FGCU’s Next Quality Enhancement Plan

FGCU Scholars

Think

Write

Discover

Enhancing a culture of inquiry from Composition to Capstone
What is a Quality Enhancement Plan? Why are we doing this?

• Requirement of SACS
  1. Identification of key internal issues
  2. Focus on student learning that is consistent with university mission
  3. Demonstrate ability to develop, initiate, implement, and assess effort
  4. Provide evidence of shared governance
  5. Develop assessment strategy
  6. Create Budget that can support QEP goal
What was the internal issue(s) that we identified?

• Enhance student:
  • Writing,
  • Critical thinking, and
  • Information literacy

• Why?
  • Central to student success at FGCU and beyond!
  • Engages every student!
  • Develops skills for society and careers
How is this QEP consistent with FGCU’s Mission?

• Innovative Teaching
• Learning-Centered
• Fulfills the academic, cultural, social, and career expectations
• We maintain challenging academic standards
• Cultivates habits of lifelong learning
• Advancement of knowledge and pursuit of truth
How does the QEP demonstrate our ability to initiate, develop, implement, and assess a comprehensive plan?

- Developed over the past 4 years
  - 40 proposals submitted by students, staff, and faculty members from across the campus
  - 4 topics further developed for review by a university-wide selection committee
  - 2 finalists forwarded to the Provost
    - Writing, Critical Thinking, and Information Literacy
    - Undergraduate Research
  - Spring 2012 – Provost announces final topic: Writing, Critical Thinking, Information Literacy

- Final Quality Enhancement Plan sent to university-community December 2014
  - Included Implementation Plan, Assessment Plan, and Budget
Does the creation and implementation of our QEP demonstrate shared governance?

- Yes!!!!
  - All units represented
  - Initial proposals came from faculty, students, and staff
  - QEP Selection committee made up of faculty, students, and staff
  - QEP Steering committee represented by faculty, students, and staff
  - FGCUScholars requires university-wide participation
    - e.g., Faculty & Composition Scholars
    - Bottom-up effort with clear administrative support
Do we have an assessment strategy? What is the assessment strategy?

- Yes!
  - Assessment product
    - Scholarly products of students
  - Assessment will take place twice
    - Composition II
    - Capstone course within the major

- Three Formats
  - University-Wide (Across colleges/ units)
  - Interdisciplinary (Among similar units)
  - Program Specific (Within units)
Do we have a budget to support goals of the QEP?

FGCUScholars: Think. Write. Discover.
Allocation of Support

- Hires, 65%
- Faculty Stipends, 13%
- Professional Development, 7%
- Course Release, 9%
- Administrative, 6%
FGCUScholars: Think • Write • Discover

Enhancing a culture of inquiry from composition to capstone

• Advance student writing, critical thinking, and information literacy skills within their 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 courses
  • Assess student learning across four years of study and in every major
FGCUScholars
Implementation

• Developmental approach to student learning

• Students will engage QEP throughout their career at FGCU
  • Composition II (first site of QEP Assessment)

  • General Education Writing Intensive Courses

• Three additional sites within Major for QEP
  • Gateway/Methods course
  • A second course in each major
  • Senior Capstone (second site of QEP Assessment)
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Implementation

• QEP Designated Courses
  • Scholarly-focused course
    • Assist students in becoming scholars
    • Composition II & Capstone will be assessed

• Scholarly-enriched courses
  • Teach discipline-specific content
  • Inclusion of scholarly products
  • Assessment is not required by the QEP

• Students will see these course designations in their syllabi
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The foundation

- 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

- Some modification and/or creation will be required
- Will also necessitate intentional focus to previously created courses.
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Benefits

• Enhance student learning and performance

• Improve writing, critical thinking, and information literacy by developing undergraduate scholars
  • Create an Office of Undergraduate Scholarship

• Opportunity for cross-disciplinary dialogue and assessments
  • Implementation and development of QEP & Office of Undergraduate Scholarship
  • University-wide assessments that will include programs from across the university
    • Rolls into Accreditation, where appropriate
  • Composition & Faculty Scholars
FGCUScholars

Next Step

• Two University-Wide Forums
  • Programs and/ or Chairs need to attend at least one meeting
    • March 3rd, 1:30 – 3:30, SRHM 114
    • March 11th, 2:30 – 4:30, SRHM 111

• Demonstrate Preparedness
• Identify QEP Courses
• Develop structure for University-wide and interdisciplinary assessment groups
• Discuss opportunities and challenges
Questions
<table>
<thead>
<tr>
<th>Written Communication</th>
<th>Capstone 4</th>
<th>Milestone 3</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of and Purpose for Writing</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>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).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</td>
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<tr>
<td>Genre and Disciplinary Conventions</td>
<td>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.</td>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.</td>
<td>Attempts to use a consistent system for basic organization and presentation.</td>
</tr>
<tr>
<td>Control of Syntax and Mechanics</td>
<td>Uses eloquent language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
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<tr>
<td>Critical Thinking</td>
<td>Capstone 4</td>
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<td>Milestone 2</td>
<td>Benchmark 1</td>
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<td><strong>Content Development</strong></td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, critical analysis and synthesis skills that convey the writer’s understanding.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas using critical thinking skills within the context of the discipline.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
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<tr>
<td><strong>Evaluation of Information; Conclusion</strong></td>
<td>Skillfully analyzes and evaluates information / evidence related to thesis; conclusion is insightful, logical and justified based on a skillful evaluation of evidence.</td>
<td>Adequately analyzes and evaluates information / evidence related to thesis; conclusion is logical and justified based on the evaluation of evidence.</td>
<td>Attempts to analyze and evaluate information / evidence related to thesis and use the evidence in order to justify conclusions.</td>
<td>Takes information at face value (little or no attempt to evaluate quality of information / evidence, relationship to thesis, or support of conclusions).</td>
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<td><strong>Information Literacy</strong></td>
<td>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.</td>
<td>Demonstrates consistent identification and access of credible, relevant sources to support ideas, that are situated within the discipline and genre of the writing.</td>
<td>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.</td>
<td>Has difficulty identifying and accessing sources to support ideas in the writing.</td>
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<tr>
<td><strong>Identification and Access of Information / Evidence</strong></td>
<td>Skillfully communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.</td>
<td>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.</td>
<td>Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.</td>
<td>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.</td>
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