

**2022 Quality Enhancement Plan Annual Report  
 CREATIVE Connections: Breaking Barriers Across Disciplines  
 Year TWO (AY 2023-24)**

## Initial Goals

FSW’s 2022 QEP is the implementation of a required transdisciplinary general education capstone course for the Associate in Arts program beginning with students entering in catalog year 2022-23. The CREATIVE Capstone course fosters transdisciplinary work through reading, writing, speaking, and graphical/visual communication, as well as helps students make connections between their general education courses and the problems they hope to solve, and the questions they hope to address, in their majors and careers through critically engaged reading and the production of projects that require writing, public speaking, and graphical/visual communication. The QEP complements and strengthens the college’s mission by implementing innovative teaching frameworks to inspire learning; preparing the student population for participation in a global community by taking a transdisciplinary approach to explore global problems and questions of interest; and helping graduates to be intellectual leaders in their communities by preparing them to adapt and communicate knowledge and skills acquired from different disciplines. The CREATIVE Capstone program at FSW provides students with a structured opportunity to reflect on their general education coursework, apply their learning to new contexts, and consider how flexibility and transdisciplinary approaches are necessary to advance knowledge and solve the problems of the future.

### Program Goals (Revised AY 22-23)

1. Increase access to HIPs and transparency about academic and systems thinking for students in the Associate of Arts program at an open-enrollment institution.
2. Provide opportunities for student research to develop students’ research knowledge practices and communication skills.
3. Provide a culminating and synthesizing experience for the students’ general education coursework.
4. Encourage and increase the practice of integrative and applied learning.
5. Foster broad knowledge of human cultures and the natural world.

Table 1: Program Assessment Table

<b>Program Goal</b>	<b>Assessment Tool</b>	<b>Achievement Benchmark</b>
Increase access to HIPs and transparency about academic and systems thinking for students in the Associate of	(1) Number of faculty trained to teach the capstone course.	(1) 40 Faculty trained by Spring 2024 to teach the capstone course.

<p>Arts program at an open-enrollment institution.</p>	<p>(2) Number of sections of IDS 2891 offered.</p> <p>(3) Attendance at co-curricular events.</p> <p>(4) Number of workshops for all FSW faculty and staff offered through the Teaching and Learning Center related to the QEP/Capstone.</p> <p>(5) Results of the CCSSE and FSW-created surveys.</p> <p>(6) Academic Support Center Assessment Report.</p> <p>(7) Number of Capstone-certified faculty attending or presenting at national and international conferences.</p>	<p>(2) 10 sections in pilot year 2022-23; 40 sections per year beginning in 2023-24. 100% syllabus submission from faculty.</p> <p>(3) Establish a baseline during year AY 22-23 for sponsored Library and Capstone-designated events. Improve year-over-year on the baseline (AY 22-23) for students with more than 30 credit hours, with a 7% overall increase by AY 2026-2027.</p> <p>(4) 3 workshops per year in AYs 21-22 and 22-23; 5 workshops per year in AYs 23-27.</p> <p>(5) By 2027, achieve parity with the comparative “extra-large college” weighted mean scores on questions 4i, 4q, and 4m. The CCSSE survey will run at FSW in 2023, 2025, and 2027. Additional supplemental survey instruments on high impact practices (HIPS) developed by FSW will drill down into the results of the CCSSE for further information.</p> <p>(6) By 2027, increase the percentage of First Generation in College (FGIC)</p>
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		<p>students using Academic Support services by 5% from baseline year 2021 (13% of FGIC students used the ASC).</p> <p>(7) 5 Capstone-certified faculty attend or present at conferences each year related to the QEP/Capstone.</p>
<p>Provide opportunities for student research to develop students' research knowledge practices and communication skills.</p>	<p>(1) Course-level assessment of student achievement of the student learning outcomes using the Capstone Rubric for the four required assignments.</p> <p>(2) "Investigate" and "Research" General Education assessment cycles.</p> <p>(3) Increase in the number of courses offered in the A.A. program with "Research" or "Investigate" as integral or supplemental competencies.</p> <p>(4) Embedded faculty librarians.</p> <p>(5) Capstone Embedded Librarian Survey.</p> <p>(6) Results of the CCSSE and FSW-created surveys.</p>	<p>(1) Students achieve the course-level assessment benchmarks on the Capstone rubric by 2027; no statistically significant difference in performance between modalities or by site.</p> <p>(2) 60% achievement at 3 (Accomplished) or better on at least 2 dimensions of the "Research" and "Investigate" general education assessment rubrics by 2027; no statistically significant difference in performance between modalities or by site.</p> <p>(3) 1% increase every two years in the number of courses offered in the A.A. program with "Research" or "Investigate" as integral or supplemental competencies from baseline year 2021-2022.</p>

