

i2a

ideas to action
ANNUAL REPORT

2009-2010

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Ideas to Action (i2a) Overview/Mission

Ideas to Action, also known as i2a, is the University of Louisville's multi-year commitment to continuous improvement of teaching and learning across the undergraduate experience at the University of Louisville. The i2a Task Group and an i2a staff team are leading the effort across academic departments and co-curricular, student services and academic affairs programs to deliberately foster the growth of students' critical thinking skills and to create integrative learning projects -- known as "culminating undergraduate experiences" -- to guide students in applying their disciplinary knowledge in authentic or real-world contexts. The i2a initiative is our Quality Enhancement Plan (QEP) launched in 2007 as part of our commitment to reaccreditation for higher education institutions reporting to the Southern Association of College and Schools Commission on Colleges (SACS-COC).

In fall 2007, the i2a initiative moved from its planning phase to active implementation of its goals for the undergraduate experience. The newly hired i2a staff team—who became part of the university's Delphi Center for Teaching and Learning—and the ongoing i2a Task Group led the campus in the development of the infrastructure that will sustain the permanent integration of critical thinking concepts, assessments and CUE courses into undergraduate curricula. New i2a programs and services developed since 2007 include learning communities for faculty and staff; internal grant programs for individuals and departments to launch i2a innovations; customized training sessions; university-wide events to generate interest and enthusiasm in new i2a projects; an annual large-scale training institute featuring national experts; and web-based and video products that spotlight the achievements of faculty, staff and student as 'early adopters' of i2a. As the university begins to prepare for its 2013 interim report to SACS-COC on its QEP work, it is carefully documenting and assessing its i2a innovations to reflect a continuous, rigorous commitment to enhancing student learning and preparing its graduates for life in the 21st century.

I2a Task Group & Subcommittees

The i2a Task Group members, including i2a unit facilitators, departmental and student representatives, meet twice a month to guide the strategic planning of the Ideas to Action initiative. Subcommittees of the Task Group worked throughout 2009-2010 to create new programs and put forth recommendations for implementation of i2a priorities.

Members of the 2009-2010 Task Group included:

Name	Campus Unit/Department
Michael Anthony	Cultural Center
Cathy Bays	Ideas to Action
Dale Billingsley	Division of Undergraduate Affairs
Lynn Boyd	College of Business
Marie Kendall Brown	Delphi Center for Teaching & Learning
Jill Butters	School of Dentistry
Henry Cunningham	Office of Community Engagement
Pam Curtis	Division of Student Affairs
Manav Das	Department of Mathematics
Julia Dietrich	College of Arts & Sciences
Christopher P. Doane	School of Music
Stuart Esrock	College of Arts & Sciences
Gerald Evans	J. B. Speed School of Engineering
Pamela Feldhoff	Office of the Vice President for Research/ Biochemistry and Molecular Biology
Cheryl Gilchrist	Institutional Effectiveness
James Graham	J.B. Speed School of Engineering
Nisha Gupta	Ideas to Action

Members of the 2009-2010 Task Group (continued):

Name	Campus Unit/Department
Marianne Hutti	School of Nursing
Anna Marie Johnson	University Libraries
Julia Karcher	College of Business
Ann Larson	College of Education & Human Development
Mary Makris	Faculty Senate
Pat Martin	School of Nursing
Lee Mayer	School of Dentistry
Rose Mills	Part-time Faculty
Thomas Mowen	Student
Judi Murray	Ideas to Action
Kathleen Otto	Office of the Registrar
Patty Payette	Ideas to Action
Harry Pickens	Office of the Provost/School of Music
Gale Rhodes	Delphi Center for Teaching & Learning
Edna Ross	Ideas to Action
Connie Shumake	Office of the Provost
Terry Singer	Kent School of Social Work
Sandra Tawfik	Student
Nancy Theriot	College of Arts & Sciences
Edith Davis Tidwell	School of Music
Riaan van Zyl	Kent School of Social Work
Joanne Webb	College of Education & Human Development
Joanna Wolfe	College of Arts & Sciences

The i2a Task Group Subcommittees in the 2009-2010 academic year included:

Assessment Subcommittee

Co-chairs:

Cathy Bays

Connie Shumake (through December 2009)

Cheryl Gilchrist (January 2010 to present)

One of the major achievements of this subcommittee was the coordination of the use of the i2a Evaluation Protocol with the undergraduate units. Seven undergraduate units submitted implementation plans for 2009-2010, four of which included planned curriculum mapping.

Awareness Subcommittee

Co-chairs:

Thomas Evans

Patty Payette

Students in the newly formed Student Interest Group (SIG) met to increase awareness among students about i2a. Students created representations of i2a (text and visual) to represent core i2a ideas to students and discussed ways in which students can be reached with i2a messages. Thomas Evans and SIG students created an i2a PowerPoint presentation for students that was shown at the Transfer Orientation sessions during the 2009-2010 academic year.

