STETSON UNIVERSITY QEP BRIDGING THE GAP: ENHANCING INFORMATION LITERACY TO ENHANCE CRITICAL THINKING SKILLS

COMMITTEE MEMBERSHIP

- Patrick Coggins, Education
- Co-Chair Stacy Collins, Academic Success
- Jennifer Corbin, duPont-Ball Library
- Jason Evans, Environmental Sciences and Studies
- Sidra Hamidi, Political Science
- Dani Hendrick, Student Government
- Camille King, Psychology
- Eric Kurlander, History
- Co-Chair Michael McFarland, Communication and Media Studies
- Stuart Michelson, Finance
- Megan O'Neill, English (sabbatical)
- Kevin Riggs, Physics
- John Rasp, Decision and Information Sciences
- Peter Smucker, Music Theory
- Tim Stiles, Career and Professional Development
- Bonisha Townsend-Porter, Student Development and Campus Vibrancy

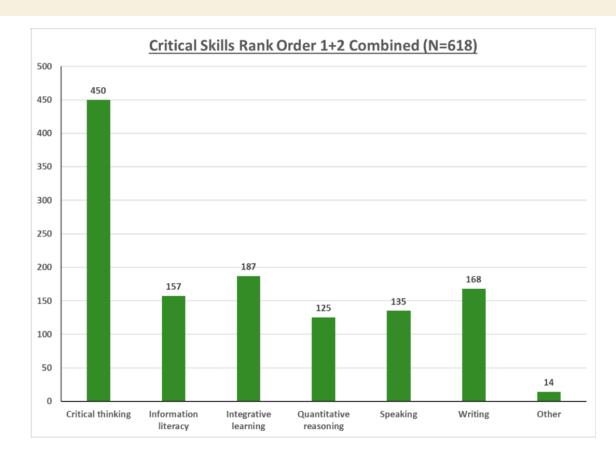
QEP

- "The Quality Enhancement Plan is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue that the institution considers important to improving student learning outcomes and/or student success."
- https://sacscoc.org/app/uploads/2020/01/Quality-Enhancement-Plan-1.pdf

HOW WE GOT HERE

The QEP Taskforce of 2019-2020 decided to focus on Critical Thinking/Critical Skills with an emphasis on information literacy, speaking, and/or quantitative literacy.

QEP TASKFORCE 2019-2020 TOPIC SURVEY



	Critical	Information	Integrative	Quantitative			
	thinking	literacy	learning	reasoning	Speaking	Writing	Other
Student	245 (72.70%)	83 (24.63%)	123 (36.50%)	58 (17.21%)	82 (24.33%)	76 (22.55%)	7 (2.08%)
Faculty	138 (75.82%)	50 (27.47%)	40 (21.98%)	50 (27.47%)	24 (13.19%)	58 (31.87%)	4 (2.20%)
Staff	59 (66.29%)	22 (24.72%)	24 (26.97%)	14 (15.73%)	27 (30.34%)	29 (32.58%)	3 (3.37%)
Administration	7 (87.50%)	1 (12.50%)	0 (0%)	2 (25.00%)	1 (12.50%)	5 (62.50%)	0 (0%)

QEP 2020-2021 TASKFORCE PROCESS

- The Provost and Faculty Senate worked together to put together the QEP Taskforce membership in August and September
- The group and leadership were established and began meeting in October
- The taskforce reviewed the report and data from the prior taskforce, along with additional data and QEP plans of other institutions to come to a plan to be presented to the community for feedback
- After finalizing a draft of the plan feedback was sought from:
 - Faculty groups
 - Faculty Senate, the library, SOBA, CAS, SOM, faculty open forums, and a digital survey
 - Student groups
 - SGA and MSC leadership
 - Staff groups
 - CLaSS leadership, SAC
 - Leadership (Administration and SACSCOC)
 - Rick Tysor and Provost Painter

HOW WE GOT HERE

- After considerable discussion, the Committee agreed to narrow the focus to information literacy (Gather) and critical analysis/evaluation (Analyze), with the assessment focus on Presentation of those skills (in written or oral form).
- Bridging the Gap

BRIDGING THE GAP

Enhancing information literacy to enhance critical thinking skills.