	<p>(7) Number of workshops and events held by FSW Libraries open to all students, faculty, and staff.</p> <p>(8) FSW Library Student Survey</p>	<p>(4) Librarians are embedded in every section of IDS 2891; all FSW faculty librarians are embedded in at least one section by Spring 2024.</p> <p>(5) 80% of students rate “Agree” on all questions of the Capstone Embedded Librarian survey every semester; no statistically significant difference between modalities or by site.</p> <p>(6) By 2027, achieve parity with the comparative “extra-large college” weighted mean scores on questions 5d, 4c, and 4d. The CCSSE survey will run at FSW in 2023, 2025, and 2027. Additional supplemental survey instruments on high impact practices (HIPS) developed by FSW will drill down into the results of the CCSSE for further information.</p> <p>(7) 10 Workshops or Library Events per year, beginning in AY 2022-23. By 2027, 10 thematic transdisciplinary research guides available via the FSW Libraries website.</p> <p>(8) 15% increase over five years in students who report use of the FSW Libraries at least once per month from</p>
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		baseline data in Spring 2021 (41%).
Provide a culminating and synthesizing experience for the students' general education coursework.	<p>(1) AA Completer Survey</p> <p>(2) Results of the CCSSE and FSW supplemental surveys.</p> <p>(3) Number of sections of IDS 2891 offered.</p> <p>(4) Number of Capstone-designated field trips and co-curricular experiences.</p>	<p>(1) By 2027, 5% increase in student rating “Greatly increased” from baseline data (historical average through Spring 2021 of A.A. Completer Survey data) on questions 3, categories 1, 2, 4, 8, and 10.</p> <p>(2) By 2027, achieve parity with the comparative “extra-large college” weighted mean scores on questions 5b, 5c, 5e, and 5f. The CCSSE survey will run at FSW in 2023, 2025, and 2027. Additional supplemental survey instruments on high impact practices (HIPS) developed by FSW will drill down into the results of the CCSSE for further information.</p> <p>(3) 10 sections in pilot year 2022-23; 40 sections per year beginning in 2023-24. 100% syllabus submission from faculty.</p> <p>(4) By AY 2023-2024, 5 Capstone-designated field trips or co-curricular experiences offered per academic year.</p>

<p>Encourage and increase the practice of integrative and applied learning.</p>	<p>(1) Course-level assessment of student achievement of the student learning outcomes using the Capstone Rubric for the four required assignments.</p> <p>(2) “Investigate” general education assessment cycle.</p> <p>(3) Increase in the number of courses offered in the A.A. program with “Investigate” as integral or supplemental competencies.</p> <p>(4) Number of sections of IDS 2891 that are team-taught, service learning, or otherwise designated integrative learning.</p> <p>(5) Results of the CCSSE and FSW-created surveys.</p> <p>(6) Number of Capstone-designated field trips and co-curricular experiences.</p>	<p>(1) Students achieve the course-level assessment benchmarks on the Capstone rubric by 2027; no statistically significant difference in performance between modalities or by site.</p> <p>(2) 60% achievement at 3 (Accomplished) or better on at least 2 dimensions of the “Investigate” general education assessment rubric by 2027; no statistically significant difference in performance between modalities or by site.</p> <p>(3) 1% increase every two years in the number of courses offered in the A.A. program with “Investigate” as integral or supplemental competencies from baseline year 2021-2022.</p> <p>(4) By Summer 2025, 3% of sections offered yearly are team-taught, service learning, travel abroad, or otherwise designated integrative learning.</p> <p>(5) By 2027, achieve parity with the comparative “extra-large college” weighted mean scores on questions 4a, 4i, 4q, 5b, 5c, 5e, and 5f. The CCSSE survey will run at</p>
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		<p>FSW in 2023, 2025, and 2027. Additional supplemental survey instruments on high impact practices (HIPS) developed by FSW will drill down into the results of the CCSSE for further information.</p> <p>(6) By AY 2023-2024, 5 Capstone-designated field trips or co-curricular experiences offered per academic year.</p>
<p>Foster broad knowledge of human cultures and the natural world.</p>	<p>(1) Course-level assessment of student achievement of the student learning outcomes using the Capstone Rubric for the four required assignments.</p> <p>(2) “Investigate” General Education assessment cycle.</p> <p>(3) Attendance at co-curricular events</p> <p>(4) Results of the CCSSE and FSW-created surveys.</p> <p>(5) Number of sections of IDS 2891 that are team-taught, service learning, or otherwise designated integrative learning.</p>	<p>(1) Students achieve the course-level assessment benchmarks on the Capstone rubric by 2027; no statistically significant difference in performance between modalities or by site.</p> <p>(2) 60% achievement at 3 (Accomplished) or better on at least 2 dimensions of the “Investigate” general education assessment rubric by 2027; no statistically significant difference in performance between modalities or by site.</p> <p>(3) Establish a baseline during year AY 22-23 for sponsored Library and Capstone-designated events. Improve year-over-year on the baseline (AY 22-23) for students with more than 30</p>

