# i2a
## Ideas to Action

ANNUAL REPORT
2015-2016

*2016 i2a Institute*

# Executive Summary

This 2015-2016 academic year was a pivotal year for the ideas to Action team as we wrapped up the last year of i2a implementation and began our more focused work on developing the new Quality Enhancement Plan, or QEP.

The i2a Steering Committee concluded after 10 years of providing guidance and advice to the i2a staff team regarding the design and implementation of the i2a project. As part of this culminating year, we completed our two-year Ideas to Action 2014-2016 Assessment Plan in which we collaborated with the Office of Academic Planning and Accountability to work with each undergraduate program to map their i2a curricular innovations, address gaps, and provide guidance on sustaining those innovations.

At the same time, the QEP Development Committee, which is also a university-wide committee, began to ramp up its work on articulating and sharing the concepts at the heart of our new QEP project. A proposal about the new QEP—focused on a new seminar to meet the needs of second year students—was created and circulated to key stakeholders who provided enthusiastic guidance and advice on the next steps.  Members of the QEP staff team attended the Sophomore Success Institute in the spring of 2016 and connected our work with the national conversation in this area.

In terms of programming, the i2a team hosted the final i2a Institute; issued a series of final SUN Grants to units to foster sustainability of i2a projects; and continued to serve as a university partner and sponsor on several undergraduate committees and programs, including the General Education Curriculum Committee, the Office of First Year Initiatives, and others. New programs included the classroom piloting and wide launch of our Adventures in Critical Thinking comic book series written by UofL students and a new Professional Learning Community on critical thinking for the professional staff and advisors under the Undergraduate Advising Practice office.

It was a year of shifts and changes for the i2a initiative that continues to respond to the needs of, and sustain the good work of, faculty, staff and students on our campus.

# i2a Steering Committee

The i2a Steering Committee was a university-wide advisory group that aided the i2a staff team in the implementation of i2a Phase II priorities, and provided support and guidance for the i2a Leadership Committees at the unit/department level. In 2015-2016, the group continued to meet monthly to discuss the strategic directions before concluding its work permanently in May 2016.

## Members of the 2015-2016 Steering Committee included:

| Name | Campus Unit/Department |
|------|------------------------|
| Alan Attaway | College of Business |
| IL Barrow | Ideas to Action |
| Dale Billingsley | Undergraduate Affairs/Enrollment Management |
| Justin Cooper | College of Education & Human Development |
| Henry Cunningham | Office of Community Engagement |
| Stephanie Dooper | Undergraduate Student Rep |
| Cheryl Gilchrist | Institutional Effectiveness |
| Bob Goldstein | Institutional Research, Effectiveness & Analytics |
| Nisha Gupta | Ideas to Action |
| Reese Land | School of Music |
| Trey Lewis | Division of Student Affairs |
| Rose Mills | Part-time Faculty Rep |
| Jessica Musselwhite | Ideas to Action |
| Patty Payette | Ideas to Action/Delphi Center |
| Armon Perry | Kent School |
| Gale Rhodes | Delphi Center |
| Edna Ross | Ideas to Action |
| Jennifer Osborne Rudy | School of Music |
| Kimberly Smith | Ideas to Action |
| Montray Smith | School of Nursing |
| David Swanson | Arts & Sciences |
| Nancy Theriot | Arts & Sciences |
| Pete Walton | School of Public Health & Information Sciences |
| Beth Willey | Arts & Sciences/Faculty Senate |
| Jerry Willing | Speed School |

# i2a Steering Committee Subcommittees

### i2a Institute Subcommittee
This subcommittee was made up of faculty and staff that provided insight, guidance, and input on every aspect of our final i2a Institute in May 2016. Members included

- Brian Barnes, College of Arts and Sciences
- Pam Curtis, Student Activities
- Bob Fritz, College of Business
- Paul Himes, College of Arts and Sciences
- Scott LaJoie, School of Public Health and Information Sciences
- Shelley Thomas, College of Education
- Karla Welch, Speed School of Engineering

### Assessment Subcommittee
The two primary accomplishments of this subcommittee were 1) assisting in the articulation of the i2a Integration Map At-a-Glance for undergraduate programs and 2) providing guidance on assessing course artifacts submitted to i2a through the 2014-16 i2a Assessment Plan. The assessment committee provided valuable feedback and suggestions on fine-tuning the implementation of the 2014-16 i2a Assessment Plan to the various undergraduate units.

