

i2a

Ideas to Action

ANNUAL REPORT 2012-2013



i2a Institute Participants

Executive Summary

The 2012-2013 academic year was a significant transition year for i2a. Throughout 2012, we convened a committee to organize and write our Fifth Year QEP Impact Report for SACS. This opportunity to step back and assess the last five years of i2a allowed us to consider our next steps and made this year a transition phase. This year we also furthered our goal to deepen our collaborations with colleagues in and outside of the Delphi Center on a number of i2a projects. We created a new leadership structure for i2a, including a campus-wide Steering Committee and unit Leadership Committees to replace the existing Task Group. The i2a team extended collaborations with the Office of Academic Planning and Accountability and the Office of Community Engagement with a number of new projects and programs that align our respective missions. The i2a team operated on a slimmed-down budget, saving money in all areas of our operating expenses.

i2a Task Group & Subcommittees

The i2a Task Group changed in significant ways during the academic year. The group moved from bimonthly to monthly meetings in 2012-2013 and featured monthly presentations by academic units on their i2a progress to date. The Task Group contributed to the writing and revision of the QEP Impact Report (see below) and engaged in planning for the next phase of the QEP.

From September 2012-May 2013, each monthly meeting of the Task Group featured one of the academic units giving a presentation on their i2a work to date and next steps in i2a integration. Presentations helped units see how i2a work is done in different units, while also giving units a chance to step back and reflect on their work and challenges with their peers. The Task Group completed its original QEP charge and made a recommendation to disband and allow a new i2a Steering Committee to lead the next phase of the QEP. It was decided that there will be unit-wide i2a Leadership Committees in each academic unit in order to extend the work of the Task Group at the "local level" while retaining a smaller university-wide Steering Committee. Learn more about the Steering Committee at this URL:

louisville.edu/ideastoaction/leadership

Members of the 2012-2013 Task Group included:

Name	Campus Unit/Department
Alan Attaway	College of Business
Cathy Bays	Ideas to Action
Dale Billingsley	Undergraduate Affairs
Karen Black	School of Nursing
Lynn Boyd	College of Business
Marie Kendall-Brown	Delphi Center for Teaching & Learning
E. Todd Brown	College of Education & Human Development
Roger Buskill	Faculty Senate
Henry Cunningham	Office of VP for Community Engagement
Julie Drury	School of Dentistry
Leslye Erickson	Career Center
Robert Goldstein	Academic Planning & Accountability
Pamela Feldhoff	VP for Research
Austin Finch	SGA
Mark French	Speed School
Roy Fuller	Part-time Faculty
Cheryl Gilchrist	Academic Planning & Accountability
Nisha Gupta	Ideas to Action
Tim Hardin	Speed School
Virginia Hosono	International Center
Pat Martin	School of Nursing
Rose Mills	Part-time Faculty
Jennifer Osborne	School of Dentistry
Patty Payette	Ideas to Action
Armon Perry	Kent School of Social Work
Lindsay Peters	Ideas to Action Graduate Assistant
Latisha Reynolds	University Libraries
Gale Rhodes	Delphi Center for Teaching & Learning
Edna Ross	Ideas to Action
Melissa Shirley	College of Education & Human Development
Terry Singer	Kent School of Social Work
Chad Sloan	School of Music
David Swanson	Arts & Sciences
Kira Taylor	School of Public Health & Information
Darcy Walworth	School of Music
Elaine Wise	Arts & Sciences

The i2a Task Group Subcommittees in the 2012-2013 academic year included:

Assessment Subcommittee

Co-chairs: Cathy Bays and Cheryl Gilchrist

The two primary accomplishments of this subcommittee were 1) assisting with completion of the five-year QEP Report and 2) summarizing the individual unit/department i2a annual reports and creating individual unit/department reports that included i2a annual report data with applicable university-wide Student Learning Outcome (SLO) report data. Additional scholarship accomplishments included 1) Cheryl and Cathy presenting a two-part Dine and Discover workshop on writing and assessing SLOs and 2) Riaan, Cathy and Cheryl publishing the Critical Thinking Student and Faculty Inventories that are available for use.

Culminating Undergraduate Experiences Subcommittee

Co-chairs: Nisha Gupta and Nancy Theriot

Among the accomplishments of this subcommittee was finalizing the CUE designation process with the Office of Accountability and Institutional Planning and the Office of the Registrar. Effective August 2013, the CUE designation appeared in the course catalog for unit-approved courses. A CUE category of SUN Grants led to three new CUE-centered projects and focus on CUE development as program development. The 50% target for programs with CUEs goal was met by spring 2013.

SUN Grants Subcommittee

Co-chairs: Cathy Bays and Patty Payette

For the 2012-2013 fifth i2a SUN Grant cycle, seven grants totaling \$29,923.18 were awarded to 10 UofL faculty and staff representing four departments/units. View the project summary for each funded i2a SUN grant. See page 9 for a complete list of grantees and projects funded during 2012-2013.

Faculty Development and Poster Subcommittee

Co-chairs: Patty Payette and Edna Ross

The goals of the i2a Poster Committee for 2012-2013 were to:

- Collaborate with Delphi Part-Time Faculty Fellow around goals for i2a and part-time faculty
- Foster and assess use of CT posters
- Develop online CT tools
- Develop tools and strategies relevant to instructors to help them adopt i2a-related approaches

In order to accomplish its goals, the committee updated the poster website to include PDF copies of posters and examples of how to integrate them into teaching or other contexts. A short video was developed where faculty explained how they integrated the posters into their own classes.

