University of Louisville
QEP IMPACT REPORT
March 2013

SECTION 1: A succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan
In 2007, SACS approved the University of Louisville quality enhancement plan (QEP) titled "Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement" as a ten-year plan. This report serves as the five-year interim report. Ideas to Action (i2a) is our initiative to enhance undergraduate students' critical thinking skills and effectively prepare them to contribute to society. The plan is designed to help students build core critical thinking skills in General Education courses and sharpen these skills in discipline-specific contexts in the major courses. This critical thinking foundation supports students' completion of a culminating experience, guiding them to integrate practical application of disciplinary knowledge with higher-order thinking skills.

Initial QEP Goal 1: Critical thinking will be explicitly taught in the general education courses and will be infused throughout the undergraduate curriculum. This approach prepares students to apply critical thinking skills across academic domains and to integrate them into their lives beyond campus. Schools or departments will develop culminating experiences for students in order to support students' abilities to make discoveries and connections as they apply critical thinking and disciplinary knowledge to authentic issues. **Initial Intended Outcome:** Students will be able to think critically.

Initial QEP Goal 2: The undergraduate educational experience will center on a student's assimilation of skills and knowledge from a variety of disciplines to solve complex problems. Students benefit from ongoing opportunities to engage in integrated learning, reflection, and content application to real world situations. **Initial Intended Outcome:** Students will develop the ability to address community issues.

SECTION 2: A Discussion of Changes Made to the QEP and the Reasons for Making Those Changes
In 2007, we planned to move quickly from the blueprint stage to implementation of the QEP. However, it was necessary to enlarge the conversation and alter the original timeline in order to create a formal planning, piloting, and implementation cycle so we could respond to the realities of our environment rather than adhere to an ambitious but unrealistic plan. In the first 18 months, we worked closely with faculty, department chairs and Associate Deans to identify ongoing, strategic priorities and to tailor our approach and timing to their curricular concerns, cultural realities, and disciplinary discourse. What emerged was an evolutionary approach reflected in our timeline below.

QEP Timeline and Strategic Priorities-Phase I
2005-2007	**Creating the Conceptual Framework for our QEP**
2007-2008	**Laying Groundwork, Defining Terms and Outcomes, Piloting Pedagogical Approaches**
2008-2009	**Building Infrastructure, Launching Programs**
2009-2010	**Creating Capacity for Growth and Scholarship**
2010-2011	**Piloting the Institution-wide Assessment Protocol**
2011-2012	**Engaging Units in Reporting Annual Activities and Outcomes**
2012-2013	**Reporting data, Summarizing Progress, Preparing for Phase II**

The following paragraphs describe the central components of our QEP, the changes that were made to each during the first implementation phase, and the rationale for those changes.

<u>Critical Thinking Framework</u>
The QEP proposal envisioned i2a leadership providing an operational definition of critical thinking that infuses the language of critical thinking into the campus culture. Instead, we adopted a common critical thinking framework in lieu of discipline-specific definitions. After vetting a number of critical thinking learning models, we adopted the critical thinking framework by Richard Paul and Linda Elder because it is comprehensive in its inclusion of standards and elements of thinking; it is discipline-neutral and can be overlaid on the content in all undergraduate programs and our university partners; it includes instructional support materials; and it is aligned with our current critical thinking rubric used in General Education assessment.

<u>Culminating Experience Component</u>

In 2010, the i2a Task Group revised the name of the culminating experience to the "Culminating Undergraduate Experience" (CUE) to indicate that this component is a specific *undergraduate* element. Through development of the CUE, with its defining features, assessment protocols, and detailed processes for implementation, we fashioned the CUE as a *program requirement*, rather than a *graduation requirement* as originally planned. This designation provides academic programs with the ability to design CUE courses to align with disciplinary norms and outcomes and avoided adding more hours to degree requirements. We took an expansive approach to defining culminating undergraduate experiences by encouraging faculty in undergraduate programs to create new or enhance existing capstone-like experiences that could be offered in a variety of formats: internships, theses, research projects, service learning programs, or projects that engage the community.

