

# Bridging the Gap: Enhancing Information Literacy

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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.

## **Introduction**

Stetson University's proposed QEP topic focuses on information literacy learning in developmental and introductory courses (100 and 200 level courses). "Bridging the Gap" reminds us that students often do not encounter focused learning in information literacy skills until their junior or senior years, leaving a "gap" in the first and second year that can be leveraged to yield stronger abilities in the junior and senior years. The QEP will provide both faculty and administrative staff with the necessary tools and resources to enhance student information literacy skills (these skills are often referred to in this document as "G" for "Gather.") The assessment of these skills will be based on artifacts in either written or oral format. The QEP both enhances existing educational practices at Stetson and refocuses institutional attention on foundational critical skills that are key to the value and purpose of a liberal arts education: the ability to identify and work with a range of sources to produce quality information. The University arrived at this topic as a result of extensive research, discussion, and multifarious feedback from faculty, staff, and students.

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information in creating new knowledge and participating ethically in communities of learning” (Framework for Information Literacy for Higher Education).

## Compliance with Principle 7.2

The proposed QEP arose from and represents three years of *continuous comprehensive planning and evaluation processes* accomplished by numerous individuals and institutional communities/collectives (task forces, committees, etc.)—always in frequent and multifarious consultation with diverse potential stakeholders. The topic as presented in this report, then, has *broad-based support of a wide range of institutional constituencies*, including students, faculty, staff, and University administration—all of whom were engaged from the start in the process of topic selection, articulation, and now realization and implementation. The proposed QEP targets *specific student learning outcomes* involving information literacy, which both evinces and builds on the University’s commitment to helping its students acquire skills critical for their academic development, growth, lifelong learning, and professional success. In support, the University is committing a variety of human and financial *resources to initiate, implement, and complete the QEP*. The ultimate success of this QEP will be measured by way of a rigorous *plan to assess achievement*, instruments for which have been developed and are presented later in this document.

## About Stetson University: Mission, Vision, and Values

Stetson University is an independent university offering a comprehensive education in the arts and sciences, business, law, and music. Founded in 1883 as Florida’s first private university, today Stetson has two campuses and several instructional sites across central Florida. The College of Arts and Sciences, the School of Business Administration, and the School of Music are on the historic campus in DeLand, a community-minded city between Daytona Beach and Orlando. The College of Law campus is in Gulfport/St. Petersburg and offers courses at the Tampa Law Center in downtown Tampa. The University also operates graduate instructional sites across the I-4 corridor at Valencia College in south Orlando, Kissimmee, and Lake City. In Fall 2020, Stetson enrolled 4,462 students representing 46 states and 54 countries. The student population is 57% female students and 43% male students. The institution currently offers over 60 undergraduate majors, with minors in more than 50 areas, and more than 20 graduate degree or certificate programs.

The University has achieved national distinction through special programs and accreditations. Stetson was the first private university in Florida to be awarded a chapter of Phi Beta Kappa, the nation’s oldest and most prestigious undergraduate honor society, and consistently earns high national rankings for academic excellence and community-engaged learning. Stetson’s faculty hold degrees from top national and international universities.

The undergraduate student-faculty ratio is 13 to 1, which allows students and faculty to collaborate in exploring and implementing innovative approaches to tackling complex challenges. The art of learning, then, is enhanced through small interactive classes, close student-faculty alliances, and collaborative approaches that provide the foundation for rewarding careers and advanced study in selective graduate

and professional programs. Stetson has a long history of placing its undergraduates in prestigious law and graduate schools, along with top careers within the public and private sector.

Stetson University's [mission \(Appendix F\)](#) is "to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare students to reach their full potential as informed citizens of local communities and the world. At Stetson, the art of teaching is practiced through programs solidly grounded in a tradition of liberal learning that stimulates critical thinking, imaginative inquiry, creative expression, and lively intellectual debate."

Stetson's academic disciplines are unified by a profound commitment to interdisciplinary programs that foster a values-based approach to social responsibility and the pursuit of academic excellence. The teaching-learning process focuses on the whole person, sustaining deep engagement and dialogue among students and faculty within the classroom, while promoting active forms of citizenship and social justice-based community engagement outside the classroom.