Gather

Analyze

Present



Written

PROCESS

Faculty who are interested in participating in the "Bridging the GAP" QEP will:

- I) Confirm with their department/program chair an appropriate course or cluster of courses for enhancement.
- 2) Identify whether they would like to enhance "G" and/or "A" via written or oral presentation ("P").
- 3) Choose a particular learning outcome under G and/or A for enhancement and indicate what related assignment(s) will be assessed.
- 4) If applicable and as appropriate, apply for curricular development support (e.g. a course enhancement stipend; course release; teaching assistant, etc.) and agree to attend "x #" of workshops as well as include their course in assessment during the first five year of the QEP.
- 5) Faculty who participate in the QEP will commit to enhancement, provision of artifacts suitable for assessment and to a process of continual improvement as a result of assessment data.

ASSESSMENT

The QEP Assessment Committee, chaired by the QEP Director, will be composed of faculty representatives from departments (divisions/schools) participating during the first five years of the QEP. If the number of departments/programs participating is 6 or fewer, then one faculty member from each participating department/program will constitute the QEP Assessment Committee. If more than 6 programs choose to participate, then the committee will be composed of at least one faculty member from a participating department in each participating division and school, with the understanding that divisions/schools with greater programmatic participation will contribute more faculty representatives. The QEP Director will receive appropriate compensation (in the form of course release time and stipend) for her/his work in directing the QEP and chairing/facilitating the work of the Assessment Committee, including collecting artifacts for assessment. At the end of each year, the QEP director will submit an interim report summarizing the assessment results to AA as well as the Deans of the participating schools.

The QEP efforts will be applied and assessed in lower-level courses. Enhancement of critical skills in 100, 200, and some 300 level classes will contribute to the demonstration of mastery in senior courses, but assessment of the QEP initiatives will be conducted in the introductory and developmental levels in 100, 200, and 300 level courses and not in senior or senior project courses. To identify GAP-enhanced learning gains and demonstrate QEP success, the most recent assessments in program and general education will be used as a baseline.

DRAFT LEARNING OUTCOMES -GATHER

- Students will persist in strategically searching for information using appropriate research tools using appropriate research tools to answer a research question. .
 - Students use the first few search results, relevant or not, to incorporate into their writing. (unacceptable)
 - Students will search for information using research tools to find information needed to answer a research question. (introductory)
 - Students will strategically search for information using the right search tool to find information needed to answer a research question. (developing)
 - Students will persist in strategically searching using appropriate research tools to find information needed to answer a research question. (mastery)
- Students will critically evaluate source types to select sources to support claims or answer a research question.
 - Sources are not relevant or are not from reputable publications. (unacceptable)
 - Students will define different types of authority to determine the credibility of sources. (introductory)
 - Students will identify relevant sources to answer a research question. (introductory)
 - Students will identify source types to determine credibility of the information. (introductory)
 - Students will identify relevant sources in order to select evidence to support a claim. (developing)
 - Students will describe how various types of sources were created in order to determine credibility of the information.
 (developing)
 - Students will critically evaluate source types in order to select sources to support claims or to answer a research question.
 (mastery)

ARTIFACTS MIGHT INCLUDE

- Compare and contrast Google and a library database, reviewing the available search options, the information that can or cannot be found in each search tool. (introductory)
- A research log that describes the question, the search tools used, a search strategy, and a summary of relevant items found in the search. (developing/mastery)
- An assignment that requires students to cite different source types (e.g. a news article, a scholarly article, a website, a primary source, a secondary source, etc.). (developing)
- Create a timeline of information produced on an event as it unfolded. (introductory)
- Compare and contrast how two different source types present information on the same topic.
 (introductory)
- An annotated bibliography that includes primary and secondary sources that pertain to a research question and describe the contribution made by each (developing)