	<p>(6) Number of workshops and events held by FSW Libraries open to all students, faculty, and staff.</p> <p>(7) Number of Capstone-designated field trips and co-curricular experiences.</p>	<p>credit hours, with a 7% overall increase by AY 2026-2027.</p> <p>(4) By 2027, achieve parity with the comparative “extra-large college” weighted mean scores on questions 4i, 4q, 5b, and 9c. The CCSSE survey will run at FSW in 2023, 2025, and 2027. Additional supplemental survey instruments on high impact practices (HIPS) developed by FSW will drill down into the results of the CCSSE for further information.</p> <p>(5) By Summer 2025, 3% of sections offered yearly are team-taught, service learning, travel abroad, or otherwise designated integrative learning.</p> <p>(6) 10 Workshops or Library Events per year, beginning in AY 2022-23. By 2027, 10 thematic transdisciplinary research guides available via the FSW Libraries website.</p> <p>(7) By AY 2023-2024, 5 Capstone-designated field trips or co-curricular experiences offered per academic year.</p>
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## Changes Made to the QEP in Year Two

**Professional Development:** For AY 2023-2024, the Capstone certification training was refined by creating more resources and developing a new model for offering it. This includes building and delivering a DEV Canvas shell which includes assignments, rubrics, activities, sample student work, library workshop information, and more. A faculty handbook was also created for the Capstone principles and best practices, model class, schedules, and commonly asked questions. Lastly the semester-long training and certification schedule was restructured to create a two-week-long intensive Summer Institute training and certification program.

**Class Embedded Librarian Survey:** Starting in the 2023-2024 academic year, the Office of Assessment distributed the Capstone Embedded Librarian (CEL) pre-course and exit surveys in Qualtrics via FSW email. This method yielded a 60% response rate for Fall 2023 and a 40% response rate for Spring 2024. Responses were not as high as expected due an unanticipated internal change that was implemented in August 2023. FSW's IT Department reclassified Qualtrics as an outside source. The emails that the Office of Assessment sent to students with CEL survey links were consequently flagged as questionable and/or filtered as spam. FSW's Assessment Librarian collaborated with the Director of Collegewide Curriculum & Academic Enhancement and the Assistant Vice President of Institutional Research, Assessment, and Effectiveness, to create a new distribution method.

The Assistant Vice President of Institutional Research, Assessment, and Effectiveness and the Assessment Librarian put each survey into a Canvas (LMS) quiz, and in collaboration with the Director, designated the CEL surveys as required course assignments. Assistant Vice President of Institutional Research, Assessment, and Effectiveness entered the survey questions into Canvas quizzes, the Assessment Librarian uploaded the quizzes to Canvas Commons, and the Director imported them into all 16 Summer 2024 sections of IDS 2891. The Director encouraged instructors to put the survey into a format that works best for the structure of their course. Suggestions included converting the surveys into activities within a research reflection module, creating a stand-alone survey module, or requiring students to take the surveys directly in quizzes. Maintaining the surveys in quizzes should maximize access, increase response rates, and ease the collection of results by section, instructor, class librarian, and individual students. The Office of Assessment will continue to gather and report on survey responses and the Assessment Librarian will continue to assess and report on the data.

## QEP Impact on Student Learning- Course-Level Assessment

In Fall 2023 and Spring 2024, the CREATIVE Capstone course continued to have a positive impact on student learning outcomes. During the Fall 2023 term, 14 sections of IDS 2891 were offered with 271 students enrolled. In Spring 2024, enrollment increased to 670 students across 31 sections.

The course assesses five student learning outcomes through four major assignments using a rubric with five dimensions (Design, Prepare, Create, Communicate, Reflect). Overall, students are consistently meeting or exceeding the achievement benchmarks set for each assignment and dimension.

For the Research Documentation assignment, the percentage of students scoring "Accomplished" or higher on the Design and Prepare dimensions increased from 86%/80% in Fall 2023 to 86%/87% in Spring 2024. The Research Project saw high achievement, with over 80% of students scoring "Accomplished" or higher across all dimensions in both semesters.

The Research Presentation showed slight declines from Fall to Spring, but still met the 80% benchmark for the Communicate and Reflect dimensions. The Revision and Reflection assignment demonstrated strong performance, with over 89% of students achieving "Accomplished" or higher on all dimensions in Spring 2024.

While some statistically significant differences were found between campuses and modalities for certain assignments/dimensions, overall the data suggests consistent student achievement across sites and course formats. The longitudinal data from Fall 2022 through Spring 2024 shows general improvement or stability in student performance over time.

