

APPENDIX A
University of Louisville
Ideas to Action (i2a) Evaluation Plan
Background

In April 2007 the university received approval from the Southern Association of Colleges and Schools–Commission on Colleges (SACS-COC) to implement their practical, university-wide [quality enhancement plan \(QEP\)](http://louisville.edu/ideastoaction/what/sacs-qep) entitled “Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement.” (<http://louisville.edu/ideastoaction/what/sacs-qep>) Ideas to Action (i2a) sharpens our existing focus on building undergraduate students' [critical thinking skills](#), starting in the general education program and continuing through undergraduate major courses. Students will be required to demonstrate their critical-thinking skills in a [culminating experience](#), such as a thesis, service learning experience, internship or capstone experience. The two specific outcomes identified for i2a are that 1. Students will be able to think critically and 2. Students will develop the ability to address community issues. These outcomes will be assessed using both direct and indirect measures. <http://louisville.edu/ideastoaction>

Since January 2008 a subcommittee of the i2a Task Group has been working on detailing and operationalizing the i2a evaluation plan. The subcommittee members are Cathy Bays and Connie Shumake (co-chairs), Julia Dietrich, Ron Fell, Ann Larson, Kathleen Otto, Jeff Valentine, and Riaan VanZyl. The i2a evaluation vision is a systematic, ongoing process to evaluate the evidence of undergraduate students’ ability to think critically and connect student learning to the community for the purpose of enhancing the quality of the undergraduate educational experience and documenting accountability to accreditation agencies. Specific i2a evaluation goals include multiple measures of actual and perceived student performance, consistency with Paul-Elder critical thinking model, evaluation of outcomes and process, “valued-added” assessments, and faculty input & participation.

In May 2008 the i2a Task Group approved the following i2a student learning outcomes that have implications for general education courses and undergraduate units: Students completing [general education](#) courses will be able to communicate important ideas and to use critical thinking as a tool for learning by:

1. Applying the Elements of Thought* in selected, course assignments.
2. Using the Universal Intellectual Standards** as criteria for quality in reasoning.

Students completing courses within their identified [major](#) will be able to communicate important ideas and use critical thinking as a tool for learning by:

1. Applying the Elements of Thought* in selected discipline-specific course assignments.
2. Using the Universal Intellectual Standards** as criteria for assessing quality of discipline-specific reasoning.
3. Demonstrating discipline-specific critical thinking skills using real world problems.

Upon completion of the [culminating experience](#) students will demonstrate the ability to:

1. Apply the Elements of Thought* when engaging in an i2a culminating experience project.
2. Use the Universal Intellectual Standards** as criteria for assessing quality during the i2a culminating experience project.
3. Demonstrate well-cultivated critical thinking skills when engaging in an i2a culminating experience project.

For i2a, Evaluation is defined as the systematic collection of information about i2a initiatives and processes and its impact on student learning and development. In this process baseline, process and outcome assessments are conducted and information is reviewed and subsequently used to enhance learning and achieve i2a goals. The i2a Evaluation Plan Schematic Representation was created to provide a visual representation of the “big picture” (See next page). The long-term goal is to have the plan be a dynamic document that would link to more detailed documents. For example, in the “Assessment” section clicking on “Critical Thinking Rubric General Education” would link to the critical thinking summary data for general education courses. A Detailed Unit Level i2a Evaluation Plan has been created for each component of the i2a plan (e.g., general education, majors, and culminating experience). The plan provides specific suggestions of tasks (inputs) for units to consider for incorporating i2a.

Paul-Elder Critical Thinking Model (www.criticalthinking.org):

