mechanics but some errors are apparent.	The student does not demonstrate appropriate grammar, spelling, and mechanics. Lacks editing.
	Conventions: Organization	The student's work consistently demonstrates high level organization and logic throughout.	The student's work consistently demonstrates good levels of organization and logic throughout.	The student's work shows overall organization but may be hard to follow in a few places.	The student's work shows insufficient logical organization and is difficult to follow.

Academic and Personal Plan Learning Rubric

Spring 2018

Students will integrate their lived experiences and their intellectual aptitudes through developing an Academic and Personal Plan.

Dimensions	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
How does inquiry enhance my ability to learn? To continue learning? **Articulates key steps of inquiry and how it has influenced his/her learning process and results**	The student accurately articulates the stages of the inquiry process, explains how he/she thought through each stage, and what he/she learned about inquiry itself. Student's reflection of the inquiry process references relevant examples of how he/she applied steps of inquiry into his/her planning process, including opportunities for ongoing growth, exploration, and continued development (learning).	The student accurately articulates the stages of the inquiry process, explains how he/she thought through each stage, and what he/she learned about inquiry itself. Student's reflection of the inquiry process references relevant examples of how he/she applied steps of inquiry into his/her planning process.	The student describes the stages of the inquiry process, clearly explains how he/she thought through each stage, and what he/she learned about inquiry itself.	The student references the stages of the inquiry process and describes each stage generally.
What have I learned? About myself? About my question? About my quest? **Communicates new learning and insights**	Student response demonstrates a relevant reflection on, and personal synthesis of the themes, theories, concepts, strategies and/or activities prompted by the seminar. This reflection includes describing "aha" moments within the seminar, how those moments were triggered, and clearly relating the moments to articulating new learning. Viewpoints and interpretations are supported with appropriate examples, as applicable.	Student response demonstrates a reflection on, and personal synthesis of the themes, theories, concepts, strategies and/or activities prompted by the seminar. Viewpoints and interpretations are supported with appropriate examples, as applicable.	Student response demonstrates a description of, and synthesis of the themes, theories, concepts, strategies and/or activities prompted by the seminar. Learning insights focus on content and lacks depth in articulating insights related to learning and self.	Response demonstrates a lack of reflection on or description of, theories, concepts, and/or strategies in the seminar. Viewpoints and interpretations are missing, inappropriate, and/or unsupported.
Where am I in regards to my important decisions? **Articulates decisions made and those to be made.**	This reflection articulates decisions that he/she has made around major of study and/or career as well as decisions he/she is still in the process of thinking through. Relevant examples are provided and reference to implications and consequences are clearly present. The student clearly explains his/her process and standards he/she uses in making decisions, especially as he/she relate to his/her academic and personal journey.	This reflection articulates decisions that he/she has made around major of study and/or career as well as decisions he/she is still in the process of thinking through. Some examples are provided and minimal reference to implications and consequences are present. The student clearly explains his/her process and standards he/she uses in making decisions, especially as he/she relate to his/her academic and personal journey.	This reflection may include descriptions on recognizing assumptions, seeking data and information sources, and/or using criteria to select the most appropriate options. Minimal examples are provided. Very little to no reference to implication and consequences around the decision-making process. The student articulates his/her decision-making process generally.	This reflection demonstrates minimal to no depth or breadth in describing his/her decision-making process. No examples are provided. No reference to implication and consequences around the decision-making process. The student describes the types of decisions he/she has and will make.
What is my action plan for myself? **Articulates next steps and future plans.**	The student articulates a relevant, personalized plan that aligns their insights, decisions, and new knowledge identified earlier in the APP. The plan contains clear and precise goals and a logical plan for reaching those goals that includes detailed short and long term next steps.	The student articulates a relevant, plan that is aligned with the insights, decisions, and new knowledge identified earlier in the APP. The plan contains general goals and a logical plan for reaching some goals that includes short and long term steps.	The student articulates an *academic and personal* plan that references insights, decisions, and new knowledge identified earlier in the APP. The plan contains general goals and plan that includes short and/or long term steps.	Student does not develop a coherent academic and/or personal plan to act upon in the future. Idea is not well planned, and each part of the plan is NOT developed. Only a single approach is considered and is used to make future decisions.
Who am I as a learner? **Reflection on/Analysis of his/her learning process and identifies self as learner**	The student clearly explains his/her own thinking about his/her own learning processes. Student response includes reference to self as a learner, as one who asks questions, seeks and considers multiple points of view, and makes decisions based on his/her ability to seek out relevant information. This analysis includes a reflection of the seminar as a learning experience and the value of the derived learning to oneself.	The student explains his/her own thinking about his/her own learning processes. Student response may include some reference to self as a learner, as one who asks questions, seeks and considers multiple points of view, and makes decisions based on his/her ability to seek out relevant information. This analysis references the seminar as a learning experience.	The student describes his/her learning process but is unclear and has little to no examples from the seminar experience. This reflection attempts to analyze the learning experience but the value of the learning to the student is vague and/or unclear.	The reflection begins to describe the student's thinking and/or learning process. The reflection does not move beyond a generic description of his/her learning experience.

