

Bridging the G-A-P: the Stetson Quality Enhancement Plan



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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 G-A-P: Enhancing Information Literacy to Foster Critical Thinking.**” The QEP takes a broad but deep approach to Information Literacy to leverage critical analysis in disciplines. The three components of the “G-A-P” framework are:

- **Gather** – Students will learn how information is created and valued as they research, amass, and evaluate information.
- **Analyze** – Students will learn how to understand, interpret, and apply information within a disciplinary context.
- **Present** – Students will demonstrate their learning by presenting the information they have gathered and analyzed in both oral and written communicative forms.

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.” The “Gather, Analyze, Present” framework embodies this definition. 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 35-45 faculty across all academic disciplines to teach “G-A-P” enhanced courses, most of these 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 will be identified for students that take place both within and outside the traditional classroom experience. Students in G-A-P classes will be offered targeted and incentivized opportunities for learning via increased, specialized information literacy tutoring (offered by cross-trained

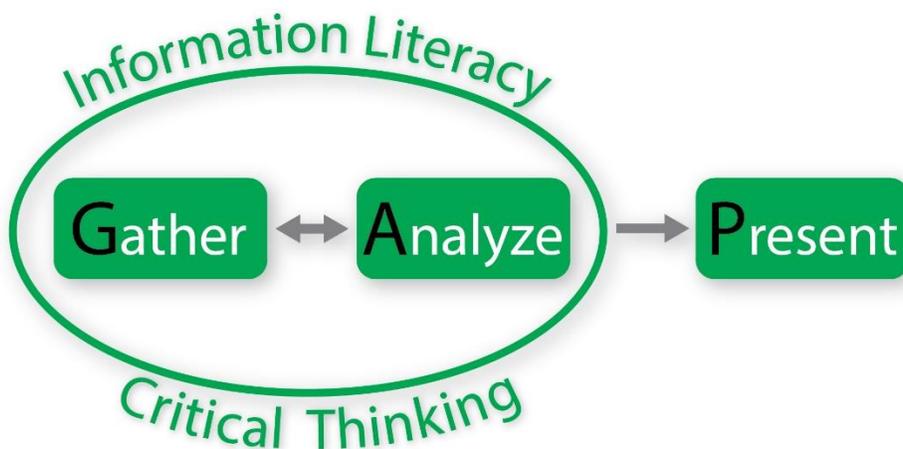
Writing Center tutors and some Library student employees), selected information literacy peer tutoring, and divisional offerings in disciplinary forms of analysis. The Library will offer Cultural Credit events to highlight the value of information literacy. To create a heightened sense of awareness across the campus, many of these opportunities will also be extended to students not enrolled in G-A-P courses.

The QEP will be implemented over five years and will start with preliminary (“soft”) launches of G-A-P-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. G-A-P courses will hard-launch in Fall 2022. Each semester, faculty participating in the G-A-P 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 G-A-P program annually, until the QEP supports 35-45 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), Writing Center staff and teaching apprentices, the Library Liaison, and for other leadership positions including a QEP Director.

G-A-P courses will be assessed on a yearly basis to gauge successful implementation. The student learning outcomes include both information literacy and critical analysis learning goals. Though “Presentation” is a part of the G-A-P framework, written and oral presentation artifacts will serve to assess the “Gather” and “Analyze” portions of the framework.

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. Stetson welcomes feedback and support as it continues to “Bridge the G-A-P” for our students.

