

Bridging the Gap: Enhancing Information Literacy

February 7, 2022 (rev. June 2022)



EXCERPTS FROM FULL DOCUMENT

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Executive Summary

The mission of Stetson University is to provide “a transformational education in a creative community where learning and values meet. Committed to scholarship and the liberal arts tradition, Stetson seeks to foster the qualities of mind and heart that will prepare students to reach their full potential as individuals, informed citizens, and responsible participants in their local and global communities.”

Stetson University’s Quality Enhancement Plan (QEP) enhances existing critical skills and overall student success for undergraduate students through **“Bridging the Gap: Enhancing Information Literacy.”** The QEP takes a broad but deep approach to Information Literacy skills as essential elements of critical thinking by adopting a primary focus on student learning around how information is created and valued as they research, amass, and evaluate information. By strengthening students’ information literacy skills, the QEP improves their ability to be the informed citizens identified in our mission.

The QEP uses the definition of information literacy provided by the Association of College and Research Libraries (ACRL): “information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.” Stetson’s QEP maintains that students can be successful when they have exposure, experience, and practice within the context of information literacy.

To arrive at the QEP recommendation, Stetson followed a well-structured process, which included the work of an initial QEP task force to generate ideas (2019-2020), a QEP committee to recommend a topic (2020-2021), a QEP implementation and development committee (2021-2022), a QEP writing task force (Fall 2021), and a QEP marketing and communications committee (2021-2022). Students, faculty, staff, and administration were involved in the review and decision-making process throughout. Over the two-year period, from 2019 to 2021, numerous focus groups were held and several surveys were administered to students, staff, and faculty at the beginning, middle, and near the end of the QEP topic development phase.

To successfully execute its QEP, Stetson University intends to leverage approximately 40 faculty across all academic disciplines to teach “Gap” enhanced courses at introductory and developmental (100 and 200) levels. Participating faculty will engage in workshops and training presented by Stetson’s in-house experts on Information Literacy at the duPont-Ball Library and the Brown Center for Faculty Innovation and Excellence.

Because the QEP is intended for long-range quality enhancement of student learning, a series of engagement opportunities has been identified for students that take place both within and outside the traditional classroom experience. Students in enhanced classes will be offered targeted and incentivized opportunities for learning via increased, specialized information literacy tutoring (offered by cross-trained Writing Center tutors and some Library student employees), and selected information literacy peer tutoring. The Library will offer Cultural Credit events to highlight the value of information literacy. (Students are required to attend 24 cultural credits events as part of their degree requirements).

The QEP will be implemented over five years and will start with preliminary (“soft”) launches of enhanced courses in the School of Business Administration in Spring 2022. Year One will begin in Summer 2022 and will feature course redesign workshops for faculty. Enhanced courses will hard-launch in Fall 2022. Each semester, faculty participating in the program will attend additional workshops on how to enhance information literacy along with how to assess and report progress toward QEP success. Over

the next three years, new faculty will join the program annually, until the QEP supports 40 faculty. Each participating faculty member will be involved in the QEP for at least two sequential offerings of the course. To implement and execute the QEP, the University commits financial support for faculty (professional development stipends for course redesign), additional training for Writing Center staff and teaching apprentices, the additional work of the Library Liaison, and for other leadership positions including a QEP Director.

QEP courses will be assessed on a yearly basis to gauge successful implementation, using the First Year Seminar courses as a comparison group. This student population was chosen because the FSEM is the only first year course with an IL learning outcome, making it the best comparison group to assess QEP learning success. The student learning outcome focuses on information literacy, while the institution will use written and oral presentation artifacts to assess the success of student learning.

Through this multi-stakeholder and multi-disciplinary effort, the QEP will prepare Stetson's students for success in their coursework and academic and professional work beyond Stetson University.

It should be noted here that the current document is a revision of the submitted QEP Report but should be read as an original document. Subsequent to the SACSCOC onsite visit and receipt of written recommendations, a number of revisions were made. For the most part, revisions have been made silently, leaving annotation and commentary to the accompanying narrative of changes. However, for the sake of clarity and transparency, we state here that QEP leadership decided to focus more intentionally on information literacy rather than the three part plan of Gather, Analyze, and Present and revised accordingly. This narrower focus encourages a stronger assessment plan and ensures more targeted learning practices, while remaining completely in keeping with expressed faculty, student, and staff preferences as indicated in the survey data.