Learn more about this assessment plan on page 5.

### Culminating Undergraduate Experiences (CUE) Subcommittee
The central goal of the CUE subcommittee has been to guide, develop, and implement the CUE requirements in all undergraduate programs. By the fall of 2015, the CUE had been fully integrated. To that end, the work of this committee was completed and the committee delivered a final report to the i2a Steering Committee in October 2015.

*Dr. Enoch Hale presenting at the 2016 i2a Institute*



### General Education Subcommittee
The main goals of the General Education Subcommittee for 2015-2016 were to target high enrollment general-education courses for focused infusion of critical thinking strategies and to work closely with the university's Gen-Ed curriculum committee.

Because of the decision to revise the gen-ed curriculum, however, we postponed focus on our original goals and instead piloted the Learning Critical Thinking Inventory (LCTI), and the Teaching Critical Thinking Inventory (TCTI) in selected courses, including several gen-ed courses. The inventories were developed and published by Riaan van Zyl, Cathy Bayes, and Cheryl Gilchrist and were designed to measure faculty and student perceptions of the teaching and learning environment as is relates to critical thinking. Inventory results indicated a general consensus between faculty and students on perceptions of their learning environments. The committee recommended that the LCTI be made available to all courses identified by unit/departmental i2a integration plans as critical thinking courses. For more information about the LCTI and TCTI, .

# Assessment and i2a

### 2014-16 Assessment Plan
In collaboration with the Office of Academic Planning and Accountability, the i2a team developed the 2014-16 i2a Assessment Plan in order to report to our regional accreditors (SACS-COC) in 2017 on the level of integration of the i2a initiative in academic programs. This plan entailed a university-wide data collection effort assessing the integration of critical thinking and the culminating undergraduate experiences (CUEs) between 2014 and 2016. The 2014-16 Assessment Plan began in fall 2014, where approximately 300 course artifacts were collected and assessed for critical thinking integration. For the 2015-16 academic year, undergraduate programs continued to submit course artifacts for courses that did not participate in the 2014-15 academic year. In addition to assessing critical thinking integration at the course level, programs were asked to articulate and address the sustainability of critical thinking integration within their program moving forward.

This assessment process facilitated the university's ability to gauge, address, and speak to the integration efforts of i2a within our undergraduate programs beyond the academic programs' self-reporting of integration. Currently, all academic programs are required to report out annually on student learning outcomes program assessments, which include program outcomes for critical thinking and the CUE. The 2014-16 i2a Assessment Plan provided

an additional snapshot of academic programs' integration of i2a within the program and the learning environment in specific courses. Not only do we want to be able to tell UofL's story of i2a integration, we also needed a way to ensure continual improvement and sustainability of the QEP moving forward. The i2a Assessment Plan allowed us to 'drill down' to the learning environment at the course level and facilitated our ability to strategically and pointedly address possible gaps and reallocate resources as needed.

The 2014-16 i2a Integration Plan requires academic program personnel to review and update each program's undergraduate Integration Map At-a-Glance. These maps consist of courses identified by the program in which critical thinking skills are explicitly and intentionally being developed. These maps include courses designated as a CUE in which students are asked to demonstrate their ability to address "real world," authentic problems within the discipline using their critical thinking skills. Faculty teaching one of these courses are asked to submit a course syllabus, a key student assignment(s), and the grading rubric/narrative for the select assignment.

Learn more about the 2014-2016 Assessment Plan on the i2a website here.