The CREATIVE Capstone is successfully fostering transdisciplinary skills and connections for students across assignments that involve research, writing, presentation, and reflection. The high levels of achievement suggest the capstone course is effectively synthesizing students' general education learning. For a detailed analysis of all course-level assessment data for the CREATIVE Capstone, please view our course-level assessment reports by semester here: <https://www.fsw.edu/qep/capstoneassessment>.

Table 2: Summary Course-level Assessment of Student Learning Outcomes

SLO	Assessment(s)	Achievement Benchmark(s)	Year TWO (AY 2023-24) Achievement Summary
Students will design a transdisciplinary research project by developing questions and concepts towards a purpose, audience, and context.	1) Research Documentation Assignment as evaluated on dimensions of the Capstone Rubric. 2) Research Documentation Revision and Reflection assignment as evaluated on	1) By the end of AY 2026-2027, 60% of assignments will receive an "Accomplished" or higher rating on the "Design" and "Prepare" dimensions of the Capstone Rubric; no statistically significant difference in performance between modalities or sites. 2) By the end of AY 2026-2027, 80% of assignments	1) This goal was <b>partially met</b> . Achievement was >80% on both dimensions in both semesters, but there were some statistically significant differences between sites and modalities.

	<p>dimensions of the Capstone rubric.</p> <p>3) Research Project Artifact as evaluated on dimensions of the Capstone Rubric.</p>	<p>will achieve an "Accomplished" or higher rating on the "Design", "Prepare," and "Reflect" dimensions of the Capstone rubric; no statistically significant difference in performance between modalities or sites.</p> <p>3) By the end of AY 2026-2027, 80% of assignments will achieve an "Accomplished" or higher rating on at least three dimensions of the Capstone rubric; no statistically significant difference in performance between modalities or sites.</p>	<p>2) This goal was <b>partially met</b>. Achievement was &gt;80% on all three dimensions, but there were some statistically significant differences between modalities.</p> <p>3) This goal was <b>partially met</b>: &gt;80% of assignments achieved "Accomplished" or higher on at least three dimensions, but there were some statistically significant differences between sites and modalities.</p>
<p>Students will prepare a transdisciplinary research project by choosing and relating materials, methods, and perspectives in context.</p>	<p>1) Research Documentation Assignment as evaluated on dimensions of the Capstone Rubric.</p> <p>2) Research Documentation Revision and Reflection Assignment as evaluated on dimensions of the Capstone rubric.</p> <p>3) Research Project Artifact as evaluated</p>	<p>1) By the end of AY 2026-2027 60% of assignments will receive an "Accomplished" or higher rating on the "Design" and "Prepare" dimensions of the Capstone Rubric; no statistically significant difference in performance between modalities or sites.</p> <p>2) By the end of AY 2026-2027, 80% of assignments will achieve an "Accomplished" or higher rating on the "Design", "Prepare," and "Reflect" dimensions of the Capstone</p>	<p>1) This goal was <b>partially met</b>. Achievement was &gt;80% on both dimensions in both semesters, but there were some statistically significant differences between sites and modalities.</p> <p>2) This goal was <b>partially met</b>. Achievement was &gt;80% on all three dimensions, but</p>

	<p>on dimensions of the Capstone Rubric.</p>	<p>rubric; no statistically significant difference in performance between modalities or sites.</p> <p>3) By the end of AY 2026-2027, 80% of assignments will achieve an "Accomplished" or higher rating on at least three dimensions of the Capstone rubric; no statistically significant difference in performance between modalities or sites.</p>	<p>there were some statistically significant differences between modalities.</p> <p>3) This goal was <b>partially met</b>: &gt;80% of assignments achieved "Accomplished" or higher on at least three dimensions, but there were some statistically significant differences between sites and modalities.</p>
<p>Students will create a transdisciplinary research project by interpreting theories, methods, information, and content.</p>	<p>1) Research Project Artifact as evaluated by the Capstone Rubric.</p> <p>2) Research Presentation, as evaluated by the Capstone Rubric.</p>	<p>1) By the end of the AY 2026-2027, 60% of assignments will receive an "Accomplished" or higher rating on all dimensions of the Capstone Rubric; 80% of assignments will achieve an "Accomplished" or higher rating on at least three dimensions of the Capstone rubric; no statistically significant difference in performance between modalities or sites.</p> <p>2) By the end of AY 2026-2027, 80% of assignments will achieve an "Accomplished" or higher rating on the "Communicate," and "Reflect" dimensions of the Capstone rubric; no</p>	<p>1) This goal was <b>partially met</b>: &gt;80% of assignments achieved "Accomplished" or higher on at least three dimensions, and &gt;60% on all dimensions. However, there were some statistically significant differences between sites and modalities.</p> <p>2) This goal was <b>partially met</b>: &gt;80% of assignments achieved</p>