QEP Leadership Team

The QEP involves every level of Stetson stakeholders in its efforts. Building a Leadership Team that reflects faculty leadership, student and staff representation, student leaders, assessment leadership, and administrative engagement will be essential to the success of the QEP.

The membership of the QEP Leadership Team includes SACSCOC recommended personnel: “a director...and the institution's Accreditation Liaison in either an oversight or support role, as well as individuals who have access to the data and information required to prepare a report that substantiates the institution's assessment of compliance.” Accordingly, we have outlined a Leadership Team that includes a QEP Director and additional oversight members (SACSCOC Liaison, Institutional Research and Effectiveness, Career and Academic Success). This constituency understands the institution's mission and have extensive knowledge of its history, culture, practices, policies, procedures, and data sources, as well as access to the relevant documentation needed for compliance with accreditation mandates. Their primary responsibilities are all necessary activities to ensure compliance with accreditation requirements.

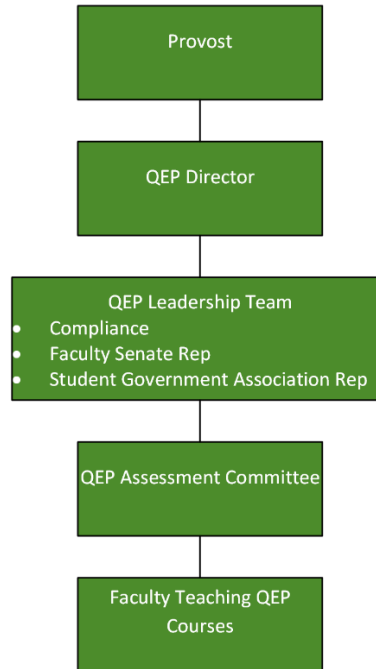
A second constituency on the Leadership Team consists of faculty, whose task is focused on bringing the QEP into action, including its development, implementation, assessment, and success. Required faculty include the QEP Director (also named above), the Director of Assessment as Provost Designee, the

Library Liaison, and a representative from Faculty Senate. These members have experience with critical skills initiatives (information literacy, evaluation/analytical skills, writing instruction, and assessment of student learning) and substantial individual expertise and experience in teaching and leadership of academic committees. These histories lend themselves to authoritative review and evaluation of course enhancement proposals and creating a collaborative atmosphere in which to discuss and review QEP assessment and development plans, recommend changes, and work for constant improvement. The Faculty Senate representative engages in the activities of all the faculty on the Team-- reviewing and evaluating course enhancement proposals and facilitating assessment responsibilities--with the additional responsibility of communicating to and back from Senate. To ensure full representation for QEP faculty at large, up to six additional faculty representatives from the Year One cohort of QEP faculty will join the Leadership Team as assessment leaders, selected in collaboration with Faculty Senate to represent the School of Music, the School of Business, and the four divisions within the College of Arts & Sciences.

The final category of membership on the Leadership Team is the student population, in the form of a representative from the Student Government Association. Student learning is at the center of the Quality Enhancement Plan and student representation on the Leadership Team will enhance connections among students, faculty, and staff to ensure the highest possible success in this learning initiative.

QEP Leadership Team Composition	
QEP Director	1
SACSCOC Liaison	1
Executive Director of Institutional Research and Effectiveness	1
Interim Executive Director of Career and Academic Success	1
Library Liaison	1
Director of Assessment--Provost Designee	1
Faculty Senate Representative	1
QEP Faculty Assessment Leaders (starting Year One, divisional/Schools/College representation)	6
Student Representative (named annually)	1
Total Membership of the QEP Leadership Team	14

QEP Organizational Chart



QEP Leadership Team Charge

The QEP Leadership Team is responsible for ensuring the success of the Quality Enhancement Plan. The Team as a whole ensures compliance with SACSCOC accreditation requirements, directs the implementation of the plan, assesses the success of the plan, and implements structural or procedural change as needed to ensure continual improvement. Specific members of the Leadership Team are responsible for specific parts of the Team Charge as outlined below. Term limits for service on the QEP Leadership Team are under discussion.

