



i2a

Ideas to Action

ANNUAL REPORT
2013-2014



2014 i2a Institute

Executive Summary

The 2013-2014 year was a time of transition for the i2a team as we moved forward after the successful completion of the QEP Fifth Year Impact Report to SACS-COC. The completion of this report coincided with a number of projects that allowed us to measure the impact of i2a on student learning, including the Community-Based Experience Assessment Instrument and the full adoption of the Culminating Undergraduate Experiences (CUE) across undergraduate programs. We successfully transitioned from the Task Group to the new Steering Committee and revised the leadership structure in units, the SUN Grants, and the subcommittees accordingly. We made significant strides with our key campus partners, including the Office of Academic Planning and Accountability, the Office of Community Engagement, and the Office of First Year Initiatives. We welcomed scholar Dr. Patti Clayton to campus for a successful two-day visit in January 2014 and we supported two new faculty learning communities — one on Community-Engaged Scholarship and the other on the infusion of critical thinking in the classroom for part-time faculty.

i2a Steering Committee

In fall 2013, as our university moved into Phase II of our ten-year Quality Enhancement Plan, Ideas to Action successfully transitioned from the i2a Task Group to the smaller, university-wide i2a Steering Committee. This Steering Committee was established to guide the implementation of Phase II priorities and to provide support and guidance of the i2a Leadership Committees at the unit/department level.

Members of the 2013-2014 Steering Committee included:

Name	Campus Unit/Department
Alan Attaway	College of Business
Cathy Bays	Ideas to Action
Dale Billingsley	Undergraduate Affairs/Enrollment Management
Roger Buskill	Faculty Senate
Justin Cooper	College of Education and Human Development
Henry Cunningham	Office of the VP for Community Engagement
Pam Feldhoff	Office of the Executive VP for Research and Innovation
Austin Finch	Undergraduate Student
Roy Fuller	Part-time Faculty
Cheryl Gilchrist	Office of Academic Planning and Accountability
Bob Goldstein	Office of Academic Planning and Accountability
Nisha Gupta	Ideas to Action
Judi Murray	Ideas to Action
Jennifer Osborne Rudy	School of Dentistry
Patty Payette	Ideas to Action/Delphi Center for Teaching and Learning
Armon Perry	Kent School of Social Work
Lindsay Peters	Ideas to Action
Gale Rhodes	Delphi Center for Teaching and Learning
Regina Roebuck	College of Arts and Sciences
Edna Ross	Ideas to Action
Montray Smith	School of Nursing
David Swanson	College of Arts and Sciences
Nancy Theriot	College of Arts and Sciences
Pete Walton	School of Public Health and Information Sciences
Darcy Walworth	School of Music
Jerry Willing	J.B. Speed School of Engineering

Subcommittees of the i2a Steering Committee in the 2013-2014 academic year included:

Assessment Subcommittee

Co-chairs: Cathy Bays and Cheryl Gilchrist

The two primary accomplishments of this subcommittee were 1) securing i2a Steering Committee approval for utilizing the university-wide annual Student Learning Outcomes (SLO) reporting process as the vehicle for reporting on the outcome *students will be able to think critically* and 2) summarizing the individual unit/department strategies and assessment for integrating the outcome *students will develop the ability to address community issues*.

Addressing Community Issues Subcommittee

Chair: Nisha Gupta

During the 2013-2014 academic year, the ACI Subcommittee led a process to define the meaning of "Addressing Community Issues." By using common criteria and reviewing the relevant literature and tools, this subcommittee delineated how ACI is *an outcome*, rather than an experience, course, or assignment. Upon completion of the 2013-2014 goals, the ACI Subcommittee shifted its focus toward communication about ACI and how units, programs, and departments can report evidence of this i2a learning outcome.