Culminating Undergraduate Experiences Subcommittee

Co-chairs:

Nisha Gupta

Michael Losavio

Among the accomplishments of this subcommittee was the name change of the Culminating Experience (CE) component of i2a to the CUE (Culminating Undergraduate Experience) to better reflect the undergraduate nature of this component of i2a and to emphasize the distinction of the CUE from similar uses of the "CE" designation.

The subcommittee was able to pilot CUE documents with faculty in a year-long FLC focused on the CUE. The focus of the FLC included ongoing work and discussion with applying, and providing feedback on, the CUE Defining Features and the CUE Rubric.

The subcommittee produced a set of criteria to work in conjunction with the Defining Features to help units begin the process of determining which courses/experiences might count as CUEs within their units. These criteria were approved by the i2a Task Group at the end of spring 2010.

SUN Grants Subcommittee

Co-chairs:

Cathy Bays

Pamela Feldhoff

The i2a SUN Grants program was created in 2008 to support the development and integration of i2a innovations across the undergraduate experience at UofL. The SUN grant program annually offers multiple grants of up to \$5,000 for UofL faculty and staff to develop, implement, and assess large-scale projects that will directly and significantly support the sustained incorporation of selected i2a outcomes.

The subcommittee oversaw two rounds of funding this year and made minor revisions to the proposal process. The SUN Grant funds awarded to faculty and staff in 2009-2010 totaled \$48,155

The first round in November 2009 emphasized "undergraduate programs and courses." A total of fourteen applications were submitted and seven were funded. The second round in March 2010 emphasized "undergraduate co-curricular and student support projects, programs and courses." A total of 7 applications were submitted, and five applications were funded.

See pages 12-14 for a complete list of grantees and projects funded during 2009-2010.

Events and Programs Subcommittee

Co chairs:

Patty Payette

Marie Kendall Brown

The subcommittee provided leadership in the development and expansion of the 2010 i2a Institute from three days to four days; an advanced session on teaching for critical thinking was the focus of the new, fourth day.

The subcommittee supported i2a's collaboration with the Delphi Center's teaching & learning programs to promote alignment with i2a goals, including the February 2010 Celebration of Teaching & Learning in which critical thinking expert Stephen Brookfield served as the keynote speaker. Dr. Brookfield agreed to extend his visit on campus to two days, allowing for a day of critical thinking workshops sponsored by i2a.

Undergraduate Unit Implementation Proposals

The 2009-2010 academic year was marked by a major shift in which i2a annual planning and implementation was primarily centered in the academic units. Academic units were invited to apply for i2a monies set aside exclusively to fund their efforts. In fall 2009, each undergraduate academic unit submitted a plan for implementing i2a initiatives at the unit, department or program level. Eight undergraduate units/departments requested funds to support infusion of i2a initiatives in their area:

- College of Arts & Sciences-Anthropology
- College of Arts & Sciences-Women's and Gender Studies
- College of Education & Human Development- 2 funded
- Kent School of Social Work
- School of Music
- School of Nursing
- J.B. Speed School of Engineering

Most units/departments developed plans and requested funds for multiple strategies to implement i2a. Strategies identified in the unit/department implementation plans and fund proposals included:

- Incorporating critical thinking in General Education courses (6 units/departments)
- Mapping the curriculum for the presence of critical thinking in courses (5 units/departments)
- Developing and/or refining a culminating undergraduate experience (1 unit/department)
- Infusing critical thinking in "majors" courses (2 units/departments)
- Presenting critical thinking workshops for faculty (2 units/departments)
- Revising existing assessments to incorporate the language of the Paul-Elder critical thinking framework (1 unit/department)
- Assessing student learning outcomes for critical thinking (1 unit/department)
- Developing a database to track i2a related data and artifacts (1 unit/department)

Units were asked to report out on their progress with i2a unit plans in fall 2010 and to indicate their plans for the 2010-2011 academic year. This continual loop of i2a planning, implementation and assessment sets the stage for the permanent presence of i2a in the undergraduate curriculum and provides documentation of the university's ongoing commitment to the improvement of student learning that is at the heart of i2a.

Highlighting i2a Collaborations

The i2a team members collaborate on short- and long-term projects and training sessions with colleagues from academic affairs, student affairs, student services and co-curricular programs. The 2009-2010 academic year included the following collaborative efforts:

Delphi Center

- The i2a staff led their Delphi Center teaching with technology colleagues through several critical thinking and planning exercises to support the revision and improvement of the Camp Delphi program as it was revamped and renamed Delphi U. Cathy Bays, i2a specialist for assessment, designed and conducted an assessment session for the 2010 Delphi U program.
- The Delphi Center's Dine and Discover workshop series debuted several new i2a-related workshop sessions on topics including the intellectual traits of critical thinking and the science and evidence behind critical thinking.
- The Delphi Center's annual Celebration of Teaching and Learning took place February 4, 2010 and included several faculty and staff linking their i2a work to the Celebration's theme of student engagement.