<u>Community Engagement Emphasis</u>
We discovered that our i2a structures and strategies employed in community-based settings can foster the "demonstration of critical thinking," but that these tools are most effective when woven throughout the undergraduate experience and not situated solely in the CUE. Our staff, students, and faculty began working with i2a tools to infuse community-based learning opportunities across the undergraduate experience--including CUE courses--and into co-curricular and student affairs programs and events beginning in the freshman year. We strengthened community engagement activities across the campus by strategically incorporating i2a concepts into civic engagement programs, contributing to the creation of a campus-wide community engagement glossary, leading conversations at regional and national meetings on best practices in engagement, and serving on community engagement committees and working groups that align our i2a practices and priorities with campus and off-campus partners.

<u>Faculty Development Programs</u>
The original QEP faculty development plan called for annual faculty training sessions by national experts, supplemented by refocusing existing faculty development programs in the Delphi Center for Teaching and Learning to support QEP goals. We took a layered, multi-faceted professional development approach by creating independent i2a programming and events while also integrating i2a priorities into signature Delphi Center workshop series and events. We built flexible, evolving i2a programs providing faculty and staff a variety of participation commitment levels: individual workshops or consultations; recurring long-term or short-term workshop series or events; and large-scale, annual campus-wide events. Our QEP-related faculty development programs, services, and events fall into three categories: a) collaborations with units and individuals to enhance an existing program or course; b) customized programs and resources that help faculty, staff, and students adapt i2a concepts and tools for existing needs and emerging projects; and c) showcase events that share exemplary i2a work with a campus or public audience. Each year in May, our i2a Institute enables faculty and staff together to learn and adopt i2a-inspired best practices alongside national experts and early adopters from across our campus.

SECTION 3: QEP Impact on the Environment and Student Learning
The broad, expansive nature of our QEP and the decentralized structure of our institution necessitated taking a systematic and deliberate experimental and implementation approach to shaping a campus environment that will impact student learning. This section summarizes our progress in influencing our campus learning environment and documenting student learning as we work toward sustaining critical thinking, culminating undergraduate experiences, and community engagement. Our i2a evaluation plan can be viewed at http://louisville.edu/ideastoaction/about/evaluation.

QEP Outcome: Students will be able to think critically.
The campus environment for undergraduate students is being transformed by the intentional infusion of terminology for the Paul-Elder critical thinking framework. Critical thinking scores are increasing over time, some with statistical significance. All undergraduate degree-granting programs are in the process of having at least one critical thinking student learning outcome and one approved culminating undergraduate experience (CUE), both components of the critical thinking outcome.

Faculty Learning Communities (FLCs) were created to pilot and sustain faculty's cross-disciplinary engagement in the development and infusion of critical thinking and culminating undergraduate experiences in undergraduate courses. Between 2008-2010, 73 full and part-time faculty from seven undergraduate units served as i2a early adopters in enhancing the critical thinking skills of 4,625 students (duplicate head count). In a follow-up survey of

all FLC participants, 100% of respondents (51% of total FLC participants) continue to incorporate critical thinking assignments and assessments in their courses. During this same time period, 28 faculty from across all undergraduate units participated in the development, piloting and assessment of the CUE defining features and an assessment protocol, which have since been distributed campus-wide.

To aid faculty and staff in the systematic, ongoing integration of critical thinking concepts into students everyday lives, i2a makes electronic and hard copies of "The Miniature Guide to Critical Thinking: Concepts and Tools" freely available to all students on campus. Over 25,000 hard copies of this handbook were given to faculty and staff (duplicated head count), which reflects student exposure to the Paul-Elder critical thinking framework. Customized critical thinking posters with relevant questions and prompts were created with input from faculty, staff, and students. Encouraging data from our 2011 poster pilot project led to an expanded poster distribution plan in which all undergraduate units requested posters for use in classrooms, conference rooms, and other public spaces. These new posters were placed in over 90 classrooms for use as visual teaching tools. For example, in the College of Arts and Sciences and College of Business, critical thinking posters were mounted in 100% of their frequently-used classrooms (n=55 and 13, respectively). We are currently developing a plan to assess the impact of the posters on teaching and learning practices.

