



2014-2015 and Beyond:

An i2a update to Associate Deans

August 21, 2014

Overview

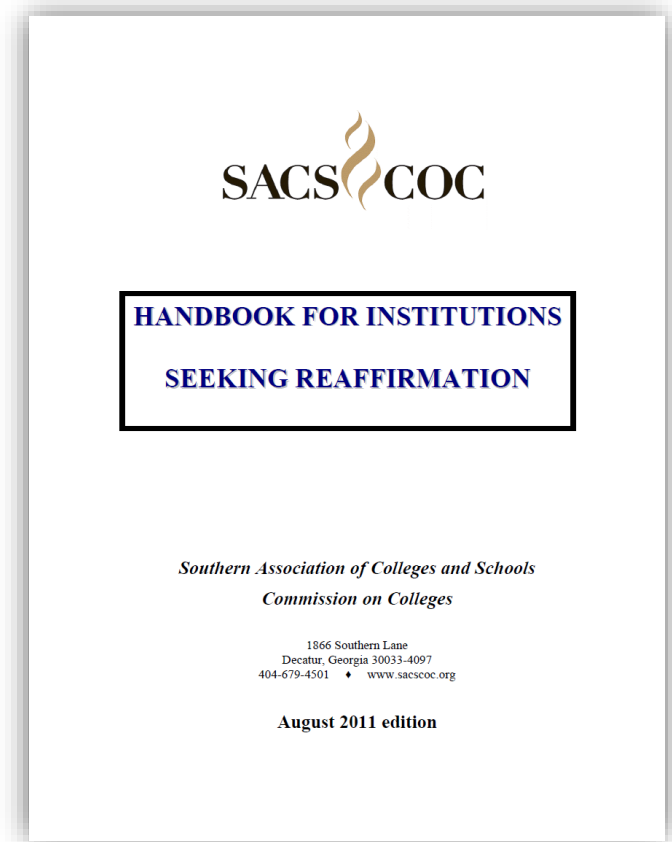


- Quality Enhancement Plan (QEP)
- 2014-2016 i2a Assessment Plan
 - What we are asking for this fall semester
 - What we are asking for after the fall semester (next two academic years)
- What is there to gain?
- What we need from you
- What you can expect from us
- Questions

Quality Enhancement Plan

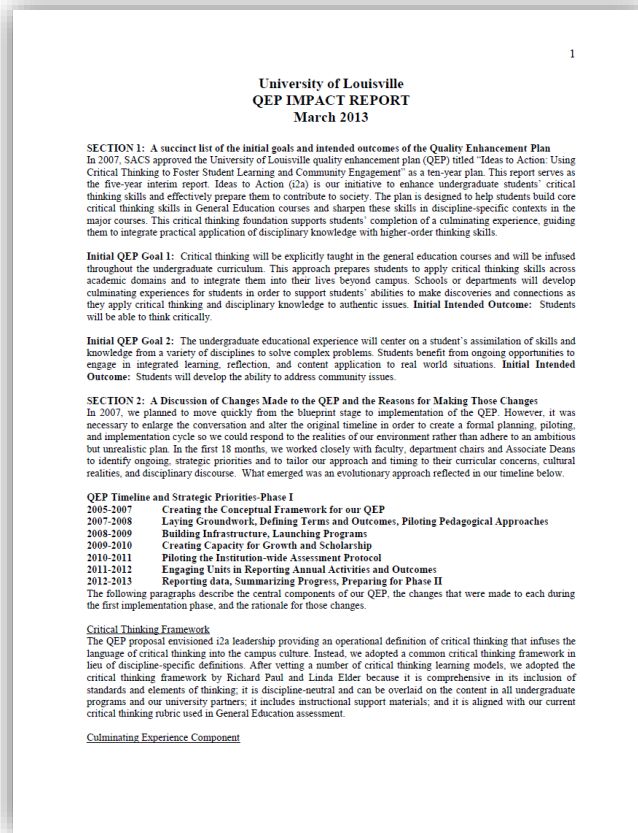


- The **Quality Enhancement Plan (QEP)** describes a course of action for enhancing educational quality.
- At UofL, it is an undergraduate QEP
- Core Requirement 2.12 requires that an institution develop an acceptable Quality Enhancement Plan that **focuses on learning outcomes and/or the environment supporting student learning.**



SACS-COC Reaffirmation Handbook

UofL's QEP: Ideas to Action (i2a)



QEP Timeline at UofL

- Implemented: Fall 2007
- Interim Impact Report: March 2013
- Integration with full report: 2017

