

# 2022 Quality Enhancement Plan Annual Report

## CREATIVE Connections: Breaking Barriers Across Disciplines

### Year One (AY 2022-23)

#### 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 a diverse 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.

#### Initial Program Goals

Goal #1: Increase access to HIPs for students in the Associate in Arts program at an open-enrollment institution,

Goal #2: Increase transparency about academic and systems thinking,

Goal #3: Provide opportunities for student research,

Goal #4: Provide a culminating and synthesizing experience for the students' general education coursework,

Goal #5: Encourage and increase the practice of integrative and applied learning (Hart, 2008),

Goal #6: Develop students' research knowledge practices and communication skills, and

Goal #7: Foster broad knowledge of human cultures and the natural world (Hart, 2008).

#### Changes Made to the QEP in Year One

**Program Assessment:** The program goals were refined based on the recurrence of assessment tools and benchmarks across multiple goals. The seven program goals listed above were revised to:

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.

The revised program assessment table is below.

Table 1: Revised Program Level Goals

| Program Goal   | Assessment Tool   | Achievement Benchmark  |
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| <p>Increase access to HIPs and transparency about academic and systems thinking for students in the Associate of Arts program at an open-enrollment institution.</p> | <p>(1) Number of faculty trained to teach the capstone course.</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>(1) 40 Faculty trained by Spring 2024 to teach the capstone course.</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</p> |

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|   |  | <p>the results of the CCSSE for further information.</p> <p>(6) By 2027, increase the percentage of First Generation in College (FGIC) 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>(7) Number of workshops and events held by FSW Libraries open to all students, faculty, and staff.</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>(4) Librarians are embedded in every section of IDS 2891; all FSW faculty librarians are</p> |

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|  | <p>(8) FSW Library Student Survey</p>   | <p>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 baseline data in Spring 2021 (41%).</p> |
| <p>Provide a culminating and synthesizing experience for the students’ general education coursework.</p> | <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>(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>   |

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|   | <p>(4) Number of Capstone-designated field trips and co-curricular experiences.</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</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>   |

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|  | <p>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>(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 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>(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</p>   |

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|  | <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>(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>“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 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> |
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|  |  | (7) By AY 2023-2024, 5 Capstone-designated field trips or co-curricular experiences offered per academic year. |
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**Professional Development:** The Professional Development course for the Creative Capstone (QEP) underwent changes for AY 22-23. The facilitators worked to make professional development more effective streamlining delivery, using face-to-face sessions, individual consultations with cohort participants, and online learning management software (Canvas). The PD facilitators focused on adding supporting materials for the cohort to access such as sample assignments (including examples of student work), course observation opportunities, supplemental course assignments (such as scaffolding assignments), a best practices guide, and co-curricular learning opportunities. The PD facilitators took special care to focus on the former PD cohort by providing them with regular faculty meetings, materials, consultations, and course observation opportunities. The final major change in the Professional Development course for the AY 22-23 was the inclusion of the embedded librarians as participants in the PD cohort. The goal for this was for the embedded librarians to get a better understanding of the Creative Capstone from the perspectives of the faculty and the students. The inclusion of the embedded librarians in the cohort led to a better understanding of their role and some shifts in library workshops and offerings.

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

During the Fall 2022 term, a total of four sections of IDS 2891 were run with a total enrollment of 80. Of that enrollment, a total of 40 records were able to be recorded and analyzed resulting in an overall analysis of 50% of all data. The collection of assessment data during Fall 2022 was affected by Hurricane Ian, leading to lower participation. However, the numbers during Spring 2023 represent a return to normal data collection levels. During the Spring 2023 term, a total of 13 sections of IDS 2891 were run with a total enrollment of 231. Of that enrollment, a total of 180 records were able to be recorded and analyzed resulting in an overall analysis of 78% of all data.

