

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

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and Information Literacy

FGCUScholars: 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

FGCUScholars: QEP Development



- ❧ 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

FGCUScholars: QEP Development

- ❧ 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

FGCUScholars: QEP Development

- ❧ 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




FGCUScholars

Advancing Writing, Critical Thinking,
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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:

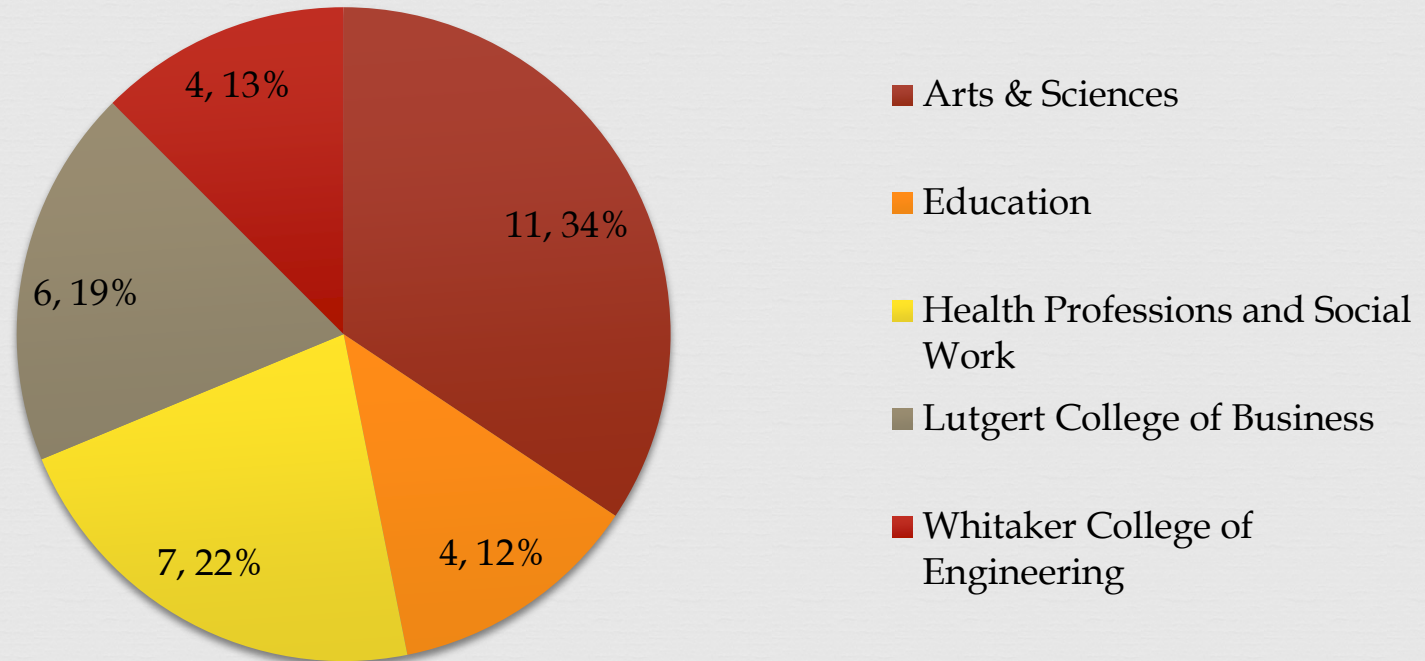
- ❧ To advance student learning in writing, critical thinking, and information literacy within scholarly products produced in the majors
- ❧ To build towards the scholarly project completed in the capstone course or senior seminar
- ❧ To assess writing, critical thinking, and information literacy in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

Part 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



Programs Responding to Survey

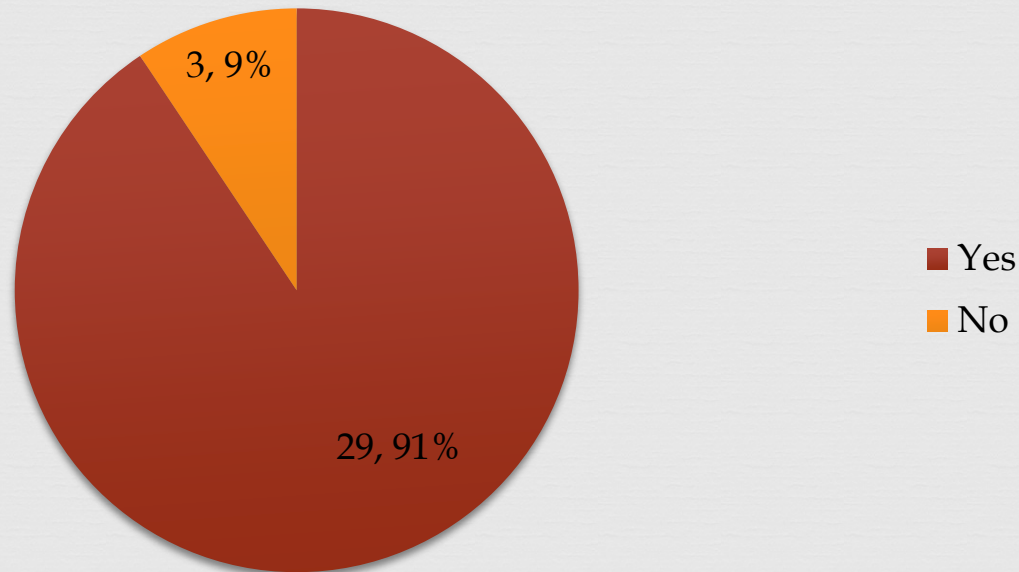


- ❧ CAS: Art, Biology, Chemistry, History, Journalism, Criminal Justice, Mathematics, Music, Philosophy, Sociology
- ❧ WCoE: Bioengineering, Software Engineering, Civil Engineering, Environmental Engineering
- ❧ LCOB: Accounting, Computer Information Systems, Economics, Management, PGA Golf Management
- ❧ 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