Transfer Student Orientation

- UofL's new Transfer Student Orientation program featured a section to introduce new transfer students to i2a and its central concepts.

Academic Improvement Model (AIM) Program

- In collaboration with the campus Undergraduate Advising Practice, Cathy Bays and Patty Payette of the i2a staff team played a key role in creating and launching a new pilot program to develop and use a new Socratic advising model that intentionally blends critical thinking into undergraduate advising for students on academic warning.

College of Business

- The i2a College of Business facilitators Julia Karcher and Lynn Boyd worked with the i2a staff team to develop and execute four critical thinking workshops in spring 2010 for the faculty group teaching their undergraduate core curriculum as part of the college's i2a unit implementation plan.

Women's and Gender Studies

- Women's and Gender Studies (WGS) chair, Nancy Theriot secured a unit implementation project grant to incorporate a critical thinking assignment into all sections of the WGS 201 course. Working with i2a staff member Nisha Gupta, faculty member Diane Pecknold developed a set of workshops on assignment revision and rubric development incorporating Elements of Thought and Standards of critical thinking.

Collaboration on Community Engagement

- In April 2010, i2a collaborated with the Office of Civic Engagement, Leadership and Service, the Office of Community Engagement and the UofL Sustainability Initiatives to host the Community Engagement Showcase event held in the Red Barn. Over 375 participants attended the event and 18 different student and/or faculty projects were highlighted as poster style presentations (more information on this event can be found on page 15).

Leadership, Foundations & Human Resource Education (ELFH) in the College of Education & Human Development

- ELFH program manager and instructor Antonette MacDonald met with i2a director Patty Payette to design a workshop for their faculty retreat in which faculty teaching online and face-to-face courses had the opportunity to learn about and apply i2a concepts to their teaching.

Graduate Teaching Academy

- The School of Graduate and Interdisciplinary Studies collaborated with the Delphi Center to offer ongoing training on teaching and learning topics for graduate teaching assistants that included an i2a session on designing a course around critical thinking, as well as other training sessions led by members of the i2a staff.

Regional and National Presentations

In 2009-2010, the i2a staff team played a leadership role in developing and offering sessions during the following meetings and conferences:

- 29th Annual International Conference on Critical Thinking
- 2009 Professional and Organizational Development (POD) Network Conference
- 2009 SACS-COC Annual Meeting
- 2010 Kentucky Council on Postsecondary Education Conference
- 2009 Kentucky Engagement Conference
- 2010 College Personnel Association of Kentucky Meeting of the QEP Kentucky Leadership group
- Western Kentucky University faculty workshop series

Additionally, the i2a staff team collaborated separately with staff and faculty from Fisk University and Eastern Kentucky University to discuss and share QEP development and implementation strategies and resources.

Learning Communities

Ideas to Action successfully adapted the faculty and professional learning community model from Miami University in order to engage faculty and staff at the University of Louisville in exploring and applying concepts relevant to Ideas to Action.

During the 2009-2010 academic year, the i2a learning communities at UofL included:

- Faculty Learning Community on Critical Thinking (FLC-CT)
- Faculty Learning Community on Culminating Undergraduate Experiences (FLC-CUE)
- Collaborative Learning Community (CLC)

Each learning community is comprised of 6-12 faculty or staff members who have an interest in and commitment to attending interactive learning sessions on a regular basis throughout the academic year or semester.

Faculty Learning Community on Critical Thinking (FLC-CT)

The FLC-CT was an opportunity for faculty members to engage in cross-disciplinary ongoing dialogue, structured activities, and reflection related to implementation of individual or programmatic i2A goals and outcomes. Participants became a community of instructors who met on alternate Fridays over the course of the semester for two-hour sessions facilitated by i2a staff members Dr. Cathy Bays and Dr. Edna Ross.

Participants were given sustained and scholarly support in deepening their understanding and use of the Paul-Elder critical thinking model, and learned to apply new instructional design and assessment principles, both generally and in discipline-specific contexts. This program was started as a pilot in the spring 2008 semester.

The call for nominations for the fall 2009 FLC-CT was launched in February 11, 2009. Full-and part-time faculty who would be teaching a face-to-face undergraduate course during the fall 2009 semester were eligible to apply for the program. Twenty-five nominations were submitted to fill twelve slots. Because the nomination pool was so strong, the selection committee decided unanimously to accept all the nominees and run two FLC sessions in fall 2009.

