



7<sup>th</sup> Annual  
Clemson Thinks<sup>2</sup>  
Faculty Institute  
June 2019

# CT<sup>2</sup> Faculty Institute Outcomes

- Design and develop a communication-intensive *Clemson Thinks<sup>2</sup>* (CT<sup>2</sup>) 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<sup>2</sup>*.
- Develop and integrate activities and assignments into faculty members' courses that will develop the targeted critical thinking skills in their students and enhance academic and engagement experiences.
- Develop strategies for engaging students and ensuring they comprehend assignments and are achieving CT<sup>2</sup> learning outcomes.
- Identify alternatives for assessing student critical thinking skills.
- Monitor and assess students' competency in critical thinking skills using multiple assessment instruments.

# CT<sup>2</sup>: Development of the Program

Development of the Quality Enhancement Plan (QEP) that would become CT<sup>2</sup> 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.
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.

# CT<sup>2</sup>: 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.



# CT<sup>2</sup>: Development of the Program

As the result of this process, six of the 21 proposals were selected as “finalists.” Each of these is listed below:

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

# CT<sup>2</sup>: 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.

# CT<sup>2</sup>: 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<sup>2</sup> Scholars" committed to improving the teaching of critical thinking skills
- deliver necessary resources to assess students' mastery of critical thinking skills.

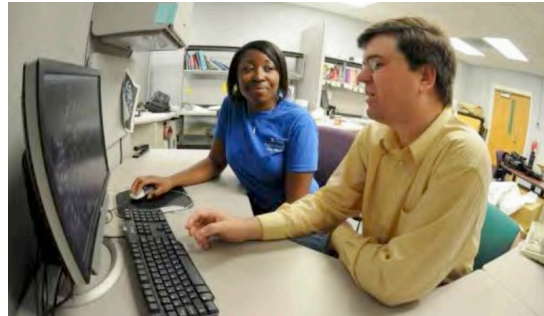
The Faculty Development Program has a primary goal to develop the "community of faculty scholars committed to and prepared for instruction in critical thinking." This community will form around a shared interest in critical thinking and will encompass instructional faculty, co-curricular activities,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

# CT<sup>2</sup>: Development of the Program

## **Engaged Faculty = Engaged Students**

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If our students are to value critical thinking skills, they must sense the same values in our faculty.



# CT<sup>2</sup>: Where We Are Today

## Progress

- 175 Faculty members have participated in the Clemson Thinks<sup>2</sup> Faculty Institute since 2013
- 567 CT<sup>2</sup> classes in 45 disciplines since Fall 2013
- Over 18,000 students enrolled in CT<sup>2</sup> classes since Fall 2013
- 118 CT<sup>2</sup> sections academic year 2018-19
- Class levels from 1000-8000 (*traditional and online*)
- CT<sup>2</sup> and the Faculty Institute serve as models for the Clemson Forward Plan and the revision of general education

# CT<sup>2</sup>: Where We Are Today

## 2018 Faculty Institute Participants' Departments

Animal and Veterinary Sciences  
Clemson University Press  
Communication  
English  
General Engineering  
History  
Languages  
Marketing\*  
Mechanical Engineering  
Psychology  
School of Accountancy  
School of Nursing  
Sociology, Anthropology and Criminal Justice  
Teaching and Learning  
University Libraries  
Youth, Family and Community Studies



\* = new department represented in Faculty Institute 2018

# CT<sup>2</sup>: Where We Are Today

## Faculty Institute Participants' Disciplines: 2013-18

Department	First Year Attended
Accounting	2015
Animal and Veterinary Science	2015
Architecture	2015
Art	2014
Bioengineering	2014
Biological Sciences	2013
Biological Sciences & Materials Science and Engineering	2014
Chemical and Biomolecular Engineering	2014
Chemistry	2015
Civil Engineering	2013
Communication Studies	2014
Construction Science & Management	2013
Electrical and Computer Engineering	2015
Education and Human Development	2016
Educational and Organizational Leadership	2016
English	2013
Environmental Engineering and Earth Sciences	2013
Finance*	2017
Food, Nutrition and Packaging Science	2014
General Engineering	2014
Genetics and Biochemistry	2016
Graphic Communications	2013
History & Geography	2015
Institute of Environmental Toxicology	2013
Institute on Family and Neighborhood Life/Youth, Family, and Community Studies	2014
Languages	2015
Libraries	2015
Marketing**	2018
Mathematical Sciences	2013
Nursing	2014
Parks, Recreation and Tourism Management	2014
Performing Arts	2013
Philosophy	2013
Physics and Astronomy	2015
Plant and Environmental Sciences*	2017
Political Science	2014
Psychology	2013
Public Health Sciences	2013
SAFES/Environmental Horticulture	2013
School of Computing*	2017
Sociology & Anthropology	2013
STS (Dean, Arch, Art, & Humanities)	2013
Student Affairs (CU)	2013
Teacher Education	2013
Undergraduate Studies	2013
* = first time attended 2017    **=first time attended 2018	