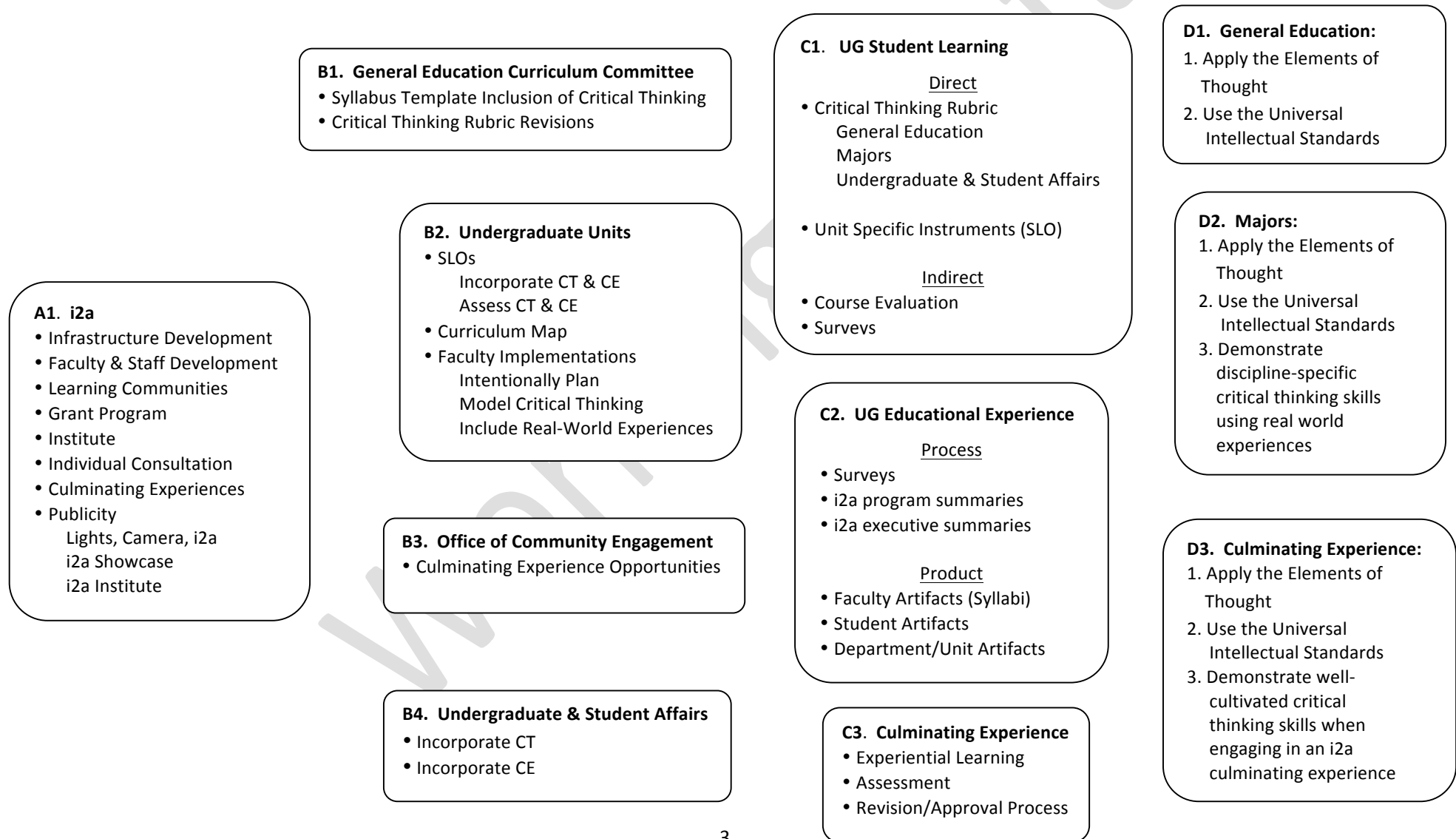
*Elements of Thought: Information, Purpose, Interpretation & Inference, Key Question, Assumptions, Essential Concepts, Implications & Consequences, Point of View

**Universal Intellectual Standards: Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, Significance, Fairness, Completeness

University of Louisville

i2a Evaluation Plan Schematic Representation

A-Initiatives ↔ **B-Collaborators** ↔ **C-Assessments** ↔ **D-Outcomes**



APPENDIX B
University of Louisville
Detailed Unit Level i2a Evaluation Plan

The Detailed Unit Level i2a Evaluation Plan provides a detailed description for the i2a Evaluation Schematic Representation's "Collaborators" and "Assessment" areas. The Plan is structured using a logic model method, which is a planning tool that clarifies and graphically displays what a project intends to do and accomplish, including impact. (<http://nnlm.gov/outreach/community/logicmodel.html>) The Detailed Unit Level i2a Evaluation Plan is organized by key undergraduate course groupings in i2a of General Education, Majors, and Culminating Experiences. Within each undergraduate course grouping are sections for i2a Evaluation Goals, Unit Tasks, Responsible Unit Personnel, Output, Short Term Outcomes with Timeline, Long Term Outcomes.

The University-Wide i2a Student Learning Outcomes (SLOs) were approved by the i2a Task Group in May 2008. These student learning outcomes were developed to assist in measuring the achievement of the i2a outcomes that 1) Students will be able to think critically and 2) Students will develop the ability to address community issues.

The Unit Tasks (Input) are specific activities undergraduate units can implement in support of i2a. The list of tasks is not meant to be an exhaustive, comprehensive list but instead an initial, minimum list of unit activities to support i2a. Undergraduate units are encouraged to select tasks from the list and/or identify specific, meaningful, applicable additional task they plan to implement in support of i2a.

The Responsible Unit Personnel are key personnel who have primary responsibility for implementing and assessing the Unit Tasks, where known at this time.

The Projected Assessments (Output) are tangible artifacts, products, and data related to the Unit Tasks. The outputs are not meant to be an exhaustive, comprehensive list but instead are initial, minimum list of artifacts, products, and data related to the Unit Tasks. Undergraduate units are encouraged to select outputs from the list and/or identify specific, meaningful, applicable additional outputs they plan to implement in support of the Unit Tasks.

The Unit-Level Short Term and Long Term Outcomes are possible outcomes for the Unit Tasks. Outcomes listed for General Education Unit Task #2 and Culminating Experience Unit Task #3 are university Scorecard outcomes approved by the i2a Task Group in February 2008. The outcomes are not meant to be an exhaustive, comprehensive list but instead are initial, minimum list of outcomes related to the Unit Tasks. Undergraduate units are encouraged to select outcomes from the list and/or identify specific, meaningful, applicable additional outcomes that will reflect accomplishment of the Unit Tasks.