One of Stetson's critical values is for intellectual development, "a commitment from the University and from students to achieve excellence in academics, to foster the spirit of exploration that drives an engaged and active mind, to cultivate rigorous methods of academic inquiry, to model and support integrity, and to value creativity and professionalism." The proposed QEP topic reinforces and supports this commitment by uplifting an engaged mind, rigorous inquiry, and integrity.

#### The QEP Connection to Stetson's Mission and Values

The proposed QEP, "Bridging the Gap," builds on Stetson's existing mission and values. The focus on the critical skill of information literacy promotes academic excellence and empowers students to adopt the best practices of intellectual engagement and development in the classroom and beyond. As such, this QEP reflects Stetson's mission to prepare holistic individuals who are also informed citizens and participants in their communities and connects directly to the commitment to being an institution "where learning and values meet."

Currently, Stetson's students are expected to systematically develop information literacy skills in the University's Core Curriculum: First Year Seminar (FSEM – an outcome of Stetson's previous QEP), Junior Seminar (JSEM), and Senior Capstone. Recent internal assessment data reveals there remains a considerable need for further improvement in the area of information literacy. Moreover, at present, the assessment of information literacy is restricted to the Core experiences, a structure that limits our ability to understand how student skills evolve throughout the undergraduate experience. In short, current efforts at developing information literacy are all-too-often hidden from view because information literacy is neither systematically practiced in the early years nor rigorously assessed.

Stetson's mission reflects a commitment to helping its students acquire skills critical for their lifelong learning and professional success. The present QEP aims to significantly expand the opportunities for students to encounter and build the skills of information literacy. It does so by expanding that skill acquisition beyond the Core requirements and into a broad selection of lower-level General Education and major-specific courses. The latest research into critical skills and evidence-based approaches to their acquisition support the expansion of critical skills throughout the Stetson curriculum.

Specifically, the QEP will first identify 100- and 200-level courses that already tacitly target information literacy skills (typically in the form of research projects) and then enhance their development by

supporting faculty through resources and training on best practices in course redesign and engaging, effective assignment-building.

The ultimate goal, then, is the acquisition of information literacy skills in the lower-level courses. We expect that this learning will transfer to student learning in upper division courses, but our focus remains on a successful implementation of a quality information literacy program in developmental courses.

## Topic Selection, Planning and Evaluation



*The history of QEP development. Items in red indicate specific calendar points for faculty participants.*

### 2019-2020: Task Force to Generate Ideas

In September of 2019, the Provost tasked a broad-based selection of faculty, staff, and students with identifying the preliminary topic for the QEP, based on input from students, faculty, staff, and administrators, and on analysis of data related to teaching and learning. The Task Force included wide representation from across the institution's academic faculty, staff, and students:

- Jesus Alfonso, Music



- Angela Henderson, Institutional Research and Effectiveness
- Stacy Collins, Academic Success
- Lisa Coulter, Mathematics and Computer Science
- Joseph Francis, Student Representative
- Dani Hendrick, Student Representative
- Colin MacFarlane, Campus Life and Student Success
- Stuart Michelson, Finance, co-chair
- Megan O’Neill, English, co-chair
- Harry Price, Chemistry
- Tom Vogel, Mathematics and Computer Science

The Task Force began its work by reviewing data from internal and external sources. These data included the “Deltona Notes” (results and ideas from a range of faculty, staff, and student retreat focus groups), general education assessment results, Strategic Map Goals, Key Performance Indicators, Stetson Values Statements, National Survey of Student Engagement (NSSE) and Beginning College Survey of Student Engagement (BCSSE) data, notes from Academic Leaders Meetings, and recommendations from the Association of American Colleges and Universities (AAC&U). These data were used to consider and develop several QEP topics for further discussion with various university stakeholders.

During Fall of 2019, the Task Force narrowed and focused potential QEP topics. The Task Force began with brainstorming, which resulted in potential topics ranging from capstone/senior research to student advising to integrative learning to critical intellectual skills. Those potentials were narrowed using a set of guiding questions: What should we already be doing but are not? What data do we have to support the need for this learning goal? Can the University invest sufficiently to support the topic? What are the student learning goals and outcomes? What structures are already in place upon which to build? Following this winnowing process, four possible topics remained: Advising/Coaching/Mentoring; Reflective Practice, High Impact Practices (HIPs); and Critical and Intellectual Skills (including quantitative reasoning and speaking).