Two *Integrated* Outcomes

1. Students will be able to think critically
2. Students will develop the ability to address community issues

Two QEPs integrated into our curriculum and learning environment



2017 and beyond QEP: we have a new committee to lead QEP development for our reaccreditation in 2017

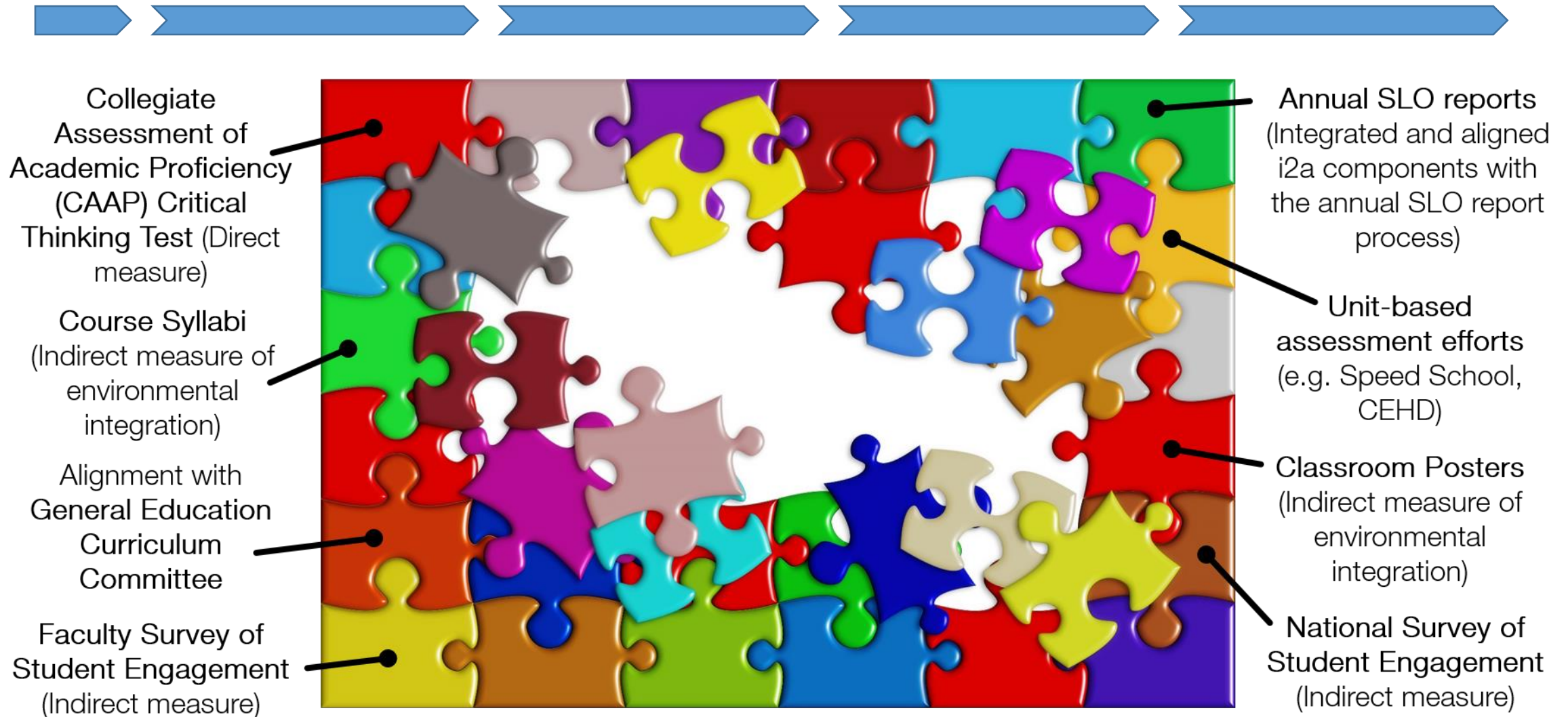
2007

2017

2007-2017 QEP: Ideas to Action



How have we assessed i2a to date?



What is new about i2a this year?

2014-2016 Ideas to Action's Assessment Plan **Quick Facts**
August 2014

What is new about i2a this year?
In collaboration with the Office of Academic Planning and Accountability, we have developed an assessment plan for the Quality Enhancement Program (QEP) to close out our ten-year QEP with our regional accreditors (SACS-COC). This entails university-wide data collection efforts, and includes the validation of the Addressing Community Issues (ACI) rubric in the fall 2014 semester.

