Clemson Thinks^2 Faculty Institute June 2014

David K. Knox
Director, Clemson Thinks^2

CT^2 Faculty Institute Outcomes

- Design and develop a communication-intensive *CT^2* Seminar on the topic or subject the faculty member chooses and that integrates targeted student learning outcomes related to critical thinking.

- Redesign and redevelop existing faculty members' course(s) to integrate the targeted student learning outcomes related to *Clemson Thinks*$^{2.}$

- Develop and integrate activities and assignments into faculty members' courses that will develop the targeted *CT^2* skills in their students and enhance academic and engagement experiences.

- Develop strategies for engaging students and ensuring they comprehend assignments and are achieving *CT^2* learning outcomes.

- Identify alternatives for assessing student *CT^2* skills.

- Monitor and assess students' competency in *CT^2* skills using multiple assessment instruments.

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CT^2: Development of the Program

Development of the Quality Enhancement Plan (QEP) that would become CT^2 began in September 2011.

President Barker charged the Steering Committee with responsibility to select, plan, and implement the QEP on behalf of Clemson University. In his instructions to the Steering Committee, President Barker outlined six requirements for the QEP:

1. It must align with Clemson's 2020 Road Map (Appendix B).
2. It must be campus wide.
3. It must be open to all.
4. It must involve engagement.
5. It must be transformative.
6. It must be sustainable.

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CT^2: Development of the Program

The Steering Committee began its deliberations by soliciting QEP proposals from across Clemson University. Students, faculty, and staff were invited to submit five-page pre-proposals.

Groups from across campus submitted 21 proposals. Steering Committee members read all 21 proposals and scored them based upon alignment with the Clemson 2020 plan and potential to encourage broad-based university involvement as well as identification of specific and measurable student learning outcomes. Team members also scored each proposal on six qualitative attributes: innovation, degree of daring, transformative potential, uniqueness, relevance, and focus.

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CT^2: Development of the Program

As the result of this process, six of the 21 proposals were selected as "finalists." Each of these is summarized briefly below:

- **Clemson Grand Challenges**
- **CU in the World**
- **Enduring Questions Seminars**
- **Reinventing General Education**
- **Research Skills and Critical Thinking**
- **Stewards of Place**

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CT^2: Development of the Program

Linking Finalist Proposals to Assessment Data:

Once the six finalist proposals were identified, the team turned to evidence from assessment data in order to identify areas of student achievement that would most likely benefit from a quality enhancement plan. Three types of data were central to this evaluation: Graduate Record Examination (GRE) scores, Educational Testing Service (ETS) Proficiency Profile data, and artifacts from the ePortfolios required of all graduating seniors at Clemson.

After evaluating the assessment data, the Steering Committee concluded that critical thinking was the area of intellectual development most conducive to broad-based university participation and most likely to benefit from the kind of sustained focus available through the QEP process.

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CT^2: Development of the Program

Faculty Development

An important component of the QEP will be the development of a formal faculty development program focused on critical thinking to complement the opportunities for professional development through Clemson's Office of Teaching Effectiveness and Instruction (OTEI). This program will pursue multiple, related goals:

- provide thought-provoking discussions of critical thinking
- learn best practices in critical thinking pedagogy
- build and nurture a community of "CT^2 Scholars" committed to improving the teaching of critical thinking skills
- deliver necessary resources to assess students' mastery of critical thinking skills.

The Faculty Development Program has a primary goal to develop the "community of faculty scholars committed to and prepared for instruction in critical thinking." This community will form around a shared interest in critical thinking and will encompass instructional faculty, co-curricular activities, and mentoring relationships. **Clemson Thinks^2 seeks the engagement of the entire university.**

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CT^2: Where We Are Today

Fall 2013 CT^2 Courses Conducted

Course Prefix:	Course Number:	Course Title:	Number of Students:
PSYC	3100	Advanced Experimental Psychology	19
BIOL	2000	Biology In The News	19
STS	2150	A Critical Approach to Scientific and Technological Revolutions	19
MTHSC	3010	Statistical Methods I	32
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PRTM	2290	Distributed Competency Integration in PRTM	122
GEOL	2700	Experiences in Sustainable Development: Water	43
PSYCH	3101	Advanced Experimental Psychology	21
HORT	3080	Sustainable Landscape Garden Design	38
MTHSC	3010	Statistical Methods I	35
THEA	2100	Theatre Appreciation	32
11 Sections		**Total Enrollment**	**412**

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CT^2: Where We Are Today

Spring 2014 CT^2 Courses Conducted

COURSE	COURSE TITLE	ENROLLMENT
BIOL 2000	Biology in the News	19
ENGL 4400	Literary Theory	21
HLTH 2020	Introduction to Public Health	25
SOC 4600	Race and Ethnicity	25
MTH3190	Introduction to Proof	15
SOC 2020	Social Problems	20
CSM 1500	Construction Problem Solving	50
STS 2150	A Critical Approach to the Global Challenge of Technological Revolution	19
CU2010	Sustainability Leadership	20
ANTH 3510	Biological Anthropology	22
THEA 2100	Theatre Appreciation	20
PSYC 3100	Advanced Experimental Psychology	19
BIOL 2000	Biology in the News	19
PHIL 1010	Introduction to Philosophic Problems	35
ENSP 2000	Introduction to Environmental Science	50
PSYCH3100	Advanced Experimental Psychology	19
THEA 2100	Theatre Appreciation	32
SOC 2020	Social Problems	49
CU 2010	Educational Technology	2
19 Sections	**TOTAL ENROLLMENT**	461

CT^2 QEP Plan called for 40 sections in 2013-14

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CT^2: Where We Are Today
Faculty Institute Participants' Disciplines

Art*
Bioengineering*
Biological Sciences
Materials Science and Engineering*
Chemical and Biomolecular Engineering*
Communication Studies*
Education
English
Environmental Engineering and Earth Sciences
Food, Nutrition, and Packaging Science*
General Engineering*
Graphic Communications
History*
Institute on Family and Neighborhood Life/HEHD*
Nursing*
Parks, Recreation, and Tourism Management
Performing Arts
Philosophy and Religion
Political Science*
Psychology
Sociology and Anthropology
Teacher Education
*** = New departments represented in Faculty Institute 2014**

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CT^2: Where We Want to Go in 2014-15

- Increase the diversity of disciplines participating in CT^2
- Increase the number of students participating in CT^2
- Increase the number of CT^2 sections taught (Plan calls for 80 sections 2014-15)
- Form the CT^2 Assessment Committee
- Build CT^2 Faculty Scholars community
- Increase involvement of wider University community
- Increase development and diffusion of pedagogical techniques

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CT^2: Where We Want to Go in 2014-15

Pre-Test		Post-Test	
OVERALL	23	OVERALL	30
Percentile	85	Percentile	98
Analysis	5	Analysis	7
Inference	12	Inference	13
Evaluation	6	Evaluation	10
Induction	13	Induction	15
Deduction	10	Deduction	15
Minutes on test	38	Minutes on test	42

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Welcome to the 2014 CT2 Faculty Institute!

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