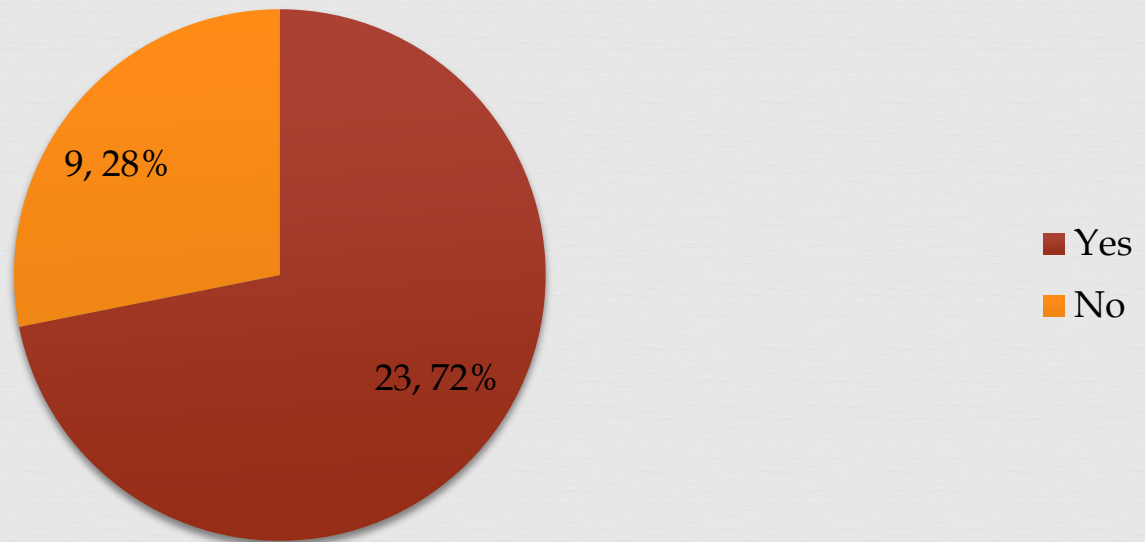
Capstone Course that teaches discipline specific writing, critical thinking, and information literacy.



QEP Survey Results



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



QEP Survey Results



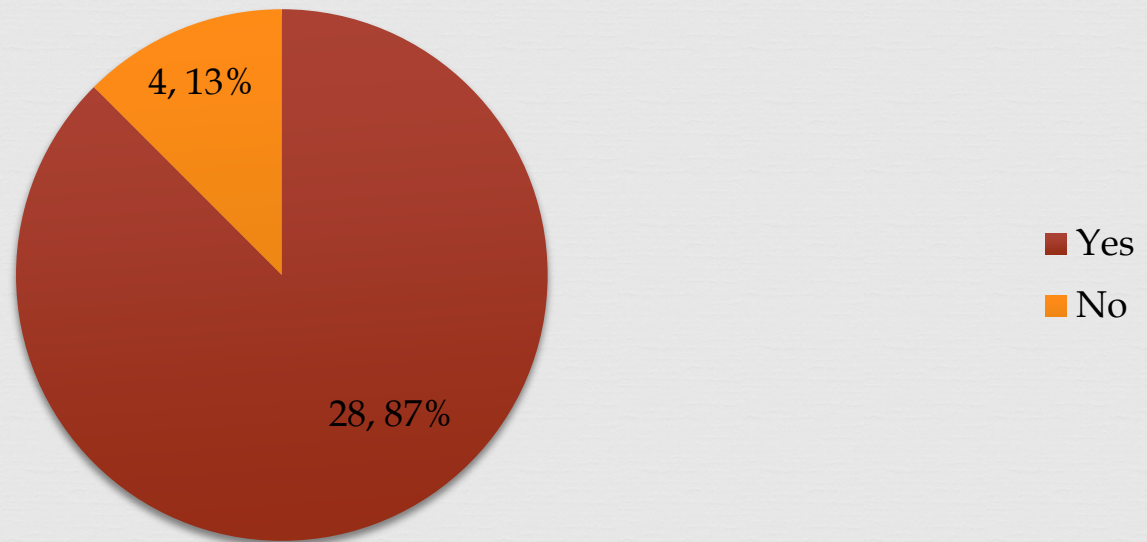
Does your program include a research methods course(s) within the major that focuses on teaching discipline specific writing, critical thinking and/or information literacy (in addition to the gateway or senior seminar/senior capstone course(s) previously



QEP Survey Results



Program Engages at least one type of Undergraduate Scholarship



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