Digital Tools Subcommittee

Co-chairs: Edna Ross and Patty Payette

The central goal for this subcommittee is to develop an organized, public repository of digital tools related to i2a and aimed at UofL faculty and staff to help them adopt and implement i2a-related approaches in their work. Over the course of the 2013-2014 academic year, the Digital Tools Subcommittee began to archive and organize digital tools on the University Libraries Research Guides website, louisville.libguides.com/criticalthinking, and created digital literacy modules which were piloted with faculty. The subcommittee also grappled with the question of how to provide Paul and Linda Elder's *Miniature Guide to Critical Thinking* (better known as the "blue book") in a digital format for UofL students, faculty, and staff.

i2a Institute Subcommittee

Chair: Patty Payette

This year, the Institute Planning Subcommittee convened in late October 2013 and served as a resource to the i2a team for planning and program development for the 2014 i2a Institute. The goals of this subcom-

mittee were to develop ways to engage units and departments with the Institute, to provide feedback on the theme and on components of previous Institutes, and to offer new ideas for Institute programming. See page 7 for information on the 2014 i2a Institute.

General Education Subcommittee

Co-chairs: Edna Ross, Cathy Bays, and Roy Fuller

The goals of the General Education Subcommittee for 2013-2014 were to:

- Identify strategies for increasing the infusion of critical thinking across a wide range of general education courses.
- Collaborate with the i2a Assessment Subcommittee on critical thinking assessments for general education courses.
- Formulate strategies to increase part-time faculty's use of critical thinking strategies and assessments in general education courses.
- Support collaboration with the General Education Curriculum Committee on infusion and assessment of critical thinking in general education courses.

The subcommittee made important strides towards operationalizing this charge during the spring 2014 semester. Three strategies were proposed to accomplish these goals.

1. Target high enrollment general education courses for focused infusion of critical thinking strategies. Courses where the committee agreed to concentrate their energies are:

- Biology 102
- Psychology 201
- Math 105 and 111
- English 101 and 102

2. Create a repository of critical thinking strategies (activities and assessment) currently used in general-education courses. The strategies will be identified from i2a related projects, e.g., Faculty Learning Community (FLC) participants, SUN Grant projects, Unit Implementation fund projects, i2a-A&S fund projects.

3. Provide customized support for faculty teaching the targeted courses to help enhance critical thinking activities and assessments. This will be accomplished by working with instructors to modify existing assignments to more explicitly reflect relevant components of the Paul-Elder critical thinking framework.

Efforts to implement the above strategies will continue during the 2014-15 academic year.

5-Year Impact Video

Throughout 2013, the i2a staff worked on creating a 5-Year Impact Video to illustrate the integration of i2a concepts across the curriculum. This video was unveiled at the 2014 i2a Institute. The purpose of the video is to illustrate the impact of i2a on the work of faculty, staff, and students. A faculty, staff, or student representative from each academic unit participated in a video interview, discussing the impact of i2a on his or her work. This included footage from the classroom, clinic, or lab to capture individuals putting their “ideas to action” on campus and in the community. The video was shown at the start of parent orientation in summer 2014 and the i2a team is now working on a 5-minute version to be available in 2015. View the video at https://youtu.be/KNZgSec_mbk

- Training for recruitment staff
- Summer Orientation session that included emphasis on i2a concepts and at which Edna Ross presented to over 4,000 parents and students

“Your sessions with families during Orientation was an extremely positive addition. Families appreciated your honest talk about faculty expectations and challenging students to think in new ways. Your introduction to Ideas to Action, covering how students will be pushed to learn and think outside of the box and apply what they’ve learned to real life experiences, provided a clear introduction to the UofL academic community.”

- Orientation director Alyssa Murphy to Edna Ross

i2a Collaborators:

Office of First Year Initiatives

The i2a staff team deepened its collaborations with the Office of First Year Initiatives (FYI). Ideas to Action partnered with FYI to support the development of the SOUL program (Student Outreach Unit-ing Louisville) during welcome week, August 2013. The Book-in-Common (BinC) program coordinated outreach and faculty integration of the book *This I Believe* through a faculty development workshop, Dine and Discover, which seventeen faculty members attended. For this workshop, i2a provided critical thinking questions to prompt participants to think deeply about the issues raised by the author. Book-in-Common and i2a developed a new prompt based on critical thinking for the annual essay contest. Forty-three students submitted essays for this contest. The first place winner was Conrad Smart. Honorable mentions were William Brockman, Sarah Carlyle, and Madison Orman.