		statistically significant difference in performance between modalities or sites.	"Accomplished" or higher on the "Communicate" and "Reflect" dimensions, but there were some statistically significant differences between modalities.
Students will communicate the purpose and context of their transdisciplinary research project through synthesis and explanation of knowledge, skills, and information.	<p>1) Research Presentation as evaluated by the Capstone rubric.</p> <p>2) Research Project artifact as evaluated by the Capstone rubric.</p>	<p>1) By the end of the AY 2026-27, 85% of assignments will receive an "Accomplished" or higher rating on the "Communicate" and "Reflect" dimensions of the Capstone Rubric; no statistically significant difference in performance between modalities or sites.</p> <p>2) By the end of AY 2026-2027, 80% of assignments will achieve an "Accomplished" or higher rating on at least three dimensions of the Capstone rubric; no statistically significant difference in performance between modalities or sites.</p>	<p>1) This goal was <b>partially met</b>. 86-87% of assignments received "Accomplished" or higher on the "Communicate" and "Reflect" dimensions, close to the 85% target. However, there were some statistically significant differences between modalities.</p> <p>2) This goal was <b>met</b>: &gt;80% of assignments achieved "Accomplished" or higher on at least three dimensions.</p>
Students will reflect on and evaluate diverse experiences, impacts, perspectives, knowledge, and skills	<p>1) Research Presentation as evaluated by the Capstone rubric.</p> <p>2) Research Documentation</p>	<p>1) By the end of the AY 2026-2027, 85% of assignments will receive an "Accomplished" or higher rating on the "Communicate" and "Reflect" dimensions of</p>	<p>1) This goal was <b>partially met</b>. 86-87% of assignments received "Accomplished" or</p>

<p>to address issues or problems.</p>	<p>Revision and Reflection Assignment as evaluated by the Capstone Rubric.</p> <p>3) Research Project Artifact as evaluated by the Capstone rubric.</p>	<p>the Capstone Rubric; no statistically significant difference in performance between modalities or sites.</p> <p>2) By the end of AY 2026-2027, 80% of assignments will achieve an "Accomplished" or higher rating on the "Reflect" dimension of the Capstone rubric; no statistically significant difference in performance between modalities or sites.</p> <p>3) By the end of AY 2026-2027, 80% of assignments will achieve an "Accomplished" or higher rating on at least three dimensions of the Capstone rubric; no statistically significant difference in performance between modalities or sites.</p>	<p>higher on the "Communicate" and "Reflect" dimensions, close to the 85% target. However, there were some statistically significant differences between modalities.</p> <p>2) This goal was <b>partially met:</b> &gt;80% of assignments achieved "Accomplished" or higher on the "Reflect" dimension, but there were some statistically significant differences between modalities.</p> <p>3) This goal was <b>met:</b> &gt;80% of assignments achieved "Accomplished" or higher on at least three dimensions.</p>
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## Year One QEP Impact: Progress Toward Program Goals

**Goal #1: Increase access to HIPs and transparency about academic and systems thinking for students in the Associate of Arts program at an open-enrollment institution.**

- ✓ In AY 23-24 (Fall, Spring, Summer), 61 sections of the CREATIVE Capstone were offered across four sites, two Collegiate Institutes, as study abroad, and in four modalities

(Ground, Live Online, Asynchronous Online, and Blended). 100% of Capstone syllabi were submitted and approved.

- ✓ As of Spring 2024, 50 faculty have been certified to teach IDS 2891: CREATIVE Capstone.
- ✓ In AY 23-24, two study abroad sections of the CREATIVE Capstone were offered in Ireland and Florence, Italy. Pilot sections of designated “Service-Learning” and “Maker” emphases were offered in Spring 2024. A total of 6% of sections offered in AY 23-24 promoted additional integrative learning experiences. Faculty are further exploring designated sections working with the College archives, the Reacting to the Past role-playing exercise, and “Wicked Problems” courses for future terms.
- ✓ The Be CREATIVE series was reimaged as six workshop sessions dedicated to the principles underlying the Capstone course. The six sessions included an introductory session and five sessions on the principles of the Capstone course: DESIGN, PREPARE, CREATE, COMMUNICATE, and REFLECT. The series was intended to encourage faculty to implement high-impact practices and student-centered pedagogy in classes in their discipline, particularly in General Education. Faculty who completed at least four of the sessions received a professional development badge in Canvas and a gift bag. Seven faculty earned the Professional Development badge, “CREATIVE Champion,” for completing this series in AY 23-24. The series will continue in AY 24-25.
- ✓ On the 2023 CCSSE, FSW exceeded parity with the mean scores of comparable “Large Colleges” on 4q: “Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc).” FSW is approaching parity with the mean scores of comparable “Large Colleges” on 4i, “Participated in a community-based project (service-learning activity) as part of a regular course” (1.28 v. 1.31) and 4m, “Discussed ideas from your readings or classes with Instructors outside of class” (1.72 v. 1.80).
- ✓ Capstone faculty attended or presented at several conferences this year, including the AAC&U Conference on General Education, Pedagogy, and Assessment, the Community College Baccalaureate Association, and the Chronicle of Higher Education Festival. Additionally, two publications were produced related to the high-impact practices of the Capstone this year: Infobase (Credo Reference) published a feature on the Embedded Librarian program entitled “One College’s Fresh Approach to Information Instruction Injects Student Creativity into the Research Process,” and three Capstone faculty collaborated with the Director of International Education to publish “Bucs Abroad: International Service-Learning at a State College” about their Capstone study-abroad courses in *Applications of Service-Learning in Higher Education*.
- ✓ In a sample of co-curricular events during Year Two, 351 unique students were identified and matched to records. Of those, 51% had 45 or more credit hours, and 17.4% had 30-44 credit hours. In Year One (AY 22-23), a baseline of attendance was established. A total of 212 students were recorded in attendance at a sample of co-curricular events across AY 2022-23. Of those, 188 students were able to be identified and matched with student records. In total, 31% of recorded student attendees earned greater than 45 credits at the start of the term in which the event took place. A further 23% earned 31-45.