Two i2a competitive funding programs were created to support faculty and staff activities for sustained, permanent cultural change. Expectations of the funding include a final report summarizing the project and student impact and sharing results in a scholarly forum. Seven of our eight undergraduate units were funded, for a total of $86,095, to support i2a project or activities. The remaining unit is supporting i2a activities with unit funds. A total of 48 individual funding applications by 64 faculty in 20 departments and 16 staff in 9 departments have been funded (64% funding rate) for $245,326.88 (impacting 11,080 [duplicated head count] students) to develop, implement, and assess projects that will directly and significantly support the sustained incorporation of selected i2a outcomes. The majority of projects funded were for curricular revision, primarily with individual courses. The School of Nursing received multiple i2a grants for program-wide revisions, including formulating direct and authentic student learning outcomes for critical thinking and the CUE, incorporating and mapping critical thinking assignments and assessments in each of their junior and senior nursing courses, revising and enhancing the CUE experience, and developing course specific critical thinking resources. These revisions impact 200 undergraduate upper-division nursing students in 23 courses each year. Faculty in the School of Music created video exemplars of faculty actually using critical thinking strategies in theory and applied courses for use as training models with the 75 full and part-time faculty teaching 355 students.

i2a staff collaborated with the University's institutional effectiveness staff in 2009-2010 to incorporate critical thinking and CUEs into the annual Student Learning Outcomes (SLO) reporting process. The following table summarizes the percentage of undergraduate degree-granting programs (n=64) who reported a critical thinking and/or CUE SLO before (2008-2009) and after (2010-2011, 2011-2012) the major revisions to the SLO process that now includes specific expectations for i2a outcomes:

SLO	2008-2009	2010-2011	2011-2012
Critical Thinking	19%	48%	86%
CUE	13%	38%	52%

The dramatic increase is an encouraging finding to support the intentional, sustained infusion of i2a outcomes in the undergraduate degree-granting programs. The College of Education and Human Development's 2011-2012 report highlighted comprehensive revisions to explicitly incorporate Paul-Elder critical thinking terminology into Hallmark Assessments and rubrics, with the 682 students in 10 selected freshmen, sophomore, and junior level courses meeting or exceeding the target that at least 90% would score "acceptable" or greater on the critical thinking portions of an assignment. In one course two of the seven critical thinking components were scored less than 90%, at 89% and 85%.

Critical Thinking in General Education
The ability to think critically is one of the three outcomes that the University faculty established in 2001 for the General Education program. In choosing critical thinking as the focus of the QEP in 2007, the faculty re-affirmed

the centrality of this skill to its vision of undergraduate education. A priority has been given to assessing and strengthening critical thinking throughout the General Education program, recognizing that it lays the foundation on which all majors can then build. Curricular innovation is a particular challenge in the General Education program, given its scale (e.g., 292 courses offered in 2012 across all eight undergraduate colleges, with approximately 200 instructional faculty from more than two dozen departments). Nonetheless, the following paragraphs provide evidence of the priority and a clear pattern of progress on this essential foundation of the i2a initiative.

i2a supports full-time and part-time faculty who teach general education courses of all sizes by enhancing their ability to formulate sound critical thinking outcomes; to explicitly and regularly reference critical thinking language with students; and to assess students' critical thinking skills in discipline-specific contexts. i2a resources have supported faculty teaching in the general education courses of English 101, English 102, and Music History 212, specifically to incorporate aspects of the Paul-Elder critical thinking framework in course syllabi. Faculty in the Women and Gender Studies (WGST) department used i2a monies and personnel for a semester-long workshop to enrich critical thinking activities and align assessments with the General Education critical thinking rubric in WGST 201 and 203. Critical thinking has also been refined in the general education courses Anthropology 201, Biology 104, History 101 and 102, Philosophy 211, and Psychology 201. The collective enrollment of these courses offered in fall 2012 was 4,815 (duplicate head count).