Fall 2009 FLC-CT Cohort Groups

Name	Department	School or College
Jasmine Farrier	Department of Political Science	College of Arts & Sciences
Melissa Evans-Andris	Department of Sociology	College of Arts & Sciences
E. Todd Brown	Department of Teaching & Learning	College of Education & Human Development
Diane Pecknold	Women's and Gender Studies Department	College of Arts & Sciences
Karen Karp	Department of Teaching & Learning	College of Education & Human Development
Christine Sherretz	Department of Teaching & Learning	College of Education & Human Development
Gina Schack	Department of Teaching & Learning	College of Education & Human Development
Betty Doyle	Department of Teaching & Learning	College of Education & Human Development
Richard Fee	Department of Health & Sport Sciences	College of Education & Human Development
Jill Butters	_____	School of Dentistry
Roman Yampolskiy	Computer Engineering & Computer Science	J.B. Speed School of Engineering
Seow-Chin Ong	Music History	School of Music
Shelley Thomas	Department of Teaching & Learning	College of Education & Human Development
Greg Byrne	Division of Ensembles and Conducting	School of Music
Kathleen Rudasill	Department of Educational & Counseling Psychology	College of Education & Human Development
Susan Grammer	_____	School of Dentistry
Benjamin Hufbauer	Department of Fine Arts	College of Arts & Sciences
Patricia Cerrito	Department of Mathematics	College of Arts & Sciences
Lijian Chen	Department of Industrial Engineering	J.B. Speed School of Engineering
Sheri Moore	Department of Teaching & Learning	College of Education & Human Development
Alex Lyras	Department of Health & Sport Sciences	College of Education & Human Development

Charles Lambert	Department of Health & Sport Sciences	College of Education & Human Development
Brian Barnes	Department of Philosophy	College of Arts & Sciences
Barry Ceridan	_____	School of Dentistry
Karla Washington	_____	Kent School of Social Work

Spring 2010 FLC-CT Cohort List

Name	Department	School or College
Jason Curry	Department of Leadership, Foundations & Human Resource Education	College of Education & Human Development
Ann Herd	Department of Leadership, Foundations & Human Resource Education	College of Education & Human Development
Brian Jones	Department of Health & Sport Sciences	College of Education & Human Development
Paula Kommor	Department of Health & Sport Sciences	College of Education & Human Development
Stephanie Livers	Department of Teaching and Learning	College of Education & Human Development
Sherri Moore	Department of Teaching and Learning	College of Education & Human Development
Dana Seay	Department of Communication	College of Arts & Sciences
Allen Share	Division of Humanities	College of Arts & Sciences
Julia Shinnick	_____	School of Music
Michael Sprowles	_____	School of Music
Lisa Wagner	Department of Classical and Modern Languages	College of Arts & Sciences
Karla Welch	Department of Electrical and Computer Engineering	J.B. Speed School of Engineering
Marti Zimmerman	Department of Mathematics	College of Arts & Sciences

The i2a staff distributed a longitudinal survey to all faculty members who participated in the FLC-CT since the initial cohort group in spring 2008. There were 37 survey responses that provided the following insights into this faculty group of “i2a Trailblazers”:

- 100% of respondents indicated that they incorporate critical thinking activities into their courses “somewhat more” or “a considerable amount more” than before participating in the FLC-CT.
- Over three-quarters of participants reported that they incorporate assessment into their courses “somewhat more” or “a considerable amount more” than before participating in the FLC-CT.

Many of the FLC-CT participants from 2008 through 2010 have gone on to become mentor-teachers for their faculty peers, serve as advocates for the i2a program in their department and/or unit, and share their work in critical thinking at conferences, in journals and other scholarly venues.

Faculty Learning Community on Culminating Undergraduate Experiences (FLC-CUE)

The i2a Faculty Learning Community (FLC-CUE) on Culminating Undergraduate Experiences brought together a cross-disciplinary faculty cohort of eight faculty who met monthly for a total of eight sessions over the 2009-2010 academic year. The FLC-CUE was facilitated by i2a staff member Dr. Nisha Gupta who led faculty participants in the process of designing, developing, and implementing CUE courses. The program also involved close work with the CUE Defining Features and the newly developed CUE rubric.

2009-2010 FLC-CUE Participants

Faculty Name	Department	School or College
Nina Beck	Department of Teaching & Learning	College of Education & Human Development
Amy Lingo	Department of Teaching & Learning	College of Education & Human Development
Regina Roebuck	Department of Classical & Modern Languages	College of Arts & Sciences
Krista Wallace-Boaz	Applied Music Studies, Keyboard & Piano Pedagogy	School of Music
Charles Sharp	Marketing	College of Business
Reg Bruce	Management and Entrepreneurship	College of Business
Rammohan Ragade	Department of Computer Engineering & Computer Science	J.B. Speed School of Engineering
Lynetta Mathis	Social Work Practicum II	Kent School of Social Work

Collaborative Learning Community (CLC)

The 2009-2010 cohort of the i2a Collaborative Learning Community (CLC) was a continuation of the program begun in the 2008-2009 academic year. The CLC was formed to foster strategic collaboration between the work of i2a and the staff in units serving students, primarily those working in student affairs, academic affairs, and student services.