**Goal #2: Provide opportunities for student research to develop students' research knowledge practices and communication skills.**

- ✓ All FSW librarians (5) were embedded in at least one section of IDS 2891: CREATIVE Capstone in AY 23-24. Adjunct librarians completed the certification to teach the Capstone course in the inaugural 2024 Capstone Summer Institute. 100% of Capstone sections were assigned an Embedded Librarian.
- ✓ The Behind the Research lecture series was continued. Four events were held in AY 23-24, on subjects including reading, art curation, Florida environmental and literary history, and musical composition.
- ✓ In AY 23-24, 50 microworkshops for specific research skills were held by FSW librarians. FSW library microworkshops were instituted in AY 22-23 and continued in AY 23-24. 198 students attended a microworkshop.
- ✓ When asked about their confidence across a range of information fluency and research skills gained from working with the embedded class librarian, students most frequently identified an increase the following concepts and skills: using the library's databases (increasing from 69% of students reporting confidence in the pre-survey to 86% in the post-survey), 2) developing research questions (71% to 84%), 3) making connections between sources (76% to 88%), and finding relevant sources (85% to 91%). When asked in the pre-survey and post-survey what aspects of research students find challenging, there is a marked shift in dynamic. Pre-survey students report 'deciding on a specific focus', 'generating specific enough questions', and 'properly citing sources.' Post-survey students report none of these as a concern and now report new struggles including 'developing connections between sources', 'converting research into a well-organized project', and 'staying focused'. These pre-to-post shifts, such as beginning with concern over deciding on a focus to ending with concern over staying focused hints at the advancement of students. Before the class, students were more likely to worry about finding a topic specific enough, suggesting a concern over enough material available to dig deeply. By the end of the class, that concern is gone, and instead is replaced with worry about being able to stay focused on the topic, suggesting exposure to a variety of areas of interest unforeseen at the student's earlier stage.
- ✓ As of Summer 2024, in courses primarily taught for the Associate in Arts degree, 10 courses had "Research" as an integral competency (7 in 2022-23) and 13 had "Investigate" (no change from 2022-23). Of those, 13 were general education courses and 10 were A.A. elective courses in the School of Arts, Humanities, and Social Sciences, School of Pure and Applied Sciences, Libraries, or Interdisciplinary Studies and Honors. By school, Arts, Humanities, and Social Sciences has 14 courses with "Research" or "Investigate" as integral competencies, School of Pure and Applied Sciences has 2 courses with "Research" or "Investigate" as integral competencies, with the remaining 7 courses in Interdisciplinary Studies and Honors and Libraries. This represents a 21% increase in the number of courses listing "Research" or "Investigate" as integral competencies in the A.A. degree from the baseline in 2021 (19).
- ✓ On the 2023 CCSSEE, FSW exceeded parity with the mean scores of comparable "Large Colleges" on 4d, "Worked on a paper or project that required integrating ideas or information from various sources." FSW is approaching parity with the mean scores of



comparable “Large Colleges” on 5d, “Making judgements about the value or soundness of information, arguments, or methods” (2.68 v. 2.74) and 4c, “Forming a new idea or understanding from various pieces of information” (2.89 v. 2.99).