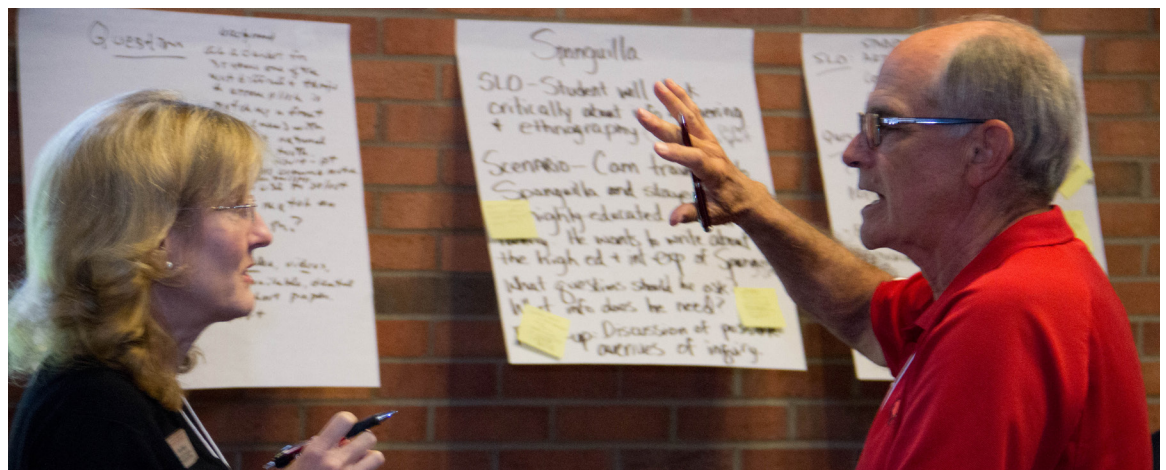
The committee also began to archive existing digital or online tools for use in face-to-face, blended, or online courses.

After completion of the 2012-2013 goals, the committee proposed that the name and focus of the subcommittee be shifted to the i2a Digital Tools committee. The purpose of this new committee would be to collect, develop, create and share digital tools for UofL faculty, staff and students.

Institute Planning Subcommittee

Co-chairs: Nisha Gupta and Judi Murray

This year, the Institute Planning Subcommittee convened in late October 2012 and served as a resource to the i2a team for planning and program development for the 2013 i2a Institute. See page 8 for information on the i2a Institute.



i2a Institute Participants

QEP Fifth Year Impact Report

SACS requires that each institution complete a Fifth Year Interim Report outlining their progress on implementing their Quality Enhancement Plan (QEP). This report has two components: Compliance Certification and the Quality Enhancement Plan Impact Report. UofL submitted its Impact Report to SACS in March 2013. According to the original charge from SACS, "The QEP Impact Committee will develop the university's response to the objectives stated by SACS. The QEP Impact Report asks institutions to address the following as it relates to the QEP developed during its previous reaffirmation: (1) the title and a brief description of the institution's QEP as initially presented, (2) a succinct list of the initial goals and intended outcomes of the QEP, (3) a discussion of changes made to the QEP and the reasons for making those changes, and (4) a description of the QEP's direct impact on student learning, including the achievement of goals and outcomes as outlined in item three above, and unanticipated outcomes of the QEP, if any."

Completing the Impact Report portion of the Fifth Year Interim Report is the responsibility of the QEP Impact Committee, the i2a Task Group and the i2a team. During the 2011-2012 academic year, the committee was formed by the provost and [work began on the report](#) in January 2012.

The i2a team worked closely with the campus-wide QEP Impact Report Committee to organize and complete the university's first QEP Fifth Year Impact Report.

The Impact Report detailed our QEP progress to date, provided data on the impact to student learning and our educational environment, and explained institutional lessons learned along the way.

The QEP Impact Report Committee, convened by the provost, brought together i2a trailblazers from across campus who met monthly throughout 2013 in order to assemble, write, revise, interpret and share QEP impact information. After input from campus stakeholders, the report was finalized in February 2013 and submitted to SACS in March 2013. SACS approved the report in July 2013. You can find the full report here: louisville.edu/ideastoaction/about/accreditation/fifthyear

QEP Impact Report Committee Members

- Patty Payette, i2a
- Riaan VanZyl, Kent School
- Alan Attaway, College of Business
- Julia Dietrich, A&S
- Jo Kaelin, IT
- Karen Newton, Campus Health
- Robert Detmering, Libraries
- Cathy Bays, i2a
- Lindsay Peters, i2a
- Mordean Taylor-Archer, Diversity and International Affairs
- Henry Cunningham, Office of Community Engagement
- Toni MacDonald, CEHD
- Carrie Mattingly, SGA

Five-Year Impact Video

The i2a staff worked on creating a Five-Year Impact Video to illustrate the integration of i2a concepts across the curriculum. During the 2012-2013 fiscal year, footage to create an i2a impact video was developed. The purpose of the video was to illustrate the impact of i2a on the work of faculty, staff and students. Interviews were conducted with faculty/staff from each academic unit as well as selected co-curricular units in order to create a mosaic of i2a "impact stories."

A faculty, staff or student representative from each academic unit was interviewed on tape, discussing the impact of i2a on his or her work. This included "b-roll" footage from the classroom, clinic or lab to capture individuals putting their "ideas to action" on campus and in the community. The video will be released in 2013-14 year.



Dr. Cheryl Gilchrist, Executive Director of Institutional Research, presents at the i2a Institute.

i2a Campus Collaborations

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.

The i2a staff members had an active presence at the following Admissions programs:

- Campus Preview Day
- Admitted Students Day
- Advanced Program Summer Institute
- Training for recruiting staff

The Summer Orientation session that included an emphasis on i2a reached 2,712 first year students and 1,800 family members.