BRIDGING THE G-A-P



QEP Leadership Committee

“Bridging the G-A-P” involves every level of Stetson stakeholders in its efforts. Building a Leadership Committee that reflects faculty leadership, student and staff representation, student support leaders, assessment leadership, and administrative and alumni engagement will be essential to the success of the QEP. The qualifications required of the QEP Leadership Committee include long experience with critical skills initiatives (information literacy, evaluation/analytical skills, critical thinking, writing instruction, speaking and oral competency instruction, and assessment of student learning) and substantial individual expertise and experience in teaching and administration, including leadership of academic committees. Representation of all stakeholders on campus includes representatives of the academic units on campus to ensure broad-based input and accountability to the Library, the Schools, and the College and Faculty Senate. Designees provided by the Deans and the Provost assure coordination and communication, and student and alumni representatives will ensure qualitative input into the undergraduate experience of the QEP. The following table summarizes the QEP Leadership Committee structure:

QEP LEADERSHIP TEAM MEMBERSHIP	
Faculty Representatives	
QEP Director (faculty member)	1
Faculty/assessment leaders (divisional and school representatives)	6
Library Liaison	1
Senate representative	1
TOTAL	9
Administrative/Staff Representatives	
SACSCOC Liaison	1
Director of Institutional Research and Effectiveness	1
Provost or Designee	1
Career & Professional Development Director or Designee	1
TOTAL	4
Student Representatives	
SGA--Named annually	1
Total	13

The QEP Assessment Committee

Because of the broad-based 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. Unlike the current QEP (“Transitions”), which focused on a narrow and easily identified population (First Year students), the proposed QEP (“Bridging the G-A-P”) will require a web of individual assessments, which must be collated and analyzed to identify successes and any points of intervention. Such a committee was proposed to the University in 2020 following the work of the Core Learning Committee, which identified issues of university curriculum mapping, assessment, and coordination and coherence that no existing committees and processes can capture. The QEP Assessment Committee as described below is very similar to the proposed University Assessment Committee, demonstrating the QEP’s use of ongoing institutional work. Further, in order to create a coherent set of results, a common set of outcome statements, 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 Committee, to facilitate this process and to follow best practices in learning assessment. The QEP Assessment Committee, chaired by the QEP Director, will be composed of faculty representatives from departments (divisions/schools) participating in the QEP initiative. 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. Six of these members of the QEP Assessment Committee will serve on the QEP Leadership Committee.

The QEP Assessment Committee will necessarily operate alongside the standing University General Education Committee (UGEC) and existing program assessment processes. Programs will use existing assessment data as a baseline; faculty participating in Gen Ed courses will use existing General Education assessment data as a baseline. [See Assessment Data \(Link\)](#).

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 disciplinary concepts.

The QEP will be implemented by enhancing courses selected by faculty following the “Bridging the G-A-P” framework. Faculty will be invited to submit G-A-P course enhancement grant proposals to the QEP Director, who will, in collaboration with the Leadership Team, evaluate and rank the proposals. All faculty whose proposals are accepted will commit to improving the information literacy skills (G) of the students in the course; optionally, faculty can also choose to use those skills to leverage

improved_analysis (critical thinking) skills within that same 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 G-A-P program committee 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 G-A-P program.

1. Attend at least one informational session in January and February, during which faculty will learn the details of G and A components 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 one IL concept and related learning outcome (G) OR G+A for enhancement and corresponding assignment(s) that might be assessed.
4. Create a proposal for course enhancement ([See Appendix J](#)) for the proposal form and a rubric for proposal evaluation.)
5. Faculty who are selected to participate in the QEP will commit to course enhancement, to provision of artifacts from the course suitable for assessment, 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 35-40 faculty will join the G-A-P 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



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.

*This set of **holistic assessment rubrics** allows faculty the autonomy to understand “research” and “information” both broadly and inclusively and to choose at least one IL outcome to enhance with. Rather than identifying a number of dimensions and criteria for granular results, a holistic rubric is easier for faculty to use and simpler for reporting learning outcomes. All participating G-A-P faculty should be able to “find” their work in this assessment rubric.*

Information Literacy Learning Outcome

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.