A summary of the course-level assessment results is below. All achievement benchmarks were met in AY 22-23, with one exception: on the Research Documentation Assignment, “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.” In Fall 2022, the percentage of achievement at “Accomplished” or higher for the “Design” and “Prepare” dimensions is 70% and 68%, respectively. There is no statistically significant difference between sites for the “Design” dimension according to a Fisher’s Exact Test ( $P > 1.0$ ). There is a statistically significant difference for between sites for the “Prepare” dimension according to a Fisher’s Exact Test ( $P = 0.001$ ). No rubric data was reported from the one differing modality section, so no study could be completed in this regard. In Spring 2023, the percentage of achievement at “Accomplished” or higher for the “Design” and “Prepare” dimensions is 84% and 86%, respectively. There is a statistically significant difference between sites for the “Design” dimension according to a Fisher’s Exact Test ( $P = 0.009$ ). There



is a statistically significant difference for between sites for the “Prepare” dimension according to a Fisher’s Exact Test ( $P=0.003$ ). There is no statistically significant difference between modalities for the “Design” dimension according to a Fisher’s Exact Test ( $P=0.074$ ). There is no statistically significant difference between modalities for the “Prepare” dimension according to a Fisher’s Exact Test ( $P=0.297$ ). 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: Metric Tracking Research Documentation Assignment Fall 2023

| Research Documentation | Design | Prepare | Create | Communicate | Reflect |
|------------------------|--------|---------|--------|-------------|---------|
| 4-Capstone             | 6%     | 11%     | 0%     | 6%          | 0%      |
| 3-Accomplished         | 67%    | 83%     | 82%    | 89%         | 100%    |
| 2-Developing           | 28%    | 6%      | 18%    | 6%          | 0%      |
| 1-Deficient            | 0%     | 0%      |        | 0%          | 0%      |

Table 3: Metric Tracking Research Documentation Assignment Spring 2023

| Research Documentation | Design | Prepare | Create | Communicate | Reflect |
|------------------------|--------|---------|--------|-------------|---------|
| 4-Capstone             | 43%    | 44%     | 33%    | 34%         | 32%     |
| 3-Accomplished         | 41%    | 42%     | 40%    | 45%         | 44%     |
| 2-Developing           | 13%    | 9%      | 25%    | 19%         | 21%     |
| 1-Deficient            | 3%     | 4%      |        | 2%          | 2%      |

Table 4: Summary Course-level Assessment of Student Learning Outcomes

| SLO  | Assessment(s)   | Achievement Benchmark(s)   | Year One (AY 2022-23) Achievement Summary  |
|--|---|--|--|
| Students will design a transdisciplinary research project by developing questions and concepts towards a purpose, audience, and context. | <ol style="list-style-type: none"> <li>1) Research Documentation Assignment as evaluated on dimensions of the Capstone Rubric.</li> <li>2) Research Documentation Revision and Reflection assignment as evaluated on dimensions of the Capstone rubric.</li> <li>3) Research Project Artifact as evaluated</li> </ol> | <ol style="list-style-type: none"> <li>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.</li> </ol> | <ol style="list-style-type: none"> <li>1) This goal was <b>partially met</b>. Achievement was +60% on both dimensions, but there was variation by site.</li> <li>2) This goal was <b>met</b>.</li> <li>3) This goal was <b>met</b>.</li> </ol> |

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|  | on dimensions of the Capstone Rubric.  | <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 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> |   |
| Students will prepare a transdisciplinary research project by choosing and relating materials, methods, and perspectives in context. | <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</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</p>   | <p>1) This goal was <b>partially met</b>. Achievement was +60% on both dimensions, but there was variation by site.</p> <p>2) This goal was <b>met</b>.</p> <p>3) This goal was <b>met</b>.</p> |

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|   | <p>dimensions of the Capstone rubric.</p> <p>3) Research Project Artifact as evaluated on dimensions of the Capstone Rubric.</p>               | <p>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 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>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</p>   | <p>1) This goal was <b>met.</b></p> <p>2) This goal was <b>met.</b></p> |

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|   |   | <p>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 statistically significant difference in performance between modalities or sites.</p> |   |
| <p>Students will communicate the purpose and context of their transdisciplinary research project through synthesis and explanation of knowledge, skills, and information.</p> | <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</p>   | <p>1) This goal was <b>met.</b></p> <p>2) This goal was <b>met.</b></p> |