Seeking to identify a single topic, the Task Force held a series of focus groups over the next five months with the constituent groups, as follows:

<b>Venue</b>	<b>Type</b>	<b>Date</b>
Provost’s Leadership meeting	Informational	1-8-2020
University Faculty meeting	informational	1-24-2020
College of Arts and Sciences Faculty meeting	informational	2-7-2020
Faculty Senate	informational	2-10-2020
Staff Advisory Council	informational	2-18-2020
Council of Undergraduate Associate Deans	informational	2-25-2020
Staff	Formative discussion	3-10-2020
Faculty	Formative discussion	3-10-2020
Students	Formative discussion	3-10-2020
Faculty	Formative discussion	3-11-2020
Faculty	Formative discussion	3-13-2020

Students	Formative discussion	3-13-2020
School of Music faculty meeting	Formative discussion	3-13-2020
Staff	Formative discussion	3-17-2020 (COVID cancellation)
Open session	Formative discussion	3/24/2020 (COVID cancellation)
School of Business Administration faculty meeting	Formative discussion	3/27/2020
Open Session	Formative discussion	3/27/2020
Senate Exec meeting	Discussion & affirmation of recommendation	4/22/2020
Faculty Senate meeting	Discussion & affirmation of recommendation	4/27/2020
University Faculty meeting	Open discussion on recommendation	4/30/2020

To ensure participation from all constituencies on campus, the Task Force worked with Faculty Senate to develop a survey. The survey ([see Appendix A](#)) asked campus participants to both rank and rate the potential topics and provided space for open-ended feedback. The survey collected 950 responses, with complete data from 685 respondents. Survey participants included: 384 students, 188 faculty, 101 staff, and 12 administrators/other. The survey showed strongest support for Critical and Intellectual Skills (as can be seen in the ranking below). The following tables and graphs, excerpted from the Task Force report ([See Appendix B](#)), provided additional support for the Task Force recommendations.

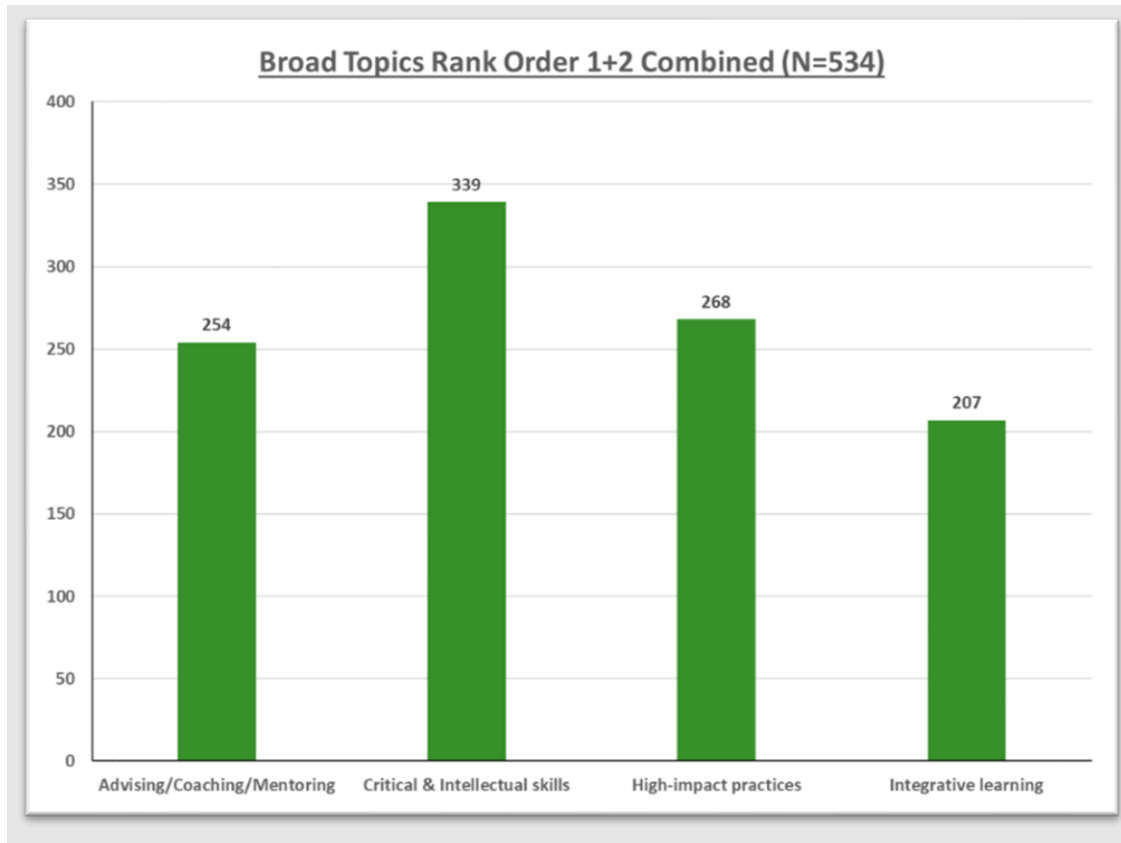
The table below shows faculty preference in the top two categories, with a clear preference for Critical and Intellectual Skills.