During the 2009-2010 academic year, the same cohort of 13 professional staff members continued to meet monthly in two-hour sessions led by i2a executive director Dr. Patty Payette. The focus of the year was to support each CLC member as they launched and assessed a critical thinking "infusion" project created for their department in the prior year.

On May 14, 2010 the CLC members presented a CLC Showcase in which each member—or pair of project leaders—shared the goals, products and results of their innovative two-year CLC project.

Each CLC critical thinking project is featured on its own webpage that is part of the CLC website. These CLC webpages include personal stories from CLC members, examples of their critical thinking "before" and "after" artifacts, and original assessment tools created by project directors: <http://louisville.edu/ideastoaction/aboutlc/clc/clc-projects-2009-2010.html>

Many of these CLC "graduates" continue to serve as advocates for critical thinking in their home units, to share their work during campus-wide events, and to circulate their innovative work through scholarly venues such as publications, conferences and other professional development events.

2009-2010 CLC Cohort Members:

Name	Department	Unit
Becky Clark	Office of the VP for Student Affairs	Division of Student Affairs
Pam Curtis	Office of Civic Engagement, Leadership and Service	Division of Student Affairs
Julie Hohmann	REACH Learning Resource Center	Division of Undergraduate Affairs
Sharon LaRue	PEACC	Campus Health Services
Cathy Leist	REACH Gen 105 Supplemental College Reading	Division of Undergraduate Affairs
Christy Metzger	Office of First Year Initiatives	Division of Undergraduate Affairs
Karen Newton	Health Promotion and Education	Campus Health Services
Katie Partin	Office of First Year Initiatives/ Office of the VP for Student Affairs	Division of Undergraduate Affairs/ Division for Student Affairs
Nora Scobie	Undergraduate Advising Practice	Division of Undergraduate Affairs
Janet Spence	Undergraduate Advising Practice	Division of Undergraduate Affairs
Leighann Valdez	REACH Ambassador Program	Division of Undergraduate Affairs

i2a Supporting Undergraduate iNnovation (SUN) Grants

The i2a SUN Grants program was created in 2008 to support the development and integration of i2a innovations across the undergraduate experience at UofL. The SUN grant program annually offers multiple grants of up to \$5,000 for UofL faculty and staff to develop, implement, and assess large scale

projects that will directly and significantly support the sustained incorporation of selected i2a outcomes into undergraduate courses and programs. More information can be found at the SUN Grant homepage: <http://louisville.edu/ideastoaction/grants>.

2008 Project Final Reports

Three projects funded during the 2008 cycle were completed by December 31, 2009. The completed projects were "Shelter" by Mary Carothers and Annette Allen, "Teaching and Assessing Engineering Reasoning in Differential Equations" by Jeff Hieb, and "Introduction to Engineering Course Revamp" by James Lewis and David Wheatley.

Project	Undergraduate Student Impact	Faculty Quote
"Shelter" Mary Carothers Annette Alen	12	Shelter's research continues to investigate how community-based art can function within many different types of public arenas and incorporate an understanding of how "communities" include not only geographical places, but also groups of people identified with historical or ethnic traditions. The on-going efforts of Collaborative Projects ART 590 advances i2a priorities by addressing issues of social justice, diversity, community development and education. By producing art for social change, participants catalyze critical thinking, encourage public dialogue and elicit new actions.
"Teaching and Assessing Engineering Reasoning in Differential Equations" Jeff Hieb	284	There were two goals of this project. The first was to enhance the course "Differential Equations for Engineers" (ENGR 205) to strengthen students' understanding of critical thinking and its role in engineering. The second was to develop an assessment, for the same class, of students' critical thinking abilities. These goals were achieved through a combination of course material revision and the addition of critical thinking assessment/ assignments to the course. The revisions made were shared with the other two faculty members who teach ENGR 205 in the fall semester who incorporated the changes into their sections as well, and these have now become a permanent part of the ENGR 205 course, and in this capacity support the sustained integration of i2a priorities.
"Introduction to Engineering Course Revamp" James Lewis David Wheatley	390	This project's goal was to revise most of the curriculum (syllabus, assignments and evaluation) and assessment in ENGR 100 "Introduction to Engineering." After educating the students on the framework and making them aware of the Elements and Standards of critical thinking, they were frequently challenged throughout ENGR 100 course lectures, activities and assignments to apply these principles as they solved various problems, thought about engineering ethical issues and defended their recommendations and conclusions. These changes will continue in future ENGR 100 courses and will be further tweaked based on things we learned during the fall 2009 semester.