### The Critical Thinking Inventories (CTIs)

Despite a nationwide emphasis on critical thinking in higher education by both higher education institutions and potential employees of college graduates for the last three decades, there are no standardized instruments available to assess actual or perceived abilities of faculty to develop students' critical thinking skills. The Critical Thinking Inventories (CTIs) were developed here at UofL to address this gap in the field and to support our institution's self-identified goal of fostering our students' critical thinking skills.

The CTIs are short, Likert-item instruments designed to help assess the learning environment as it relates to critical thinking at the course level. There are two separate instruments: 1) Learning Critical Thinking Inventory (LCTI) to be completed by students and 2) Teaching Critical Thinking Inventory (TCTI) to be completed by faculty. The LCTI assesses a student's perception of faculty's facilitation of their learning of critical thinking in a specific course learning environment. The TCTI assesses a faculty member's perception of his/her teaching of critical thinking within a specific course learning environment.

After a one-semester hiatus, the CTIs were reintroduced into the 2014-16 i2a Assessment Plan for the 2015-16 academic year. Undergraduate programs were asked to administer the CTIs in select courses articulated on their i2a Integration Map At-a-Glance. In fall 2015, a total of 19 courses

administered the LCTI to their students. Instructors from these course submitted their own TCTI and a CTI Feedback report was generated and distributed back to the instructors. In the spring of 2016, 27 courses participated in the administration of the LCTI with instructors from each of those courses submitting a corresponding TCTI. Feedback reports were generated and distributed back to the instructors for course modifications and course section alignment. In early 2016, the i2a team worked with the university's Blackboard management team to integrate and make available the LCTI within all Blackboard course shells starting in the fall of 2016. A website dedicated to providing additional resources around the CTIs was also developed and launched for the 2016-17 academic year.
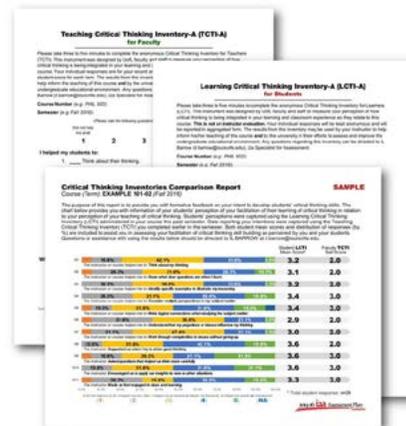


You can read more about the development and validation of the CTIs in the following peer-reviewed article:

Van Zyl, M.A., Bays, C.L., & Gilchrist, C. (2013). Assessing teaching critical thinking with validated critical thinking inventories: The learning critical thinking inventory (LCTI) and the teaching critical thinking inventory (TCTI). Inquiry: Critical Thinking Across The Discipline, 28(3), 40-50.

# Development of the 2017 QEP

This year the QEP committee continued to work on the development of our institutions' 2017 QEP that we began in February 2015.

Our UofL QEP Development Committee is composed of faculty, staff and student members from units across campus) is co-chaired by Riaan van Zyl, associate dean for research in the Kent School of Social Work, and Patty Payette, director of i2a and senior associate director of the Delphi Center for Teaching and Learning. In early 2015, the committee began meeting to examine and analyze univer¬sity data with a focus on the specific hurdles

faced by many undergraduate students: navigating the challenges of the second year and successfully transitioning into the third year, which appears to be a moment 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 the learning and the learning environment, and its subjects will be pre-unit and undecided students whose struggles are evident in second-year performance data.

The QEP Development Committee completed a QEP Report and Recommendations document in April 2015 that recommended our QEP center upon the design and assessment of a credit-bearing seminar for second-year students at UofL to support the academic and personal development of students who were deemed "at risk" for thriving at our institution and persisting to graduation. This 2015 Report and Recommendation document was shared with the university's Reaccreditation Leadership Team who approved of the emerging direction for the QEP and authorized the committee to flesh out a proposal that was then shared with the campus community in the 2015-2016 academic year.