University of Louisville
Detailed Unit Level i2a Evaluation Plan
GENERAL EDUCATION COURSES

| University-Wide i2a Student Learning Outcomes | Unit Tasks to Infuse i2a (Input) | Responsible Unit Personnel | Projected Assessments (Output) | Unit-Level Short Term Outcomes | Unit-Level Long Term Outcomes |
|---|--|---|---|---|---|
| <p>Students who satisfy this requirement will be able to communicate important ideas and to use critical thinking as a tool for learning by:</p> <p>1. Applying the Elements of Thought* in selected course assignments.</p> <p>2. Using the Universal Intellectual Standards** as criteria for quality in reasoning.</p> | 1. Syllabi and Assignment review for incorporation of Paul-Elder critical thinking elements and standards. | <p>GECC & i2a Assessment subcommittee</p> <p>Department/Unit curriculum committee</p> | <p>Revised syllabi reflecting the Paul-Elder critical thinking elements and standards.</p> <p>Review of syllabi submitted to the GECC for critical thinking components.</p> | <p>____% courses that include CT aspects in syllabi.</p> <p>Submit syllabi with CT highlighted.</p> <p>____% of students in course(s) with CT activities.</p> | |
| | 2. Revision of General Education Critical Thinking assessment rubric to incorporate the Paul-Elder critical thinking elements and standards (See Forms). | GECC & i2a Assessment subcommittee | Critical thinking scores from the General Education assessment. | 25% of the students sampled will average at least 3 out of 4 by 2010. | 50% of the students sampled will average at least 3 out of 4 by 2020. |
| | 3. GEN 101 assignment pilot | i2a Assessment subcommittee | <p>Baseline assessment of process to collect critical thinking data.</p> <p>Critical thinking scores from evaluation</p> | 64 student papers from 5 undergraduate units for analysis were collected F08. Data analysis 5/09 | Formulation of a plan for ongoing collection of baseline data. |
| | 4. Course evaluation critical thinking item (See Forms). | Department/Unit | Revised evaluation with item(s) reflecting assessment of critical thinking. | Critical thinking Item(s) added to evaluations beginning F09. | |
| | 5. QMS critical thinking item | University OIR Department/Unit | Critical thinking scores from QMS evaluation item "Rate the impact of your overall experience as a student at UofL on the following: ...critical thinking" | | |
| | 6. CAAP & NSSE | University OIR | | | |

Paul-Elder Critical Thinking Model (www.criticalthinking.org):

*Elements of Thought: Information, Purpose, Interpretation & Inference, Key Question, Assumptions, Essential Concepts, Implications & Consequences, Point of View

**Universal Intellectual Standards: Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, Significance, Fairness, Completeness

University of Louisville
Detailed Unit Level i2a Evaluation Plan
UNDERGRADUATE MAJOR COURSES

| University-Wide i2a Student Learning Outcomes | Unit Tasks to Infuse i2a (Input) | Responsible Unit Personnel | Projected Assessments (Output) | Unit-Level Short Term Outcomes | Unit-Level Long Term Outcomes |
|---|--|--------------------------------------|---|---|-------------------------------|
| <p>Students completing courses within their identified major will be able to communicate important ideas and use critical thinking as a tool for learning by:</p> <p>1. Applying the Elements of Thought* in selected discipline-specific course assignments.</p> <p>2. Using the Universal Intellectual Standards** as criteria for assessing quality of discipline-specific reasoning.</p> <p>3. Demonstrating discipline-specific critical thinking skills using real world problems.</p> | 1. Unit SLO Revisions | Department/Unit | <p>SLO that reflects incorporation of critical thinking.</p> <p>SLO that reflects assessment of critical thinking.</p> <p>SLO that reflects incorporation of experiential learning activities.</p> <p>SLO that reflects assessment of experiential learning activities.</p> | Units will begin to include critical thinking and experiential learning outcomes in their 2009 report, as appropriate. | |
| | 2. Syllabi and Assignment inclusion of critical thinking (CT) and experiential learning (EL) | Department/Unit curriculum committee | <p>Syllabi and assignments reflecting the Paul-Elder critical thinking elements and standards in:</p> <p style="padding-left: 40px;">Course description & objectives Assignments Real-world applications Grading assessments</p> <p>Syllabi reflecting experiential learning activities.</p> | <p>____% courses that include CT aspects in syllabi. Submit syllabi with CT highlighted. ____% of students in course(s) with CT activities</p> <p>____% courses that include EL in syllabi. Submit syllabi with EL highlighted. ____% of students participating in EL activities.</p> | |
| | 3. Curriculum Map of critical thinking components for individual courses | Department/Unit | Grid indicating the Elements of Thought, Universal Intellectual Standards and experiential learning in each course | Completed grid for pilot units. | |
| | 4. Rubric to incorporate the Paul-Elder CT elements and standards. | i2a Assessment subcommittee | Critical thinking scores from major assignment assessment. | Rubric developed for use F09. | |
| | 5. Course evaluation critical thinking item (See Forms). | Department/Unit | Critical thinking scores from evaluation | Critical thinking Item(s) added to evaluations beginning F09. | |

Paul-Elder Critical Thinking Model (www.criticalthinking.org):

*Elements of Thought: Information, Purpose, Interpretation & Inference, Key Question, Assumptions, Essential Concepts, Implications & Consequences, Point of View

**Universal Intellectual Standards: Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, Significance, Fairness, Completeness