	Advising/Coaching/ Mentoring	Critical & Intellectual skills	High-impact practices	Integrative learning
1	159 (29.78%)	179 (33.52%)	133 (24.91%)	63 (11.80%)
2	95 (17.79%)	160 (29.96%)	135 (25.28%)	144 (26.97%)
3	108 (20.22%)	117 (21.91%)	140 (26.22%)	169 (31.65%)
4	172 (32.21%)	78 (14.61%)	126 (23.60%)	158 (29.59%)
1 + 2	254 (47.57%)	339 (63.48%)	268 (50.19%)	207 (38.76%)

The data segmented by respondent group also strongly supports Critical Thinking:

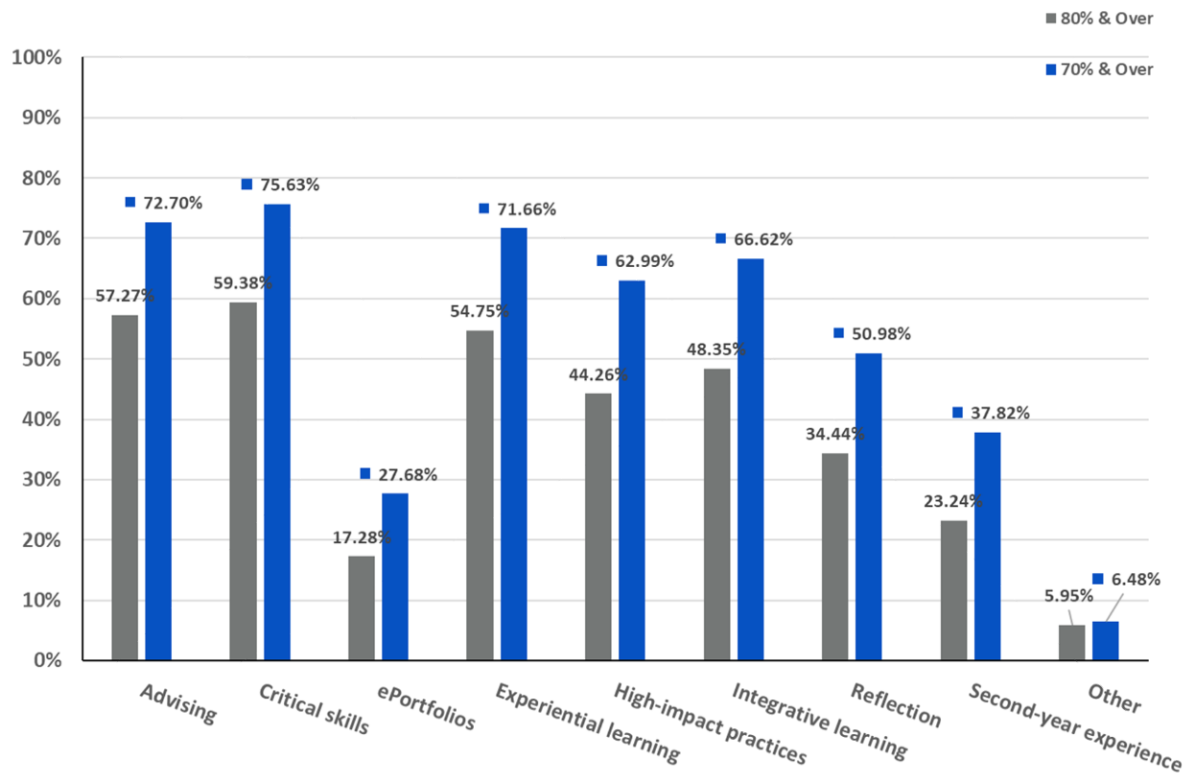
	Advising/Coaching/ Mentoring	Critical & Intellectual skills	High-impact practices	Integrative learning
Student	150 (55.15%)	150 (55.15%)	127 (46.69%)	117 (43.01%)
Faculty	46 (26.74%)	143 (83.14%)	96 (55.81%)	59 (34.30%)
Staff	54 (67.50%)	40 (50.00%)	39 (48.75%)	27 (33.75%)
Administration	3 (37.50%)	6 (75.00%)	4 (50.00%)	3 (37.50%)