Roles and Responsibilities of the Members of the QEP Leadership Team

- QEP Director Megan O’Neill: Overall leadership, active participation in all steps to success, reporting needs, budget accountability, and review and evaluation of course enhancement proposals. Oversight of QEP Faculty Assessment Committee and participating QEP faculty on student learning assessment. Reports to Provost.
- Faculty Leadership:
 - Library Liaison Jennifer Corbin: leadership in regard to information literacy objectives, coordination of faculty/Library engagement, learning assessment, support in Library/student collaboration, review and evaluation of course enhancement proposals

- Director of Assessment and Provost Designee Tom Vogel: leadership in regard to assessment oversight, coordination with the University Gen Ed Committee, and ongoing insight.
- Senate Representative: faculty representation in regard to faculty recruitment, review and evaluation of course enhancement proposals, support in QEP assessment needs, communication with and from Senate. Appointed annually.
- QEP Assessment Committee: a projected six-member group of faculty (selected from faculty teaching Year One QEP-enhanced courses) serve as assessment leaders: representation of faculty interests in divisional/schools/college, QEP course and student learning assessment, review and evaluation of course enhancement proposals.
- Student Leadership:
 - A representative from Student Government. Leadership in regard to student success, student concerns, outreach, recruitment. Appointed annually
- Compliance Leadership:
 - SACSCOC Liaison Rick Tysor: Coordination with SACSCOC in regard to accreditation
 - Executive Director of Institutional Research and Effectiveness Colin Hilton-MacFarlane: oversight in regard to data access necessary for compliance
 - Interim Executive Director of Career and Academic Success Stacy Collins: oversight in regard to student success, retention, and post-graduation data necessary for compliance

The QEP Assessment Committee

Because of the developmental nature of the enhancement plan, assessment of the learning initiatives must be handled carefully to ensure that a coherent pattern of student improvement in learning can be demonstrated. Like the prior QEP (“Transitions”), which focused on a narrow and easily identified population (First Year students), the proposed QEP (“Bridging the Gap”) will assess a narrow population to identify successes and any points of intervention. Further, in order to create a coherent set of results, a common outcome statement, a common set of rubrics, and an agreed-upon set of artifacts will be identified.

The QEP Committee recommended the establishment of the QEP Assessment Committee, as a subset of the QEP Leadership Team, to facilitate this process and to follow best practices in learning assessment. The QEP Assessment Committee, which reports to the faculty leadership, will be composed of faculty representatives from departments (divisions/schools) participating in the QEP initiative. The projected number of representing faculty is six. If the number of departments/programs participating is six or fewer, then one faculty member from each participating department/program will constitute the QEP Assessment Committee. If more than six 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. Up to six of these members of the QEP Assessment Committee will serve on the QEP Leadership Team.

The QEP Assessment Committee will necessarily operate alongside the standing University General Education Committee (UGEC).. Where possible, schedules for assessment and selection of artifacts will align with the UGEC schedule to reduce stress on faculty and to take advantage of a strong institutional assessment process.

Faculty Participation: Recruiting & Approving Participants

Faculty will be recruited to participate in the QEP through a series of informational workshops, open discussion opportunities, website resources, and explanation of proposal and approval processes, and stipends for both summer course redesign and individual course offerings. The informational sessions will orient faculty to the range of available possibilities and explain how key elements of the QEP can be defined in accordance with existing course learning outcomes.

The QEP will be implemented by enhancing faculty-chosen courses. Faculty will be invited to submit course enhancement grant proposals to the QEP Director, who will, in collaboration with the faculty members of the Leadership Team, evaluate and rank the proposals. All faculty whose proposals are accepted will commit to improving the information literacy skills of the students in the course. Faculty also commit to providing assessment artifacts in written or oral form and to participating in the assessment process. Likewise, all faculty involved in the program commit to attending several workshops through the period of their participation.

The steps below outline the experience of a faculty member wishing to participate in the program.

1. Attend at least one informational session in January and February, during which faculty will learn the details of the learning goals for information literacy and how they might adopt these components in their course for enhanced student learning.
2. Consult as needed with their department/program chair to determine an appropriate course or cluster of courses for enhancement.
3. Identify at least three of the four IL concepts for course enhancement and corresponding assignment(s) that might be assessed. All proposals must include the LO for citation and reference.
4. Create a proposal for course enhancement
5. Faculty who are selected to participate in the QEP will commit to course enhancement, to provision of suitable artifacts from the course, and to a process of continual improvement as a result of assessment data.
6. Faculty who participate in the QEP commit to offering the course at least two consecutive times as departmental course scheduling allows. During the course's active involvement in the QEP initiative, faculty will attend required workshops (the spring and fall workshops bracketing the course offering). This commitment provides sufficient continuity to demonstrate results, while also ensuring that if some faculty are unable to sustain their involvement beyond the second offering, they can release their spots to others. We anticipate that within the first three years from

inception, approximately 40 faculty will join the program. The budget (detailed below) can support up to 40 faculty per year.