A spring 2012 review of 100 randomly-sampled syllabi from approved general education courses offered in fall 2011 revealed 47% of the syllabi included a direct statement using the words "critical thinking" while another 33% included an indirect statement related to critical thinking (e.g., critically examine/evaluate, thoughtful reasoning, think logically). The 80% inclusion of direct or indirect statements about critical thinking is encouraging since critical thinking is not a universal outcome required in all General Education courses.

From 2005 to 2010 the General Education Curriculum Committee (GECC) piloted an assessment of student performance in the stated competencies, including critical thinking, in randomly sampled general education courses, using a four-point scale rubric (4=Always Evident to 1=Not Evident) and four dimensions (Claim, Evidence, Inference, and Point of View). One i2a-GECC collaboration was the review of the critical thinking rubric for alignment with the Paul-Elder critical thinking framework. This review revealed that the existing critical thinking rubric was effective and only slight revisions were needed. The revised critical thinking rubric (http://louisville.edu/provost/GER/rubrics) was used beginning in fall 2010, the first review cycle after completing the pilot. Student artifacts were reviewed in fall 2010 (n=833) and spring 2011 (n=357) on two student cohorts that allowed for meaningful comparison. On two rubric items scores changed significantly (Claim: $t(1188) = 3.05$, $p<.001$; Points of View: $t(1188)=2.10$, $p<.05$), with 2011 ratings being higher. On two items (Evidence and Inference) no significant changes were observed. Point of View, although significantly higher from fall 2010 to spring 2011, was consistently rated lower than the other three items, both with the new rubric and the initial rubric used from 2005-2010. This item also had the lowest inter-rater reliability, showing less instructor clarity on this aspect of critical thinking. Faculty reacted positively to feedback on the need for improving Point of View. In a Fall 2011 and Spring 2012 combined sample (n=403), Point of View scores were less different from other critical thinking items scores than in previous samples. For the first time In Fall 2012, four department chairs asked for and received disaggregated results for their departments' general education courses, an encouraging sign of ownership. Disaggregation of the data identifies areas where i2a can continue to support the critical thinking activities and assessments in general education courses. Since the QEP implementation, the strong alignment of i2a with general education is helping to strengthen the existing critical thinking focus and assessment.

Critical Thinking in Undergraduate Students Cohort Study
Because of the expansive scope of i2a across the entire undergraduate experience, tracking of entering freshman groups through their senior year was not feasible. However, several units follow undergraduate student performance across the program, including the School of Engineering. Enhancing critical thinking in the engineering program was rational because of the Accreditation Board for Engineering and Technology (ABET) outcomes associated with critical thinking skills. Twenty-eight engineering faculty (27% of full-time faculty), representing all eight departments, have been early and continuously supportive participants of i2a initiatives, including learning communities, customized programs, signature events, grant funding, and i2a staff collaborations. A three-cohort longitudinal study is assessing the critical thinking skills of undergraduate engineering students as they progress through the program. Engineering faculty developed or revised a critical thinking assignment for selected courses in each year of the undergraduate program. Faculty also developed a four-point holistic critical thinking rubric, based on the Paul-Elder critical thinking framework, which is used to blind-score the critical thinking student artifacts

from the selected courses. Data analysis from the first cohort, using repeated measures ANOVA, revealed a significant ($p<0.05$) increase in critical thinking skills from the freshman to senior year. Data collection, which is still occurring for the remaining two cohort groups, is showing similar trends. This research serves as evidence of the impact i2a activities are having on enhancing critical thinking for the 1,600+ engineering students and faculty across the undergraduate experience.

Critical Thinking Benchmarks
The University administers two national surveys that assess critical thinking, the Collegiate Assessment of Academic Proficiencies (CAAP) Critical Thinking Test and the National Survey of Student Engagement (NSSE). The average ACT for our entering freshmen has risen every year (25 in 2012), along with the percentage at or above 27 (34.3%). Therefore, only the data for seniors is reported to illustrate the value added of the undergraduate experience.

The CAAP was administered to random samples of seniors beginning in spring 2010. As can be noted in the graph below, UofL seniors consistently scored above the national mean, and their mean score showed a greater increase between testing times compared with the national mean, which declined.
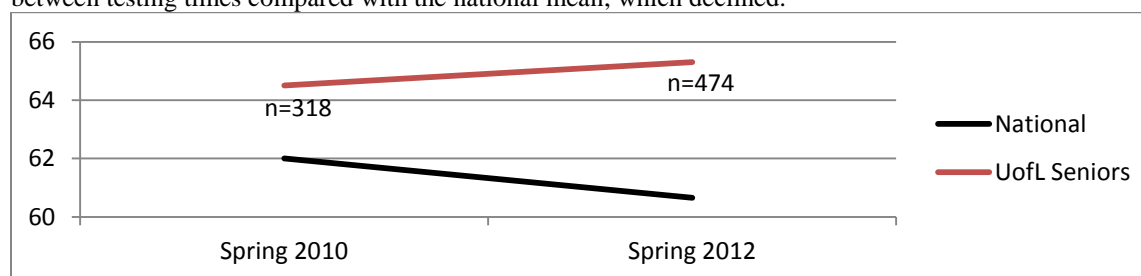
A challenge with the CAAP data analysis is the lack of granularity to break down critical thinking into more specific components (e.g., claim, evidence, inference, point of view) that would permit specific interventions and a more detailed comparative analysis with other critical thinking assessments.

The University identified eight items on the NSSE that reflect components of critical thinking.
Baseline values from 2001-2007 were obtained before implementation of the QEP. The table below shows that mean scores on the NSSE critical thinking items for seniors in 2009 and 2012 are increasing and showing significant increases compared to baseline.

NSSE Critical Thinking Items (Scale 4=Very Much/Often to 1=Very Little/Never)	2001-2007 Base-line	2009 n=616	2012 n=934
Institution contributed to my ability to think critically & analytically	3.23	3.32	3.39*
Institution contributed to my ability to analyze quantitative problems	2.99	3.11	3.18
Coursework emphasized Memorizing	2.79	2.84	2.86
Coursework emphasized Analyzing	3.24	3.33*	3.40*
Coursework emphasized Synthesizing	2.98	3.07	3.16*
Coursework emphasized Making Judgments about the value of information	2.91	2.98	3.09*
Coursework emphasized Applying theories or concepts	3.14	3.21*	3.28*
Included diverse perspectives in discussions or writings	2.81	2.8	2.86

*Significant increase from baseline average using single subjects time series design. The increase in UofL seniors' critical thinking scores on both the direct assessment (CAAP) and indirect assessment (NSSE) could be partially reflective of students' exposure to i2a activities.

Critical Thinking in Culminating Undergraduate Experiences (CUE)
CUE experiences provide students the opportunity to apply critical thinking to real-world/authentic settings, demonstrate the synthesis and mastery of the cumulative content, and reflect on their learning. The processes followed in defining, developing, and implementing the CUE requirement were:

2008-2009:   Review of best practices and benchmarking
2009-2010:   Renaming of Culminating Experience to Culminating Undergraduate Experience

2009-2011:   Development, piloting, and refinement of CUE defining features and rubric
2011-2012:   Creation of a website with curricular resources for CUE development
                        Revision of Course Inventory File (CIF) process to include CUE designation
2012-2013:   Reporting of CUE assessment results beginning fall 2012

As reported earlier, 52% of undergraduate degree-granting programs include a CUE on their SLO reports. This is in alignment with the goal to have 50% of undergraduate degree-granting programs reporting at least one CUE in place by spring 2013. To illustrate, for three years Kent School of Social Work seniors have been showcasing their CUE projects related to their real-world practicum placements in an annual poster session. The poster session has grown from a small unit session with 28 students to a campus-wide showcase where 50 student poster presentations were scored for outstanding work awards.

Two NSSE items that reflect components of a CUE are "Before graduation I have or plan to do a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)" and "Institution contributed to my ability to solve complex real-world problems." Data from the "…culminating senior experience" item have remained relatively constant across testing times with at least 61% of the seniors responding "Yes" to the question. The "… solve complex real-world problems" item's significant percentage point increase in affirmative responses from baseline, 14 in 2009 to 19 in 2012, shows the steady development of both i2a and CUE in the culture and discourse across campus.

Critical Thinking Across the Undergraduate Experience
We have actively cultivated a campus culture in which students are exposed to consistent concepts about critical thinking and are given regular opportunities to apply these concepts in and outside the classroom. As students' progress through their respective undergraduate programs and move through the campus and classrooms, they experience i2a "touch points" in curricular, co-curricular, student affairs, and student service settings. For example, 1,600 business and 126 dental hygiene students enrolled in fall 2012 heard faculty members refer to critical thinking skills and use a common critical thinking vocabulary during classroom activities developed and/or refined in i2a programs.

Critical thinking is also used with students in many other areas outside of the classroom. In 2012 summer orientation sessions, 2,712 first-year students were introduced repeatedly to i2a concepts through speakers and skits, orientation leaders, and critical thinking posters. Additionally, our Health Promotion Office annually trains 12 peer Health Advocates to use the i2a tools in workshops, services, and evaluations, resulting in 1,800 students annually applying critical thinking tools to personal wellness contexts. These same concepts are used to shape the thirteen signature programs, events, training programs, and weekly meetings at The Cultural Center, including ongoing infusion with the 182 Porter Scholars and 40 African American Male Initiative cohort members. The campus-wide Book-in-Common program offers an author lecture, monthly conversation café book discussions, and a related service initiative, all of which guide hundreds of students to use the critical thinking framework to explore the designated book's themes and delve into its complexities. Two examples of research projects capturing impact on student learning were a direct result of i2a collaboration with professional staff in the Resources for Academic Achievement (REACH) program and in Undergraduate Advising Practice. Staff in REACH used critical thinking activities to significantly enhance critical reading of 153 undergraduate students over the course of one semester [$t(151)= 10.51$, $p<.001$]. Of 28 undergraduate students on academic warning participating in a one-year pilot study of an advising model that incorporated critical thinking 59% returned to academic good standing after one year, compared with 35% of the students in the control group. Both projects illustrate how ongoing QEP activities positively influenced at-risk undergraduate students' academic success and progression.

Critical Thinking QEP Outcome Conclusion: The QEP outcome that students will be able to think critically is being achieved in an ever-increasing manner across the undergraduate experience.

QEP Outcome: Students will develop the ability to address community issues.
Students participate in campus-wide, neighboring, regional, and international community projects, as well as reflective curricular activities across the undergraduate experience, which infuse community-based learning with course learning objectives. Community engagement (CE) efforts involve participating in campus-wide community engagement committees and projects in conjunction with the Office of the Vice President for Community Engagement, including the committee that drafted UofL's 2008 Carnegie Community Engagement Classification application. Through contributions to the campus-wide conversation around community engagement, collaborations

with university partners, provision of faculty development programming, and development of a new student learning assessment tool, i2a enhances community engagement activities across campus.

Community Engagement Assessment Project
In fall 2011, i2a and the Office of the Vice-President for Community Engagement (OVPCE) began a collaboration to develop a tool for measuring student learning in community-based experiences (CBL). The year-long project was designed in two phases, with Phase I being a feasibility pilot and Phase II a large-scale pilot. For Phase 1, a total of 80 students in six departments from three units completed the assessment and a focus group was conducted with the course faculty. Phase 1 of the pilot indicates early patterns and trends among student responses around such themes as: real-world application of learning, heightened awareness about social issues, and critical understanding/appreciation for diversity. Phase II (Fall 2012) used a refined instrument and involved a larger pool of courses (29) representing all eight undergraduate units. Given the central role of community engagement in our institution's strategic priorities, these new i2a assessment tools are poised to make a significant contribution to documenting our effectiveness at fostering civic-minded students.

Community Engagement Perceptions -NSSE
The table below reports senior mean scores for three University-identified NSSE items that reflect components of community engagement.

NSSE Community Engagement Items	2001-2007 Baseline	2009 n=616	2012 n=934
During the current year, how often have you participated in a community-based project (e.g., service learning) as part of a regular course? (4=Very Often, 3=Often, 2=Sometimes, 1=Never)	1.46	1.63	1.74*
Before graduation I have or plan to do community service or volunteer work? (1=Yes 0=No)	0.58	0.61	0.66
Institution contributed to my ability to contribute to the welfare of my community. (4=Very Much, 3=Quite a Bit, 2=Some, 1=Very Little)	2.19	2.39	2.50

*Significant increase from baseline average using single subject time series design.
The mean scores for seniors are increasing, with one item (participated in a community-based project) reaching significance and the third item (ability to contribute) at the cutting score of the significance band. The numbers indicate the growing commitment and culture of service fostered by the university.

Community Partner Exemplar
Wayside Christian Mission is the only homeless shelter in the nation that owns, maintains, and runs a fully functioning hotel, Hotel Louisville. During the 2011-2012 academic year, five UofL units and more than 50 undergraduate students were involved with i2a-related activities at Hotel Louisville. i2a staff consulted intensively with the Wayside staff to incorporate the Paul-Elder critical thinking framework into the development of customized critical thinking tools for use in hotel/hospitality training, addiction recovery sessions, conflict resolution sessions, and other activities. This project received the university's Community Partner Award for 2012 (http://louisville.edu/communityengagement/outstanding-community-engagement-award.html).

Address Community Issues QEP Outcome Conclusion: The QEP outcome that students will develop the ability to address community issues is integrated in the university-wide community engagement agenda.

University-Wide Integration
The achievement of i2a outcomes for student learning and the educational environment is being successfully integrated into existing assessment frameworks and accountability structures at university-wide and unit-specific levels. At the university level, the President's Scorecard provides UofL with clear means for measuring progress toward achieving its mission. The four i2a Scorecard items (2 for critical thinking, 1 each for CUE and community engagement) are i2a's accountability method for reporting, on an annual basis, progress made on the university's strategic plan. The alignment of General Education and SLO assessments with i2a outcomes previously discussed has facilitated the permanent integration of i2a priorities and practices into unit-level reporting structures.

Unanticipated Outcomes

We did not expect the blossoming of i2a-related scholarship. To date, our faculty, staff, and students have published 14 articles and delivered 61 scholarly presentations on critical thinking pedagogy and assessment. Our faculty and staff have published 4 articles and delivered 16 scholarly presentations drawn from experiences with the new CUE and published 4 articles and delivered 14 scholarly presentations related to community engagement. The archive of i2a scholarship is at http://louisville.edu/ideastoaction/resources/research. Over the past five years, we have shared best practices and connected with other QEP innovators at other institutions. We created a statewide QEP leadership network and a national network for institutions with teaching initiatives focused on critical thinking. Our administration's strong support of the QEP was reflected in our robust implementation budget, funding five staff/faculty members devoted to the QEP. This allowed us to create a full slate of programs, offer copious amounts of direct support to units for QEP implementation, and augment the teaching center's roster of professional staff. Our programs have caught the attention of regional and national peers, who have tapped members of our faculty and staff as QEP keynote speakers, consultants and workshop leaders. The Foundation for Critical Thinking has named UofL among its national list of campuses making significant progress in fostering critical thinking across the curriculum.

We did not expect the negative reaction of some faculty who felt that focusing our QEP on critical thinking and using a common framework were unnecessary because "they were already doing it" as college teachers. Some i2a innovators now admit that participating in i2a programs have allowed them to see the difference between modeling critical thinking versus explicitly defining, analyzing, coaching, and assessing critical thinking skills with undergraduates. Some faculty report they have begun to successfully employ the same i2a-influenced teaching approaches when teaching graduate students.

Section 3 Conclusion: The direct and indirect assessments of critical thinking and community engagement are showing encouraging upwards trends and indicate success with integrating the i2a outcomes in our academic units, as well as our student affairs and co-curricular departments. Incorporation of i2a concepts, tools, and outcomes into accountability structures in permanent and sustained ways is ever-increasing and suggests direction for our next phase.

Section 4: A reflection on what the institution has learned as a result of the QEP experience
Engaging in the QEP implementation process has deepened our understanding of the challenges involved in fostering sustained change across traditional curricular boundaries. We have a new appreciation of the rewards found in a long-term change process and have emerging goals for Phase II.

Early in our QEP implementation process, we found that what we were asking our faculty to do was less about adding words to a syllabus and more about a new way of thinking about student learning. Our faculty and staff needed to rethink assumptions and adopt intentional and integrative practices in order to see their discipline as a mode of thinking in order to help students make authentic connections to the world around them and to connect the dots across courses, campus, and communities. Giving our colleagues the space, place, and support to make these mental shifts helped them, in turn, to guide their students in making meaningful cognitive connections across learning domains. We found that by modeling and employing the same critical thinking tools, techniques, and strategies we were asking students to use we improved our own thinking processes and professional practices.

The 2007 reaffirmation committee called our proposed QEP "ambitious and complex, with many moving parts," and we came to find out just how complex and multilayered it was. We learned to slow down and value the sometimes cumbersome but ultimately vital process of building new partnerships and pathways while finding common ground. We learned to reframe for colleagues the QEP goals in terms of a collective vision for student success, challenging a characterization of the QEP as a perfunctory administrative endeavor for SACS. We discovered our QEP required consistency and integration across the entire undergraduate curricula on a campus with decentralized curricular decision making and varied curricular norms and processes.

As we move into the next phase of i2a implementation leading to our 2017 reaffirmation process, we are setting strategic priorities and building on the lessons learned in our first phase. Working with our university partners, we want to continue to explore new avenues for fostering the advancement of critical thinking, CUE, and community engagement curricular activities so that they become part of the culture of campus programs and permeate the units as common practice. There are initial discussions in the GECC about analyzing in greater detail disciplinary patterns in the critical thinking data and assessing the validity and reliability of the critical thinking rubric. We expect this will include enriching our ongoing collaboration to enhance critical thinking activities and assessments for courses

in the majors and continuing refinement of an assessment tool to measure students' learning as a result of community-based learning experiences. We are developing i2a-related digital tools for integration in online courses.

In this next phase of i2a, academic programs will be charged with developing direct, locally relevant, authentic measures and targets to assess student learning impact in critical thinking, culminating undergraduate experiences, and community engagement. In ongoing collaborations with OAPA in relationship to the institutional effectiveness standard 3.3.1.1, we will employ institution-wide assessment software to facilitate the units' annual reporting of student learning outcomes. We will provide data-based support for directing individualized next steps in the undergraduate units. This will also help us help units create clear, measurable targets for full integration of i2a outcomes and develop a robust learning environment to support faculty and students' awareness of, and engagement in, i2a priorities, curricular structures, and assessments. We plan to refine our i2a grant program to facilitate the development and reporting of direct assessment for student impact.