The bar graph below ranked topics (from data above) also show a preference for Critical Thinking:

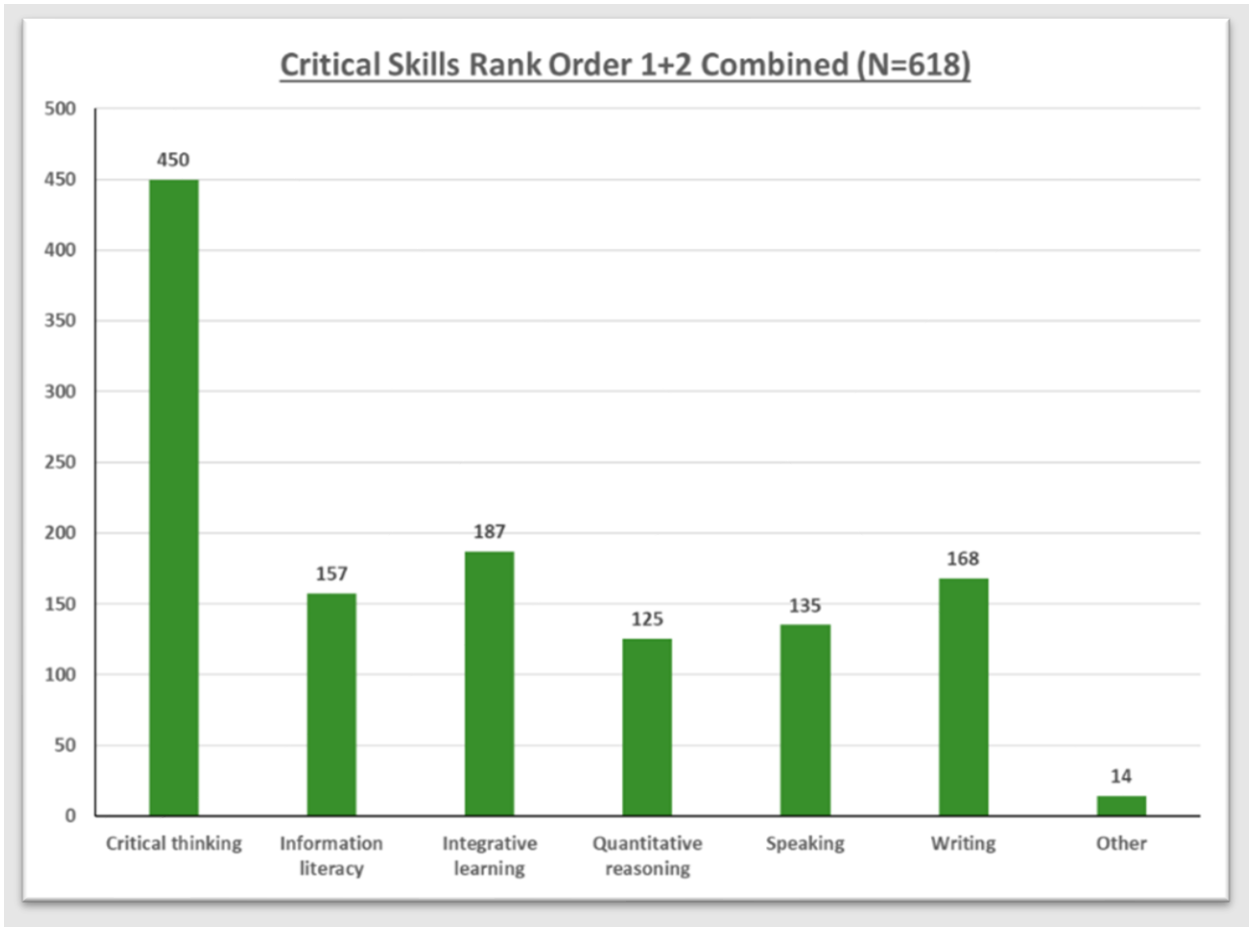


The survey asked respondents to rate from 0% to 100% their preference for the primary categories discussed during the open forums. Using these ratings, the graph below provides results of those that rated categories at 70% and 80% or higher. These results provided further support for Critical Skills.