Appendix I Assessment Instruments

ECPY 302: Seminar on Personal and Academic Inquiry

FYF Learning Scale (pre)

January 2018

Name

This instrument was designed to measure your perceptions of your learning as they relate to your experiences as a second-year student. This is not an instructor, course, or institutional evaluation. Your participation is voluntary. Your individual responses will be kept confidential and will not negatively impact your standing at the University of Louisville. Declining participation or not completing this survey will not result in any penalty or loss of benefits.

This survey asks you to respond to questions about your:

- *study habits,*
- *academic expectations, and*
- *your feelings of connection to the university.*

You do not have to answer any questions that makes you uncomfortable. You will be asked again at the end of spring 2018 semester to provide updated information regarding your experiences as a second-year student. Your responses to this survey will be used to improve educational programming for students in their second year.

When answering these questions, please think about your current academic habits, how you feel about being at UofL, and your level of confidence in addressing your academic coursework.

Please rate the following items based on your behavior in your courses. Your rating should be on a 7-point scale where 1=**not at all true of me** to 7=**very true of me**.

Not at all true of me — Very true of me

1 2 3 4 5 6 7

_____1. During class time I often miss important points because I'm thinking of other things.

_____2. When reading for a course, I make up questions to help focus my reading.

_____3. When I become confused about something I'm reading for class, I go back and try to figure it out.

_____4. If course materials are difficult to understand, I change the way I read the material.

_____5. Before I study new course material thoroughly, I often skim it to see how it is organized.

_____6. I ask myself questions to make sure I understand the material I have been studying in class.

_____7. I try to change the way I study in order to fit the course requirements and instructor's teaching style.

_____8. I often find that I have been reading for class, but don't know what it was all about.

_____9. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying.

_____10. When studying for a course, I try to determine which concepts I don't understand well.

_____11. When I study for a class, I set goals for myself in order to direct my activities in each study period.

_____12. If I get confused taking notes in class, I make sure I sort it out afterwards.

Continued on next page

Please indicate how true each of the following statements is. Your rating should be on a 5-point scale where 1=**not at all true of me** to 5=**completely true of me**.

Not at all true of me				Completely true of me
1	2	3	4	5

_____1. Sometimes I worry that I do not belong at UofL.

_____2. I am anxious about whether I fit in at UofL.

_____3. I feel confident that I belong at UofL.

_____4. When I face difficulties at UofL, I wonder if I really fit in.

Please rate your level of agreement on the following statements regarding your expectation in your courses. Your rating should be on a 7-point scale where 1=**strongly disagree** to 7=**strongly agree**.

