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

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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

FGCU Scholars
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.
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 II: Draft Implementation Ideas

FGCUS Scholars
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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
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- **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
FGCU Scholars: 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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FGCU Scholars: 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
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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FGCU Scholars: 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
FGCU Scholars: 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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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
FGCU Scholars: 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
FGCU Scholars: 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