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|  |   | higher rating on at least three dimensions of the Capstone rubric; no statistically significant difference in performance between modalities or sites.   |   |
| Students will reflect on and evaluate diverse experiences, impacts, perspectives, knowledge, and skills to address issues or problems. | <ol style="list-style-type: none"> <li>1) Research Presentation as evaluated by the Capstone rubric.</li> <li>2) Research Documentation Revision and Reflection Assignment as evaluated by the Capstone Rubric.</li> <li>3) Research Project Artifact as evaluated by the Capstone rubric.</li> </ol> | <ol style="list-style-type: none"> <li>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 the Capstone Rubric; no statistically significant difference in performance between modalities or sites.</li> <li>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.</li> <li>3) By the end of AY 2026-2027, 80% of assignments will achieve an “Accomplished” or</li> </ol> | <ol style="list-style-type: none"> <li>1) This goal was <b>met.</b></li> <li>2) This goal was <b>met.</b></li> <li>3) 3) This goal was <b>met.</b></li> </ol> |

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|  |  | higher rating on at least three dimensions of the Capstone rubric; no statistically significant difference in performance between modalities or sites. |  |
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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 Fall 2022, a course change proposal for IDS 2891: CREATIVE to refine the course learning outcomes to better align with the Capstone rubric and program goals was submitted to the college Curriculum Committee. The course change proposal was read and accepted in September 2022.
- ✓ As of Spring 2023, 34 faculty have been certified to teach IDS 2891: CREATIVE Capstone.
- ✓ In AY 2022-23, 18 sections of Capstone were offered on four sites and in two modalities (Live Online and Ground). In Summer 2023, pilot asynchronous and travel abroad sections of the course were offered. The total number of sections offered in Fall, Spring, and Summer 22-23 was 21. 100% of faculty syllabi were collected for Capstone sections.
- ✓ In Year One, a baseline of attendance at Capstone and Library events was established. A total of 212 students were recorded in attendance at a series of 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.
- ✓ In order to encourage the integration of High Impact Practices (HIPs) in general education coursework across the curriculum, the Inquiring Minds General Education Innovation Prize was established. The Inquiring Minds General Education Innovation Prize rewards faculty for making positive changes in their general education courses that reflect high impact teaching practices, inquiry-based learning, and information literacy. The changes made in the course emphasize at least one of the five Capstone principles, derived from FSW's general education rubrics (Design, Prepare, Create, Communicate, Reflect). Faculty are selected by the Deans of the Schools of Arts, Humanities, and Social Sciences and Pure and Applied Sciences, and confirmed by the Director and the Associate Vice President of Academic Affairs. Two winners were chosen for the inaugural year, 2022-23: Dr. Gerald Anzalone (Anatomy and Physiology) and Dr. Brandon Jett (U.S. History).
- ✓ In AY 22-23, 3 general professional development workshops, along with two brown bag lunches, were held and open to all faculty and staff. The PD series, Be CREATIVE, focuses on bringing high impact practices and student-centered learning into all general education classrooms.

- ✓ In Fall 2022, 6% of first-generation (FGIC) students used FSW’s Academic Support Center, down from 13% in AY 21-22. Hurricane Ian likely impacted these numbers significantly, as the college was closed or only partially operational for some time. Data is lacking for Spring 2023 at this time, due to a realignment of the ASC within FSW’s Academic Affairs structure and the retirement of the Director of the ASC in Spring 2023. This achievement benchmark may need to be refined as the new Associate Vice President of Learning Resources implements new data collection and assessment processes.
- ✓ Four Capstone-certified faculty or librarians attended conferences in AY 22-23 related to the CREATIVE Capstone. Hurricane Ian impacted some conference travel plans.