**Goal #3: Provide a culminating and synthesizing experience for the students’ general education coursework.**

- ✓ In AY 23-24 (Fall, Spring, Summer), 61 sections of the CREATIVE Capstone were offered across four sites, two Collegiate Institutes, as study abroad, and in four modalities (Ground, Live Online, Asynchronous Online, and Blended). 100% of Capstone syllabi were submitted and approved.
- ✓ The Behind the Research lecture series was continued. Four events were held in AY 23-24, on subjects including reading, art curation, Florida environmental and literary history, and musical composition.
- ✓ The Cornerstone-to-Capstone Connections Week was offered in Fall 2023 and Spring 2024 to continue focused cocurricular programming for the CREATIVE Capstone. Connections week events included community partner fairs, lectures and panels, cooking demonstrations, field trips, and more. Outside of Connections weeks, the CREATIVE Capstone partnered with the Center for Undergraduate Research and Creativity and the One Theme, One College Committee to present other co-curricular opportunities to students. A list of events curated for FSW Capstone students, including Connections weeks, can be found here: [Co-Curricular Events](#).
- ✓ On the 2023 CCSSE, FSW is approaching parity with the mean scores of comparable “Large Colleges” on 5b, “Analyzing the basic elements of an idea, experience, or theory” (2.91 v. 3.03), 5c, “Analyzing the basic elements of an idea, experience, or theory” (2.91 v. 3.03), and 5f, “Using information you have read or heard to perform a new skill” (2.87 v. 2.99). On 5e, “Applying theories or concepts to practical problems or in new situations,” the 2023 CCSSE found a statistically significant difference (-0.24). This metric will be a focus of study in Year Three.
- ✓ In the 2024 A.A. Completer survey, for question #3, “To what degree has your skill increased in the following areas as a result of completing your degree at Florida SouthWestern?”, all categories indicate ‘greatly increased’ of 49% or higher (Figure 3), compared with 42% in 2023, 44% in 2022, 48% in 2021, 47% in 2020, 40% in 2019, 39% in 2018, 2017, and 2015, and 45% in 2016. The categories of 1, 2, 4, 8, and 10 are relevant to the QEP program goals. The baseline number for students rating their skills as “Greatly increased” on each relevant category is 42% (historical average, 2016-2021). In Spring 2024, student ratings of their skills on each relevant category were as follows:

**Table 3: 2024 A.A. Completer Survey Results**

Category	2024 Survey	Change from previous year
Category 1: Communicating effectively in writing	61%	^19%

Category 2: Communicating effectively in speech	51%	^2%
Category 4: Using technology for collecting, verifying, documenting, and organizing information	49%	-2%
Category 8: Effectively collect, verify, document, and organize information	62%	^14%
Category 10: Recognizing relationships between fields of study and applying them to problem-solving	59%	^4%

**Goal #4: Encourage and increase the practice of integrative and applied learning.**

- ✓ The Behind the Research lecture series was continued. Four events were held in AY 23-24, on subjects including reading, art curation, Florida environmental and literary history, and musical composition.
- ✓ The Cornerstone-to-Capstone Connections Week was offered in Fall 2023 and Spring 2024 to continue focused cocurricular programming for the CREATIVE Capstone. Connections week events included community partner fairs, lectures and panels, cooking demonstrations, field trips, and more. Outside of Connections weeks, the CREATIVE Capstone partnered with the Center for Undergraduate Research and Creativity and the One Theme, One College Committee to present other co-curricular opportunities to students. A list of events curated for FSW Capstone students, including Connections weeks, can be found here: [Co-Curricular Events](#).
- ✓ In AY 23-24, two study abroad sections of the CREATIVE Capstone were offered in Ireland and Florence, Italy. Pilot sections of designated “Service-Learning” and “Maker” emphases were offered in Spring 2024. A total of 6% of sections offered in AY 23-24 promoted additional integrative learning experiences. Faculty are further exploring designated sections working with the College archives, the Reacting to the Past role-playing exercise, and “Wicked Problems” courses for future terms.
- ✓ As of Summer 2024, in courses primarily taught for the Associate in Arts degree, 10 courses had “Research” as an integral competency (7 in 2022-23) and 13 had “Investigate” (no change from 2022-23). Of those, 13 were general education courses and 10 were A.A. elective courses in the School of Arts, Humanities, and Social Sciences, School of Pure and Applied Sciences, Libraries, or Interdisciplinary Studies and Honors. By school, Arts, Humanities, and Social Sciences has 14 courses with “Research” or “Investigate” as integral competencies, School of Pure and Applied Sciences has 2 courses with “Research” or “Investigate” as integral competencies, with the remaining 7 courses in Interdisciplinary Studies and Honors and Libraries. This represents a 21% increase in the number of courses listing “Research” or “Investigate” as integral competencies in the A.A. degree from the baseline in 2021 (19).
- ✓ On the 2023 CCSSE, FSW exceeded parity with the mean scores of comparable “Large Colleges” on 4q: “Discussed ideas from your readings or classes with others outside of

class (students, family members, co-workers, etc.).” On the 203 CCSSE, FSW is approaching parity with the mean scores of comparable “Large Colleges” on 4i, “Participated in a community-based project (service-learning activity) as part of a regular course” (1.28 v. 1.31), 5b, “Analyzing the basic elements of an idea, experience, or theory” (2.91 v. 3.03), 5c, “Analyzing the basic elements of an idea, experience, or theory” (2.91 v. 3.03), , and 5f, “Using information you have read or heard to perform a new skill” (2.87 v. 2.99). On 4a, “Asked questions in class or contributed to class discussions” and 5e, “Applying theories or concepts to practical problems or in new situations,” the 2023 CCSSE found a statistically significant difference (-0.30 and -0.24, respectively). This metric will be a focus of study in Year Three.