Supporting 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
<p><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></p>	<p>Students can define different types of authority while retaining an open mind when encountering varied and sometimes conflicting perspectives.</p>	<p>Student evaluates the source of information, to select information that is appropriate for the context and need, while being open to differing perspectives.</p> <p>Consistently does all or almost all of the following:</p> <p>Critically evaluates source's origins, evidence, context, or suitability for current information need.</p> <p>Defines different types of authority, such as subject expertise, societal position, or special experiences.</p> <p>Demonstrates an awareness of power structures associated with what is and who are considered authoritative in different contexts.</p>	<p>Student evaluates the source of information to select information that is appropriate for the context.</p> <p>Does most or many of the following:</p> <p>Evaluates source for indicators of authority, including type of publication or author credentials, while considering context of information need</p> <p>Can define some types of authority.</p>	<p>Student applies some evaluative criteria to sources of information</p> <p>Does most or many of the following:</p> <p>Evaluates source for indicators of authority, including type of publication or author credentials.</p> <p>Learning about different types of authority.</p>	<p>Student does not evaluate sources.</p> <p>Consistently does all or almost all of the following:</p> <p>Applies no evaluative criteria or criteria that is not relevant</p> <p>Cannot identify different types of authority.</p>

Potential artifacts:

- Short oral presentation for comparing print and web resources assignment.
- Blog entry or paper for scholarly analysis of event in history assignment
- Video or oral presentation for creative methods analysis assignment.
- Essay or presentation describing the voices represented and not represented in works cited page.

Potential assignments:

Assignments that ask students to examine author expertise and information about the publication, website, or publisher to make a judgement about the credibility of the information.

- **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. Have them report their findings to the class.
- **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.
- **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. Reflect on connections between the creative methods you employ and the ones the selected artists use.
- **Missing voices.** Students take one of their own works cited pages and investigate the authors' backgrounds, identify who is or isn't represented there, and question what perspectives or voices they might be missing out on.

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

Potential artifacts:

- Encounters list (*a record of explorative activity*) or annotated bibliography.
- Essay, presentation, or video comparing popular press reporting and scholarly analysis of event or study that was reported.
- Essay or short presentation comparing and contrasting primary and secondary sources.

Potential Assignments:

Assignments that ask students to examine a variety of sources to determine the audience and describe characteristics of source types.

- 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 the scholarly literature? Contrast 2-3 popular articles written during the event and contrast them with recent scholarly analysis
- Find a primary source describing a topic or event. Then find a secondary source about that topic or event. Compare and contrast the two sources.
- Write an encounters list of sources used while working on a creative project. Include a citation, describe the source, and reflect on how the source impacts your creative work.

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>

Potential artifacts:

- Works Cited pages and in-text references;
- annotated bibliography;
- written summaries of one or more sources;
- artist impact statements;
- bibliographic essay;
- project proposals;
- research/explore proposals;
- Essay about cost of the information used in works cited page;
- Surfaces journal

Potential assignments:

Assignments that ask students to cite sources using a citation style or to consider their own information privilege.

- 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.
- Student analyzes a works cited page or reading list and determines how much each source would cost if they did not have library access, or, for sources that are available free, identify or speculate on why they were free.

IL Threshold Concept #4 Research as Inquiry	Learning outcome	3 Mastery	2 Developing	1 Introductory	0 Unacceptable
<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>	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.	Student demonstrates use of wide range of tools and/or practices to create an unbiased, refined, and discipline-specific project. Consistently does all or almost all of the following: 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.	Student demonstrates ability to use some of the tools/practices in the creation of an unbiased project. Does most or many of the following: 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.	Student demonstrates ability to use a limited set of tools/practices in the creation of a project. Does most or many of the following: 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	Student uses limited or biased sources in the creation of a project. Consistently does all or almost all of the following: 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

Potential artifacts:

- Surfaces journal
- Research or creative project proposal
- Anatomy of a research paper

Potential assignments:

Assignments that ask students to find and evaluate information from a variety of sources to answer questions or refine a research topic or examine an event.

- 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.
- 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.
- 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.