45 Disciplines!



# CT<sup>2</sup>: Where We Are Today

## Faculty Institute Participants' Testimonials:

***The Clemson Think<sup>2</sup> Faculty Institute is an effective faculty development program. Below are some testimonials from those who attended the Faculty Institute.***

- I would like to acknowledge that this workshop was organized in a very professional way. There was a lot of attention to detail in materials to be used and resources. It is obvious that organizers worked very hard to provide a very rich learning experiences for us. All instructors were very well-prepared and engaging. Moreover, the teaching dynamics used gave us the opportunity to share ideas and opinions in a very respectful environment. I am sure that this learning experience will generate positive results for my development as a faculty, as well as a human being. Thanks so much for this wonderful opportunity. Great job!
- I really enjoyed all the presentations. We had an excellent variety of perspectives, and I feel more grounded in the critical thinking approach. I know that to really understand this pedagogy, I need to teach using the approach myself, but I feel prepared to try it. I also enjoyed the fine group of people who were part of the conference. I made several new contacts, and I am really excited about ways that we might network in the future.
- I think that you guys did a great job this year, and I really enjoyed the institute. I felt challenged and inspired throughout the week.
- I really enjoyed the Institute and I received a lot of extremely useful information.
- I learned much about critical thinking, including its conceptualization and operationalization. The institute was interactive, informative, and well-done overall. I'm much more excited and informed about deliberately emphasizing critical thinking in my classes.
- I found almost all of the Institute to be very helpful and I came out of it even more enthusiastic (maybe even "evangelical") about the creation and dissemination of CT courses at CU.
- A very dynamic group of presenters. Their passion for teaching is infectious and inspires me to be an instructor that goes above and beyond. They add a spark to the value of teaching and all highlighted how they learned in the process.



# CT<sup>2</sup>: Where We Are Today

## Faculty Institute Participants' Testimonials:

***The Clemson Think<sup>2</sup> Faculty Institute is an effective faculty development program. Below are some testimonials from those who attended the Faculty Institute.***

- I think this is the most that I've had a space to think about course development since graduate school. And it was GREAT to be paid for that. I think you also did a great job of making things relevant across disciplines. I was skeptical about that but it was good. Many of the presentations included practical elements that I could incorporate into my class. The timing of things in terms of attending class turning things in etc. worked out.
- The information was presented in a way we can easily use to integrate into our course design/syllabus/etc. to enhance the students' overall understanding. It is immediately applicable. Also, I really enjoyed interacting with other faculty and graduate students.
- The space to reflect critically about my own teaching methodology. I learned many teaching techniques that I look forward to incorporating in the classroom.
- I think that idea of the institute is wonderful. This is definitely something that all universities/colleges need.
- The opportunity to examine my own thinking in a structured way, the chance to meet colleagues from other units and hear about their teaching, and the wealth of resources that I can take with me to keep working in my own teaching.
- The presentations by faculty members for both the syllabi and the successes and failures were inspiring, engaging, informative, and impressive. I wish I had more opportunities at Clemson to hear about what faculty in other departments are doing. The presentations were all excellent in unique ways. Please tell all of the faculty who presented that I was impressed and inspired by what they have done!
- I appreciate the content and the ideas and the support that CT<sup>2</sup> is providing to all of us. I have also enjoyed being able to connect with people from across disciplines as it challenged me to think about teaching in different ways.