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

- ✓ Course-level assessment benchmarks were met in AY 22-23, with the exception of SLO 1, Goal 1, which was partially met. Please see Table 1 for more information.
- ✓ As of Summer 2023, 16 courses had “Investigate” as an integral or supplemental competency and 14 had “Research.” Of those, 6 were General Education Core (4 “Research”, 3 “Investigate”), 12 were General Education courses (3 “Research”, 9 “Investigate”), and 11 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 (7 “Research”, 4 “Investigate”). By school, Arts, Humanities, and Social Sciences has 23 courses with “Research” or “Investigate” as competencies, School of Pure and Applied Sciences has 4 courses with “Research” or “Investigate” as competencies, with the remaining 3 courses in Interdisciplinary Studies and Honors and Libraries. This represents an increase of approximately 3% over the baseline from Fall 2021.
- ✓ All FSW librarians (5) were embedded in at least one section of IDS 2891: CREATIVE Capstone in Spring 2023.
- ✓ 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: how to navigate library search tools, 2) the validity of non-academic sources, 3) how to use non-academic sources, and how to determine the reliability and/or relevance of sources. On Post-test Embedded Librarian surveys, 72% of students who completed the pre-test took the post-test. A total of 162 students rated “Agreement” with all questions but one (Q4) at 80% or higher, with no statistically significant differences by modality or site in AY 22-23. Though Q4 did not meet the 80% achievement benchmark in the Post-Test, it is the question that showed the greatest change between the pre- and post- tests (32%). See Table 3 below for a breakdown of the pre- and post- test results measuring the effectiveness of embedded librarians in the course. The data represent whole numbers, rather than tracking of individual respondents. In AY 23-24, the collection method of the Embedded Librarian survey will be revised to track the change rate by individual respondents, which will provide a richer data set tracking change in student research dispositions.

[Table 5: AY 22-23 Embedded Librarian Pre- and Post- Test Survey Results](#)

| Question  | Pre-Test “Agree” or “Strongly Agree” (n=224) | Post-Test “Agree” or “Strongly Agree” (n=162) |
|---|--|---|
| I can do background research to develop a topic | 87%  | 90% (+3)                                      |
| I can identify research in a variety of media   | 81%  | 91% (+10)                                     |
| I can use academic and non-academic sources     | 86%  | 90% (+4)                                      |
| I can redesign a research project               | 47%  | 79% (+32)                                     |

- ✓ Two thematic research guides (“Ancestry and Genealogy” and “Love and Pleasure”) were created for FSW libraries. The themes were chosen for the “Behind the Research” series, open to faculty, staff, and the community, featuring expert researchers for panels and fireside chats.
- ✓ In AY 22-23, 67 library microworkshops were held, along with two Behind the Research events and a film screening sponsored by the library.
- ✓ In AY 22-23, 51% of students who responded to the FSW Library Student Survey reported use of the library at least once per month. The baseline data from Spring 2021 was 41%, showing an increase in line with the benchmark achievement of a 15% increase by 2027.

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

- ✓ In order to encourage the integration of High Impact Practices (HIPs) in general education coursework across the Associate in Arts degree, the Inquiring Minds General Education Innovation Prize was established. The Inquiring Minds General Education Innovation Prize rewards faculty for making positive changes in their general education courses that reflect high impact teaching practices, inquiry-based learning, and information literacy. The changes made in the course emphasize at least one of the five Capstone principles, derived from FSW’s general education rubrics (Design, Prepare, Create, Communicate, Reflect). Faculty are selected by the Deans of the Schools of Arts, Humanities, and Social Sciences and Pure and Applied Sciences, and confirmed by the Director and the Associate Vice President of Academic Affairs. Two winners were chosen for the inaugural year, 2022-23: Dr. Gerald Anzalone (Anatomy and Physiology) and Dr. Brandon Jett (U.S. History).
- ✓ In the 2023 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?”, 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 2023, student ratings of their skills on each relevant category were as follows:

Table 6: 2023 A.A. Completer Survey Results

| Category | 2023 Survey | Change from previous year |
|----------|-------------|---------------------------|
|----------|-------------|---------------------------|



|   |     |      |
|---|-----|------|
| Category 1: Communicating effectively in writing  | 42% | -    |
| Category 2: Communicating effectively in speech   | 49% | ^7%  |
| Category 4: Using technology for collecting, verifying, documenting, and organizing information     | 51% | ^9%  |
| Category 8: Effectively collect, verify, document, and organize information                         | 48% | ^7%  |
| Category 10: Recognizing relationships between fields of study and applying them to problem-solving | 55% | ^14% |

- ✓ In AY 2022-23, 18 sections of Capstone were offered on four sites and in two modalities (Live Online and Ground). In Summer 2023, pilot asynchronous and travel abroad sections of the course were offered. The total number of sections offered in Fall, Spring, and Summer 22-23 was 21. 100% of faculty syllabi were collected for Capstone sections.
- ✓ In AY 2022-23, the Cornerstone-to-Capstone Connections Week for dedicated cocurricular events and the Behind the Research lecture series were both initiated. The CREATIVE Capstone directly sponsored 4 events in Connections Week and 2 Behind the Research lecture events. In addition to direct sponsorship, Connections Week offered six additional cocurricular events from Student Engagement to CREATIVE Capstone students.