#### **Goal #5: Foster broad knowledge of human cultures and the natural world.**

- ✓ The Cornerstone-to-Capstone Connections Week was offered in Fall 2023 and Spring 2024 to continue focused cocurricular programming for the CREATIVE Capstone. Connections week events included community partner fairs, lectures and panels, cooking demonstrations, field trips, and more. Outside of Connections weeks, the CREATIVE Capstone partnered with the Center for Undergraduate Research and Creativity and the One Theme, One College Committee to present other co-curricular opportunities to students. A list of events curated for FSW Capstone students, including Connections weeks, can be found here: [Co-Curricular Events](#).
- ✓ The Behind the Research lecture series was continued. Four events were held in AY 23-24, on subjects including reading, art curation, Florida environmental and literary history, and musical composition.
- ✓ In AY 23-24, 50 microworkshops for specific research skills were held by FSW librarians. FSW library microworkshops were instituted in AY 22-23 and continued in AY 23-24. 198 students attended a microworkshop.
- ✓ In AY 23-24, two study abroad sections of the CREATIVE Capstone were offered in Ireland and Florence, Italy. Pilot sections of designated “Service-Learning” and “Maker” emphases were offered in Spring 2024. A total of 6% of sections offered in AY 23-24 promoted additional integrative learning experiences. Faculty are further exploring designated sections working with the College archives, the Reacting to the Past role-playing exercise, and “Wicked Problems” courses for future terms.
- ✓ On the 2023 CCSSE, FSW exceeded parity with the mean scores of comparable “Large Colleges” on 4.q: “Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).” FSW is approaching parity with the mean scores of comparable “Large Colleges” on 4i, “Participated in a community-based project (service-learning activity) as part of a regular course” (1.28 v. 1.31), 5c, “Analyzing the basic elements of an idea, experience, or theory” (2.91 v. 3.03), and 9c, “Encouraging contact among students from different economic, social, and racial or ethnic backgrounds” (2.73 v. 2.74).
- ✓ In a sample of co-curricular events during Year Two, 351 unique students were identified and matched to records. Of those, 51% had 45 or more credit hours, and 17.4% had 30-44 credit hours. In Year One (AY 22-23), a baseline of attendance was established. A total

of 212 students were recorded in attendance at a sample of co-curricular events across AY 2022-23. Of those, 188 students were able to be identified and matched with student records. In total, 31% of recorded student attendees earned greater than 45 credits at the start of the term in which the event took place. A further 23% earned 31-45.

## Reflection

In Year Two, the greatest gains continued to occur in faculty development through the professional development training cohorts and the general professional development available to all FSW Faculty and Staff. Additional revisions and changes were made to the original QEP plan based on learning and reflection AYs 21-22, 22-23, and 23-24. The implementation work in Year Two completed for faculty selection, professional development, course changes, course enrollments, integrative learning, student affairs implementation, and library services provides for continued successful operationalization of the Quality Enhancement Plan.

As a result of Year Two:

- Monthly group Zoom meetings were conducted throughout the fall and spring semesters. Informal and conversational in nature, the meetings provided a forum in which faculty learn about upcoming events and policy changes, receive guidance from and share best practices with their Capstone colleagues, discuss and track course and student progress, and ask/answer Capstone-related questions.
- The Cornerstone-to-Capstone Connections Week was offered in Fall 2023 and Spring 2024 to continue focused cocurricular programming for the CREATIVE Capstone. A list of events curated for FSW Capstone students, including Connections weeks, can be found here: [Co-Curricular Events](#).
- The Behind the Research lecture series was continued. Four events were held in AY 23-24, on subjects including reading, art curation, Florida environmental and literary history, and musical composition.
- The Director of the Honors Scholar Program and the Center for Undergraduate Research, along with the Director of Collegewide Curriculum and Academic Enhancement (QEP) facilitated an Academic Events Steering Committee to ensure streamlined funding and advertising for academic cocurricular events relevant to Capstone students.
- While students are meeting achievement benchmarks across the college, given the statistically significant differences in student achievement by site and/or modality, efforts will be undertaken this year to ensure accurate and effective collection of rubrics that score student artifacts. The difference(s) in site performance may also be attributed to the asymmetry in number of artifacts scored. Study will be undertaken this year to ameliorate these statistical differences.
- On the A.A. completer survey, one criteria saw a small decrease from the previous year: “Using technology for collecting, verifying, documenting, and organizing information.” Study will be undertaken in Year 3 to consider this question.