2009 Funded SUN Grants

In 2009-2010, two rounds of funding were available for faculty and staff. The first round focused on projects that incorporated i2a outcomes into undergraduate programs and courses. For the first round, seven i2a SUN Grants totaling \$29,030 were awarded to faculty and staff supporting one or more component of Ideas to Action.

i2a SUN Grant Awards-Round 1

Award Recipients	Project Title
<p>H. Sophia Han Department of Teaching & Learning College of Education & Human Development</p> <p>E. Todd Brown Department of Teaching & Learning College of Education & Human Development</p>	<p>Raising Critical Thinkers from College to Preschool Classroom: Making Critical Thinking Fit into the Picture of Early Childhood & Elementary Teacher Education</p>
<p>Paula Kommor Department of Health & Sports Sciences College of Education & Human Development</p>	<p>Interdisciplinary Wellness Coaching Minor Development Committee</p>
<p>Stephanie Livers Department of Teaching & Learning College of Education & Human Development</p>	<p>Critical Friends: Building a Professional Learning Community</p>
<p>Rammohan Ragade Department of Computer Engineering & Computer Science J.B. Speed School of Engineering</p> <p>Dar-Jen Chang Department of Computer Engineering & Computer Science J.B. Speed School of Engineering</p>	<p>Relating the Paul-Elder Critical Thinking Model to Software Engineering Projects at UofL</p>
<p>Regina Roebuck Department of Classical & Modern Languages College of Arts & Sciences</p>	<p>Culminating Experience in Spanish</p>
<p>Janet Spence Undergraduate Affairs</p> <p>Nora Scobie Undergraduate Affairs</p>	<p>Warning Intervention Program (WIP)</p>
<p>Joanna Wolfe Department of English College of Arts & Sciences</p> <p>Steven Smith Department of English College of Arts & Sciences</p>	<p>Incorporating Critical Thinking into the Required Business Writing Course</p>

The second round of SUN Grant funding focused on projects that incorporated i2a outcomes into undergraduate co-curricular and student support projects, programs and courses. For the 2nd round, five i2a SUN Grants totaling \$19,125 were awarded to faculty and staff supporting one or more component of Ideas to Action.

i2a SUN Grant Awards-Round 2

Award Recipients	Project Title
Robert Blake Disability Resource Center Katherine Rucker Disability Resource Center	Disability Resource Center - Critical Thinking, Note Taking, and Diversity Training Program: A New Service Learning Opportunity
Brian Buford Lesbian, Gay, Bisexual & Transgender Services	Safe Zone Training: Advanced Skill Building for Allies
Pam Curtis Office of Civic Engagement, Leadership & Service Division of Student Affairs	Creating Comprehensive Departmental Learning Outcomes with Critical Thinking as a Frame
Kristi King Department of Health & Sport Sciences College of Education & Human Development Paula Kommor Department of Health & Sport Sciences College of Education & Human Development Karen Newton Campus Health Service	Fit into College: Cultivating "Fitness Interns" Critical Thinking Skills
Noel Rowan Kent School of Social Work Lynetta Mathis Kent School of Social Work Geri Morgan Kent School of Social Work Katie Radmacher Kent School of Social Work	Bachelor of Social Work Program Curriculum Development

Community Engagement Showcase

Showcase on April 12, 2010 at the Red Barn. This event was a collaboration between Ideas to Action, the Office of Community Engagement, and the Office of Civic Engagement, Leadership, and Service.

In the wake of the successful i2a Day in April 2009, the 2009-2010 academic year included the second annual event to celebrate and showcase i2a work being accomplished across the campus. Over 375 faculty, staff and students attended the Community Engagement

This event boosted awareness about community engagement while highlighting the work of faculty and students inside and beyond the classroom. It featured 11 faculty infusing i2a structures and community engagement concepts into their courses. Eleven students prepared posters for review and discussion during this event.

Faculty member	Unit	Department	Course
Rhonda Buchanan	College of Arts & Sciences	Latin American and Latino Studies Program	LALS Internships 400, 401, 681
Michael Losavio	J. B. Speed School of Engineering	Department of Computer Engineering & Computer Science	CECS 566 Information Security
Michael Losavio	J. B. Speed School of Engineering	Department of Computer Engineering & Computer Science	CECS 590 Capstone Design (CUE)
Mary Carothers	College of Arts & Sciences	Department of Fine Arts	ART 590 Walnut Street Project (CUE)
Melinda Leonard	College of Arts & Sciences	Department of Psychological and Brain Sciences	PSYC 408 Psychology of Intergroup Contact and Conflict
Lora Haynes	College of Arts & Sciences	Department of Psychological and Brain Sciences	PSYC 404 Community Internship (CUE)
Marianne Hutti	School of Nursing		NURS 473 – Nursing Capstone Community Leadership Practicum (CUE)
Jon Lee	College of Education & Human Development	Department of Teaching and Learning	i2a SUN grant project
Christine Sherretz	College of Education & Human Development	Department of Teaching and Learning	EDTP 311 Intro to Language Arts
Leslie Friesen	College of Arts & Sciences	Department of Fine Arts	ART 570 Design for Public Issues
Muriel Harris	School of Public Health & Information Sciences	Department of Health Promotion & Behavioral Sciences	PHPB 614 Critical Thinking and Program Evaluation

Second Annual i2a Institute

The i2a Institute became an annual event in 2010 due to the success of the inaugural Institute in 2009. This multi-day set of workshops is designed to assist faculty and staff in exploring and applying the Paul-Elder model of critical thinking. The hands-on, intensive sessions allow participants to engage in a deep exploration of the teaching and learning of critical thinking in a higher education setting.