Strongly disagree						Strongly agree
1	2	3	4	5	6	7

_____1. I'm certain I can master the skills taught in any course.

_____2. I'm certain I can figure out how to do the most difficult work in a course.

_____3. I can do almost all the work in a course if I don't give up.

_____4. Even if the work in a course is hard, I can learn it.

_____5. I can do even the hardest work in any course if I try.

STOP HERE

UNIVERSITY OF LOUISVILLE
FIND YOUR FIT

Again, thank you for taking the time to complete this survey. Your responses will help facilitate ongoing improvements to student learning and the undergraduate learning environment.

If you have any questions, concerns, or comments about this assessment, the University of Louisville's Quality Enhancement Plan (QEP), or about learning in general, please contact IL Barrow (il.barrow@louisville.edu) at 502-852-5105.

ECPY 302: Seminar on Personal and Academic Inquiry

PAI Disposition Scale (pre)

January 2018

Name

This instrument was designed to measure your level of decidedness, your confidence in your learning, and your sense of belonging at the University of Louisville. This is not an instructor, course, or institutional evaluation. Your participation is part of this seminar course experience. Your individual responses will be kept confidential and will not negatively impact your standing at the University of Louisville.

You do not have to answer any questions that makes you uncomfortable. You will be asked again at the end of spring 2018 semester to provide updated information regarding your experiences as a second-year student. Your responses to this survey will be used to improve this seminar experience and to help us ensure major outcomes are being met at the course level.

Please identify the number that best describes your decidedness of your academic career at this point. [Please note: that decidedness is not the same as an official declaration of a major or career.] Your rating should be on a 7-point scale where 1=**does not accurately describe me** to 7=**accurately describes me**.

Does not accurately describe me						Accurately describes me
1	**2**	**3**	**4**	**5**	**6**	**7**

_____1. I have decided on a major course of study.

_____2. I have decided on a career choice.

Please rate the following items based on your behavior in your courses. Your rating should be on a 7-point scale where 1=**not at all true of me** to 7=**very true of me**.

Not at all true of me						Very true of me
1	**2**	**3**	**4**	**5**	**6**	**7**

_____1. If I study in appropriate ways, then I am able to learn the materials in this course.

_____2. It is my own fault if I don't learn the materials in this course.

_____3. If I try hard enough, then I will understand the course materials.

_____4. If I don't understand the course material, it is because I didn't try hard enough.

Continued on next page

Answer the following questions about what UofL is like for you. Indicate the extent to which you agree or disagree with each statement using the scales below. Please use the whole range of each scale where 1=**Strongly disagree** to 7=**Strongly agree**

Strongly disagree — Strongly agree

1 2 3 4 5 6 7

_____1. People at UofL accept me.

_____2. I feel like an outsider at UofL.

_____3. Other people understand more than I do about what is going on at UofL.

_____4. I think in the same way as do people who do well at UofL.

_____5. It is a mystery to me how UofL works.

_____6. I feel alienated from UofL.

_____7. I fit in well at UofL.

_____8. I am similar to the kind of people who succeed at UofL.

_____9. I know what kind of people UofL professors are.

_____10. I get along well with people at UofL.

_____11. I belong at UofL.

_____12. I know how to do well at UofL.

_____13. I do not know what I would need to do to make a UofL professor like me.

_____14. I feel comfortable at UofL.

_____15. People at UofL like me.

_____16. If I wanted to, I could potentially do very well at UofL.

_____17. People at UofL are a lot like me.

STOP HERE

Again, thank you for taking the time to complete this survey. Your responses will help facilitate ongoing improvements to student learning and the undergraduate learning environment.

If you have any questions, concerns, or comments about this assessment, the University of Louisville's Quality Enhancement Plan (QEP), or about learning in general, please contact IL Barrow (il.barrow@louisville.edu) at 502-852-5105.