7. Grant applications for course redesign and unit/assignment revision will be evaluated by the QEP Leadership Team and ranked for approvals.
8. Deadlines for Year One (Fall 2022):
 - PROPOSALS due to QEP Leadership Team March 7, 2022
 - DECISIONS made by QEP Leadership Team April 12, 2022

Assessment

Learning Outcomes and Rubrics

Definition of Information Literacy

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

Based on the deeper engagement with information literacy throughout the process of developing the QEP, Stetson will be updating its general education learning outcome for information literacy to reflect the ACRL definition. This represents only a slight variation from the existing definition, but will allow for direct comparison in assessment of Gap enhanced courses and the baseline FSEM courses.

The revised learning outcome is: **Students can locate, engage with, and evaluate information relevant to a question, topic, or research need OR to contribute to scholarly, professional, civic, and/or personal conversations.** The rubric used to evaluate artifacts for achievement of this outcome is provided below. It is with this rubric that **summative** assessment will take place and allow for an evaluation of the success of the Gap enhanced courses compared to the standard FSEM. . This unified, analytical rubric will be used for all QEP summative assessment of learning activities.

Information literacy can be further defined in terms of six threshold concepts that allow for a more robust understanding of the knowledge and skills necessary to be information literate in the modern world. The specific learning outcomes associated with these thresholds are outlined below, including rubrics for evaluating their achievement. Use of these rubrics will provide **formative** assessment that will assist faculty in their ongoing development of their enhanced courses, allowing for a much more granular focus on the dimensions of information literacy.

Approaching information literacy in this more detailed manner also allows faculty the autonomy to understand “research” and “information” both broadly and inclusively. All participating faculty should then be able to “find” their work within these multiple thresholds and ultimately advance achievement of the holistic general education learning outcome.

Information Literacy Learning Outcome and Assessment Rubric

Students can locate, engage with, and evaluate information relevant to a question, topic, or research need OR to contribute to scholarly, professional, civic, and/or personal conversations.

CRITERIA	Mastery 3	Developing 2	Introductory 1	Unacceptable 0
Students can demonstrate persistence in strategic or iterative searching for information , using appropriate tools or creative practices to answer questions or solve problems. (<i>Search/inquire and locate</i>)	Identifies many interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determines how to access that information. Designs and refines needs and search strategies as necessary, based on search results. Uses a variety of research tools	Identifies some interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determines how to access that information. Designs and refines needs and search strategies as necessary, based on search results. Uses a variety of research tools.	Identifies few interested parties who might produce information about a topic and then determines how to access that information. Does not refine information need or search strategies. Tends to rely on web search engines.	Uses sources that are unrelated to the research or creative problem. Searching strategy is limited to web search engines.
Students can define or describe different types of sources and authorities in order to objectively evaluate credibility. (<i>Engage and evaluate</i>)	Critically evaluates source's origins, evidence, context, or suitability for current information need. Defines different types of authority, such as subject expertise, societal position, or special experiences.	Defines several different types of information and authority Describes in specific terms methods of evaluating credibility Evaluates source for indicators of authority, including type of publication or author credentials.	Identifies several types of information or authority Describes in general terms some methods of evaluating credibility Performs a cursory or limited evaluation for credibility, including type of publication or author credentials.	Identifies only one or two types of information or authority Does not describe or define standards for evaluation for credibility Applies evaluative criteria that are not relevant
Students can cite and reference sources using disciplinary conventions. (<i>value of information</i>)	Student demonstrates full and detailed understanding of discipline-specific citation and reference format.	Student demonstrates some understanding of disciplinary conventions about citation and reference	Student demonstrates minimal understanding of citation and reference format or does not cite all sources appropriately.	Student does not demonstrate any understanding of citation or reference format or may cite only some references and not others.
Students can identify an ongoing scholarly conversation and use sources to respond to or participate in it. (<i>participate in critical conversation</i>)	Describes how a source will contribute to a research or creative project. Uses sources to support their contribution to a scholarly conversation	Includes sources that are relevant to a research or creative project. Uses sources to participate in a scholarly conversation	Uses sources to acknowledge a scholarly conversation but does not participate	Includes sources that are not relevant. Does not recognize an ongoing scholarly conversation

The following chart offers a range of potential assignments aligned with specific information literacy learning goals. As additional assignments are developed in individual courses, this list will be expanded to reflect innovation and “closing the loop” procedures.