# CT<sup>2</sup>: Where We Are Today - Findings

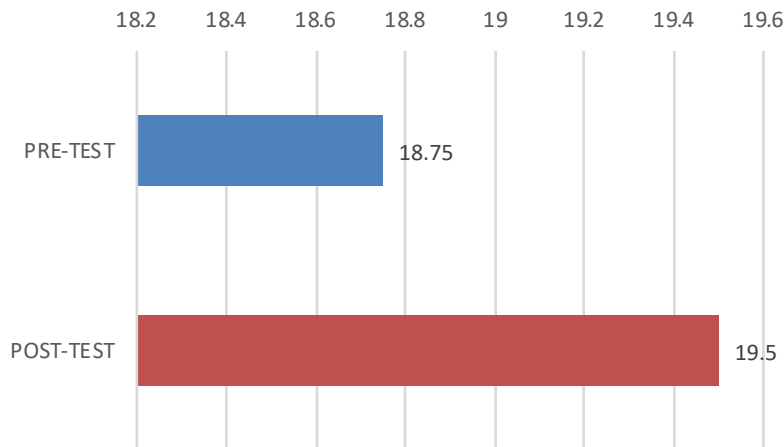
## Year Three

70% of the students in CT<sup>2</sup> courses increased critical thinking scores on the pre/post assessment

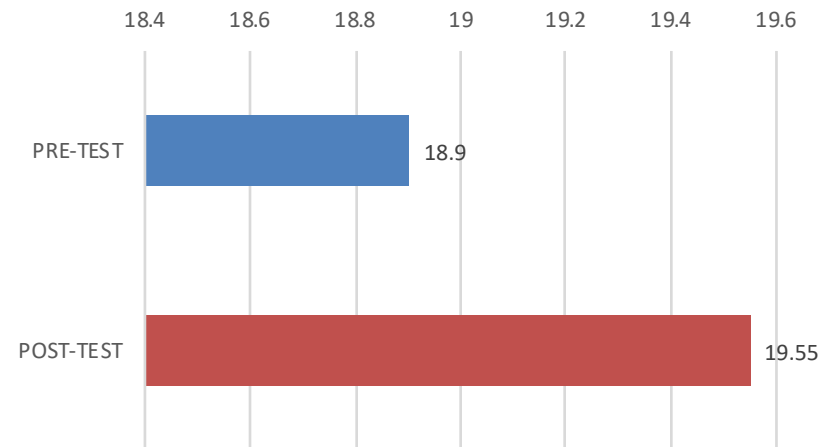
## Year Four

78% of the students in CT<sup>2</sup> courses increased critical thinking scores on the pre/post assessment

### 2015-16 ACADEMIC YEAR



### 2016-17 ACADEMIC YEAR



# Student Evaluations

## Responses from End-of-Semester Student Perceptions Forms on CT<sup>2</sup> Programmatic Questions, 2013-2018

	Average score <sup>a</sup>	Number of responses <sup>b</sup>
1. This course provided me with the opportunity to explore possible solutions and outcomes to specific problems or issues.	4.27	6426
2. I have gained skills in interpreting data and information from one source and applying it to make informed decisions.	4.16	6419
3. I had the opportunity to develop creative solutions to complex issues presented during the course.	4.20	6422
4. I received feedback on my written and verbal communication assignments throughout the course.	4.26	6829
5. This course provided me with the opportunity to analyze multi-dimensional problems.	4.36	6808
6. This course helped me expand my knowledge and application of critical thinking skills.	4.32	6449

Notes: <sup>a</sup>These were Likert scale questions, ranging from 5=very much to 1=not at all. <sup>b</sup>Although 4802 non-duplicated students were enrolled in CT<sup>2</sup> courses during the program's implementation, some students enrolled in more than one CT<sup>2</sup> course during their Clemson career.

**Attitude + Knowledge + Thinking Skills = Critical Thinking**

# CT<sup>2</sup>: Where Do We Want to Go in 2019-20?

- Increase the diversity of disciplines participating in CT<sup>2</sup> (*currently 45*)
- Increase the number of students participating in CT<sup>2</sup>
- Increase the number of CT<sup>2</sup> sections taught (*118 sections 2018-19*)
- Build *ClemsonForward* Scholars community (*6 Forward Scholars appointed 2019*)
- Increase involvement of wider University community (*speakers, events etc.*)
- Increase development and diffusion of pedagogical techniques
- Create mini-Faculty Institutes

# CT<sup>2</sup>: Where Do We Want to Go in 2019-20?

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

**More pre and post-test results like this!**

# Welcome to the 2019 CT<sup>2</sup> Faculty Institute!