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

- ✓ Course-level assessment benchmarks were met in AY 22-23, with the exception of SLO 1, Goal 1, which was partially met. Please see Table 1 for more information.
- ✓ As of Summer 2023, 16 courses had “Investigate” as an integral or supplemental competency and 14 had “Research.” Of those, 6 were General Education Core (4 “Research”, 3 “Investigate”), 12 were General Education courses (3 “Research”, 9 “Investigate”), and 11 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 (7 “Research”, 4 “Investigate”). By school, Arts, Humanities, and Social Sciences has 23 courses with “Research” or “Investigate” as competencies, School of Pure and Applied Sciences has 4 courses with “Research” or “Investigate” as competencies, with the remaining 3 courses in Interdisciplinary Studies and Honors and Libraries. This represents an increase of approximately 3% over the baseline from Fall 2021.
- ✓ Of the 18 sections of Capstone offered in 2022-23, 11% were travel abroad. In Summer 2023, study abroad sections were offered to Amsterdam, The Netherlands, and Costa Rica.
- ✓ In order to encourage the integration of High Impact Practices (HIPs) in general education coursework across the Associate in Arts degree, the Inquiring Minds General Education Innovation Prize was established. The Inquiring Minds General Education Innovation Prize rewards faculty for making positive changes in their general education courses that reflect high impact teaching practices, inquiry-based learning, and information literacy. The changes made in the course emphasize at least one of the five Capstone principles, derived from FSW’s general education rubrics (Design, Prepare, Create, Communicate, Reflect). Faculty are selected by the

Deans of the Schools of Arts, Humanities, and Social Sciences and Pure and Applied Sciences, and confirmed by the Director and the Associate Vice President of Academic Affairs. Two winners were chosen for the inaugural year, 2022-23: Dr. Gerald Anzalone (Anatomy and Physiology) and Dr. Brandon Jett (U.S. History).

- ✓ In AY 2022-23, the Cornerstone-to-Capstone Connections Week for dedicated cocurricular events and the Behind the Research lecture series were both initiated. The CREATIVE Capstone directly sponsored 4 events in Connections Week and 2 Behind the Research lecture events. In addition to direct sponsorship, Connections Week offered six additional cocurricular events from Student Engagement to CREATIVE Capstone students.

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

- ✓ Course-level assessment benchmarks were met in AY 22-23, with the exception of SLO 1, Goal 1, which was partially met. Please see Table 1 for more information.
- ✓ In Year One, a baseline of attendance at Capstone and Library events was established. A total of 212 students were recorded in attendance at a series of 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.
- ✓ In order to encourage the integration of High Impact Practices (HIPs) in general education coursework across the Associate in Arts degree, the Inquiring Minds General Education Innovation Prize was established. The Inquiring Minds General Education Innovation Prize rewards faculty for making positive changes in their general education courses that reflect high impact teaching practices, inquiry-based learning, and information literacy. The changes made in the course emphasize at least one of the five Capstone principles, derived from FSW's general education rubrics (Design, Prepare, Create, Communicate, Reflect). Faculty are selected by the Deans of the Schools of Arts, Humanities, and Social Sciences and Pure and Applied Sciences, and confirmed by the Director and the Associate Vice President of Academic Affairs. Two winners were chosen for the inaugural year, 2022-23: Dr. Gerald Anzalone (Anatomy and Physiology) and Dr. Brandon Jett (U.S. History).
- ✓ Of the 18 sections of Capstone offered in 2022-23, 11% were travel abroad. In Summer 2023, study abroad sections were offered to Amsterdam, The Netherlands, and Costa Rica.
- ✓ Two thematic research guides ("Ancestry and Genealogy" and "Love and Pleasure") were created for FSW libraries. The themes were chosen for the "Behind the Research" series, open to faculty, staff, and the community, featuring expert researchers for panels and fireside chats.
- ✓ In AY 22-23, 67 library microworkshops were held, along with two Behind the Research events and a film screening sponsored by the library.
- ✓ In AY 2022-23, the Cornerstone-to-Capstone Connections Week for dedicated cocurricular events and the Behind the Research lecture series were both initiated. The CREATIVE Capstone directly sponsored 4 events in Connections Week and 2 Behind the Research lecture events. In addition to direct sponsorship, Connections Week offered six additional cocurricular events from Student Engagement to CREATIVE Capstone students.