DRAFT LEARNING OUTCOMES - ANALYZE

- Students will critically analyze multiple theories of disciplinary inquiry, including different interpretations of or perspectives on a particular problem or question.
 - Students can define a theory but do not include any differing interpretations or perspectives. (unacceptable)
 - Students will define one or more theories of disciplinary inquiry, including different interpretations of or perspectives on a particular problem or question. (introductory)
 - Students will explain one or more theories of disciplinary inquiry, including different interpretations of or perspectives on a particular problem or question. (developmental)
 - Students will critically analyze multiple theories of disciplinary inquiry, including different interpretations of or perspectives on a particular problem or question. (mastery)
- Students will critically analyze multiple methodologies of disciplinary inquiry, including different interpretations of or perspectives on a particular problem or question.
 - Students can define a methodology but do not include differing interpretations or perspectives. (unacceptable)
 - Students will define one or more methodologies of disciplinary inquiry, including different interpretations of or perspectives on a particular problem or question. (introductory)
 - Students will explain one or more methodologies of disciplinary inquiry, including different interpretations of or perspectives on a particular problem or question. (developmental)
 - Students will critically analyze multiple methodologies of disciplinary inquiry, including different interpretations of or perspectives on a particular problem or question. (mastery)

ARTIFACTS MIGHT INCLUDE

- Find a scholarly article related to an assigned reading and describe the scholarly conversation between them. (introductory)
- Identify the purpose of primary and secondary sources that are used in an information source to understand different investigative methods. (introductory)
- Write a literature review where you evaluate the place of journal articles, monographs, or sources of information in the scholarly [disciplinary] conversation. (developing)
- Synthesize a range of sources or data, including primary and secondary sources, in a research paper, laboratory report, or presentation. (mastery)
- Identify the analytical framework and/or methodological approach used in a scholarly article. (introductory)
- Explain the advantages and disadvantages of different analytical frameworks and/or methodological approaches to solving a disciplinary problem or question. (developmental)
- Developing and/or selecting an appropriate analytical framework and/or methodological approach to solving a disciplinary problem or question (e.g. writing/composing a "methods" section) (mastery)

QEP STEERING COMMITTEE

QEP Steering Committee Membership (Tentative!!!)							
Faculty Representatives							
QEP Director (faculty member)	1						
Faculty/assessment leaders (divisional and school representatives)	6						
Library faculty/assessment leader							
Senate Representative	1						
Total	9						
Administrative/Staff Representatives							
SACSCOC Liaison	1						
Director of Institutional Research							
Provost or Designee							
Career & Professional Development Director or Designee							
Deans or Deans' Designees	4						
Total	8						
Student Representatives							
SGA -named annually							
Representative from Outside the Institution							
Alum	1						