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
- Advanced Program Summer Institute

Office of Academic Planning and Accountability

During the 2013-2014 academic year, i2a and OAPA collaborated on two major efforts, described below.

Robert Goldstein, MPH; Connie Shumake, M.Ed.; and Cheryl Gilchrist, Ed.D. of the Office of Academic Planning and Accountability teamed up with i2a specialist for assessment Cathy Bays, Ph.D., and i2a executive director Patty Payette, Ph.D. to present a special lunch session at the 2014 i2a Institute in May. “Reporting on QEP Expectations: What Units and Programs Need to Know About QEP Outcomes and Accreditation Reporting” gave program and unit heads an overview of the university-wide expectations for reporting on QEP-related student learning outcomes as we lay the groundwork for the 2017 reaccreditation process for SACS-COC. Unit heads were also briefed on upcoming plans to engage our campus in identifying the next QEP topic to be presented to SACS-COC in 2017.

In prior years, undergraduate academic units were required to submit an annual unit report each fall to i2a reporting on the following items:

- i2a integration status and learning outcomes
- resources needed to support i2a integration and projects
- i2a projects, activities, and publications associated with the unit

The decision was made in spring of 2014 to find other avenues for collecting these artifacts from units rather than submitting an annual report. This discussion led to the development of the 2014-2016 Assessment Plan in summer 2014. Read more about the 2014-2016 Assessment Plan on page 14.

Office of the Vice-President for Community Engagement

Ideas to Action partners with the Office of Community Engagement (OCE). One of the projects in this collaboration during the 2013-2014 academic year was bringing Dr. Barbara Holland, international scholar on community engagement, back to campus for a consultant visit following the Coalition of Urban and Metropolitan Universities Annual Conference. In addition, i2a's partnership with OCE involved working closely on finalizing the Community-Based Experiences Assessment Instrument during the fall 2013 semester. Other collaborations with the Office of Community Engagement include i2a representation on the Community Engagement Steering Committee (ongoing), and i2a representation on the application for Carnegie Re-classification as a Community Engaged campus. The Carnegie application was submitted in April 2014.

Delphi Programs

During the 2013-2014 academic year, Ideas to Action partnered with the Delphi Center for Teaching and Learning on a number of significant projects, programs, and efforts. These include:

- Graduate Teaching Assistant Academy sessions
- Dine and Discover workshops
- The 2013-14 Faculty Learning Community for Part-time Faculty
- The 2014 Celebration of Teaching and Learning

University-Wide Undergraduate Research and Community Engagement Symposium

Together, staff members from Ideas to Action; the Office of the Executive Vice President for Research and Innovation; the 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. There were 64 posters at this event and over 450 people attended to learn more about students' research projects.

Arts and Sciences Inclusion and Equity Internship Program

Edna Ross, i2a Specialist for Critical Thinking, conducted a training workshop for the Arts and Sciences Inclusion and Equity Internship Program. The program provides inclusion and equity workshops for

both campus and community organizations. Marian Vasser, director of the program, requested the training in order to formally connect her program with the university's i2a initiative. The training focused on the Paul-Elder critical thinking framework and involved 16 interns.

Hotel Louisville

The collaboration between i2a and Hotel Louisville continued through the 2013-2014 academic year. Ideas to Action partnered with the Office of the Ombuds to provide a 40-hour conflict resolution training program for the Wayside Christian Mission/Hotel Louisville staff. The training involved 25 people and included a focus on critical thinking. Janna Imel, a psychology major and the 2014 Woodcock Medalist, served as the critical thinking facilitator and was responsible for incorporating the Paul-Elder critical thinking framework into the training material and discussions. Undergraduate students from Dr. Sherri Wallace's undergraduate political science class also completed the training.

