FGCU Scholars
Advancing Writing, Critical Thinking, and Information Literacy

Florida Gulf Coast University
Quality Enhancement Plan

Faculty Senate Presentation
March 28, 2014
Agenda

1st QEP: 2005-2010
2nd QEP: 2015-2020

Part I: QEP Development Process
Part II: Focus of the Plan
Part III: QEP Survey Results
Part IV: Implementation
Part V: Benefits
Part I: QEP Development Process

FGCUScholars
Advancing Writing, Critical Thinking, and Information Literacy
FGCU Scholars: QEP Topic Selection

- 2011-2012 -- Selection Committee chaired by Linda Serro
- 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
Fall 2012 – QEP Committee:

- Develops three task forces (writing, critical thinking, information literacy)
- Research best practices, literature, QEPs
- Reports sent out to university community
FGCUScholars:
QEP Development

Spring 2013 – QEP Committee:
- Develops four models for the QEP
- Shares all information in Faculty Forums (April 2013)
- Develops draft focus for the plan from forums
Fall 2013 – QEP Committee:
- Sends email to university community with draft Focus of the plan
- Meets with SACS VP who reviews all work done to date
- Sends out QEP Survey (data sent out Nov. 20)
- Finalizes Focus of Plan and Drafts Implementation Plan
- Sends draft QEP document with Focus to university community
Spring 2014 – QEP Committee:

- Works with wider group of faculty from all colleges to complete Qualitative Assessment of Program Survey
- Meets with Assessment Council to discuss outcomes and assessment
- Shares all information, including Implementation draft and Resources draft, in Faculty Forums (Feb. 2014)
- Sends out all information to university community
- Finalizes Implementation Plan and Budget
Part II: Focus of the Plan

FGCU Scholars
Advancing Writing, Critical Thinking, and Information Literacy
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.
FGCU Scholars: 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 III: QEP Survey Results

- QEP Survey sent out to all program leaders
- Data collected October 11-21, 2013
- 33 of 51 undergraduate programs responded (65%)
Programs Responding to Survey

- Arts & Sciences: 11, 34%
- Education: 4, 12%
- Health Professions and Social Work: 7, 22%
- Lutgert College of Business: 6, 19%
- Whitaker College of Engineering: 4, 13%
Programs Responding to Survey

- CAS: Art, Biology, Chemistry, History, Journalism, Criminal Justice, Mathematics, Music, Philosophy, Sociology
- WCoE: Bioengineering, Software Engineering, Civil Engineering, Environmental Engineering
- LCOB: Accounting, Computer Information Systems, Economics, Management, PGA Golf Management
- CHPSW: Athletic Training, Clinical Laboratory Science, Community Health, Exercise Science, Health Science, Nursing, Social Work
- COE: Child and Youth Studies, Early Childhood Education, Elementary Education, Secondary Education
QEP Survey Results

Capstone Course that teaches discipline specific writing, critical thinking, and information literacy.

- Yes: 29, 91%
- No: 3, 9%
QEP Survey Results

Does your program have a gateway course (or courses), which are generally at the junior level?

- Yes: 23, 72%
- No: 9, 28%
QEP Survey Results

Does your program include a research methods course(s) within the major that focuses on teaching discipline specific writing, critical thinking and/or information literacy (in addition to the gateway or senior seminar/senior capstone course(s) previously

- Yes: 19, 100%
- No: 0, 0%
QEP Survey Results

Program Engages at least one type of Undergraduate Scholarship

- Yes: 28, 87%
- No: 4, 13%
Analysis of Qualitative Data

Qualitative Data/UG Research and Scholarship Working Group

CAS – Michael Fauerbach, Michele Hayford, Louise Patrick

CHPSW – Peter Reuter, Scott Anstadt

WCoE – Jong-Yoep Kim

LCOB – Eugene Hoyt

COE – Debbie Giambo

Library – Rachel Cooke
Results of Qualitative Data

Writing

- Mechanics of writing
- Grammar, punctuation, spelling
- Purpose of Writing (to inform, persuade, etc.)
- Organization
- Coherence
- Audience
- Focus (thesis)
- Appropriate use of sources (for audience and for focus/thesis)
- Developmental (Growth and maturation over time in student writing)
Results of Qualitative Data

Information Literacy

Knowledge of the credibility and quality of sources (especially within discipline, including primary and secondary sources)

Awareness of a variety of sources

Ability to locate sources

Identifying and searching databases

Narrowing focus

Ability to use technology to discover sources

Ability to correctly cite sources

Identifying and researching by theories, concepts, words (especially in databases)
Results of Qualitative Data

Critical Thinking

- Developing Knowledge and Understanding
- Applying knowledge to real world
- Analysis
- Synthesis
- Evaluation
Part IV: Implementation

- Two primary sites of assessment (external):
  - Composition II
  - Senior Capstone (or other Senior level course)
- Use of rubric to score student work from these courses
- Scoring happens by faculty outside the course (not the course instructor)
- Opportunity for cross-disciplinary assessments
Implementation

- Three sites within Major for QEP
  - Gateway/Introductory course
  - Second Major course
  - Senior Capstone
- No new course development (all are existing courses)
- Developmental approach to student learning
- Internal assessment (through Canvas) could happen in Gateway and Second Major courses
Implementation

Office of Undergraduate Scholarship

Nine Faculty Scholars (4 from CAS, 1 each from other colleges, 1 from Library)

Director and Office Manager

Coordination of Implementation and Assessment of QEP

Support for advancing Undergraduate Scholarship
Part V: Benefits

- Support for assessment of two university outcomes (writing and critical thinking)
- Folding information literacy into writing assessment
- Emphasis on using what programs are currently doing (not adding new courses or assessments)
- Opportunity for cross-disciplinary assessments
- Support for advancing undergraduate scholarship