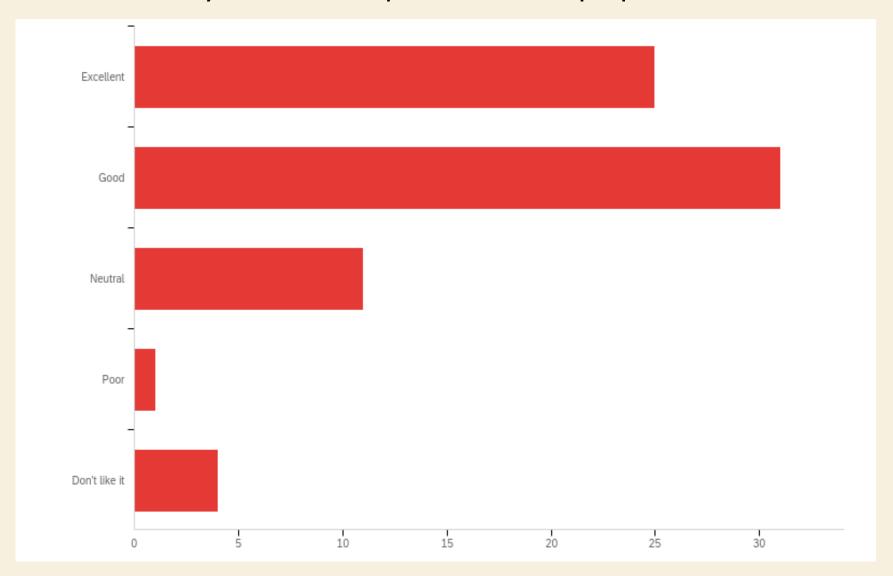
FACULTY SUPPORT

- Faculty QEP-skills Workshops
 - Outside facilitator for summer workshops
- Faculty Course Redesign Grants
- Capitalize on existing structures, e.g., Brown Center
 - QEP Faculty Fellows
- Library support
 - Part-time librarian
- Subscription to Niche Academic (Information Literacy tutorials)

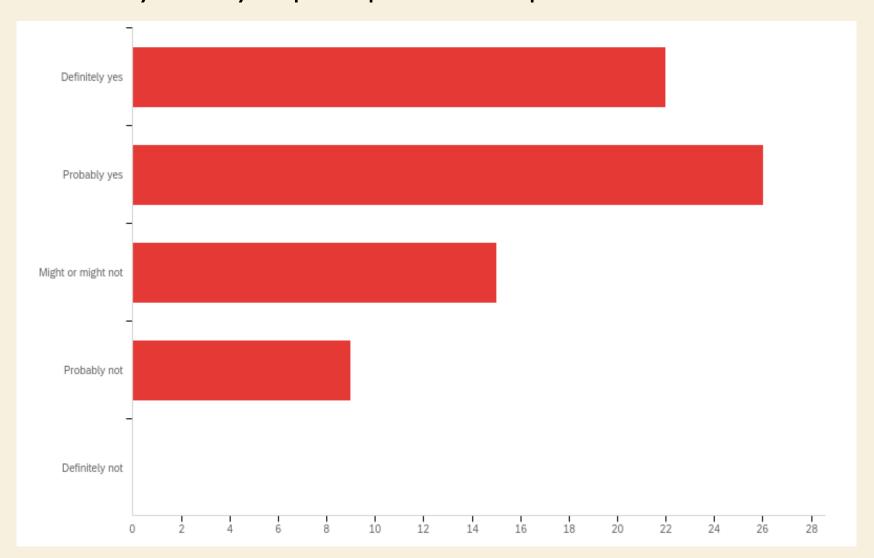
STUDENT SUPPORT

- Peer Tutors (or Student QEP Fellows)
- Peer-peer assistance via TA program
- Other ideas—Students could watch/attend workshops, meet with a librarian for research consultations.
- Incentivize (academically or non-academically) students for their participation in support efforts to increase their engagement in the QEP and/or completion of a certain number of QEP related assignment.

QEP Faculty Survey Spring 2021 Results Q5 - What is your overall impression on the proposed QEP?



QEP Faculty Survey Spring 2021 Results Q8 - Are you likely to participate in some part of the new QEP?



WHAT'S NEXT? FURTHER RECOMMENDATIONS?

- A writing group will be formed to put together the formal proposal for our SACSCOC reaccreditation application
- Creative Arts and SOM faculty should be a part of next steps to flesh out learning outcomes that speak to the arts more directly
- Groups (e.g., staff from CLaSS, Student Employment) should be brought in to discuss and create co-curricular learning outcomes (e.g., for student employment positions, internships, study abroad) and ways for the entire university to be engaged in the QEP
- University Marketing will need to be brought in to create a dynamic website and a marketing campaign for the QEP
- Open Forums to educate the community (particularly students) will need to be planned and executed in fall 2021 and 2022