Critical Thinking Assessment with iClickers

During the fall 2013 semester, Dr. Edna Ross administered ten iClicker questions to 650 students in two sections of psychology 201 in order to assess their critical thinking skills. The questions presented critical thinking scenarios which were never presented or discussed in class lectures. Students were required to select all the options (concepts) which best explained the scenarios. Each question had eight to ten answer options and more than one correct answer. Each student's clicker quiz score was compared to their unit exam score (which had been administered the previous week). The unit exam consisted of 50 multiple choice questions, each with four options. A Pearson correlational analysis showed that there was a significant moderate positive correlation between student clicker quiz scores and their unit exam scores. This suggests that there is a positive correlation between the attributes associated with critical thinking (measured by the critical thinking quiz) and the comprehension of course material.

2014 Institute

The sixth annual i2a Institute was held over three days at Shelby campus from Monday, May 19 through Wednesday, May 21, 2014. The three-day event included a daylong workshop with Dr. Gerald Nosich, break-out sessions led by exemplary i2a faculty, student and faculty panels, an i2a Showcase, and a dedicated luncheon session for university administrators and deans.

Day 1

Ideas to Action invited Gerald Nosich back for a sixth 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

The second day of the Institute began with a large group presentation in which UofL faculty from various units gave an overview of their i2a progress to date and shared specific practices that others can implement in their own i2a work. This presentation was followed by a dedicated luncheon session for university administrators and deans to discuss QEP reporting expectations. The afternoon concluded with two blocks of concurrent breakout sessions led by exemplary faculty and staff.

Day 3

A student panel entitled "The Impact of i2a in and outside the Classroom" kicked off the third day of the Institute. This panel was followed by a highly engaging i2a Showcase event led by faculty, staff, and students from across the campus. A faculty panel inspired by "TED talks" highlighted several faculty members' unique experiences in infusing i2a concepts into their own teaching and learning practices. To wrap up the Institute, a "collaborate and connect" session was provided for attendees to share and discuss ideas prompted by the Institute.

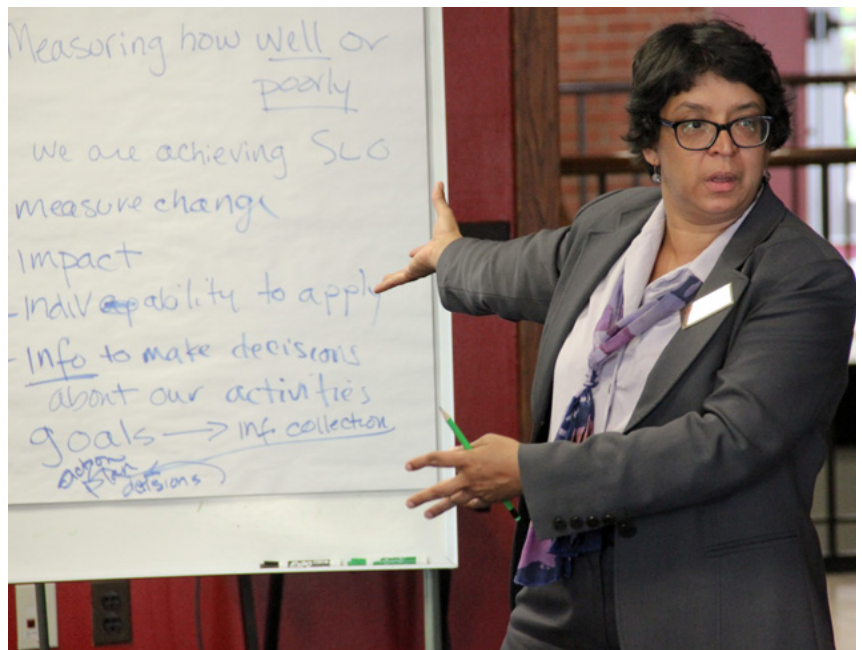
Participation at the 2014 Institute included 119 attendees from UofL; 26 attendees from schools or colleges in the region; and over 45 faculty, student, and staff presenters/panelists. On the whole, Institute attendees were highly satisfied with the conference, ranking concurrent sessions and the i2a showcase among their favorite experiences.