University of Louisville
Detailed Unit Level i2a Evaluation Plan
CULMINATING EXPERIENCE (CE) COURSES

| University-Wide i2a Student Learning Outcomes | Unit Tasks to Infuse i2a (Input) | Responsible Unit Personnel | Projected Assessments (Output) | Unit-Level Short Term Outcomes | Unit-Level Long Term Outcomes |
|--|--|--|---|--|--|
| Upon completion of the culminating experience students will demonstrate the ability to: 1. Apply the Elements of Thought* when engaging in an i2a culminating experience project. 2. Use the Universal Intellectual Standards** as criteria for assessing quality during the i2a culminating experience project. 3. Demonstrate well-cultivated critical thinking skills when engaging in an i2a culminating experience project. | 1. Course development or revision to align with the CE Defining Features criteria (See Forms). | Department/Unit | Syllabi and assignments reflecting a culminating experience | ____% courses that include CE aspects in syllabi. Submit syllabi with CE highlighted. ____% of students in course(s) with CE | |
| | 2. Creation of minimum authentic assessment criteria. (See Forms). | i2a CE and Assessment subcommittees Department/Unit | Documents to assess the culminating experience including: Rubrics Reflective writing Student & Faculty Evaluations | Unit use of assessment documents beginning Fall 2009. | |
| | 3. Rubric to incorporate critical thinking and CE criteria (See Forms). | i2a CE and Assessment subcommittees Department/Unit | Scores from CE assessment rubric | 30% of the students sampled will average at least 3 out of 4 on critical thinking by 2012. | 50% of the students sampled will average at least 3 out of 4 on critical thinking by 2020. |
| | 4. Database tracking CE courses by program | i2a CE and Assessment subcommittees | Gap analysis of CE availability Close gap of available CE courses | Explore possible databases in 2009-2010. | |
| | 5. Process of designating CE courses | i2a CE subcommittee Registrar | Database of CE approved courses | | |
| | 6. Course evaluation critical thinking item (See Forms). | Department/Unit | Critical thinking scores from evaluation | | |
| | 7. Community assessment | Office of Community Engagement | | | |
| | 8. NSSE | University OIR | | | |

Paul-Elder Critical Thinking Model (www.criticalthinking.org):

*Elements of Thought: Information, Purpose, Interpretation & Inference, Key Question, Assumptions, Essential Concepts, Implications & Consequences, Point of View

**Universal Intellectual Standards: Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, Significance, Fairness, Completeness

APPENDIX C

University of Louisville
Ideas to Action (i2a)
Protocol for the Use and Refinement Protocol of the i2a Evaluation Plan
Unit/Department Plans

Date: _____

Unit/Department: _____ Contact for Project: _____

1. How have you begun to implement i2a initiatives in your unit?

2. What are your specific plans for testing components of the i2a Evaluation Plan during the 2009-2010 year?

3. What assistance and/or resources will be helpful to you during the project?

APPENDIX D

University of Louisville
Ideas to Action (i2a)
Protocol for the Use and Refinement Protocol of the i2a Evaluation Plan
Final Summary Template

Date: _____

Unit/Department: _____ Contact for Project: _____

Please respond to the following questions about the i2a Evaluation Plan project:

1. What specific revisions and/or additions were made in:
 - a. General Education Courses

- b. Undergraduate Major Courses

- c. Culminating Experience Courses

- d. Other

Please provide a copy of each revision or addition that was made during the project.

2. What additional revisions and/or addition do you plan to make?
3. What recommendations would you suggest to change, enhance, and improve the i2a Evaluation Plan?
4. What was most helpful about participating in the i2a Evaluation Plan project?
5. What was most challenging about participating in the i2a Evaluation Plan project?
6. What other comments would you like to share with the i2a assessment subcommittee about the Evaluation Plan or other areas of i2a?

APPENDIX E

University of Louisville Ideas to Action (i2a) Glossary

Introduction

Ideas to Action (i2a) is a multi-year effort supported by the Provost to promote meaningful transformation of our undergraduate programs. The i2a initiative grew out of our commitment to fulfilling accreditation requirements set out by the [Southern Association of Colleges and Schools \(SACS\)](#). It requires member institutions to develop a practical, university-wide quality enhancement plan (QEP) to improve student learning. The U of L plan, i2a, will sharpen our existing focus on building undergraduate students' critical thinking skills, starting in the general education program and continuing through undergraduate major course work. Students will be required to demonstrate their critical-thinking skills in a culminating experience, such as a thesis, service learning project, internship or capstone project.

The following glossary of terms has been created to facilitate a common understanding of terms related to key aspects of the i2a initiative.

Glossary

I. [Critical Thinking](#)

Critical Thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action (Scriven and Paul, 2003).

The University has chosen to use the Paul-Elder Critical Thinking model to guide i2a. A glossary of critical thinking terms based on the model can be accessed at www.criticalthinking.org/articles/glossary.cfm

II. [Culminating Experience](#)

In its QEP, "[Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement](#)," the University of Louisville has outlined its intention to require every undergraduate to apply critical thinking skills in a culminating experience such as a capstone course, service learning project, research project, internship, practicum or other activity. Ideally, the culminating experience will be preceded by a coherent program of study in which students have opportunities to develop discipline-specific knowledge and critical thinking skills, and to apply their emerging skills to solve practical problems of increasing complexity with increasing independence. Flexibility in the design of culminating experiences will allow for disciplinary and interdisciplinary work that is meaningful to faculty and students.

The university has received Carnegie Community Engagement Classification in the category of Curricular Engagement and Outreach and Partnerships. For more detailed information about community engagement and a glossary of Community Engagement terms please visit <http://louisville.edu/communityengagement/carnegie-community-engagement-process-2008>.

III. [Evaluation](#)

Evaluation is the systematic collection of information about i2a initiatives and processes and its impact on student learning and development. In this process baseline, process and outcome assessments are conducted and information is reviewed and used to enhance learning and achieve i2a goals.

In general a rubric is a scoring guide used in subjective assessments. A rubric implies that a rule defining the criteria of an assessment system is followed in evaluation. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale. A scoring rubric makes explicit expected qualities of performance on a rating scale or the definition of a single scoring point on a scale. From "A Short Glossary of Assessment Terms" at <http://serc.carleton.edu/sp/library/assessment/glossary.html>

APPENDIX F

University of Louisville
Ideas to Action (i2a)
Programs and Services

Faculty Learning Community on Critical Thinking (FLC)

The Faculty Learning Community (FLC) on Critical Thinking is a semester-long opportunity for a group of 10-12 faculty members who teach undergraduate courses to engage in cross-disciplinary ongoing dialogue, structured activities, and reflection focused on the infusion of the Paul-Elder critical thinking model, instructional design, and assessment principles. louisville.edu/ideastoaction/flc

Supporting Undergraduate iNnovation (SUN) Grants

Ideas to Action (i2a) Supporting Undergraduate iNnovation (SUN) Grants are a small-scale, internal funding program designed to give individual faculty or staff--or small teams of UofL faculty and staff -- up to \$5,000 to develop, implement and assess projects that will directly and significantly support the sustained incorporation of selected i2a outcomes into undergraduate programs and courses. louisville.edu/ideastoaction/grants

Collaborative Learning Community (CLC)

The Collaborative Learning Community (CLC) is made up of staff members from academic affairs, student affairs and student services who meet regularly with i2a staff members to explore core learning concepts and the Paul-Elder model in order to infuse these principles into programs, activities, and departmental strategic planning efforts.

louisville.edu/ideastoaction/clc

Culminating Experiences Faculty Projects

The Culminating Experience faculty projects aim to explore and “pilot” the dimensions of the emerging ‘culminating experiences’ component of the i2a initiative with individual faculty who work with the i2a staff to revise a capstone-type course or integrative assignment in the undergraduate curriculum. louisville.edu/ideastoaction/programs-services

Workshops & Information Sessions

The i2a staff team works with the Delphi Center for Teaching and Learning, as well as faculty and staff across UofL departments, to design and deliver regular workshops and information sessions on topics related to i2a themes and priorities. To learn more about upcoming sessions, or to request a department presentation, email i2a@louisville.edu, or go to louisville.edu/ideastoaction to see our calendar of events.

National Network of Critical Thinking Initiatives

The i2a team is connecting colleagues from higher education institutions across the nation by collecting and organizing names and contacts of those involved in initiatives focused on critical thinking, particularly those using the Paul-Elder model. If you would like to be included, contact us at i2a@louisville.edu. The network page can be viewed at louisville.edu/ideastoaction/resources/network

Consultations

The i2a staff team is available to meet with UofL faculty and staff to consult on the infusion and implementation of i2a principles, concepts and models into new and existing curricula, courses and programs. Contact us at i2a@louisville.edu

Working Draft

FORMS

U of I General Education Rubric for Assessing Critical Thinking with Paul & Elder Elements and Standards-9/17/07

| | 1. Not Evident | 2. Occasionally Evident | 3. Evident | 4. Clearly Evident |
|--|---|--|---|---|
| <p>Depth Logic Fairness</p> <p>Demonstrates recognition of problem or question</p> <p>PURPOSE</p> | <p>No discernible thesis or does not identify and state the nature of the problem or the related issue(s).</p> <p>Represents the issues inaccurately or inappropriately.</p> | <p>The thesis states and <u>explain why or how</u> it is a problem or question.</p> <p>Represents the issues <u>accurately and</u> appropriately.</p> | <p>The thesis identifies the main question and subsidiary aspects of the problem or question.</p> <p>Articulates some understanding of the scope of the problem and the related issue(s) involved.</p> | <p>Thesis articulates a <u>clear</u> understanding of the scope of the problem and issue(s) involv</p> <p>Identifies embedded or implicit issues, addressing their relationships to the thesis.</p> |
| <p>Uses reasoning skills to develop and analyze arguments and evidence.</p> <p>QUESTIONS</p> <p>ASSUMPTIONS</p> | <p><u>Does not</u> develop an argument based on available information or evidence.</p> <p>Does not identify the key assumptions and/or evaluate the given information that underlies the issue.</p> | <p>Applies relevant thinking skills (e.g. comparing, contrasting, classifying, abstracting, analyzing, criticizing) in presenting information but without clear reference to context, assumptions, data, and evidence.</p> | <p>Applies relevant thinking ski col abstracting, analyzing, criticizing) in presenting <u>information with reference to context, assumptions, data, and evidence.</u></p> <p>Suggests implications and consequences but without development.</p> | <p>Applies <u>relevant</u> thinking skills in presenting information.</p> <p>Develops solutions by using <u>a</u> all available and <u>applica</u></p> <p>Identifies and clearly discusses implications and consequences, considering relevant assumptions, contexts, data, and evidence.</p> |
| <p>Shows awareness of multiple <u>POINTS OF VIEW</u> and integrates <u>KNOWLEDGE</u> gained from different sources</p> <p>CONCEPTS</p> | <p>Does not acknowledge other possible perspectives or that other options were considered in developing the argument.</p> <p>Does not acknowledge and integrate information derived from other sources.</p> | <p>Acknowledges other possible perspectives although they are not clearly stated, developed, or evaluated.</p> <p>Acknowledges information derived from other sources but does not evaluate or integrate that information into the argument</p> | <p>States clearly other salient perspectives and positions that are important to the analysis of the issue.</p> <p>Acknowledges, and <u>examines information derived from other sources and integrates that information into the argument.</u></p> | <p>Clearly states and develops responses to <u>other salient perspectives and positions th</u> important to the of the issue.</p> <p>Acknowledges, <u>examines, and evaluates information from other sources and integrates that information and other points of view in</u> argument.</p> |
| <p>Draws conclusions based on <u>evaluation</u> of reasons, arguments, and evidence</p> <p>INFERENCES</p> <p>IMPLICATIONS</p> | <p>Conclusions are not provided.</p> <p>Fails to reflect, identify or develop implications, consequences, and conclusions.</p> | <p>Conclusions are provided, but without discussion of implications or consequences.</p> <p>Little or no reflective thought is provided with regard to the assertions or to the key relationships between the other elements such as context, assumptions, or data and evidence</p> | <p>Conclusions are stated and discussed.</p> <p>Implications and consequences of the conclusion are reflected in context, relative to assumptions, and supporting evidence.</p> | <p><u>Stated conclusions are based on a thorough examination of evidence, a clear explanation of reasonable alternatives and/or an <u>evaluatio</u> possible consequenc</u></p> <p>Reflection and evaluation develop and challenge solutions by using relevant information.</p> |