Why is it important?
In conjunction with the Student Learning Outcome Annual report process and evaluation efforts, we need to actively assess the level of university-wide integration of Ideas to Action (i2a) activities within the undergraduate curriculum and begin the institutionalization of our assessment process. We will collect both indirect and direct measures of students' ability to think critically, address community issues, and the culminating undergraduate experience. Also, for the fall 2014 semester, we will need to finalize the ACI rubric used to assess students' ability to address community issues, which is an extension and demonstration of the complex thinking involved in the practicing critical thinking and evidence of one's thinking process in action.

What are we asking for?
For the fall semester, there will be two main initiatives:

1 Collecting and analyzing artifacts that demonstrate student learning outcomes of i2a
This initiative asks selected faculty to submit a copy of course syllabi, identify and submit student artifacts to the i2a team for scoring, and to administer our own Critical Thinking Inventory at the end of the semester to both faculty and students in these select courses.

2 Validating the ACI rubric
This will require pre-semester discussions with selected faculty on identifying and scoring student artifacts that best represent the students' ability to address community issues.

Note: Please refer to the supplemental handout explaining in greater detail each assessment piece. Starting in spring 2015, i2a will identify a larger, random sample of courses and will ask faculty teaching each of those courses to submit their course syllabi, administer the critical thinking inventories, and to identify and submit student artifacts (where it is appropriate) in critical thinking, addressing community issues, and culminating undergraduate experience.

We will repeat the process in both fall 2015 and spring 2016 semesters as a precursor to our 2016-17 full accreditation report.

What is there to gain?
From these efforts, we will be able to speak to the level of integration of the current QEP. We will have obtained the required evidence to articulate the status of student learning as it relates to the current QEP. Moving forward, the university will have established a process and plan for ongoing university-wide assessments that will inform our efforts for continuously improving student learning, especially as we transition to our next QEP.

What do we need from you and what to expect?

- Support us in preparing the university for reaccreditation by communicating to your faculty the importance of this university-wide effort, reinforcing the need to be "all in" in regard to data submission and other assessments, and appraising selected faculty and courses, especially as we move full force starting in spring 2015
- Provide us feedback to facilitate and improve the ongoing efforts of collecting these data throughout the semester as we update you on the progress and challenges we face
- Encourage, recognize and support your faculty who are agreeing to participate in the data collection efforts as we will provide ongoing education, support, and feedback to these faculty
- Provide us feedback on the analysis and reports we will be developing in our attempt to close the loop with academic units and programs

1:DelphiIdeas to ActionAssessmentPlan 14-16Assessment Plan Handout 20140819

Please refer to you **Quick Facts** Handout

2014-2016 i2a Assessment Plan

(in collaboration with the Office of Academic Planning and Accountability)

- Builds on foundational i2a work to date
- Prepares us for 2017 reaccreditation process
- Requires university-wide data collection
- Data collection efforts will engage the units and span two academic years starting fall 2014 semester

Why is it important?

- We see breadth and depth of university-wide integration of i2a across undergraduate curricula beyond annual SLO reports
- Allows us to collect the data for the required minimum of two academic years prior to SACS reaccreditation in 2017
- Will help us develop meaningful feedback for our university community regarding QEP impact and integration and student learning



What are we asking for this fall?



The fall 2014 semester assessment initiative will be two-fold:

1. The university-wide i2a data collection effort (2014-16 i2a assessment plan);
2. Validating the *Addressing Community Issues, in the discipline or the world more generally* rubric

1

Collect and analyze artifacts that demonstrate student learning outcomes of i2a

- Course Syllabi - *indirect measure*
- Sample assignments (CT, CUE) - *direct measure*
- Critical Thinking Inventories (Teaching and Learning) - *indirect measure*

(using currently available i2a rubrics and tools)

2

Validate the *Addressing Community Issues, in the discipline or the world more generally* (ACI) rubric

- pre-semester discussions with selected faculty on identifying and scoring student artifacts using the ACI rubric

Where are we now?

1

Collect and analyze student learning outcomes related to i2a in select courses

- Select undergraduate faculty who are teaching courses in the fall have been notified by phone and sent a follow-up email outlining in detail the i2a assessment needs for the fall semester
- Met with 12 of 18 faculty members regarding the collection of critical thinking artifacts, course syllabi, and administering the Critical Thinking Inventories
- Learning Critical Thinking Inventory has been created in Blackboard Learn
- Teaching Critical Thinking Inventory has been created in Blue Survey
- Faculty for the CUE have not yet been contacted
- We have representation across the campus

2

Validate the Addressing Community Issues, in the discipline or the world at large (ACI) rubric

- Select undergraduate faculty who are teaching courses in the fall have been notified by phone and sent a follow-up email outlining in detail the process for validating the rubric
- 13 of 20 faculty members have agreed to score an assignment using the ACI rubric
- Provided training opportunities on using the ACI rubric and scoring student artifacts

What are we asking for after the fall semester?