Attendee comments pulled from our evaluation include:

"Every day brought some new insight, something to stimulate thinking and change; lots of little takeaways from the various sessions."

"Great job, overall. This gets better and better each year."

The Institute evaluation produced many valuable suggestions which will be highly considered in planning the 2015 Institute.



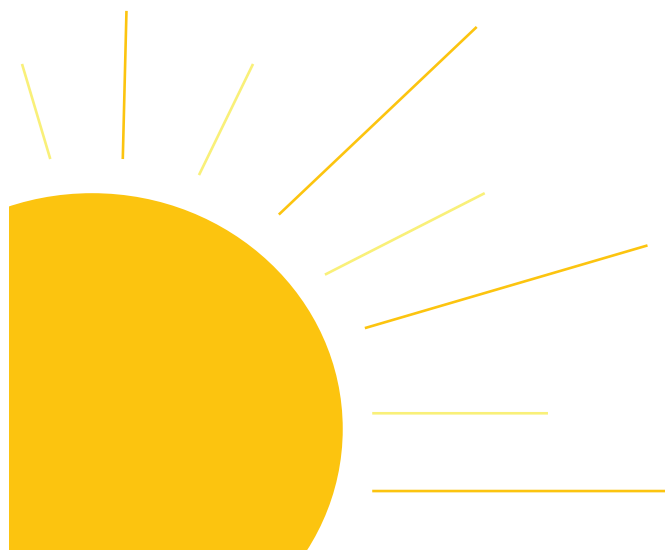
2014 i2a Institute

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. For the second phase of i2a, which began in summer 2013, undergraduate schools and colleges created i2a Leadership Committees to support the sustained integration of the two i2a outcomes at the unit level. In 2014, the i2a Steering Committee awarded monies to proposals submitted by the unit i2a Leadership Committee chair in support of their 2014-15 prioritized i2a-related projects or activities. The SUN Grants funded select proposals up to \$4,000. More information can be found on the SUN Grant homepage, louisville.edu/ideastoaction/grants.

2014 Funded SUN Grants

A total of five projects impacting 1,495 students were funded for \$20,048 in the SUN Grant program. All five recipients focused on sustained, curricular integration of the Paul-Elder critical thinking model. View the project summaries on i2a's website, louisville.edu/ideastoaction/programs/grants/summaries.



Award Recipients	Project Title
Jennifer Osborne Rudy <i>Dentistry-Dental Hygiene</i>	Development of Critical Thinking Online Modules
Angela Thompson <i>Speed-Engineering Fundamentals</i>	Encouraging Critical Thinking in an Introduction to Engineering Course using the Grand Challenges for Engineers
Sherri Wallace <i>A&S-Political Science</i>	Advancing Critical Thinking through Performance-Based and Service-Learning Assignments
Darcy Deloach, Chad Sloan, Chris Fitzgerald <i>Music</i>	Infusing and Assessing Critical Thinking Project
Kathryn Whitmore <i>CEHD-Early Childhood and Elementary Education</i>	Moving from Inquiry to Advocacy and Action: Increasing Progress toward Graduating Culturally Responsive Teachers

2012 – 2013 SUN Grant Project Final Reports

As part of every grant we give out, recipients must submit a report describing the outcomes of their grant project. Below are the final reports submitted during 2013-2014 from funded SUN Grant projects.