Back by popular demand, the 2010 event began with Dr. Gerald Nosich's two-day set of sessions titled "Fundamentals of Critical Thinking." The third day of the Institute offered concurrent sessions facilitated by UofL faculty and staff, as well as colleagues from schools in the region, who shared their assignments, projects and tools for teaching and assessing critical thinking. Day three also included two plenary sessions by Dr. Susan Wolcott on student cognitive development and teaching for critical thinking. The fourth day of the Institute offered an advanced workshop titled "Going Deeper with Critical Thinking" for those who completed last year's offering of Dr. Nosich's "Fundamentals" sessions.

The 2010 Institute attracted a total of 172 participants, with 41 participants coming from schools and colleges in the region. Participants rated the overall quality of the Institute 5.3 out of 6. Based on additional feedback from surveys, the 2011 Institute will be scaled back to a total of three days and will again feature Dr. Nosich.

i2a Website

The i2a website (<http://louisville.edu/ideastoaction>) continued to expand in 2009-2010 with additional features and resources.

In preparation for the May, 2010 showcase of the Collaborative Learning Community (CLC), the i2a team created a CLC Exemplars webpage. This website features the innovative, two-year projects of each member of the CLC and includes links to their "before" and "after" critical thinking documents: <http://louisville.edu/ideastoaction/aboutclc/clc-projects-2009-2010.html>

As a follow-up to the first i2a video titled *Faculty Speak!*, the i2a team produced a new 10-minute video featuring the i2a stories of faculty, staff and students. You may watch and listen to this new video on YouTube: <http://www.youtube.com/watch?v=ZRwSyNiWooM>

The Faculty Exemplars webpage continued to expand, with the addition of exemplary i2a curricular artifacts by faculty from units such as the Speed School of Engineering, College of Arts and Sciences, and the Health Sciences Campus. The Faculty Exemplars page can be found at this URL: <https://louisville.edu/ideastoaction/resources/faculty-exemplars>

Student Data

Undergraduate students experienced faculty and staff integrating i2a initiatives across the university during the 2009-2010 year. This student impact section provides a summary of critical thinking and culminating undergraduate experiences (CUE) data collected during the 2009-2010 year. Critical thinking data are presented from student comments and student responses to three national surveys. For culminating undergraduate experiences, data are presented from student comments.

I. Critical Thinking

Student Comments

Undergraduate students have experienced faculty and staff integrating critical thinking in undergraduate courses, co-curricular activities and student support services. Specific student comments include:

- Breanna Mudd commenting on her experience as an undergraduate in Psychology 201:
I feel like I would use this model much, much more throughout my college career.
- Jackie Massouda commenting on her experience as an undergraduate peer tutor:
I can't help but think in a more critical thinking sense so it really actually improved me as a student...
- Marissa Wheatley commenting on her experience as an undergraduate in two anthropology classes:
Critical thinking skills are important for real life... The extra time it takes is worth it, students can get a lot more out of a class...It adds to the content of a class; it doesn't take content away.

Cooperative Institutional Research Program (CIRP) and Your First College Year Survey (YFCY)

The Cooperative Institutional Research Program (CIRP) was administered to incoming first-time, full-time freshmen for the fall 2009 semester. Your First College Year survey (YFCY), the complementary survey to the CIRP, was administered to freshmen in the spring 2010 semester.

Ten items were identified that address critical thinking abilities on both the CIRP and YFCY surveys. UofL's mean scores were similar to, or higher than, the two comparison institutions (Comp1 and Comp2) for the CIRP and YFCY critical thinking items. The majority of responses to the identical critical thinking items on the CIRP and YFCY remained the same. The greatest change was an increase in the item "Ability to see the world from someone else's perspective," which was supported by the mean response of "satisfied" to the item "Respect for the expression of diverse beliefs" on the YFCY survey.

Six additional items were identified that address critical thinking abilities on the YFCY survey. Interesting and encouraging findings for the additional critical thinking items were: respondents felt that since entering college their critical thinking abilities were strengthened, courses occasionally inspired them to think in new ways, and they occasionally applied course concepts to everyday life.

