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Florida Gulf Coast University
Quality Enhancement Plan

Deans and Chairs Presentation
December 17, 2014

Agenda



- ❧ Development of a Plan
- ❧ Undergraduate Scholarship
- ❧ Potential Benefits
 - ❧ Students
 - ❧ Faculty and Staff
- ❧ University-Wide Communication
 - ❧ Getting the word out about the QEP across campus

Part I: QEP Development Process



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Creating a Culture of Inquiry from
Composition to Capstone

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Previous QEP



- ❧ First QEP: 2005 – 2010
 - ❧ Ecological Perspective
 - ❧ Community Involvement

- ❧ Benefits
 - ❧ University-wide commitment to environmental sustainability and civic engagement/ service learning
 - ❧ Emphasized the campus-wide nature of University Colloquium
 - ❧ University Colloquium Advisory Council
 - ❧ Additional Courses
 - ❧ Environmental Humanities

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Topic Selection



2011-2012

Selection Committee

- Call to university community for possible topics
- Selection of four topics for further development

Recommendation of two topics to Provost

- Writing, Critical Thinking, and Information Literacy
- Undergraduate Research

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Writing, Critical Thinking, Information Literacy



∞ Fall 2012

∞ QEP Steering Committee

∞ Created three task forces

∞ Researched best practices, literature, QEPs

∞ Writing

∞ Critical Thinking

∞ Information Literacy

∞ Reports sent to university community for feedback

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Development



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- ❧ Spring 2013 - 2014
 - ❧ Developed draft models and implementation plans

 - ❧ University Feedback
 - ❧ Faculty Forums
 - ❧ Email Solicitation
 - ❧ Program Leader Surveys

 - ❧ Conferred with SACS VP

 - ❧ Finalized Plan, Implementation, and Budget

 - ❧ Announced to the University Community on December 1st

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Focus of the Plan



- ❧ Advance student learning in writing, critical thinking, and information literacy in the majors so that students become “scholars” in their disciplines
- ❧ Integrate a common understanding of writing, critical thinking, and information literacy across all four years
- ❧ Build on a foundation of General Education toward the creation of scholarly products in capstone course
- ❧ Assess student learning across four years of study and in every major

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Implementation



- ❧ QEP Designated Courses
 - ❧ Scholarly-focused course
 - ❧ Assist students in becoming scholars
 - ❧ Scholarly-enriched courses
 - ❧ Teach discipline-specific content
 - ❧ Inclusion of scholarly products

What is Scholarship?



What might scholarship look like
among students in your units?

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Implementation



- ❧ Students will engage QEP throughout their career at FGCU
 - ❧ Composition II
 - ❧ 50% disciplinary focus
 - ❧ 50% for undeclared students
 - ❧ General Education Writing Intensive Course
 - ❧ Scholarly-enriched courses
 - ❧ Three additional sites within Major for QEP
 - ❧ Gateway/Methods course
 - ❧ Second Major course
 - ❧ Senior Capstone
- ❧ Developmental approach to student learning

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Implementation



- ❧ All are existing courses
 - ❧ 100% capstone course
 - ❧ 91% of programs teach disciplinary writing, critical thinking and information literacy
 - ❧ 72% of programs have an identified gateway course
 - ❧ All engage disciplinary-specific writing, critical thinking and information literacy
 - ❧ 87% of programs engage in at least one type of scholarship

- ❧ May require some modification and/ or intentional focus to previously created courses.

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Assessment



- ❧ Two primary assessment sites
 - ❧ Composition II
 - ❧ Capstone

- ❧ Three levels of assessments
 - ❧ University-wide assessments
 - ❧ Interdisciplinary assessments
 - ❧ Disciplinary-based assessments

- ❧ Programs can keep their own assessment models
 - ❧ Accreditation

Written Communication	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
<p>Context of and Purpose for Writing</p> <p>[Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).]</p>	<p>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</p>	<p>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</p>	<p>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</p>	<p>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</p>
<p>Genre and Disciplinary Conventions</p> <p>[Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.]</p>	<p>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.</p>	<p>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.</p>	<p>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.</p>	<p>Attempts to use a consistent system for basic organization and presentation.</p>
<p>Control of Syntax and Mechanics</p>	<p>Uses eloquent language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p>	<p>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</p>	<p>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</p>	<p>Uses language that sometimes impedes meaning because of errors in usage.</p>

Critical Thinking	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, critical analysis and synthesis skills that convey the writer's understanding.	Uses appropriate, relevant, and compelling content to explore ideas using critical thinking skills within the context of the discipline.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Evaluation of Information; Conclusion	Skillfully analyzes and evaluates information / evidence related to thesis; conclusion is insightful, logical and justified based on a skillful evaluation of evidence.	Adequately analyzes and evaluates information / evidence related to thesis; conclusion is logical and justified based on the evaluation of evidence.	Attempts to analyze and evaluate information / evidence related to thesis and use the evidence in order to justify conclusions.	Takes information at face value (little or no attempt to evaluate quality of information / evidence, relationship to thesis, or support of conclusions).
Information Literacy	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Identification and Access of Information / Evidence	Demonstrates skillful identification and access of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent identification and access of credible, relevant sources to support ideas, that are situated within the discipline and genre of the writing.	Demonstrates an attempt to identify and access credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Has difficulty identifying and accessing sources to support ideas in the writing.
Use Information Effectively to Accomplish a Specific Purpose	Skillfully communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.

Where are the benefits?



How will **FGCUScholars** benefit students, staff, and faculty?

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Benefits



- ❧ Enhance student learning and performance
- ❧ Advance undergraduate scholarship
- ❧ Emphasis on using what programs are currently doing

- ❧ Support for assessment of two university outcomes (writing and critical thinking)
 - ❧ Content/Discipline Knowledge and Skills
- ❧ Folding critical thinking and information literacy into writing assessment

- ❧ Opportunity for cross-disciplinary dialogue and assessments

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Benefits



œ Office of Undergraduate Scholarship

œ Director and Office Manager

œ Faculty Scholars

œ 4 from CAS, 1 each from other colleges, 1 from Library

œ Coordinate implementation and assessment of QEP with disciplinary units

œ Support advancement of Undergraduate Scholarship across university and disciplinary units

Faculty Scholars



How can the Faculty Scholars and
the Office of Undergraduate Scholars
benefit each units?

University-Wide Communication



How can we get this out to the campus to ensure that everyone knows what is being done and benefits from the effort?