The QEP Development Committee met twice a month during the 2015-2016 academic year to further development the goals and structure of a second-year seminar to share with campus constituencies. The make-up of the committee was modified over the course of year as the project topic came into focus and individuals have either elected to step down, or been invited to join the group, in order to bring those with the appropriate expertise and experience into the planning process.

During the fall 2015 semester, the provost asked the QEP Development Committee to develop three interventions, each requiring varying degrees of resource intensity, of the proposed intervention for second-year students for review. After two months of research and writing, each subcommittee presented its models for a seminar format to a campus group that included directors from student affairs, academic advising and undergraduate affairs. Based on the early feedback of this group, and drawing from these models, the QEP Development Committee articulated 3 variations of the QEP seminar to share with the provost and the Strategic Planning Implementation Group (SPIG) in early 2016.

In the spring 2016 semester, Provost Pinto signed off on the QEP Development Committee's recommendation that our campus propose to SACS a 3-credit seminar for second year students to enhance students' abilities to align academic, major and career goals. An early QEP proposal was completed in March 2016 and posted on the new QEP website, along with an online form to solicit feedback.

During the spring 2016 semester, presentations (followed by discussion and feedback) about the proposed QEP project were given to the Faculty Assembly of the College of Arts and Sciences, to the Undergraduate Council, to Council of Career Advisors, the Reaffirmation Leadership Team, and at the monthly meeting of the university's associate deans. Modifications to the plan were made in response to the concerns and issues voiced by these groups.

Patty Payette, co-chair of the QEP Development Committee, and Nisha Gupta, specialist for faculty development and lead researcher for the QEP best practices attended the Sophomore Success Institute offered by the National Resource Center for First-Year Experiences and Students in Transition in April, 2016 and brought back insights, ideas and research-based practices which the QEP Development Committee wove into the emerging proposal.

A new QEP website was launched in summer 2016 to begin to disseminate the QEP plans across the campus and solicit feedback and input.

# i2a Collaborators

## Office of First Year Initiatives

The i2a staff team continued its collaborations with the Office of First Year Initiatives (FYI). Ideas to Action partnered with FYI to support the development of the SOUL program (Student Outreach Uniting Louisville) during welcome week, August 2016. The Book-in-Common (BinC) program coordinated outreach and faculty integration of the book This I Believe through a faculty development program of two reading circles in July 2015 Book-in-Common and i2a cosponsored the annual critical thinking essay contest. The essay contest continued to include a new category of competition among students in their second year or beyond. i2a staff assumed responsibility for the review process for this essay contest, including assembling and training a review committee and organizing the scoring of essays. Ten faculty, staff, and graduate students sat on the review committee to score the essays. To ensure consistent scoring among the reviewers, reviewers participated in one of three training and calibration sessions through which reviewers practiced and discussed the scoring rubric.

In total, 14 students (12 first-year and 2 upper-class) submitted essays for this contest. First Year Initiatives gave a $350 scholarship to the top first-year student and a $150 scholarship to the top upper-class student. Three first-year students received Honorable Mention and were each awarded a $100 scholarship. First Year Winner was Mary Craft. Upper-class Winner was Sydney Gomes. Honorable Mention was HeeJue Hong,

## Office of Admissions

The i2a team partnered with the Office of Admissions to enhance the programs offered by Admissions and put the i2a tools and goals in front of prospective and new students and their parents, as well as staff and faculty. I2a contributed an informational slide to the Online Transfer Orientation program. The i2a staff members had an active presence at the following Admissions programs:

- Campus Preview Day
- Training with the Summer Orientation Students (SOSers)
- Summer Orientation
- Transfer Student Orientation

## Office of Academic Planning and Accountability

For the 2015-16 academic year, the i2a team and the Office of Academic Planning and Accountability (OAPA) continued to work collaboratively on ensuring the alignment between i2a assessment activities with the overall university assessment plan which is led by OAPA.