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.	Student articulates the relevance, provenance, and relationships among information sources in the process of responding to a critical or artistic position. Consistently does all or almost all of the following: Describes how a source will contribute to a research or creative project Uses sources to support their contribution to a scholarly conversation	Student can describe the relevance of information sources to a position and can articulate a line of conversation among scholars. Does most or many of the following: Includes sources that are relevant to a research or creative project Uses sources to participate in a scholarly conversation	Student can define a topic but cannot articulate relevance or provenance of information used in a project Does most or many of the following: Assumes any source on the same topic is relevant to a research or creative project Uses sources to acknowledge a scholarly conversation but does not participate	Student can provide sources but does not perform any evaluation of their choices. Consistently does all or almost all of the following: Includes sources that are not relevant. Does not recognize an ongoing scholarly conversation

Potential artifacts:

- Short oral presentation outlining the connection between two works. (see “Find an article” assignment below)
- Comparison of two or sources derived from a works cited or references list

Potential assignments:

Assignments that ask students to describe relationships among texts.

- Effectively **assess** selected databases, networks, reference materials, software instructions, and new forms of technologies to demonstrate understanding of how information grows.
- 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.

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.- Matches information needs and search strategies to appropriate search tools. -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. Matches information needs and search strategies to appropriate search tools. Designs and refines needs and search strategies as necessary, based on search results. 	<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. Does not match Information need to appropriate search tools. Does not refine information need or search strategies 	<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. Does not go beyond web search engines to search for information.

Potential artifacts:

- An essay that describes where and how student searched for information to complete a research assignment.
- An email with the database search history from a database search screen (in ProQuest, click Recent searches; in EBSCO, click Search History) and a short description of the search topic.

Potential assignments:

Assignments that ask students to search for information using a variety of search tools (indexes, databases, web search engines, archival finding aids, bibliographies) that may require a different search strategy.

- Process analysis: describe where and how you searched for information to complete a research assignment.
- Describe the research tools you used and your search strategy (keyword searching, subject searching, etc.).
- Discuss any challenges you faced in searching for and locating information. [This could be assigned along with an annotated bibliography assignment.]

QEP = G-A-P: Analyze Learning Outcomes and Assessment Rubric (November 2021)

*This **holistic assessment rubric** allows disciplinary faculty the autonomy to understand “analyze” broadly and inclusively. Rather than identifying a number of dimensions and criteria for granular results, a holistic rubric is easier for faculty to use and simpler for reporting learning gains across disciplines. All participating G-A-P faculty should be able to “find” their work in this assessment rubric.*

Learning Outcomes:	3 Mastery	2 Developing	1 Introductory	0 Unacceptable
<p><u>Holistic/General Analysis Learning outcomes:</u></p> <ol style="list-style-type: none"> 1. Student uses evidence to support claims or ideas 2. Student can incorporate differing perspectives or identify alternate solutions 3. Students can evaluate and synthesize as appropriate to the discipline. 	<p>Student demonstrates thoughtful synthesis based on solid evidence; strong claims are strongly supported.</p> <p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> • Accurately interprets evidence, graphics • Identifies most salient positions and reasonable alternatives • Draws warranted, judicious, non-fallacious conclusions • Justifies results, explains assumptions and limitations • Fairmindedly follows where evidence and reason lead 	<p>Comprehensive (if plodding) or imaginative (but incomplete); student clearly understands elements necessary to take a logical position</p> <p>Does most or many of the following:</p> <ul style="list-style-type: none"> • Accurately interprets evidence, graphics • Identifies positions and alternatives • Offers analysis of alternative points of view • Justifies conclusions, explains reasons • Fairmindedly follows where the evidence leads. 	<p>Ideas present but student fails to make a compelling case for the relationship between ideas and arguments</p> <p>Does most or many of the following:</p> <ul style="list-style-type: none"> • Misinterprets evidence, graphics • Fails to identify strongest counter-evidence • Superficial treatment of alternative points of view • Biased support of claim, regardless of evidence 	<p>Very weak, limited claims backed by limited, <u>biased</u>, or no evidence</p> <p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> • Biased interpretations of evidence • Fails to address alternative perspectives • Uses irrelevant reasoning • Biased support of claim, regardless of evidence • Close-mindedness