Italics-Text in current Critical Thinking Rubric used by GECC

Highlighted-Paul and Elder Universal Elements

Text Box- Paul and Elder Standards

University of Louisville
Ideas to Action
Assessment Subcommittee
Common Critical Thinking Evaluation Language Suggestions

These critical thinking evaluation statements are:

- **provided as suggestions** for units/departments that want to revise their current evaluations to incorporate critical thinking items.
- an attempt to provide common critical thinking evaluation language that can be used and measured across units/departments.
- revisions of the Foundation for Critical Thinking's *Course Evaluation Form* that can be accessed at <http://www.criticalthinking.org/resources/assessment/index.cfm>.

Critical Thinking Evaluation Language Suggestions:

1. The course* provided learning experiences that encouraged me to move beyond memorizing to understanding content.
1=Strongly Disagree 2=Disagree 3=Neither disagree or agree 4=Agree 5=Strongly Agree**
2. The course* helped me move beyond memorization to understanding of the content.
1=Strongly Disagree 2=Disagree 3=Neither disagree or agree 4=Agree 5=Strongly Agree**
3. This course* led me to become more disciplined in the way I think.
1=Strongly Disagree 2=Disagree 3=Neither disagree or agree 4=Agree 5=Strongly Agree**

These evaluation statement suggestions may be modified to:

*replace "course" with either "faculty" or "program" as the focus in each statement, based on the unit/department's desired area for critical thinking emphasis.

**incorporate the Likert-type scaling used on existing faculty, course or program evaluations.

University of Louisville
Ideas to Action
Culminating Experience Defining Features

In its QEP, “Ideas to Action: Using Critical Thinking to Foster Student Learning and Community Engagement,” the University of Louisville outlined its intention to require every undergraduate to apply critical thinking skills in a culminating experience such as a capstone course, service learning project, research project, internship, practicum or other activity. This document establishes basic defining features of the culminating experience that have both the flexibility to be applicable across programs and disciplines and the rigor to spur enhancements in curriculum and student learning. Ideally, the culminating experience will be preceded by a coherent program of study in which students have opportunities to develop discipline-specific knowledge and critical thinking skills, and to apply their emerging skills to solve practical problems of increasing complexity with increasing independence. Flexibility in the design of culminating experiences will allow for disciplinary and interdisciplinary work that is meaningful to faculty and students. This document describes the fundamental, defining features without which a project cannot be called a culminating experience.

The defining features of a culminating experience are that it:

1. Is undertaken after **sufficient academic preparation** e.g., after completion of at least 90 credits of coursework or key prerequisite courses.
2. Is part or all of an **approved or accepted by the major** discipline:
 - a. credit-bearing course or
 - b. experience (e.g., honors project or independent study).

The unit/department has the responsibility for designing the culminating experience.

3. Provides the opportunity for demonstration of the **student's mastery** of content and use of critical thinking skills that includes reflection.
4. Requires integration and application of knowledge and skills to address an **authentic issue**. Authenticity includes meaningful, real-world issues, problems or concerns that are relevant to the learner and the discipline and are shaped by practical constraints of time, space, or resources.
5. Incorporates **ongoing, comprehensive feedback** from students, faculty or others involved with the experience.
6. Results in an **output that can be assessed** by internal or external reviewers using evaluation criteria favored by the discipline. Examples of outputs include a paper, portfolio, or performance

References

Eight Principles of Good Practice for All Experiential Learning Activities http://www.nsee.org/about_us.htm

Glossary of “Learning” Terms

<http://www.cetl.gatech.edu/resources/learningterms.pdf>

Office of Community Engagement website

<http://louisville.edu/communityengagement>

i2a website

<http://louisville.edu/ideastoaction>

University of Louisville
Ideas to Action
Culminating Experience Rubric *

| | 1-Beginning | 2-Developing | 3-Proficient | 4-Exemplary |
|---|---|---|---|--|
| Content Application | Few, if any attempts are made to connect knowledge gained in the academic program with the culminating experience. | Superficial connections are made among some knowledge gained in the academic program and culminating experience. | Thorough (Depth) demonstration of the connections among some content with the culminating experience. | Comprehensive (Depth and Breadth) connections made among knowledge gained in the academic program and culminating experience. |
| Critical Thinking | Unclear identification of the issue, topic or situation for the experience. | Formulates an identifiable issue, topic or situation. | Clearly identifies a topic or situation for the experience. | Clearly identifies the relevant issue, topic or situation for the experience. |
| | Inaccurate interpretation and irrelevant information are present. | Either inaccurate interpretations or irrelevant information are present. | Accurate interpretation of limited relevant information. | Accurately interprets relevant information. |
| | Attempts to draw conclusions but they are undeveloped. | Develops superficial conclusions. | Develops limited well-reasoned conclusions. | Develops well-reasoned conclusions. |
| | Single focus of assumptions, implications and consequences. | Attempts to consider assumptions, implications and consequences of alternative points of view. | Usually considers assumptions, implications and consequences of alternative points of view. | Consistently considers assumptions, implications and consequences of alternative points of view. |
| Reflection (If included as a component of the graded project) | Unclear discussion about how participating in the culminating experience changed or enhanced their ability to address either a real-world or disciplinary issue, topic, or situation. | Superficial discussion about how participating in the culminating experience changed or enhanced their ability to address either a real-world or disciplinary issue, topic, or situation. | Clear, thorough discussion about how participating in the culminating experience changed or enhanced their ability to address either a real-world or disciplinary issue, topic, or situation. | Clear, comprehensive discussion about how participating in the culminating experience changed or enhanced their ability to address either a real-world or disciplinary issue, topic, or situation. |

Comments:

*Adapted from the Foundation for Critical Thinking's *Critical Thinking Grid* (www.criticalthinking.org) and the National Service Learning Clearinghouse's *Using Rubrics to Assess Learning through Service in Maine* (<http://www.winona.edu/AIR/documents/Guide3.pdf>).

University of Louisville

Ideas to Action

Culminating Experience Student Reflection*

Course: _____

Culminating Experience: _____

Please respond to the following questions about your culminating experience:

1. Content Application
 - a. What specific skills and knowledge from previous courses did you use when completing the culminating experience?
 - b. What new skills and knowledge did you gain from completing the culminating experience?
 - c. How did participating in the culminating experience help you either relate your classroom work to the real world or contribute to knowledge in the discipline?
2. Critical Thinking

How did completing the culminating experience help you:

 - a. Clearly identify the key issue, topic, or situation for the experience
 - b. Accurately interpret relevant information
 - c. Develop well-reasoned, specific conclusions and problems
 - d. Consider assumptions, implications and consequences of alternative points of view
 - e. Precisely communicate the experience to others
3. Self-Development
 - a. What difference has participating in the culminating experience made in your intellectual, personal, ethical, and/or spiritual development?
 - b. Why was the culminating experience valuable to you as a learner?
 - c. How has your work in the culminating experience been relevant, practical or applicable for you and your career goals?
4. Please include any additional reflection about the culminating experience that you feel is relevant and important.

*Adapted from Paul, R. & Elder, L. (2008). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, CA: Foundation for Critical Thinking and Zubizaretta, J. (2009). *The learning portfolio: Reflective practice for improving student learning*. San Francisco, CA: Jossey-Bass.

University of Louisville
Ideas to Action
Culminating Experience Student Evaluation*

Course: _____

Culminating Experience: _____

Please indicate the extent of your agreement with each of the following statements about your culminating experience:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|----------------------|----------|---------|-------|-------------------|
| 1. The culminating experience helped me either connect what I learned to real-world situations or contribute to knowledge in the discipline. | 1 | 2 | 3 | 4 | 5 |
| 2. The culminating experience provided me an opportunity to apply skills and knowledge I have gained from my major courses. | 1 | 2 | 3 | 4 | 5 |
| 3. The culminating experience helped me to see how critical thinking can be used in everyday life. | 1 | 2 | 3 | 4 | 5 |
| 4. The culminating experience helped me to better understand other course materials and activities. | 1 | 2 | 3 | 4 | 5 |
| 5. The culminating experience helped me become more aware of the issues in my major or discipline. | 1 | 2 | 3 | 4 | 5 |
| 6. The culminating experience helped me address a real-world issue, topic or situation in my major or discipline | 1 | 2 | 3 | 4 | 5 |
| 7. The culminating experience clarified my choice of a major. | 1 | 2 | 3 | 4 | 5 |
| 8. The culminating experience improved my ability to analyze ideas and multiple points of view. | 1 | 2 | 3 | 4 | 5 |
| 9. The culminating experience enhanced my ability to communicate my ideas in a real world or disciplinary context. | 1 | 2 | 3 | 4 | 5 |

10. Additional comments you would like to share about any aspect of the culminating experience:

*Adapted from Gelmon, S.B., Holland, B.A., Driscoll, A., Spring, A., Kerrigan, S. (2001). *Assessing service-learning and civic engagement: Principles and techniques*. Providence, RI: Campus Compact and Portland State's *Capstone Student Survey*.

University of Louisville
Ideas to Action
Culminating Experience Faculty Evaluation*

Course: _____

Culminating Experience: _____

Please indicate the extent of your agreement with each of the following statements about your culminating experience:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|----------------------|----------|---------|-------|-------------------|
| 1. The culminating experience helped students connect what they learned either to real-world situations or in a disciplinary context. | 1 | 2 | 3 | 4 | 5 |
| 2. The culminating experience provided students an opportunity to apply skills and knowledge they gained from coursework in their major. | 1 | 2 | 3 | 4 | 5 |
| 3. The culminating experience helped students to see how critical thinking can be used in everyday life. | 1 | 2 | 3 | 4 | 5 |
| 4. The culminating experience helped to reinforce other course material and activities. | 1 | 2 | 3 | 4 | 5 |
| 5. The culminating experience helped students become more aware of discipline-specific issues and perspectives. | 1 | 2 | 3 | 4 | 5 |
| 6. The culminating experience helped students engage with a real-world, discipline-specific issue, topic or situation. | 1 | 2 | 3 | 4 | 5 |
| 7. The culminating experience helped enhance my teaching skills. | 1 | 2 | 3 | 4 | 5 |
| 8. The culminating experience helped me relate academic material to an authentic issue, topic or situation. | 1 | 2 | 3 | 4 | 5 |
| 9. Additional comments you would like to share about any aspect of the culminating experience: | | | | | |

*Adapted from Gelmon, S.B., Holland, B.A., Driscoll, A., Spring, A., Kerrigan, S. (2001). *Assessing service-learning and civic engagement: Principles and techniques*. Providence, RI: Campus Compact.



University of Louisville Ideas to Action (i2a)

Protocol for the Use and Refinement of the i2a Evaluation Plan

July 6, 2009

University of Louisville
Ideas to Action (i2a)
Protocol for the Use and Refinement Protocol of the i2a Evaluation Plan

Table of Contents

| | |
|---|----|
| Protocol | 1 |
| Appendix | |
| A. i2a Evaluation Plan | 2 |
| B. Detailed Unit Level i2a Evaluation Plan..... | 4 |
| General Education Courses | 5 |
| Major Courses | 6 |
| Culminating Experience | 7 |
| C. Unit/Department Plans | 8 |
| D. Final Summary | 9 |
| E. i2a Glossary | 10 |
| F. i2a Programs and Services | 11 |
| Forms | |
| A. General Education Critical Thinking Rubric | 13 |
| B. Common Critical Thinking Courses Evaluation Language Suggestions | 14 |
| C. Culminating Experience | |
| Defining Features | 15 |
| Rubric | 16 |
| Student Reflection | 17 |
| Student Evaluation | 18 |
| Faculty Evaluation | 19 |

University of Louisville
Ideas to Action (i2a)
Protocol for the Use and Refinement Protocol of the i2a Evaluation Plan

The i2a Assessment Subcommittee is inviting all undergraduate units and departments to participate in a project to use and refine the i2a Evaluation Plan for the 2009-2010 academic year. i2a unit Facilitators will work in consultation with unit administration to participate in the project.

The goals for the i2a Evaluation Plan project are to:

1. Test the practical usefulness of the i2a Evaluation Plan with individual units/departments
2. Collect unit-specific data for i2a initiatives with general education, major, and culminating experience courses.

The specific outcomes for the i2a Evaluation Plan project are:

1. Revision and refinement of the i2a Evaluation Plan
2. Assessment of unit-specific i2a data

i2a Facilitators are being asked to be the primary contact between their unit and the i2a Task Group assessment subcommittee. Specifically facilitators are asked to:

1. **Consult** with unit administration about participation in the project. Documents included to assist with unit discussions are the i2a Evaluation Plan (Appendix A), Detailed Unit Level i2a Evaluation Plan (Appendix B), i2a Glossary (Appendix E), i2a Programs and Services (Appendix F), and Forms.
 - The i2a Evaluation Plan includes a summary of the assessment subcommittee activities to date and a schematic representation (See page 3) of the i2a Evaluation Plan.
 - The Detailed Unit Level i2a Evaluation Plan is a detailed representation of the “B-Collaborators” and “C-Assessment” areas of the i2a Evaluation Plan and is the primary document that will guide unit activities during the project.
 - The Detailed Unit Level i2a Evaluation Plan includes an explanation of each aspect of the plan followed by specific activities and outcomes for general education, major and culminating experience courses.
 - For the project, units are asked to test activities, at least one but as many as desired, as listed in the Detailed Unit Level i2a Evaluation Plan “Unit Tasks” and “Projected Assessments (Output)” columns for general education, major and/or culminating experience courses. Additionally, units are encouraged to implement other applicable tasks and assessments that are not listed in the Detailed Unit Level i2a Evaluation Plan.
 - The i2a Glossary (Appendix E), i2a Programs and Services (Appendix F), and Forms are included to serve as additional resources to support unit implementation of the i2a Evaluation Plan project.
2. Indicate **interest** to participate in the project to the i2a assessment subcommittee. A form has been created for units to indicate their plans for participating in the project (Appendix C).
3. Serve as a **liaison** for your unit to the i2a assessment subcommittee during the project.
4. Assist with the final project **reporting** of participation. A summary report has been created for the completion of the project (Appendix D).

The timeline for the i2a Evaluation Plan project is:

| | |
|----------------|--|
| April 2009 | Presentation of the protocol for Task Group support |
| Summer 2009 | Facilitator training for the i2a Evaluation Plan Use and Refinement protocol |
| Summer 2009 | Facilitators begin discussion with unit administration about the project |
| September 2009 | Facilitators indicate interest to participate in the project |
| January 2010 | Facilitator update on project activities |
| May 2010 | Summary report to the i2a assessment subcommittee |

To demonstrate active participation in the i2a initiative, undergraduate units are encouraged to use the documents in this protocol to guide decision making at the unit level.