Ideas to Action supports the work of the Office of Community Engagement (OCE) in their charge to lead the engagement agenda across campus. Collaborations with the Office of Community Engagement include on-going i2a representation on the Community Engagement Steering Committee, and i2a representation on the Community Engagement Academy for graduate students, an initiative of the School of Interdisciplinary and Graduate Studies.

## Other Delphi Center Programs

During the 2015-2016 academic year, Ideas to Action partnered with the Delphi Center for Teaching and Learning on a number of significant projects, programs, and efforts. These included:

- Graduate Teaching Assistant Academy sessions
- Dine and Discover workshops
- The 2015-2016 Faculty Learning Community for Part-time Faculty
- The 2016 Celebration of Teaching and Learning

# Undergraduate Advising Practice

**Undergraduate Advising Practice Critical Thinking Professional Development Program**

The Office of Undergraduate Advising Practice (UAP) partnered with Ideas to Action to develop a Professional Learning Community (PLC) to promote teambuilding and create individual professional development plans. The PLC was led by i2a's Patty Payette, and Theresa Hitchcock and Charles Delp from UAP, and used Paul-Elder approach for critical thinking and academic advising frameworks as pedagogy for the learning community. The seven members of the UAP staff participated in a semester-long learning community with seven sessions; each session focused on a different aspect of team building and professional development using the Paul-Elder framework as the guide. At the end of the semester, the participants created their own professional development plan based on their goals and the goals of the Office of Undergraduate Advising Practice. In addition, the UAP staff provided formative and summative assessments to evaluate the learning community. This evaluation was used to develop a critical thinking learning community for the UofL advising community.

In spring 2016, the members of the UofL advising community listed below participated in the new learning community in order to more deeply understand the Paul-Elder framework, explore how to use that framework in advising contexts, and then applied the concepts and strategies to the development to their own professional development to create a plan they presented in a year-end meeting in April 2016.

- Tammi Thomas, School of Public Health and Information Sciences
- Katie Etheridge, College of Business
- Tammy Albers, School of Public Health and Information Sciences

- Megan Clifton, College of Arts & Sciences
- Lory King, College of Arts & Sciences
- Heather Mann, Speed School of Engineering

### Hotel Louisville

Wayside Christian Mission is the only homeless shelter in the nation that owns, maintains, and runs a fully functioning hotel, Hotel Louisville. Wayside Christian Mission's partnership with i2a began in 2011 and has continued to be one of our most successful collaborations.

In addition to teaching critical thinking classes to recovering addicts at Hotel Louisville, Dr. Michael Blunk, chaplain, through the collaboration with i2a, provides critical thinking instruction and materials to inmates at the Kentucky State Reformatory for men in LaGrange, Kentucky. Topics covered include relapse prevention, alcoholism and substance abuse, conflict resolution, communication skills, and realistic goal setting. Through i2a, Dr. Blunk also utilizes the Critical Thinking Comic Series in his weekly sessions. According to Dr. Blunk, "the comics are wildly popular among the inmates".

The impact of Dr. Blunk's critical thinking classes at the LaGrange Reformatory can be summed up by the following quote from one of the inmates: "Had I known about critical thinking, I would not be locked up today."

# 2016 Institute

The eighth annual i2a Institute took place over two days at the University Club on Belknap Campus on Monday, May 16th and Tuesday, May 17th, 2016. A total of 132 individuals attended the 2016 Institute. The two-day event included two featured speakers, breakout sessions, a plenary session, Lightning Talks, student panel, and a poster session highlighting some of the great work happening here at the University of Louisville.

### Day 1

Dr. Enoch Hale and Dr. Brian Barnes were selected as the 2016 i2a Institute featured speakers. On the first day of the institute, Dr. Hale led a session titled "Cultivating Thinking in the Classroom" and Dr. Barnes led a session titled "Moving from Didactic to Critical Thinking."

The afternoon featured an array of concurrent, hands-on workshops, which offered strategies for integrating fundamental concepts and demonstrating practical applications of the foundational principles of the PaulElder framework.