Project	Annual Student Impact	Project Summary Excerpts
<p>Using Photography with Introduction to Sociology Students as a Means to apply Critical thinking Skills to the Real World: Pilot Project</p> <p>Mark Austin; Department of Sociology</p>	25 (pilot); 240 (future)	<p>This project will require students enrolled in Introduction to Sociology (SOC 201) to photograph real world images to illustrate a variety of sociological concepts and/or theories discussed in class. They will be required to provide a detailed description of each photograph and explain how each photograph portrays the corresponding concept/theory. This will allow students to develop critical thinking skills by encouraging them to conceptualize issues discussed in class and applying those concepts to the real world while generating data gathered by observation. They will in turn be required to reflect on social situations represented by the photographs and communicate their findings and reflections in writing. The focus of this activity is not on the quality of the photos, but how well each student synthesizes classroom discussions and lecture into the real world situations that they choose to capture in images.</p>
<p>Bridging the Gap Between Theory and Community: Sociology as a Tool for Building Communities</p> <p>Suzanne Hopf; Department of Sociology</p>	250	<p>This project fosters community engagement and partnerships with diverse communities to enhance the student's understanding of sociological principles, concepts, and theories through authentic real life experiences conducted through a community engagement project. The project will develop a 10-hour community engagement experience for students. The materials developed for student reflection will emphasize critical thinking skills. The funding requested will be used to identify an appropriate community partner and develop course materials for use in two sociology courses.</p>
<p>University Patient-Centered Project</p> <p>Paula Kommor; Department of Health and Sport Sciences</p> <p>Sathya Krishnasamy; Division of Endocrinology, Diabetes, and Metabolism</p>	60	<p>Create a patient-centered model utilizing a team approach with collaboration between the patient, physician, health educator, and wellness coach interns. Partners include Dr. Sathya Krishnasamy, Tina Claypool, Health and Sport Sciences Department Wellness Coaching instructors and interns, and Human Resources Get Healthy Now Health Management Program. The ultimate goal of the partnership is to provide groundwork for establishment of the Medical Home Model, which will enhance the health of the community and provide a learning laboratory for undergraduate students.</p>

Faculty Learning Community on Community Engaged Scholarship

The focus of the FLC-CES is to serve as a collaborative space for faculty to explore how community engagement pedagogies like service learning, internships and fieldwork (which collectively can be considered community-based learning, or CBL), and engaged scholarship literatures can be used to promote student civic-mindedness and foster faculty research agendas around engaged scholarship. In partnership with the Office of Community Engagement, FLC-CES members met for eight, 2 ½ hour sessions in which they discussed literatures, best practices, research, and pedagogical methods. Each participant developed an authentic research or course development project and prepared a final report.



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Participants were:

Julie Drury	Dental Hygiene
Amy Hirschy	College Student Personnel
Kristi King	Health and Human Performance
Diane Pecknold	Women and Gender Studies
Selene Phillips	Communication
Diane Riff	Nursing
Regina Roebuck	Classical and Modern Languages
Mary Sheridan	English
Natalie Stipanovic	Educational and Counseling Psychology
Sherri Wallace	Political Science
Maggie Walker	Geography
Kathryn Whitmore	Early Childhood and Elementary Education

Part-Time Faculty Learning Community on Critical Thinking

The 2013-2014 PT-FLC continued the Delphi Center's tradition of offering faculty development programs specifically designed to meet the needs of part-time faculty. This learning community focused on techniques and teaching strategies that faculty can use to promote the use of critical thinking skills by students.

Six part-time faculty participated in the learning community this academic year. Their projects are available on i2a's website, louisville.edu/delphi/programs/ptf/community. Participants of the PT-FLC:

- developed or revised assignments to more fully weave critical thinking into their courses
- learned and applied the principles of collecting and analyzing formative feedback and student impact data for teaching improvement
- supported each other in a reflective professional development setting
- completed a peer classroom observation

Participants were:

Robert Hausladen	Marketing
Judy Heitzman	Social Work
Tina Marie Johnson	Social Work
Rose Mills	English
Richard Slawsky	Communication
Mary Jo Wimsatt	Education



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With regard to the impact that the PT-FLC had on his courses, one participant stated, "I always come away... with new ideas for ways to improve my teaching and to make my classes more interesting. It keeps my classes from becoming stale and hopefully makes them more valuable for students."



Dr. Patti Clayton's 2-Day Visit to Campus

In January 2014, Ideas to Action hosted international scholar, consultant, and trainer on community engagement, critical reflection, and engagement analysis, Dr. Patti Clayton. Patti Clayton spent two half-days presenting for/consulting with various UofL factions. She met and consulted with the i2a ACI Subcommittee (eight members attended) regarding the specific question of *how can we measure ACI with our students?* The response from the committee was positive. The impact of Clayton's consulting session with the ACI subcommittee was twofold. It was concluded that: 1) the definition of "community" as referenced by Carnegie is valuable as an institutional vision, but ultimately not operational for student learning; 2) learning outcomes is a better approach to designing the ACI outcomes.