## Reflection

In Year One, 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 AY 21-22 and 22-23. The implementation work in Year One 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 One:

- The program goals were refined based on the recurrence of assessment tools and benchmarks across multiple goals.
- 18 sections of IDS 2891: CREATIVE Capstone were offered, including 2 study abroad sections in Summer 2023.
- To provide further structured support to current Capstone teaching faculty (both instructors and librarians), monthly group Zoom meetings were scheduled and conducted throughout the fall and spring semesters. Informal and conversational in nature, the meetings provided a forum in which faculty learned about upcoming events and policy changes, received guidance from and shared best practices with their Capstone colleagues, discussed and tracked course and student progress, and asked/answered Capstone-related questions.
- In order to create a clear and lasting connection between the Creative Capstone Professional Development Course faculty have completed and their teaching of the Creative Capstone, a Capstone Handbook will be created in AY 23-24. The Handbook will align to Capstone Professional Development course and the five principles of the Capstone, both structurally and substantively. It will be the primary resource for Capstone faculty as they create and teach their Capstone courses and provide guidance and encouragement to faculty in redeveloping their discipline-specific courses using the Capstone principles. The Handbook will outline the nature, goals, and principles of the Creative Capstone course; it will provide links to pedagogical resources, including courses assignments, sample activities, syllabi, class schedules, exemplary student assignment submissions, rubrics, etc.; and it will demonstrate how faculty might apply their learning in the Creative Capstone training and teaching to other courses in their particular disciplines. The Capstone Handbook will be divided into four sections:
  1. Understanding the Creative Capstone Course [DESIGN] [PREPARE]
  2. Preparing your Creative Capstone Course [PREPARE] [CREATE]
  3. Delivering your Creative Capstone Course [CREATE] [COMMUNICATE]
  4. Reflecting upon/Applying the Creative Capstone Course to Other Courses [REFLECT] [DESIGN] [PREPARE] [CREATE] [COMMUNICATE]
- The Cornerstone-to-Capstone Connections subcommittee implemented Cornerstone-to-Capstone Connections Week in Spring 2023 to introduce more focused cocurricular programming for the CREATIVE Capstone.

- The Behind the Research lecture series was initiated. Two events were offered in AY 22-23, with 4 planned events in AY 2023-24.
- The Director of the Honors Scholar Program and the Center for Undergraduate Research, along with the Director of Collegewide Curriculum and Academic Enhancement (QEP) are facilitating an Academic Events Steering Committee to ensure streamlined funding and advertising for academic cocurricular events relevant to Capstone students.
- Faculty librarians participated in the Professional Development Cohorts for Capstone certification; the library developed, implemented, and refined standard activities across all Capstone sections related to information literacy frameworks appropriate to second-year student scholars.
- In order to encourage the integration of High Impact Practices (HIPs) in general education coursework across the Associate in Arts degree, the Inquiring Minds General Education Innovation Prize was established. The Inquiring Minds General Education Innovation Prize rewards faculty for making positive changes in their general education courses that reflect high impact teaching practices, inquiry-based learning, and information literacy. The changes made in the course emphasize at least one of the five Capstone principles, derived from FSW's general education rubrics (Design, Prepare, Create, Communicate, Reflect). Faculty are selected by the Deans of the Schools of Arts, Humanities, and Social Sciences and Pure and Applied Sciences, and confirmed by the Director and the Associate Vice President of Academic Affairs. Two winners were chosen for the inaugural year, 2022-23: Dr. Gerald Anzalone (Anatomy and Physiology) and Dr. Brandon Jett (U.S. History).