Table 1 presents mean scores for the 10 identical critical thinking items on the CIRP and YFCY. Table 2 presents mean scores for six additional critical thinking items on the YFCY survey not included on the CIRP.

Table 1 - CIRP and YFCY Identical Critical Thinking Items

Rate yourself on each of the following traits as compared to the average person your age: (1=Lowest 10%, 2=Below Average, 3=Average, 4=Above Average, 5=Highest 10%)		
	CIRP	YFCY
Self-confidence (intellectual)		
UofL	3.79	3.72
Comp1	3.69	3.69
Comp2	3.77	3.72
Ability to see the world from someone else's perspective		
UofL	3.86	3.96
Comp1	3.78	3.96
Comp2	3.85	3.93
Tolerance of others with different beliefs		
UofL	4.08	4.06
Comp1	3.96	4.06
Comp2	4.04	4.02
Openness to having my own views challenged		
UofL	3.78	3.84
Comp1	3.65	3.75
Comp2	3.72	3.73
Ability to discuss and negotiate controversial issues		
UofL	3.94	3.90
Comp1	3.77	3.79
Comp2	3.84	3.79

Table 1 - CIRP and YFCY Identical Critical Thinking Items (Continued)

How often in the past year did you: (1-Not at all, 2=Occasionally, 3=Frequently)	CIRP	YFCY
Ask questions in class UofL Comp1 Comp2	2.57 2.51 2.51	2.21 2.01 2.20
Support your opinions with a logical argument UofL Comp1 Comp2	2.63 2.57 2.58	2.41 2.37 2.41
Seek solutions to problems and explain them to others UofL Comp1 Comp2	2.50 2.47 2.51	2.37 2.35 2.37
Evaluate the quality or reliability of information you received UofL Comp1 Comp2	2.34 2.28 2.33	2.43 2.35 2.35
Seek alternative solutions to a problem UofL Comp1 Comp2	2.44 2.39 2.42	2.33 2.28 2.30

Table 2 - YFCY Additional Critical Thinking Items

	UofL	Comp1	Comp2
Compared with when you entered college: (1-Much Weaker, 2=Weaker, 3=No Change, 4=Stronger, 5=Much Stronger) How would you describe your critical thinking skills	3.97	3.94	3.95
Since entering this college: (1-Not at all, 2=Occasionally, 3=Frequently) How often have you felt that your courses inspired you to think in new ways Indicate how often you applied concepts from courses to everyday life	2.22 2.10	2.24 2.07	2.22 2.08
Please indicate the extent to which you agree or disagree with the following statements: (1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree) My college experiences have exposed me to diverse opinions, cultures & values	2.98	3.06	3.04
Please rate your satisfaction with this institution on each of the aspects of college life listed below: (1-Can't Rate/No Experience, 2=Very Dissatisfied, 3-Dissatisfied, 4-Neutral, 5-Satisfied, 6-Very Satisfied) Relevance of course work to everyday life Respect for the expression of diverse beliefs	3.44 3.94	3.43 3.89	3.56 3.89

Collegiate Assessment of Academic Proficiencies (CAAP)

As part of a state-wide initiative, the Collegiate Assessment of Academic Proficiencies (CAAP) Critical Thinking Test was administered to a random sample of freshmen in the fall 2009 semester and seniors in the spring 2010 semester. The mean critical thinking score for UofL's freshmen was 61.20, which was slightly lower than the national mean score of 62.0. The mean critical thinking score for UofL's seniors was 64.5, which was higher than the national mean score of 62.0. Individual reports were distributed to the students who completed the CAAP. Course/university comparisons were distributed to faculty that participated in the CAAP administration.

II. Culminating Undergraduate Experience

Undergraduate students participated in pilots of culminating undergraduate experiences in their majors. Specific student comments include:

- *This culminating experience tied language acquisition to success of application, so I learned the kinds of things I would need to use Spanish in the real world.*
- *Really enjoyed this course, it gave me things to think about that were not textbook based, and that could be applied to what I consider "reality."*
- *Great class, really enjoyed and can actually say I learned a lot. I am better prepared for life thanks to this class.*

Looking Ahead to 2010-2011

As the i2a Task Group and the i2a staff team wrap up the 2009-2010 academic year, they determine goals and priorities for the next academic year. These include:

- Further development of the Culminating Undergraduate Experience (CUE) to guide academic units in planning to implement this new program requirement
- Exploring the development of a "train the trainer" model that will help units across the campus customize and carry out their own i2a training programs
- Piloting a new liaison structure in which each academic unit is assigned an i2a staff member to provide continuity and communication regarding i2a planning, resources and other unit needs
- Collaborate with the Delphi marketing staff to align and strengthen the i2a marketing plans with the marketing efforts by other segments of the Delphi Center
- Begin working closely with colleagues at UofL to begin preparing for the QEP Interim Report due to SACS in March, 2013

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