The second presentation of Clayton's visit involved dinner and conversation with six student leaders from the Engage Lead Serve Board (ELSB) and the National Residence Hall Honorary (NRHH). The dinner was cosponsored by ELSB and three student affairs advisors to student leaders. In this 2 hour session, Patti shared ideas and generated great training discussion with these student leaders about the value and growth that comes with critical reflection. Student comments from this dinner include:

"Patti gave me invaluable ideas of how to think about doing service – the role of reflection is necessary"

"I gained some new ideas about how to motivate the students doing service."

Clayton's third presentation involved a 2 ½ hour workshop on critical reflection entitled, "Ideas to Action and Action into Ideas: Critical Reflection as the connector between students' experiential learning and critical thinking." Forty-five people attended this workshop which was overall rated highly. To conclude her visit, Patti met with the FLC-CES Cohort for a Q&A session which focused discussion on various dimensions of community engaged scholarship.



Top photo: Dr. Patti Clayton

Bottom photo: Critical reflection workshop

Culminating Undergraduate Experience (CUE): Integration Update

During the 2013-2014 academic year, i2a solidified 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 CUE expectation for students was articulated in a statement for inclusion on page 57 of the Summer 2014 Undergraduate Catalog, louisville.edu/undergraduatecatalog/versions/2014-2015-catalog.pdf.

The Course Inventory Form (CIF) was modified to include the CUE designation option for those developing new courses. Full integration of CUEs has been accomplished in eight of nine units. Three programs in the College of Arts and Sciences do not have CUEs at the close of the 2013-2014 year. In 2014-2015, we will work with representatives from the College of Arts and Sciences to ensure they are developing CUE courses to reach 100% integration.

Progress toward full CUE adoption of undergraduate programs, spring 2014:

College of Arts and Sciences	71 CUE courses	37 programs out of 40 = 95% *3 additional programs have proposals in the review/revision/development process for 2014-2015, but are not approved for the 2014 catalog
College of Education and Human Development	7 CUE courses	100% of programs
College of Business	9 CUE courses	100% of programs
School of Dentistry	1 CUE course	100% (single program that all majors complete)
Kent School of Social Work	3 CUE courses	100% (3 course sequence for single program for all majors)
School of Nursing	1 CUE course	100% (single program that all majors complete)
School of Music	8 CUE courses	100% of programs
J.B. Speed School of Engineering	8 CUE courses	100% of programs
School of Public Health and Information Sciences	1 CUE course	100% (single program that all majors complete)

Community-Based Experiences Assessment

During the fall 2013 semester, i2a and the Office of Community Engagement conducted a pilot study which sought to finalize our CBE (Community-Based Experiences) assessment instrument. This instrument can serve as a direct measure of students' learning in community-based experiences.

The title of the instrument is "University of Louisville Community-Based Experiences (CBE) Student Reflection Questionnaire." Sixty-three courses were identified as potential participants in the study based on the August 1, 2013, community-based learning (CBL) course listing. Twenty-five courses administered the instrument at the conclusion of the fall 2013 term. Over 300 students completed the instrument. Initial data analyses indicate validity of the questions of the instrument. This instrument was noted in UofL's application for the Carnegie Foundation's Community Engagement designation. The instrument is now being circulated to our faculty for use in their courses as a possible measure of student learning and will serve as an ongoing assessment component for programs and course design. This version of the study was reviewed by IRB and approved, supporting the validation of the instrument (IRB #13.0527).

Illustrative examples of student responses to the qualitative questions:

It is empowering and motivating to address an issue that needs change. Instead of just researching the issue it's very empowering to take steps to make change.

This course has not changed me much, but has solidified my pre-existing desires to work for Not-for-Profit organizations. I find this type of work more rewarding.

I am more aware of the communities of Louisville outside of the University. Understanding oneself is something that comes from years of experience and hard work. This internship furthered my understanding of what I want to do and what population I want to work with in the future.