<p>Potential Assignments/Artifacts. This table offers potential assignments that reflect one or more of the information literacy concepts. Applicable concepts are “check marked” in the right hand columns for easy navigation. More complex projects may require a preliminary or developing step as an assessment artifact (for example, an annotated bibliography instead of the final research project). Faculty are strongly encouraged to coordinate with the QEP Director and the Library Liaison about potential artifacts.</p>	<p>persistence in strategic or iterative searching for information</p>	<p>define or describe different types of sources and authorities</p>	<p>cite and reference sources</p>	<p>ongoing scholarly conversation and use sources</p>
<p>Comparing Print & Web Resources: Students examine pairs of items (books, articles, web sites) to determine indicators of quality in each item; where exactly they found those indicators; the appropriate use for each item.</p>	✓	✓	✓	
<p>Scholarly Analysis of an Event in History: What was the popular press saying about a political event/ scientific study/ societal change at the time it was occurring? How is it now discussed in scholarly literature? Contrast 2-3 popular articles written during the event and contrast them with contemporary scholarly analysis</p>	✓	✓	✓	
<p>Creative methods analysis. Study a group of representative artists relevant to the medium in which you are working. Analyze the creative methods they use and research the context/background of the creative methods. Discuss or reflect on connections between the creative methods you employ and the ones the selected artists use.</p>	✓	✓	✓	✓
<p>Surfaces Journal. Students begin their own collections of visual information/imagery. In this “journal” of sorts they collect visual imagery, cite the source, classify the image, note where else each piece might exist (where else can it be sourced,) and note any restrictions upon the image for reuse purposes, etc.</p>	✓	✓	✓	
<p>Targeted annotated bibliography. Assign annotations that describe connections between and among sources while evaluating credibility of source.</p>		✓	✓	✓
<p>Written summaries of one or more sources, contrasting and comparing</p>		✓	✓	
<p>Works cited pages and in-text references</p>			✓	
<p>Research or Creative Project proposal. Students describe the project, including rationale, goals, and methods or approaches to be used to complete the project. The proposal should provide background information and citations.</p>	✓	✓	✓	
<p>Anatomy of a research paper. Students complete all the steps needed to write a research paper except write it. Choose a well-defined topic, find useful sources, write an outline including a thesis statement, write an opening paragraph and summary</p>	✓	✓	✓	
<p>Assess selected databases, networks, reference materials, software instructions, and new forms of technologies to demonstrate understanding of how information grows.</p>	✓		✓	✓
<p>Find an article* that is related to an assigned reading or an important work in the discipline. Discuss the connections between the works and the contributions of each. *article, film, work of art, musical piece, book, etc.</p>	✓		✓	✓
<p>Process analysis: describe where and how you searched for information to complete a research assignment</p>	✓			
<p>Describe the research tools you used and your search strategy (keyword searching, subject searching, etc.).</p>	✓			
<p>Discuss any challenges you faced in searching for and locating information. [This could be assigned along with an annotated bibliography assignment.]</p>	✓			

FORMATIVE FEEDBACK AND ASSESSMENT

As mentioned above, faculty seeking additional formative feedback will be able to collaborate with QEP leaders about specific teaching and learning goals they have. This formative feedback is intended for faculty to further refine their teaching goals as they see fit; it is not a required element for faculty. For this formative feedback, the six LOs reflecting the Framework for Information Literacy will be offered as follows:

Information Literacy Outcomes (identified individually on the pages that follow):

1. Students can define different types of authority while retaining an open mind when encountering varied and sometimes conflicting perspectives.
2. Students can describe how various types of sources were created in order to determine credibility of the information.
3. Students can cite and reference sources using disciplinary conventions.
4. Students demonstrate persistence in strategically searching for information using appropriate research tools or creative practices to answer a research question or solve a creative problem.
5. Students can identify an ongoing scholarly conversation and use sources to participate in it.
6. Students can construct an iterative search strategy using appropriate library databases or other research tools

IL Threshold Concept #1 Authority is Constructed and Contextual	Learning outcome	3 Mastery	2 Developing	1 Introductory	0 Unacceptable
<i>Information resources reflect their creators' expertise and credibility. Authority is constructed in that various communities may recognize different types of authority and contextual in that the information need may help to determine the level of authority required.</i>	Students can define different types of authority while retaining an open mind when encountering varied and sometimes conflicting perspectives.	Student evaluates the source of information, to select information that is appropriate for the context and need, while being open to differing perspectives. Consistently does all or almost all of the following: Critically evaluates source's origins, evidence, context, or suitability for current information need. Defines different types of authority, such as subject expertise, societal position, or special experiences. Demonstrates an awareness of power structures associated with what is and who are considered authoritative in different contexts.	Student evaluates the source of information to select information that is appropriate for the context. Does most or many of the following: Evaluates source for indicators of authority, including type of publication or author credentials, while considering context of information need Can define some types of authority.	Student applies some evaluative criteria to sources of information Does most or many of the following: Evaluates source for indicators of authority, including type of publication or author credentials. Learning about different types of authority.	Student does not evaluate sources. Consistently does all or almost all of the following: Applies no evaluative criteria or criteria that is not relevant Cannot identify different types of authority.

IL Threshold Concept #2 Information Creation as a Process	Learning outcome	3 Mastery	2 Developing	1 Introductory	0 Unacceptable
<i>Information in any format is produced to convey a message and is shared via selected delivery methods. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.</i>	Students can describe how various types of sources were created in order to determine credibility of the information.	Student articulates a range of information types and demonstrates a high level of evaluation ability. Consistently does all or almost all of the following: --describes in detail a range of different types of information --can define and apply specific kinds of evaluation for credibility --can draw conclusions about the suitability of an information format to a specific information need.	Student defines a limited range of information types and demonstrates some awareness of evaluating sources for credibility. Does most or many of the following: --defines several different types of information --describes in specific terms methods of evaluating credibility --can perform evaluation for credibility on more than one kind of source --can perform one kind of evaluation on multiple kinds of sources	Students can describe some elements of information creation or dissemination and can identify a limited range of evaluation methods. Does most or many of the following: --identifies two or three types of information --describes in general terms some methods of evaluating credibility --performs a cursory or limited evaluation for credibility	Students are unaware of differences in information creation and dissemination and do not perform any evaluative tasks. Consistently does all or almost all of the following: --identifies only one or two types of information, or identifies two different types as the same thing --does not describe or define standards for evaluation for credibility

IL Threshold Concept #3 Information has Value	Learning outcome	3 Mastery	2 Developing	1 Introductory	0 Unacceptable
<p><i>Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.</i></p>	<p>Students can cite and reference sources using disciplinary conventions.</p>	<p>Student demonstrates full and detailed understanding of discipline-specific citation and reference format.</p> <p>Consistently does all or almost all of the following:</p> <p>Cites and references quoted, paraphrased, and summarized sources</p> <p>Uses consistent citation formatting</p> <p>Applies disciplinary style conventions to citations and formatting</p> <p>Recognizes issues surrounding access or lack of access to information sources.</p>	<p>Student demonstrates some understanding of disciplinary conventions about citation and reference</p> <p>Does most or many of the following:</p> <p>Cites and references quoted, paraphrased, and summarized sources</p> <p>Uses consistent citation formatting</p> <p>Applies disciplinary style conventions</p> <p>Can identify some issues surrounding access or lack of access to information sources.</p>	<p>Student demonstrates minimal understanding of citation and reference format or does not cite all sources appropriately.</p> <p>Does most or many of the following:</p> <p>Students cite and reference quoted and paraphrased sources</p> <p>Uses inconsistent citation formatting.</p> <p>Disciplinary style conventions applied inconsistently</p>	<p>Student does not demonstrate any understanding of citation or reference format or may cite only some references and not others.</p> <p>Consistently does all or almost all of the following:</p> <p>Students cite and reference quoted sources, but not paraphrased or summarized sources.</p> <p>Citations are incomplete and formatting inconsistent.</p> <p>Does not use disciplinary conventions</p>

IL Threshold Concept #4 Research as Inquiry	Learning outcome	3 Mastery	2 Developing	1 Introductory	0 Unacceptable
<p><i>Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field</i></p>	<p>Students demonstrate persistence in strategically searching for information using appropriate research tools or creative practices to answer a research question or solve a creative problem.</p>	<p>Student demonstrates use of wide range of tools and/or practices to create an unbiased, refined, and discipline-specific project.</p> <p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> Seeks multiple perspectives when gathering information Refines research or creative questions Determines an appropriate scope for project Uses a variety of research methods as needed for type of inquiry. 	<p>Student demonstrates ability to use some of the tools/practices in the creation of an unbiased project.</p> <p>Does most or many of the following:</p> <ul style="list-style-type: none"> Seeks multiple perspectives when gathering information Refines research or creative questions Determines an appropriate scope for project Uses a variety of research methods as needed for type of inquiry. 	<p>Student demonstrates ability to use a limited set of tools/practices in the creation of a project.</p> <p>Does most or many of the following:</p> <ul style="list-style-type: none"> Seeks few competing perspectives when gathering information Refines research or creative questions Makes adjustments to scope of project Uses few research methods to search for needed information 	<p>Student uses limited or biased sources in the creation of a project.</p> <p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> Seeks perspectives that match personal viewpoint when gathering information Does not refine research or creative questions Scope of project is either too broad or too narrow Relies on one approach to gathering information

IL Threshold Concept #5 Scholarship as conversation	Learning outcome	3 Mastery	2 Developing	1 Introductory	0 Unacceptable
<i>Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations</i>	Students can identify an ongoing scholarly conversation and use sources to participate in it.	<p>Student articulates the relevance, provenance, and relationships among information sources in the process of responding to a critical or artistic position.</p> <p>Consistently does all or almost all of the following:</p> <p>Describes how a source will contribute to a research or creative project</p> <p>Uses sources to support their contribution to a scholarly conversation</p>	<p>Student can describe the relevance of information sources to a position and can articulate a line of conversation among scholars.</p> <p>Does most or many of the following:</p> <p>Includes sources that are relevant to a research or creative project</p> <p>Uses sources to participate in a scholarly conversation</p>	<p>Student can define a topic but cannot articulate relevance or provenance of information used in a project</p> <p>Does most or many of the following:</p> <p>Assumes any source on the same topic is relevant to a research or creative project</p> <p>Uses sources to acknowledge a scholarly conversation but does not participate</p>	<p>Student can provide sources but does not perform any evaluation of their choices.</p> <p>Consistently does all or almost all of the following:</p> <p>Includes sources that are not relevant.</p> <p>Does not recognize an ongoing scholarly conversation</p>

IL Threshold Concept #6 Searching as Strategic Exploration	Learning outcome	3 Mastery	2 Developing	1 Introductory	0 Unacceptable
<i>Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops</i>	Students can construct an iterative search strategy using appropriate library databases or other research tools	<p>Student's search strategy is extensive, recursive, and thorough.</p> <p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> -Identifies many interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determines how to access that information. - <p>Matches information needs and search strategies to appropriate search tools.</p> <ul style="list-style-type: none"> -Designs and refines needs and search strategies as necessary, based on search results. 	<p>Student's search strategy includes a range of iterations and search tools.</p> <p>Does most or many of the following:</p> <ul style="list-style-type: none"> Identifies some interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determines how to access that information. <p>Matches information needs and search strategies to appropriate search tools.</p> <p>Designs and refines needs and search strategies as necessary, based on search results.</p>	<p>Student's search strategy is limited to the obvious (databases, web search engines) and results in limited information for the project.</p> <p>Does most or many of the following:</p> <ul style="list-style-type: none"> Identifies few interested parties who might produce information about a topic and then determines how to access that information. <p>Does not match Information need to appropriate search tools.</p> <p>Does not refine information need or search strategies</p>	<p>Student lacks a search strategy and relies on web search engines for information</p> <p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> Uses sources that are unrelated to the research or creative problem. <p>Does not go beyond web search engines to search for information.</p>

QEP Course Redesign Grant

Call for Proposals

Introduction and Background

The purpose of the Stetson Quality Enhancement Program (QEP) is to enhance courses self-selected by faculty and departments/programs by “Bridging the Gap”, focusing on Information Literacy skills. All faculty submitting QEP course enhancement grant proposals will commit to improving the information literacy skills of the students in the course. Faculty also commit to providing assessment artifacts in written or oral form and to attend several workshops.

Students in a QEP improved course will be better equipped to locate and evaluate information, to effectively use appropriate research methods for any given informational need, and to access meaningful information vital to good decision making. In the proposals, therefore, faculty are asked to respond to how they would use enhanced IL skills to improve student learning, using the level of the course to determine which elements of IL and which level of sophistication to focus on. Example proposals and supplementary materials, including rubrics and learning outcomes, are available on the QEP website.

Eligible Courses

The QEP is intended to target courses teaching introductory and developmental information literacy and analysis skills prior to the expectation of mastery level. Therefore 100 and 200 level courses are appropriate for participation in the program. **FSEM courses are excluded because they will serve as a comparison group.**

Note about Course Selection

Faculty proposers will be asked to identify a single course. In some cases, where a single substantial unit of a course could be used to enhance more than one course, faculty may opt to propose that single unit with the expectation that they will make that enhanced unit available for QEP assessment purposes. For example, in a course with three separate units related under the course topic, one of those units of instruction—if it will also be used to enhance a second course—can be the focus of the proposal. Only one course can be proposed for enhancement.

Faculty Expectations

QEP faculty are expected to commit to participation in the program for at least two iterations of the course. Preference will be given to proposals for courses that are offered at least once a year. This two-course expectation allows for continuity in course enhancement and at least one full cycle for assessment of improvement. Those selected to teach in the QEP program have additional responsibilities over and above those expectations for a typical Stetson course, including required attendance at workshops, assessment expectations, and, following initial course redesign during the summer workshop, ongoing work on incorporating information literacy concepts and assignments. Submission of the proposal constitutes agreement to participate in development workshops, provide suitable artifacts, and engage usefully in the assessment of those artifacts.

QEP faculty are expected to attend 5 workshops (1 summer workshop, then fall and spring for 2 iterations). Assessment samples from each enhanced course will be submitted for initial assessment and evaluation at the May workshop. These primary responsibilities and some secondary expectations justify the course stipend, which will be paid **in one lump sum in May** following attendance at the two required fall and spring workshops.

Only one QEP proposal per faculty is allowed. Faculty wishing to enhance a second course must wait until their initial commitment of two course offerings is complete.

Summer Course Redesign Workshop and August & May Workshops

The summer workshop prior to the first teaching of the course will enable strategic redesign of the course. Teaching apprentices are welcome to join their faculty in the workshop. Resources provided will include a pre-workshop reading assignment, lunch, and hands-on guidance for redesign.

Following the summer redesign workshop, QEP faculty are required to attend workshops and assessment activities as scheduled for August prior to the start of the semester, and in May, after final exams. The August workshop will include review of course requirements and assessment needs for the academic year. The May workshop will require collection of assessment artifacts and sharing in assessment. These activities will be coordinated and supervised by the QEP Director and representative faculty leaders.

Following initial summer redesign, teaching the course will require additional work on course preparation to integrate Information Literacy effectively and seamlessly. Faculty commit to two iterations of their course with the QEP program but may continue as long as they wish, with stipends for QEP courses still dependent on attendance at the workshops and participation in required assessment.

Proposal Deadlines

Spring 2022: Faculty develop proposals with appropriate feedback from their program chairs

March 7, 2022: Proposals due for initial review by QEP Leadership Team.

April 12, 2022: Notifications of acceptances.

Proposal Format

Proposals will be submitted via MS Forms.

No more than 1500 words.

Proposals should clearly identify which three (including the requirement of Citation of Sources) Information Literacy learning outcomes will be selected for course enhancement. Choices will appear in a drop down menu.

Information Literacy Learning Outcomes

1. Students can demonstrate **persistence in strategic or iterative searching for information**, using appropriate tools or creative practices to answer questions or solve problems. (*Search/inquire and locate*)
2. Students can **define or describe different types of sources and authorities** in order to objectively evaluate credibility. (*Engage and evaluate*)

3. Students can **cite and reference sources** using disciplinary conventions. (*value of information*)(*required*)
4. Students can identify an **ongoing scholarly conversation and use sources** to respond to or participate in it. (*participate in critical conversation*)

Proposal Form

1. Faculty name:
2. Department:
3. Course proposed for enhancement (Prefix, course name, and any Gen Ed designations or other special considerations):
4. Rationale for choice of course to enhance:
5. When will this course be taught the first time? When will this course be taught next?
Preference will be given to proposals whose courses are offered at least once per year.
6. Specific concepts in IL you plan to focus on (form will include IL concepts as a dropdown menu)
7. Rationale for choice of LOs to enhance
8. Explanation of how enhancement of the chosen IL skills within the course will contribute to student success in your course/their sequence of courses.
9. Identification of and rationale for intended artifact for assessment.