### Day 2

The second day of the i2a Institute began with a plenary session exploring lessons learned from our first QEP journey and how members of the campus community could use these lessons in their own work. A new session format was introduced to the Institute in 2015: Lightning Talks. A Lightning Talk session was included in the 2016 Institute and in this "unconference" format, faculty and staff presented innovative ideas or strategies in just 6-minutes each. Then participants followed up with speakers at roundtable discussions. One Lightning Talk round was held during the 2016 Institute focusing on critical thinking tools and strategies. The Lightning Talks were well received by attendees; many respondents to the Institute evaluation survey named the Lightning Talks sessions as the most helpful component of the Institute.

Following the Lightning Talks, there was a student panel in which three talented undergraduate students shared their stories of putting the Paul-Elder model into practice both in and outside the classroom.

To wrap up the Institute, an i2a Poster Showcase provided an opportunity for attendees to network with faculty and staff from across the institution who were showcasing their i2a-related best practices, research projects, and programs.

Participation at the 2016 Institute included 121 attendees from UofL as well as 11 attendees from other schools or colleges. On the whole, Institute attendees were highly satisfied with the conference, ranking Brian Barnes' workshop and Lightning Talk sessions among their favorite experiences.



*2016 i2a Institute*

Attendee comments pulled from our evaluations include:

"I very much like the Lightning Talks format. It provided a general overview of several topics, with the opportunity to explore selected topics in greater depth."

"The Institute was most helpful in showing how we are all in this QEP together and ways we support each other."

"Thank you! It's always a great experience, and this Institute was no different. Each year you've made changes and integrated new ideas, keeping it fresh and resource-filled. Well done!"

# SUN Grants

The i2a SUN Grants program was created in 2008 to support the development and integration of i2a innovations at UofL. In 2010, the SUN Grant program was revised and expanded to fund small-scale individual projects and large-scale departmental projects.

For the second phase of i2a, which began in summer 2013, undergraduate schools and colleges created i2a Leadership Committees to support the sustained integration of the two i2a outcomes at the unit level. In 2016, the i2a Steering Committee awarded monies to proposals submitted by the unit i2a Leadership Committee chair in support of their 2015-16 prioritized i2a-related projects or activities. The SUN Grants funded select proposals up to $4,000. More information can be found on the SUN Grant homepage, louisville.edu/ideastoaction/grants. For 2016, i2a awarded a total of four projects funded for $13,600 in the SUN Grant program. All four recipients focused on enhancing sustained, curricular integration of the Paul-Elder critical thinking model. View the project summaries on i2a's website, louisville.edu/ideastoaction/programs/grants/summaries.
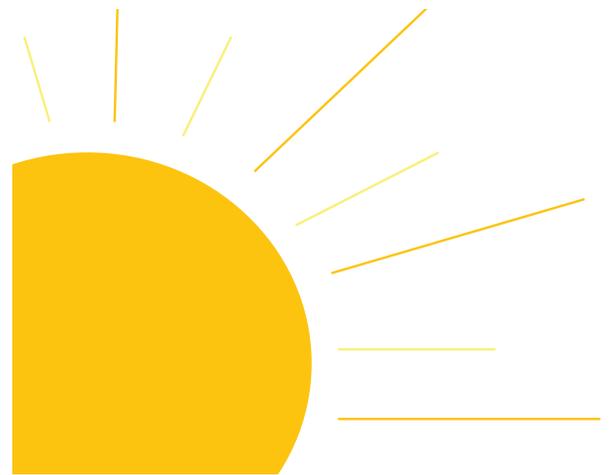
| Award Recipients | Project Title |
|---|---|
| Paul Himes<br>Deborah Yoder-Himes<br>*College of Arts and Sciences – Biology* | Thinking Critically About Resistance in the Environment |
| Shelley Thomas<br>*College of Education and Human Development – Middle & Secondary Education* | Developing a Shared Understanding of Classroom Communities: Critical Thinking in Clinical Teacher Preparation Settings |
| Montray Smith<br>Diane Chlebowy<br>*College of Nursing – Undergraduate Nursing* | Enhancing Critical Thinking |
| Brian Robinson<br>Angela Thompson<br>Jacqueline McNeil<br>*Speed School of Engineering – Engineering Fundamentals* | Enhancing Critical Thinking Through Prolonged Student Exposure, Practice, and Application of the Paul-Elder Framework |