UNIVERSITY OF LOUISVILLE
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QEP Reflection Rubric

Spring 2018

To be used in conjunction with assignments and classroom practices in QEP Seminar.

Dimensions	4	3	2	1
***What** I have learned? **How** have I learned?*	The student identifies and articulates a relevant viewpoint they understand about a topic or prompt by putting into words clearly their process for learning or how they came to their respective point of view.	The student identifies and articulates a relevant viewpoint they understand about a topic or prompt with their process for learning or how they came to their respective point of view.	The student demonstrates an awareness of having a viewpoint and can articulate their process for learning or how they came to their respective point of view.	The student begins to show some awareness of having a viewpoint and how they came to their respective point of view.
***Why** did I learn what I learned?* Modified from **Connection to Experience** *(AAC&U)*	The student meaningfully synthesizes connections among past experiences (including life and academic experiences) to deepen understanding of the topic or prompt and to broaden their own points of view.	The student synthesizes connections among past experiences (life and academic experiences) with depth and with an expressed understanding of the topic or prompt.	The student shows some connections among past experiences (life and academic experiences) and show some understanding of the topic or prompt.	The student makes connections among past experiences (life and academic experiences) and explains some understanding of the topic or prompt.
*What have I learned **about myself** as a learner?*	The student demonstrates the ability to question their personal assumptions, biases, habits, and/or values and define new modes of learning as a result.	The student demonstrates some ability to question their personal assumptions, biases, habits, and/or values and define new modes of learning as a result.	The student includes some way that begin to examine their ability to question their personal assumptions, biases, habits, and/or values and define new modes of learning as a result.	The student has peripheral or mostly descriptive ways to examine their ability to question their personal assumptions, biases, habits, and/or values.
*How has writing this entry **connected to my** learning in other classes or experiences?* Modified from **Transfer of Knowledge** *(AAC&U)*	The student adapts and applies skills, abilities, theories or methods gained in one situation (gained from this reflective activity) to another situation that accurately reflects the original thought and is logically connected and articulated.	The student adapts and applies skills, abilities, or methods gained from this reflective activity to other situations with accuracy and clarity.	The student describes skills, abilities, or methods gained from this reflective activity to other situations with some accuracy and clarity.	The student makes little or no connections between his or her entry and other experiences.
*How do I envision **moving forward** as a changed learner?* Modified from **Reflection and Self-Assessment** *(AAC&U)*	The student envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	The student evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	The student articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased selfawareness).	The student describes own performances with general descriptors of success and failure.

Appendix K QEP Readiness Instrument

Find Your Fit Questionnaire

Spring 2018

Name: _____

Student ID: _____

Please circle the number of the statement that best describes where you are in your major and career selection:

1. I have decided on a **MAJOR AND A CAREER**.
2. I have decided on a **MAJOR** but not a career.
3. I have decided on a **CAREER** but not a major.
4. I have a **MAJOR** but am questioning if it is right for me.
5. I have not decided on a major or a career, but I have some **INTERESTS** I am exploring.
6. I am uncertain about my major and career and I have **NO CLEAR DIRECTION** at this point.

Please circle the number of the statement that best describes how you think/feel about your major and career selection at this time:

1. Everything is awesome! I am totally comfortable with where I am in this process.
2. Everything is pretty good. I think I'm taking the right steps.
3. Everything is okay. This is a source of stress and it doesn't seem like I'm making progress.
4. Everything is NOT okay. I don't know what to do next.

Please circle all that apply:

1. I need more information on majors/careers to make a decision.
2. I need help making a decision and figuring out which steps are involved.
3. I don't really want to make a decision at this point.
4. I need to know more about myself and my preferences to make a decision.
5. I need a plan/plan B

For Office Use Only:		
☐ **PRE**	☐ **CUR**	☐ **COU**
☐ **OPE**	☐ **WIL**	☐ **FIN**
☐ **EXP**	☐ **CDC**	☐ **SSC**
Notes:		

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