Spring 2015 effort

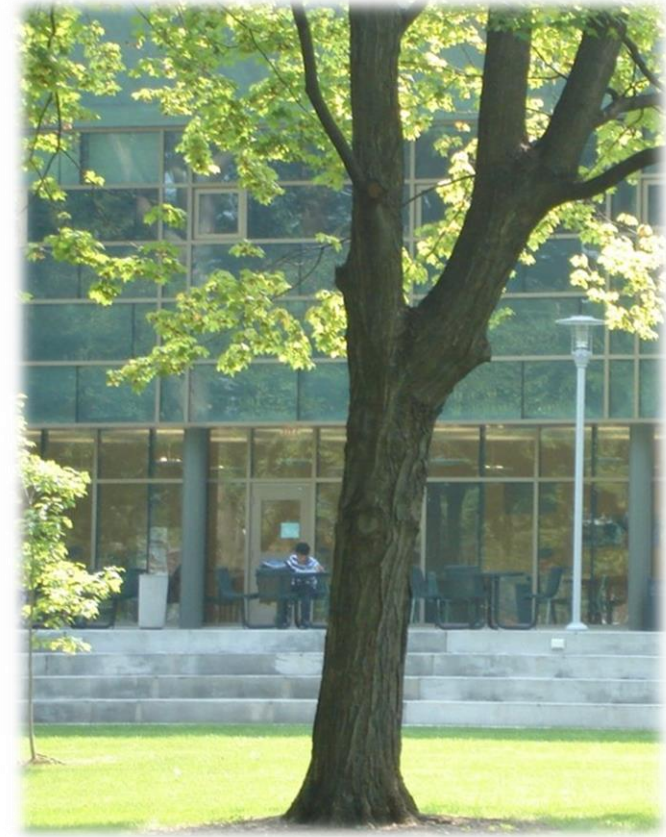
- Executing a larger, random sampling of courses
 - Submit syllabi for i2a language and environmental integration
 - Submit student artifacts for critical thinking, CUE, and ACI for scoring by i2a team and *others* (Note: ACI artifacts will be included in the data collection effort)
 - Administer the Learning and Teaching Critical Thinking Inventories at the end of the semester (possibly mid-semester as well)

2015-2016 academic year

- Repeat the data collection process to contribute to **2016-2017 full accreditation report**

What is there to gain?

- The ability to systematically implement and assess the university-wide integration of our current *and* future QEP (ongoing efforts beyond 2017)
- Collect the necessary assessment pieces of student learning to finalize our current QEP efforts
- Opportunity to develop meaningful feedback (both summative and formative) for our university community to inform program decisions and continuously improve student learning



What we need from you & when



By Wednesday, August 27th:

- Review faculty course list for fall data collection efforts and ACI validation process
- We will be sending you an email early next week with information about which faculty need follow-up
- We will identify any gaps and request your assistance in recruiting appropriate faculty from your unit

By Friday, October 31st:

- Share with faculty an i2a correspondence we will generate regarding the spring 2015 i2a assessment efforts
- We will provide you with a preliminary list of faculty for spring 2015 data collection

By Friday, November 14th:

- Review faculty course list for spring 2015 data collection efforts that will be provided to you in October
- We will identify gaps and request your assistance in recruiting appropriate faculty from your unit

If you have any questions or need additional assistance, please contact:

- i2a Data Collection effort (*fall and beyond*): Il Young Barrow (il.barrow@louisville.edu)
- Critical Thinking (*fall only*): Edna Ross, Ph.D. (edna.ross@louisville.edu)
- ACI rubric validation (*fall only*): Nisha Gupta, Ph.D. (nisha.gupta@louisville.edu)

What you can expect from us



We will support you and your faculty in these ways:

- Provide individual or small group training as needed for ACI rubric validation
- Provide additional assistance in identifying and submitting appropriate student artifacts
- Do our best to streamline efforts when possible (utilizing Blackboard, Blue, etc.)

2014-16 i2a Assessment Plan to the Unit Deans:

- September 2, 2014 Chief Academic Officers (CAO) meeting

We are committed to providing continuous feedback:

- Ongoing updates throughout the semester (AD monthly meetings)
- Develop meaningful reports to inform your practice and program decision making

Questions



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