For 2015-16, i2a also awarded two i2a Implementation Grants. These proposals focused on infusing critical thinking into current student curricular and co-curricular experiences. A total of two implementation grants were funded for a total of $9,000.00.

| Award Recipients | Project Title |
|---|---|
| Linda Fuselier<br>*College of Arts and Sciences – Biology* | Infusing and Sustaining Critical Thinking Pedagogy in Biology Laboratory Courses |
| Candace Lamb<br>*Career Development Center* | Transforming First Generation College Students into First Generation Professionals Using Critical Thinking |

## 2015 – 2016 SUN Grant Project Final Reports

As part of every grant we give out, recipients must submit a report describing the outcomes of their grant project.

Below are the final reports submitted during 2015-2016 from funded SUN Grant projects.

| Project | Annual Student Impact | Project Summary Excerpts |
|---|---|---|
| School of Music Infusing and Assessing Critical Thinking Project<br><br>Darcy DeLoach<br>Chad Sloan<br>*School of Music* | 250 | "This project was created in response to ongoing discussion in the school of music (SOM) regarding how to effectively discuss in syllabi and assess in yearly reports the infusion of the Paul-Elder critical thinking framework throughout (SOM) programs of study. SOM faculty believe that critical thinking is an inherent process when rehearsing and performing music, but are at a disadvantage when relaying outcomes due to the differences in discipline specific terminologies. The intent of the project is to identify existing critical thinking resources in the published music literature as well as processes being implemented at other music higher education institutions. The information gathered will then inform the creation of a critical thinking toolkit resource specifically created to meet the above stated need of the SOM. Evaluation of the project will include a pre/post faculty survey as well as pre/post syllabi review." |
| Enhancing Critical Thinking in an Introduction to Engineering Course using a Hands-on Study of Vectors<br><br>Brian Robinson<br>Angela Thompson<br><br>*Speed School of Engineering Speed – Engineering Fundamentals* | 260 | "This project involves the development of a new hands-on activity to be integrated within existing curriculum for first-year engineering students in Introduction to Engineering (ENGR 100). The primary goal of this project is to further promote i2a outcome 1 (students will be able to think critically). In addition to providing another opportunity for students to apply the Paul Elder (PE) framework and improve critical thinking skills, the proposed activity supports the application of critical thinking more suited to common engineering practices. While past i2a integration efforts have been more focused on application of the PE framework via written assignments, the proposed study will endorse thinking critically in a more applied, project-based manner." |

# Culminating Undergraduate Experience (CUE): Integration Update

During the 2015-2016 academic year, the number of CUE courses within academic programs grew as programs sought to ensure that there are enough available CUE courses offered.

Messaging about the CUE and support for departments and programs to deepen their alignment of CUEs with the SLO reporting mechanism and CUE course design was expanded. New resource materials were added to the CUE website, which includes exemplars of learning outcomes, sample syllabi language, and assignments. It is available here.

# Looking Ahead

The i2a staff team began to morph into the QEP staff team as our first QEP, i2a, began to move into a sustainability phase and our second QEP began to take shape. The coming years will include a focus on sustaining the work of the first QEP, Ideas to Action, while building on the infrastructure, best practices, and innovative energy of those 10 years to carry us into the planning, strategic thinking, engagement of our new QEP set to be decided in 2017 with piloting to begin in 2018.



*Ideas to Action Team*

*Student panelists of the i2a Institute. From left to right: Amy Pennington, Lauren Lewis, and Amy Hobbs.*

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