Presentation of Project at Regional Meeting

Henry Cunningham and Nisha Gupta presented on this pilot project at the Kentucky Engagement Conference on November 6, 2013, at Eastern Kentucky University. The title of their presentation is "Community-Based Experiences: Developing a Student Reflection/Assessment Instrument."

i2a Assessment

During the 2013-2014 academic year, i2a collaborated with the Office of Academic Planning and Accountability (OAPA) to develop a two-year assessment plan which would examine the effect and integration of the University of Louisville's ten-year Quality Enhancement Plan (QEP).

This two-year plan entails a university-wide data collection effort for the 2014-15 and 2015-16 academic years. It involves coordinating data collection efforts from select undergraduate courses as well as systematically assessing the level of university-wide integration of i2a outcomes within the undergraduate educational environment. The two integrated i2a outcomes are: 1) students will be able to think critically, and 2) students will develop the ability to address community issues within the discipline or the world more generally.

In the summer of 2014, a rubric was finalized to assess one of i2a's two intended student learning outcomes, namely: "Students will develop the ability to address community issues." During the fall 2014 semester, the assessment plan will include beginning the validation process for the ACI rubric. ACI is an extension and demonstration of the complex thinking involved in practicing critical thinking and evidence of one's thinking process in action.

By implementing this assessment plan, our university will gain the ability to evaluate the breadth and depth of university-wide integration of i2a across undergraduate curricula, the ability to finalize our current QEP efforts, and the opportunity to develop meaningful feedback for our university community to inform program decisions and continuously improve student learning.

Research and Scholarship

As part of our commitment to fostering critical thinking, members of the i2a team consistently produce research and scholarship to enhance the understanding and impact of their work. Below is a list of presentations and publications by the i2a team from the 2013-2014 academic year.

Publications

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

Presentations

- Bays, C. (2013). *The critical thinking lived experience*. Invited keynote speaker at Morehead State University's annual faculty retreat, Morehead, KY.
- Gupta, N. (2013). *Community-based experiences: Developing a student reflection/assessment instrument*. Presentation at the 2013 Kentucky Engagement Conference, Richmond, KY.
- Payette, P. (2013). *University of Louisville: A case study*. Invited concurrent workshop at the Summer Institute of the Southern Association of Colleges and Schools, Daytona Beach, FL.
- Ross, E. (2013). *Better living through better thinking: The impact of incorporating the Paul-Elder framework of critical thinking into a campus-community partnership*. Invited concurrent session at the 33rd International Conference on Critical Thinking and Educational Reform, Berkeley, CA.
- Ross, E. (2014). *Developing students' metacognitive processes: Improving student learning and critical thinking skills*. Faculty Development Workshop at St. Johns River State College, Orange Park, FL.
- Ross, E. and Miller, M. (2013). *Using iClicker technology to facilitate the addiction recovery process in a homeless shelter*. Paper presented at the 19th Annual Conference of the Coalition of Urban and Metropolitan Universities, Louisville, KY.
- Ross, E. and Miller, M. (2013). *Using iClickers to facilitate addiction recovery sessions at a homeless shelter*. Poster presentation at the University of Louisville's 2013 i2a Institute, Louisville, KY.

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, louisville.edu/ideastoaction/resources/research.



Dine and Discover session



Dine and Discover session

- What “take-away” would make you feel you spent this time well?



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Looking Ahead

As we move into the 2014-2015 year, the i2a team will launch our 2014-2016 Assessment Plan to engage all of the academic units in assessing their levels of i2a integration and support them in “closing the integration gaps.” We will also continue to offer programming in the Delphi Center that supports faculty and staff in integrating the Paul-Elder framework in their teaching and learning contexts. The i2a team will emphasize with partners the need for fostering long-term sustainability of i2a concepts as we begin to formulate our next QEP. We will also use our campus stakeholders, including the i2a Steering Committee, to help us adapt the 2015 SUN Grants program and the i2a Institute to support faculty needs at this stage of the i2a initiative.

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