APPENDIX J Proposal Form for Course Enhancement and Evaluation

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 G-A-P (Gather-Analyze-Present)”, where G focuses on information literacy, A focuses on using those skills to strengthen analytical abilities within the discipline, and P is used as an assessment tool to assess G and A skills, in a range of written and oral forms. All faculty submitting G-A-P course enhancement grant proposals will commit to improving the information literacy skills of the students in the course; optionally they can also choose to use those skills to leverage improved analysis (critical thinking) skills within the discipline within that same course. Faculty also commit to providing assessment artifacts in written or oral form and to attend several workshops.

Students in a G-A-P 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 (and optionally how to use those skills to improve critical analysis), 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, 200 and 300 level courses are preferred for participation in the program. JSEM and FSEM courses are **excluded** due to the fact that they already carry have IL and critical thinking expectations (and the FSEM already carries a stipend).

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

G-A-P 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 G-A-P 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, analysis techniques, and presentations (written and/or oral) in their courses. Submission of the proposal constitutes agreement to participate in development workshops, provide suitable artifacts, and engage usefully in the assessment of those artifacts.

G-A-P faculty are expected to attend 5 workshops (1 summer workshop, then fall and spring for 2 iterations). Assessment samples from each G-A-P 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 G-A-P 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, G-A-P 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 course requirements and assessment needs for the academic year. The May workshop will require collection of assessment artifacts and sharing in assessment of each of the G-A-P components. 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 G-A-P effectively and seamlessly. Faculty commit to two iterations of their course with the G-A-P program but may continue as long as they wish, with stipends for G-A-P courses still dependent on attendance at the workshops and participation in required assessment. [Note: Additional support workshops on selected topics will be offered, coordinated with Brown Center. Given uncertainty around pandemic conditions, QEP leaders will ensure that we minimize risk to faculty and any participating students.]

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 at this link:

No more than 1500 words.

All faculty will participate in G/Gather. Proposals should make it clear which one or more of the Information Literacy learning outcomes will be selected for course enhancement. Proposals that include A/Analyze must also address at least two of the three A/Analyze learning outcomes.

Gather/Information Literacy Learning Outcomes

1. **Authority is Constructed and Contextual:** Students can define different types of authority while retaining an open mind when encountering varied and sometimes conflicting perspectives.
2. **Information Creation as a Process:** Students can describe how various types of sources were created in order to determine credibility of the information.
3. **Information has Value:** Students will cite and reference sources using disciplinary conventions.
4. **Research as Inquiry:** Students will persist in strategically searching for information using appropriate research tools or creative practices to answer a research question or solve a creative problem.
5. **Scholarship as Conversation:** Students can communicate, organize, and synthesize information from sources to support their own meaningful contribution to scholarly conversation
6. **Searching as Strategic Exploration:** Students can construct an iterative search strategy using appropriate library databases or other research tools

Analyze Learning Outcomes

1. Students can use evidence (defined within the discipline) to support claims or ideas.
2. Students can incorporate competing perspectives or identify alternative solutions.
3. Students can evaluate and synthesize as appropriate to the discipline.

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. Which combination: G or G-A
7. Specific concepts in G you plan to focus on (form will include IL concepts as a dropdown menu)
8. If applicable, A concepts you plan to focus on (at least two of the three)
9. Rationale for choice of skill LOs to enhance
10. Explanation of how enhancement of the chosen IL skills within the course will contribute to student success in your course/their sequence of courses.
11. Identification of and rationale for intended artifact for assessment: