

University of Louisville
Ideas to Action (i2a) Evaluation Plan
i2a Logic Model
Introduction

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

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

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

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

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

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

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

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UNDERGRADUATE MAJOR COURSES					
i2a Evaluation SLOs for Major Courses	Unit Tasks to Infuse i2a (Input)	Responsible Unit Personnel	Output	Short Term Outcomes with Timeline	Long Term Outcomes
<p>Students completing courses within their identified major will be able to communicate important ideas and use critical thinking as a tool for learning by:</p> <p>1. Applying the Elements of Thought* in selected discipline-specific course assignments.</p> <p>2. Using the Universal Intellectual Standards** as criteria for assessing quality of discipline-specific reasoning.</p> <p>3. Demonstrating discipline-specific critical thinking skills using real world problems.</p>	1. Unit SLO Revisions	Department/Unit	<p>SLO that reflects incorporation of critical thinking.</p> <p>SLO that reflects assessment of critical thinking.</p> <p>SLO that reflects incorporation of experiential learning activities.</p> <p>SLO that reflects assessment of experiential learning activities.</p>	Units will begin to include critical thinking and experiential learning outcomes in their 2009 report, as appropriate.	
	2. Syllabi and Assignment inclusion of critical thinking (CT) and experiential learning (EL)	Department/Unit curriculum committee	<p>Syllabi and assignments reflecting the Paul-Elder critical thinking elements and standards in:</p> <ul style="list-style-type: none"> Course description & objectives Assignments Real-world applications Grading assessments <p>Syllabi reflecting experiential learning activities.</p>	<p>____% courses that include CT aspects in syllabi.</p> <p>Submit syllabi with CT highlighted.</p> <p>____% of students in course(s) with CT activities</p> <p>____% courses that include EL in syllabi.</p> <p>Submit syllabi with EL highlighted.</p> <p>____% of students participating in EL activities.</p>	
	3. Curriculum Map of critical thinking components for individual courses	Department/Unit	Grid indicating the Elements of Thought, Universal Intellectual Standards and experiential learning in each course	Completed grid for pilot units.	
	4. Rubric to incorporate the Paul-Elder CT elements and standards.	i2a Assessment subcommittee	Critical thinking scores from major assignment assessment.	Rubric developed for use F09.	
	5. Course evaluation critical thinking item (See Forms).	Department/Unit	Critical thinking scores from evaluation	Critical thinking Item(s) added to evaluations beginning F09.	

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