Office of First Year Initiatives

The i2a staff team continued its collaborations with the Office of First Year Initiatives (FYI). The Book-in-Common (BinC) program coordinated the invited lecture by the author and i2a provided critical thinking questions to prompt participants to think deeply about the issues raised by the author. Additionally, the annual Essay Contest was modified to be based on a critical thinking prompt developed with i2a. Six students submitted essays for this contest, (in previous years two to three at the most participated). Over 1,000 faculty, staff, and students attended the lecture with BinC author Wes Moore.

At the August BinC/i2a Dine and Discover session, 19 faculty attended to learn about how to infuse the chosen book into their teaching.

Office of Academic Planning and Accountability (OAPA)

In August 2012, Ideas to Action and the Office of Academic Planning and Accountability hosted a day-long workshop, "Measuring What Matters Most," on student learning outcomes (SLO) facilitated by national scholar Dr. Jillian Kinzie. The objectives for the workshop participants were 1) articulate essential characteristics of program-level SLOs, 2) practice writing and revising program-level SLOs, 3) describe the utility of different measures for program-level SLOs, 4) Identify strategies for "closing the loop" with SLO data, and 5) develop new or revise existing program-level SLOs.

A total of 64 associate deans, chairs and staff who have responsibility for completing SLOs in their academic and co-curricular programs attended the workshop. Thirty-one participants (48% response)

completed the online workshop evaluation. At least 75% of respondents rated the workshop quality as outstanding or good and either strongly agreed or agreed the workshop objectives were accomplished, except for closing the loop strategies. Two-thirds of respondents strongly agreed or agreed that the workshop was worth their time and effort. Opportunities to work with colleagues from inside and outside one's department and practice writing SLOs were consistently noted as the most helpful aspects of the workshop. For more information, see our National Scholars section on page 13.

Office of the Vice-President for Community Engagement (OVPCE)

Ideas to Action partners significantly with the Office of Community Engagement. Among the projects in this collaboration was bringing Dr. Barbara Holland, international scholar on community engagement, to campus for a consultant visit and to deliver three workshops for faculty, staff and department chairs. In addition, this partnership involved working closely on the piloting of the Community Engagement Assessment Instrument during the fall 2012 semester. This pilot was completed and submitted to key leadership for review and future planning in March 2013. Other collaborations with this office include i2a representation on the Community Engagement Steering Committee (ongoing), i2a representation on the Carnegie Re-classification as Community Engaged campus application (summer and fall 2013), and OVPCE representation on the SUN Grants review committee.

Part-Time Faculty Programming

Intentional collaboration between i2a and Teaching and Learning on Part-Time Faculty Programming was designed to integrate and align programming in i2a and in Teaching and Learning designed for our part-time faculty. We hired Roy Fuller as the Delphi Part-Time Faculty Fellow to facilitate this goal and our programming. We strove to utilize i2a tools in the planning of the all part-time faculty programs and to model i2a critical thinking and tools in the actual sessions. There are two aspects of this goal: 1) to utilize i2a tools in the planning of the part-time faculty programs and 2) to model i2a critical thinking and tools in the actual sessions.

In pre-session meetings with all PTFI presenters, Roy encouraged the use of critical thinking tools in their preparation for the session as well as the use of i2a critical thinking tools by presenters in the actual sessions. Six sessions averaged 19.7 in attendance with 118 total attendees. Seventeen completed the program, the largest number in the program's history. In the PTFI, i2a critical thinking was modeled by the facilitators as well as being incorporated into the assignment revisions by participants.

"The Part-Time Faculty Learning Community has certainly played a significant role in refining my practices and in my growth as a teacher. I am now able to recognize my own use of metacognitive skills, something I was not actively aware of prior to participating in the PT-FLC."

– Faculty participant in PT-FLC

Teaching and Learning Workshops

In order to continue to blend i2a concepts into the ongoing professional development workshop series offered by the Delphi Center, the i2a team worked with staff in the divisions of Teaching and Learning and Teaching with Technology in order to build on integration efforts in prior years. During the 2012-13 year, there were new approaches and sessions offered that support our goal to integrate i2a concepts with other teaching and learning topics presented as part of the following programs:

- Delphi U
- Dine and Discover
- Part-time Faculty Institute (PTFI)
- PLAN workshops
- Graduate Teaching Assistant (GTA) Academy

University-Wide Undergraduate Research and Community Engagement Symposium

Together, staff members from Ideas to Action; Office of the Executive Vice President for Research and Innovation; Office of Community Engagement; and the Office of Civic Engagement, Leadership, and Service, worked to organize and sponsor this annual event as part of the ongoing plan to bring together several showcase programs held at the end of the academic year. Projects and programs that involved some aspect of i2a (critical thinking, community engagement, and/or CUE) were labeled with a small identifier of Ideas to Action. There were 57 posters at this event and over 400 people attended to learn more about students' research projects.

General Education Project

In June 2012, a collaboration was created between Arts and Sciences (A&S) and i2a to provide funds for General Education courses to foster a broader integration of i2a priorities. A&S received \$50,000 in i2a monies to compensate senior faculty leaders and part-time faculty engaged in the projects, and for project supplies and expenses.

Three projects were funded in 2012-2013:

- History: \$3,000 for development of CT assignments in HIST 101/102.
- Anthropology: \$5,660 to create a map of CT questions and model questions for exams
- English: \$6,100: for development of multiple choice questions for CT and model assignments and training for 101/102 faculty.

"The strength of this collaboration is that A&S departments get to tailor their general education projects to fit the needs of the individual departments, and decisions about funding are made within the College. Departments that have submitted proposals have a sense of ownership and also a high level of commitment to the success of their projects."

– A&S i2a Facilitator



i2a Institute Participants

i2a Programs

2013 i2a Institute

In May 2013, the i2a staff hosted the **fifth annual i2a Institute**. This year's institute focused on sharing impact and expanding the showcasing and networking opportunity among faculty and staff participants. It offered 10 well-crafted, invited presentations by UofL faculty and staff and 12 poster presentations, as well as engaging faculty and student panels and keynote speakers.

Days 1 & 2

Gerald Nosich is becoming a household name at the University of Louisville as i2a invited him back for a fifth year to cover the Fundamentals of Critical Thinking during day one of the Institute. This first day has begun to take form as a pre-conference workshop for those needing the basics or a refresher. Day 2 began with a student panel discussing "Engaging Me in my Very Best Thinking," followed by a poster session allowing for networking and sharing of ideas. The afternoon concluded with two blocks of concurrent sessions by faculty and staff.

Day 3

A faculty panel entitled "Teaching and Assessing for Critical Thinking: Words of Wisdom from Seasoned Teachers" kicked off day 3 of the Institute, followed by a third block of concurrent sessions. Our second keynote speaker, Dr. Scott Simkins, director of the Academy for Teaching and Learning and Economics professor at North Carolina A&T University, spoke about Just in Time Teaching (JiT) during the afternoon of our final day. To wrap up the Institute and encourage application, Dr. Nisha Gupta led a reflection session to conclude the conference.

Participation this year remained steady, with a final headcount of 115 participants from UofL, 28 participants from schools or colleges in the region, and over 25 faculty, student and staff presenters/panelists. On the whole, Institute attendees were highly satisfied with the conference, ranking concurrent sessions and the student panel among their favorite experiences.

Several comments from attendees pulled from our evaluation include:

"Loved the informal time to make connections with others!"

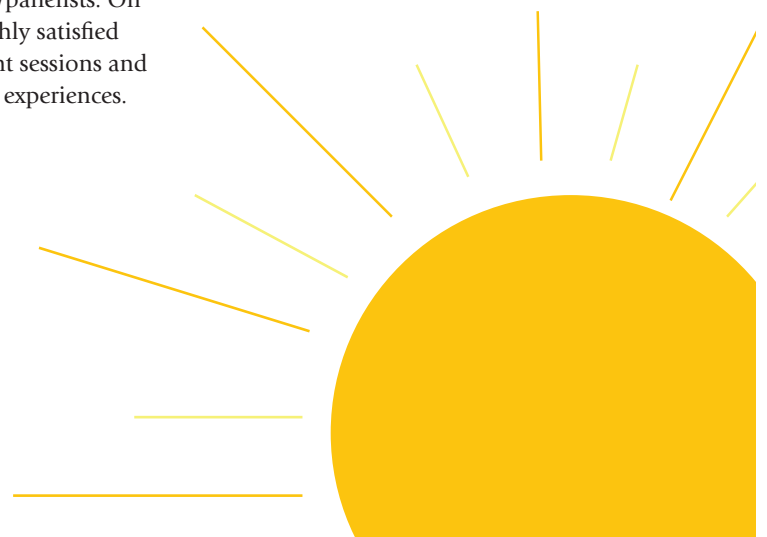
"Very helpful to see specific assignments and rubrics."

"The poster session was excellent!"

Many valuable suggestions were made through the evaluation and will be highly considered in planning the 2014 Institute.

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. **In 2012, the Supporting Undergraduate iNnovation (SUN) Subcommittee actively recruited for the fifth round of i2a project funding.** The grant guidelines were revised to elicit projects to support i2a development in General Education, CUE courses and Community Engagement projects. The maximum funding amount was decreased from \$12,500 to \$7,500 to increase the possible number of projects for funding. More information can be found at the SUN Grant homepage: louisville.edu/ideastoaction/grants



2012 Funded SUN Grants

A total of seven projects impacting 1,340 students were funded for \$29,733.18 in the SUN Grant program.

View the project summaries at: louisville.edu/ideastoaction/programs/grants/summaries

For the funding priorities, two focused on general education, three on CUEs, one on CE, and one combined CUE and CE.

Award Recipients	Project Title
Mark Austin A&S-Sociology	Using Photography with Introduction to Sociology Students as a Means to Apply Critical Thinking Skills to the Real World: A Pilot Project
Brian Barnes A&S-Philosophy	Measuring Critical Thinking Growth in Undergraduates over One Semester
Adel Elmaghraby, Speed-CECS Michael Losavio, A&S-Justice Administration	CECS Assessment and Systemization Project for Community Engagement with Computer Engineering
Saori- Hanaki-Martin CEHD-Health and Sport Sciences	Improving CUEs in Health and Human Performance Undergraduate (BS) Program
Suzanne Hopf A&S-Sociology	Bridging the Gap Between Theory and Community: Sociology as a Tool for Building Communities
Paula Kommer, CEHD-Health and Sport Sciences Sathya Krishnasamy, Medicine	University Patient Centered Project
Patricia S. Martin & Karen Singleton Nursing	Creating a Collaborative Learning Community to Enhance the Health Needs of Vulnerable Populations

2010-2011 and 2011-2012 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 2010-11 and 2011-12 from funded SUN Grant projects.

Project	Undergraduate Student Impact	Project Summary Excerpts
Creating a Collaborative Learning Community in MUH 212; John Hausmann; School of Music	200	I decided to narrow the scope of my initial proposal after consultation with Delphi Center staff. I focused on two aspects: group listening projects and a rubric for evaluating writing assignments. The group projects were implemented during the fall of 2011; after considering student feedback and balancing ease of use versus learning objectives, I decided to eliminate the group aspect of the project. Instead, I focused on a series of individual listening assignments that would provide students both with opportunities to receive feedback on the development of their listening skills and also with a model of disciplinary thought. The rubric has undergone several drafts of revision; as it currently stands, the rubric provides a tool for both instructor and students to measure and assess various aspects of critical thinking, including sufficiency and depth, accuracy, logic and relevance, clarity, precision, and self-assessment/metacognition. I had over 200 students, one teaching assistant, and numerous others (including myself, departmental colleagues, and Delphi Center staff) involved in various aspects of this project, from design and implementation to experiencing the material to providing feedback. Included as appendices are three different revisions of the rubric (the most current is first), and a list of graded assignments and other lower-stakes assessments developed from the original group work activities (as well as a sample response I provided students to serve as a model for their own work).

<p>ACTIONS: Assessing Critical Thinking in Outcomes of Nursing Students; Diane Chlebowy and Judy Schreiber; School of Nursing</p>	<p>190</p>	<p>The ACTIONS Project was designed to follow-up on previous SUN Grant work within the School of Nursing. The purpose of the ACTIONS Project: Assessing Critical Thinking in Outcomes of Nursing Students was to develop a mechanism to objectively measure student learning outcomes (SLO's) resulting from changes in the curriculum. The specific goal was to develop, evaluate, test, and implement a modified version of the University of Louisville critical thinking grading rubric with first semester Junior assignments (Ju-1) and second semester Senior(Sr-2) assignments. The ACTIONS Project comprised four steps: Step 1) develop the ACTIONS-ER (ACTIONS-Evaluation Rubric); Step 2) train faculty to pilot the ACTIONS-ER; Step 3) test the ACTIONS-ER instrument; and Step 4) implement the ACTIONS-ER instrument. Steps 1 and 2 were completed on schedule by mid-summer 2011. The instrument was developed by the PI (Ermalynn Kiehl) and the two co-Is (Diane Chlebowy and Judy Schreiber) in Spring 2011. The six faculty involved on the grant were trained on the use of the ACTIONS-ER and asked to score the same three JU-1 and three Sr-2 assignments. (May-June 2011) Inter-rater reliability and recommendations for changes were established during this process. Revisions to the ACTIONS-ER were complete late summer 2011. Due to a change in employment of the PI, there was a delay in completion of the project with a change in PI (Dr. Judy Schreiber) and changes with IRB. The primary impact of the project was the increased emphasis on purposeful incorporation of Critical Thinking learning experiences into all classes. This includes specific information about the role of Critical Thinking in course syllabi. Data from Ju-1 students in Summer 2013 will be assessed and followed in Summer 2014 as Sr-2 students (accelerated second-degree BSN students). This group was due to the possibility of completing the data collection within 12 months. Verifying with a continued group of students would establish the reliability of the rubric, allowing it to be used for all incoming students – accelerated or traditional.</p>
<p>Improving Pre-service Health Educators' Ability to Use Critical Thinking Concepts and Tools When Designing Authentic Classroom Experiences for Middle and High School Students; Cheryl Kolander, Joanne Webb, Betty Straub, and Mary Wurst; College of Education and Human Development</p>	<p>30</p>	<p>The goals of the project were to (1) infuse i2a critical thinking components into the instruction and classroom activities for an upper division health education course, and (2) evaluate the results of the revision by comparing unit plan projects and structured interview questions. Comparative analysis of the unit plans provided progressive evidence that students and the instructor attained a deeper understanding of CT elements: relevance to the context and significance of state and national standards for the assigned tasks in the unit plans; better aligned and appropriate sequences of learning experiences within the unit plans; and relevance for real-life context. Structured classroom interviews revealed progression from "pretty much regurgitation of the information, like fill in the blanks" to "hit or miss on one or more elements" to "having a formal presentation about how it can be applied in different settings has been very helpful." In Fall 2011, neither instructor nor students were engaged in LiveText documentation of learning outcomes; standards were outdated and abbreviated. Fall 2012's results depict significant changes in clarifying updated standards and participation by all 26 students enrolled in the class. A comparison of the scoring rubrics shows that: (1) language aligned with the elements of thought were incorporated and (2) the AAHE national standards and language were incorporated.</p>

<p>Thinking Critically About Communities; Armon Perry & Karla Washington; Kent School of Social Work</p>	<p>60</p>	<p>The proposal for the Thinking Critically about Communities project sought funding for resources to enhance the instruction and learning opportunities of Kent School of Social Work students taking SW 301 (Human Behavior in the Social Environment) and 406 (Generalist Practice IV: Social Work Practice with Organizations and Communities). Specifically, the project required students to examine macro level social problems across two core social work classes. The approximately 60 junior students enrolled in SW 301 demonstrated their ability to apply the Paul-Elder framework for critical thinking in required assignments throughout the semester. All students completed a required assignment entitled <i>Thinking Critically about Community Theories</i>, which required them to select a community-level social problem (e.g., poverty, crime, lack of adequate or affordable housing) and write a paper in which they applied two different theories that could be used to explain the problem (why it began, how it persists) and what social workers might do to improve the situation (how social work intervention can help). Most students demonstrated a high level of competence in applying the critical thinking principles. Of the 15 points possible for the assignment, the average score was 13.67 (scores ranged from 11.33 to 14.81). In classroom discussions, students reported feeling comfortable making and supporting their arguments regarding which theory was most informative and helpful in understanding and addressing the social issue they selected. Building on and extending the SW 301 component of the assignment, the SW 406 component required students to re-visit the community-level social problem that they identified in the SW 301 assignment and then apply this knowledge to real world contexts in Metro Louisville. Overall, the students demonstrated a moderate level of mastery on the assignment. Of a possible 35 points, the average score was 30.13 (with scores ranging from 25 to 35). Students' mastery on the assignment was also assessed using the Kent School of Social Work's rubrics for applying critical thinking skills within the context of professional social work practice (program objective 1, see attached) and applying knowledge and skills of a generalist social work perspective to practice with systems of all sizes (program objective 6, see attached). For program objective, 1, of a possible 5 points on this rubric, the average score was 3.78 (with scores ranging from 3 to 5). For program objective, 6, of a possible 5 points on this rubric, the average score was 3.91 (with scores ranging from 3 to 5).</p>
<p>Incorporating Critical Thinking in the African American Male Initiative (AAMI); Lyston Skerritt, Joseph Goodman, Michael Anthony; Cultural Center</p>	<p>50</p>	<p>The purpose of the grant was to infuse the Paul-Elder critical thinking framework within the different elements of the African American Male Initiative (AAMI). Operating with oversight from a Task Force comprised of faculty, staff and students, the A.A.M.I. fulfills four areas of focus expressed as A.M.P.S. (a force which can be measured and improved) representing Academics, Mentoring Support, Peer Connection and Student Involvement. To formulate the initial programming structure, preliminary surveys were conducted among pre-existing African American male students to ascertain perspectives on UofL's institutional climate and identify salient needs to construct modes of support. A.A.M.I. retention programs were also researched nationwide to explore how four-year institutions in other states formulated and implemented programming to improve rates of retention, persistence and graduation of African American undergraduate male students at predominantly white, public universities. Findings expressed by A.A.M.I. participants included "The A.A.M.I. helped me create my circle of friends", "Without the A.A.M.I., I wouldn't have been so connected," "This organization showed me that it was serious about me, so I want to be serious about it," "The goals they have for you, end up being the goals you have for yourself," "If they make it through, I can make it through too," and "I feel like I'm not alone here."</p>

<p>i2a Implementation in the BSPH Program; Kira Taylor & Pete Walton; School of Public Health and Information Sciences</p>	<p>300</p>	<p>The School of Public Health and Information Sciences was awarded a SUN grant in November of 2011 to help integrate i2a principles and concepts into the curriculum for the newly developing Bachelor's Program in Public Health. The goal of the grant was to obtain expert support and appropriate reference materials to assist in incorporating critical thinking concepts into all syllabi for the undergraduate courses. To this end we elicited the assistance of critical thinking experts Cathy Bays, Edna Ross and Gerald Nosich. Dr. Bays and Dr. Ross led a series of workshops to guide faculty in developing the course syllabi for the core undergraduate public health courses. After an initial didactic presentation of specific methods and ideas for incorporating critical thinking language and concepts into syllabi, individual faculty prepared their syllabi and presented them to the group (including Dr. Bays and Ross) for feedback. Dr. Nosich also presented an introduction to critical thinking for faculty in a ½-day workshop. The workshop was well-attended and provided further context for the faculty to understand the importance and benefits of incorporating CT concepts into both graduate and undergraduate syllabi. The resources and texts purchased have created to a rich pedagogical library for the school to reference for years to come, and the syllabi for the core courses will form a solid and lasting foundation for an undergraduate program that emphasizes critical thinking. There were 15 faculty members who participated in these activities and therefore benefited from the SUN grant. The number of students who will benefit is still unknown, but likely in the hundreds to thousands in future years. After the program's initial year, which will be 2014-2015, we propose to present our experiences at an i2a institute along with relevant data.</p>
<p>Developing a Case Based Critical Thinking Final Exam for the Dental Materials Course (DHED 315); Randall Vaught and Linda Lewis; School of Dentistry</p>		<p>The goal for the project was to develop a case-based cumulative critical thinking final examination for the Dental Hygiene Materials course using the Paul-Elder Model of Critical Thinking. The final exam questions were written, developed and assessed by applying the Elements of Thought and by using the Universal Intellectual Standards. The exam format consisted of clinical cases and scenarios in which the student was asked a series of questions directly related to the case. The four questions used to evaluate student responses for each case were: Are the responses to each question clear and concise?, Are they relevant to the problem or issue in the case presented?, Are the responses accurate, correct and evidence-based?, and Are the responses logical and precise for the patient? Of the 29 students that took the exam, 26 (90%) were able to successfully demonstrate critical thinking or problem solving skills using the clinical cases. Limitations of the project included the difficulty of selecting appropriate questions that truly measure critical thinking, different philosophies in the literature on the type and format of valid questions, questions about how good students' exam scores were as indicators of critical thinking and competence, and the small sample size. Even with the limitations the exam will continue to be used every semester with minor revisions.</p>

i2a Institute Part-Time Faculty Cohort Program (2012-2013)

The second offering of our i2a Part-Time Faculty (PTF) Cohort continued an emphasis on increased part-time faculty participation in the i2a Institute and thereby increased PTF use of basic i2a tools in the classroom. Participants attended the annual 2012 i2a Institute and follow-up sessions through the fall semester 2012 where they were afforded training and opportunities to incorporate critical thinking into classroom assignments and share their work with peers. Two participants completed the program in 2012. Their projects are available on louisville.edu/ideastoaction

With regard to the impact of the PTF Cohort program had on her courses, one participant stated: "The outcome was the most engaged, vibrant, and significant discussions by my students that I have had in the past fifteen years of teaching at UofL."

Due to declining participation, an evaluation and revision of the program was conducted in 2012-13. Various stakeholders were consulted and data gathered with the broad purpose of creating the next iteration of the program which would meet both the needs part-time faculty and the goals of i2a. As a result, the recommendation was made to conduct a joint program with i2a team and the Teaching and Learning team. The pilot project, the PT-FLC on Critical Thinking is designed specifically for part-time faculty who teach General Education courses. The program will run during the fall and spring semesters of the 2013-14 academic year.

National Scholars

Diane Halpern

Critical thinking scholar Dr. Diane Halpern gave two half-day workshops on September 20 and 21, 2012. The September 20 workshop, "How to Make Learning Stick: Applications from the Science of Learning," focused on the science of learning and provided the opportunity to apply empirically-validated principles to participants' own work with students and colleagues as a way of building an effective learning-centered institution. The September 21 workshop, "Teaching and Assessing Critical Thinking: Helping College Students Become Better Thinkers," provided an opportunity for discussion on ways to enhance critical thinking for college students.

A total of 61 individuals participated in one or both workshops, the majority of whom were full-time faculty. Session evaluations indicated that Dr. Halpern's presentations were very well received. The majority of participants agreed that Dr. Halpern facilitated interactive and intensive professional development sessions and that the information she presented was useful/practical.

Faculty comments on Dr. Halpern's presentations included the following:

"[Dr. Halpern] provided a larger framework for critical thinking that shows that the Paul-Elder framework is part of a bigger topic."

"I am a cognitive scientist myself, so was already familiar with the material that Dr. Halpern presented. I thought she did an outstanding job presenting the material to faculty from diverse fields."

- Halpern workshop participants

Barbara Holland

Over the course of three days, October 10-12, 2012, The Office of the Vice President for Community Engagement, the Division of Undergraduate Affairs and Enrollment Management, and Ideas to Action (i2a) hosted international scholar on community engagement, Dr. Barbara Holland. In addition to two presentations sponsored by i2a, including an open session titled "Q & A with Dr. Barbara Holland" and a faculty workshop titled "Engaged Scholarship: Your Teaching, Research, and Service Reconsidered," Dr. Holland led a workshop for department chairs titled, "Leading the Engaged Department: How Leaders can Foster the Culture of Community Engagement" and met with over 60 individuals involved in community engagement work at UofL and/or in leadership roles within UofL. Data collected from the faculty workshop indicated that her workshop helped define community engagement in relationship to their work.

Jillian Kinzie

See page 6 (campus collaborations, OAPA section) for summary of Kinzie's visit.



i2a Institute Participant

CUE Developments

This year we saw progress in institutionalizing the CUE designation process in collaboration with the Office of Academic Planning and Accountability, the Registrar, the unit associate deans and unit-specific curricular review processes. The Course Inventory Form (CIF) was modified to include the CUE designation option for those developing new courses. Fifty-three new courses approved in A & S for CUE processing, with six units bringing their "CUE" designation aligned with existing CUE courses, which meant we exceeded our target of having at least 50% of programs in each unit putting CUEs in place by spring 2013. The following chart illustrates the progress toward full CUE adoption of undergraduate programs in each unit:

Progress toward full CUE adoption of undergraduate programs, spring 2013.		
A & S	71 CUE courses	38 programs out of 40 = 95% *5 additional programs have proposals in the review/revision/development process for 2014-2015, but are not approved for the 2014 catalog
CEHD	5 CUE courses	100 % of programs
COB	9 CUE courses	100% of programs
Dental	1 CUE courses	100 % (single program that all majors complete)
Kent	3 CUE courses	100% (3 course sequence for single program for all majors)
Nursing	1 CUE course	100% (single program that all majors complete)
Music	8 CUE courses	100% of programs
Speed	8 CUE courses	100% of programs
SPHIS	1 CUE course	100% (single program that all majors complete)

Community Engagement Spotlight: Wayside Christian Mission

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. In addition, the i2a Specialist for Critical Thinking 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. This collaboration with Wayside Christian Mission/Hotel Louisville has resulted in three presentations at national conferences and a journal article submission.

This year i2a continued to support a collaboration with faculty and students to infuse i2a principles of critical thinking and authentic community engagement at Wayside Christian Mission's Hotel Louisville. In part due to i2a-fostered engagement with those at Hotel Louisville, Wayside Christian Mission was awarded UofL's 2012 Community Partner Award and the 2013 Student Philanthropy Award. The Resilient Families Project, funded in part by an i2a SUN grant, was featured in the summer 2013 issue of the UofL Magazine. The Resilient Families project serves more than 100 families per offering and involves 30 UofL students, four Hotel Louisville staff, and five community volunteers.

"Wayside benefits from the vast creativity of the university's faculty and students, while the university has a controlled learning lab from which to study the impact of poverty in our community. I know of no other rescue mission that has such a working relationship with a leading university."

**- Rev. Tim Moseley, President/CEO
Wayside Christian Mission**

i2a Assessment and Impact

General Education Critical Thinking

Fostering Critical Thinking in Anthropology General Education Courses

The Department of Anthropology evaluated the critical-thinking content of exams in four General Education courses offered by the department: ANTH 201, 202, 203, and 204. The percent ranked as "critical thinking questions" according to Bloomian criteria ranged from 5.2 to 14.7 percent by course, with a departmental average of 11.1 percent.

Fostering Critical Thinking in English General Education Courses

A workshop was presented on May 9, 2013 for English Department faculty members, focusing on how to foster critical thinking through active classroom discussion. Workshop participants used both the morning and the afternoon sessions to develop classroom strategies to encourage critical thinking. In the latter stages of the workshop, faculty examined ways of dovetailing Lemov's strategies and summative assessments.

Fostering Critical Thinking in History General Education Courses

Faculty examined critical thinking exercises in History 101, History 102, and 300 level courses to insure they are including critical exercises. A spreadsheet was created of syllabi excerpts and sample assignments for all of the courses reviewed for critical thinking.

Fostering Critical Thinking in Sociology General Education Courses

The Department of Sociology examined and collected critical thinking assignments, exam questions, classroom activities, etc. currently [or recently] used in SOC 201 to allow for more commonality in encouraging critical thinking skills in the course. The final product for the project is a 32 page document aligned by program student learning outcomes (SLOs) with multiple critical thinking exemplars for each outcome.

See the [QEP Fifth Year Impact Report](#) for further discussion of impact data.

i2a Webpage

In order to catalog and provide access to the scholarship resulting from five years of i2a projects, we launched the Dissemination of i2a Accomplishments webpage.

The webpage organizes publications and presentations under the following categories: Critical Thinking Infusion, Critical Thinking Assessment, Culminating Undergraduate Experience, and Community Engagement. Each of the primary headings is subdivided by publications and presentations.

A total of 23 publications and 76 presentations by faculty and staff are listed on the webpage which is available at this URL: <http://louisville.edu/ideastoaction/resources/research>

Faculty and staff are invited to send their i2a scholarly activities to the i2a team to be included in this ever-expanding online archive.

Research and Scholarship

As part of our commitment to fostering critical thinking, members of the i2a team consistently produce research and scholarship to enhance understanding and impact of the nature of their work. Below is a list of presentations and publications by the i2a team from 2012-2013.

Publications

- Ralston, P. & Bays, C. (2013, In press). Enhancing critical thinking across the undergraduate experience: An exemplar from engineering. *American Journal of Engineering Education*, 4(2).
- Van Zyl, R., Bays, C. & Gilchrist, C. (2013, In press). *Validation of critical thinking inventories*. INQUIRY: Critical Thinking Across the Disciplines, 28 (2).
- Leist, C., Woolwine, M., & Bays, C. (2012) *Assessing undergraduate students' critical reading skills using a reading prompt and critical thinking scoring rubric*. *Journal of College Reading and Learning*, 43 (1), 1-24.
- Ross, E., & Cox, F.M. (2013). Partnering with a Homeless Shelter to Provide Authentic Community Involvement. In D.W. Rausch & E.K. Crawford (EDs.), *Metropolitan Universities: An International Forum*.

Presentations

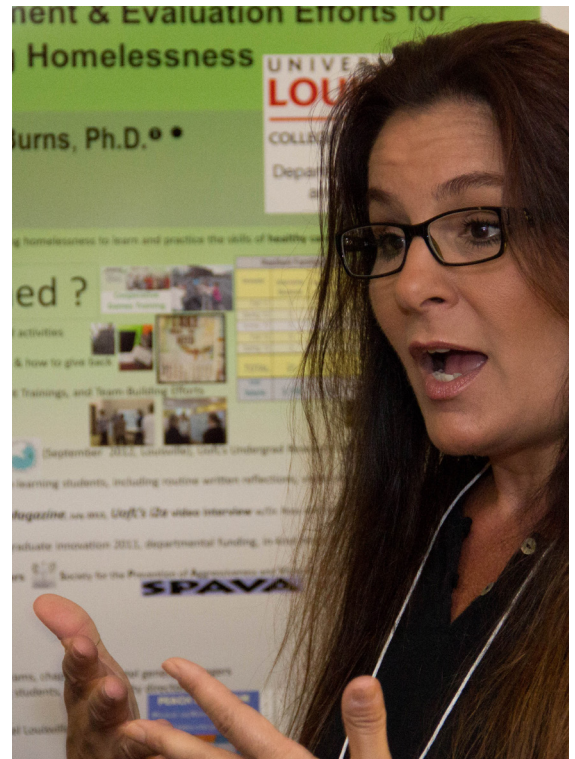
- Payette, P. (2012). *Lights, Camera, Ideas to Action: supporting digital assignment design*. Concurrent session for the POD Network conference.
- Payette, P. (2013). *What Happens After the Workshop? Making Critical Thinking Stick at Your Institution*. Invited panel presentation at the Faculty Institute at Clemson University.

- Cosgrove, R. & Payette, P. (2012). *Bringing it Home: Critical Thinking at the Institution Level*. Invited featured session at the International Conference on Critical Thinking.
- Payette, P. (2012). *Principles of Practice for QEP Implementation: Managing Process, Connecting People, Documenting Change*. Invited workshop for the SACS Summer Institute on Quality Enhancement and Accreditation.
- Fuller, R. (2013). *The Care and Feeding of Faculty Learning Communities*. Concurrent session at the Kentucky Innovations Conference.
- Gilchrist, C. & Bays, C. (2012). *Demystifying faculty involvement in program-level student learning outcomes assessment*. Poster presentation at the 2012 Assessment Institute.
- Ross, E. (2013). *Improving Student Cognitive and Metacognitive Skills*. Faculty development workshop and invited presentation at North Carolina Agriculture and Technology State University.
- Ross, E. (2013). *Helping Students Develop Critical Thinking and Decision Making Skills*. Student Workshop and invited presentation at North Carolina Agriculture and Technology State University.
- Ross, E. (2012). *Using Instructional Technologies to develop and enhance students' critical thinking skills...* Invited workshop presentation at Thomas More College.
- Ross, E. (2012). *Using the Elements of Thought in a Digital Media Assignment to foster the development of the Intellectual Traits*. Invited concurrent session at the 32nd International Conference on Critical Thinking.
- Ross, E. & Cox, F. (2012). *Working Together Works: Partnering for Progress*. Paper given at the Coalition of Urban and Metropolitan Universities conference.
- Gupta, N. (2013). Webinar on Faculty Learning Communities for Kentucky Campus Compact.

Faculty and staff participating in i2a initiatives are generating scholarly presentations and publications for dissemination outside the university. Publications and presentations by faculty and staff are highlighted on i2a's website: <http://louisville.edu/ideastoaction>

Looking Ahead

As the i2a staff look ahead toward the 2013-2014 year, we are ushering in the next phase of the i2a project. During this transition year, we are modifying the leadership structure of the project to give units both the guidance and autonomy they need to make i2a a reality across their curricula. We are beginning to explore our second outcome related to our students developing the ability to address community issues. During this year, we will begin a renewed focus on collecting and archiving digital tools related to i2a integration and releasing our i2a impact video. We are using our successful i2a structures—including learning communities, cross-campus partnerships, and annual events and programs—to continue to integrate i2a into all aspects of our campus community.



Dr. Lora Haynes presents her poster at the i2a Institute.