

FGCU Scholars

Advancing Writing, Critical
Thinking, and Information Literacy



Florida Gulf Coast University
Quality Enhancement Plan

Focus of the Plan

Draft Implementation and Assessment Plan

February 7 and 13, 2014

Agenda



- ❧ Part I: Focus of the Plan
 - ❧ Developed and disseminated Spring and Fall 2013
- ❧ Part II: Draft Implementation Ideas
- ❧ Part III: Draft Assessment Ideas
- ❧ Part IV: Draft Coordination Ideas
- ❧ Part V: Draft Resource Suggestions
- ❧ Next Steps

Part I: Focus of the Plan




FGCUScholars

Advancing Writing, Critical Thinking,
and Information Literacy

FGCUScholars:


Focus of the Plan



- ❧ To advance student learning in writing, critical thinking, and information literacy in the majors so that students become “scholars” in their disciplines
- ❧ To integrate a common understanding of writing, critical thinking, and information literacy across all four years
- ❧ To build a foundation for writing, critical thinking, and information literacy in General Education
- ❧ To assess student learning across four years of study and in every major.

FGCUScholars:

Focus of the Plan



More specifically:

- ❧ To advance student learning in writing, critical thinking, and information literacy within scholarly products produced in the majors
- ❧ To build towards the scholarly project completed in the capstone course or senior seminar
- ❧ To assess writing, critical thinking, and information literacy in the capstone project

Part II:
Draft Implementation Ideas



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FGCUScholars: Implementation Ideas

Tiered Writing, Critical Thinking, and Information Literacy courses

- ❧ Scholarly-Focused courses – main objective is to teach the skills of W/CT/IL within the framework of a discipline
- ❧ Scholarly-Intensive courses – main objective is to teach specific course content using W/CT/IL as the primary method of student engagement and assessment
- ❧ Scholarly-Enriched courses – main objective is to teach specific course content using W/CT/IL as one method of student engagement and assessment
- ❧ Set course caps and resources for each type of course


FGCUScholars: Implementation Ideas



- ❧ **Composition II** – transformed to become a scholarly-focused course – teach the skills of W/CT/IL within a particular disciplinary background
- ❧ **General Education Writing-Intensive courses** – designated as scholarly-intensive courses – main objective is to teach specific course content using W/CT/IL as the primary method of student engagement and assessment


FGCUScholars:

Implementation Ideas



- ❧ **Gateway/Research Methods/etc. courses** – designated as scholarly-focused courses – teach the skills of W/CT/IL within a particular disciplinary background
- ❧ **Second Major course** – single course or selection from a group of courses – designated as scholarly-intensive courses – main objective is to teach specific course content using W/CT/IL as the primary method of student engagement and assessment
- ❧ **Senior Capstone/Seminar** – designated as scholarly-intensive and primary site of program assessment

FGCUScholars: Implementation Ideas



- ❧ **University Colloquium: A Sustainable Future** – designated as scholarly-intensive course – main objective is to teach specific course content using W/CT/IL as the primary method of student engagement and assessment

Part III:
Draft Assessment Ideas



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Advancing Writing, Critical Thinking,
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FGCUScholars: Assessment



Assessment and Continuous Improvement

- ❧ Provide an efficient and manageable mechanism for assessing Writing and Critical Thinking in all programs (currently part of the ALCs)
- ❧ Continue current assessment in Composition II for written communication
- ❧ Build on competencies established in General Education with increased rigor and disciplinary-focus in the majors
- ❧ Use of modified AAC&U rubrics

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Two types of assessments

- ❧ **Internal course assessment** – the instructor for the course assesses student work using a rubric in Canvas; scores are then collected and analyzed
- ❧ **External course assessment** – student work is gathered from a course; faculty external to the course come together to score the student work

Assessments could include direct assessments and indirect assessments.

FGCUScholars: Assessment



- ❧ Internal course assessments
 - ❧ General education scholarly-intensive courses
 - ❧ Gateway courses
 - ❧ Second Majors courses
 - ❧ University Colloquium
- ❧ External course assessment
 - ❧ Composition II
 - ❧ Capstone courses

Part IV:
Draft Coordination Ideas



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FGCUScholars: Coordination



Central Coordination of the QEP

❧ Office of Scholarly and Creative Endeavors

❧ Faculty Scholars

❧ Nine faculty scholars (4 from CAS, 1 from other colleges, 1 from library)

❧ Course Release and/or Stipend; Summer Stipend

❧ Responsible for making certain that capstone assessment occurs

❧ Development of interdisciplinary collaboration for teaching, learning, assessment related to QEP

FGCUScholars: Coordination



- ❧ Work closely with other established entities:
 - ❧ Writing Center
 - ❧ Library
 - ❧ Teaching, Learning, Assessment Initiative
 - ❧ Center for Academic Achievement

Part V:
Draft Resource Suggestions



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Advancing Writing, Critical Thinking,
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FGCUScholars: Resources



Composition/Professional Writing/Technical Writing

- ✧ Full-time faculty in Composition
- ✧ Director of Composition
- ✧ Assistant/Associate Professor of Technical Writing
- ✧ Support for transitioning Composition II to scholarly-focused
- ✧ Support for development and implementation of Technical Writing
- ✧ Support for increase scale of Professional Writing

FGCUScholars: Resources



❧ Faculty Support

- ❧ Scholarly-focused courses require increased contact and mentoring of students
- ❧ Course caps, grading assistance
- ❧ Graduate Assistantships, Teaching Assistantships, Undergraduate Peer Mentors
- ❧ Professional Development opportunities

❧ Additional Library Faculty

- ❧ Resources for development of Information Literacy materials

FGCUScholars: Resources



- ❧ Writing Center and Center for Academic Assistance
 - ❧ Full-time Director for Writing Center
 - ❧ Additional tutors, full-time staff
 - ❧ Resources for development of materials to support teaching and learning of QEP skills
- ❧ Professional Development Days
 - ❧ University-wide conversations about relevant topics
 - ❧ Teaching, learning, assessment
 - ❧ Undergraduate scholarship/research

FGCUScholars: Resources



- Support for Assessment
 - Training on Rubric Scoring
 - Support for External Assessment Activities

Next Steps



- ❧ Step 1: Revise Implementation Plan and Develop Budget
- ❧ Step 2: Send out to Faculty for Feedback
 - ❧ Email and Canvas
- ❧ Step 3: QEP Steering Committee finalizes Implementation Plan and Budget by March 1, 2014
- ❧ Step 4: QEP sent to administration for review