### Percentage of Responses of 70, 80 or Above (N=681)



As the Task Force drilled down into the survey results (see graph below), it found further support, both in total and segmented by respondent group, for six topics: Critical Thinking, Information Literacy, Integrative Learning, Quantitative Reasoning, Speaking, and Writing.



The table below populates the bar graph shown above, with a strong preference for Critical Thinking.

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

The table below provides ranking results for faculty from 1 to 10, with 10 being the lowest ranking. The row 1+2 shows faculty preference (top two categories) of Critical Thinking.

	Critical thinking	Information literacy	Integrative learning	Quantitative reasoning	Speaking	Writing	Other
1	94 (51.65%)	15 (8.24%)	27 (14.84%)	19 (10.44%)	8 (4.40%)	16 (8.79%)	3 (1.65%)
2	44 (24.18%)	35 (19.23%)	13 (7.14%)	31 (17.03%)	16 (8.79%)	42 (23.08%)	1 (0.55%)
3	27 (14.84%)	32 (17.58%)	25 (13.74%)	22 (12.09%)	30 (16.48%)	45 (24.73%)	1 (0.55%)
4	10 (5.49%)	37 (20.33%)	19 (10.44%)	34 (18.68%)	41 (22.53%)	39 (21.43%)	2 (1.10%)
5	1 (0.55%)	34 (18.68%)	38 (20.88%)	32 (17.58%)	53 (29.12%)	23 (12.64%)	1 (0.55%)
6	5 (2.75%)	27 (14.84%)	58 (31.87%)	43 (23.63%)	32 (17.58%)	15 (8.24%)	2 (1.10%)
7	1 (0.55%)	2 (1.10%)	2 (1.10%)	1 (0.55%)	2 (1.10%)	2 (1.10%)	172 (94.51%)
<b>1 + 2</b>	<b>138 (75.82%)</b>	<b>50 (27.47%)</b>	<b>40 (21.98%)</b>	<b>50 (27.47%)</b>	<b>24 (13.19%)</b>	<b>58 (31.87%)</b>	<b>4 (2.20%)</b>

Given the clear faculty, student, and staff preference for Critical Thinking, the Task Force reviewed existing data on student success in each of these areas. Program-level assessment data provided evidence of a range of widely different approaches to “critical thinking,” including discipline-based analytical methods targeted for assessment. Ultimately, data from institutional research revealed that over the course of AY2019-AY2020, 706 instances of critical analysis were assessed and that 587 of those (83.1%) met whatever standard the department had set as acceptable. In sharp contrast, while General Education assessment data indicated relatively strong student assessment results in writing, speaking, and critical thinking (60% to 83%), the Task Force saw weaker assessment results in information literacy (15%-44%) and quantitative reasoning (56%). The chart below tracks general education assessment results across critical and intellectual skills from 2008 to 2020, demonstrating reasonable proficiency in most—but not all—areas.

<i>Skill assessed</i>	<i>Year Assessed</i>	<i>Methods</i>	<i>Results</i>
<i>Critical Thinking</i>	2008	CLA*	80% percentile
<i>Writing</i>	2009	Embedded, authentic FSEM samples	82% proficiency FY 76% proficiency SR
<i>Speaking</i>	2010	Embedded, authentic samples	66% proficiency
<i>Integrative Learning</i>	2012	Embedded, authentic JSEM samples	60% proficiency
<i>Information Literacy</i>	2013	SAILS** (all FY students)	15% proficiency
<i>Speaking</i>	2013		50% proficiency
<i>Writing</i>	2014	Embedded, authentic samples	82% proficiency FY 95% proficiency JR

<i>Critical Thinking</i>	2014		86% percentile
<i>Quantitative Reasoning</i>	2015	Embedded, authentic exam	56% proficiency
<i>Information Literacy</i>	2016-19	Embedded, growth from FSEM to JSEM	44% proficiency (many samples unscorable; unreliable data)
<i>Writing</i>	2018	Embedded, authentic samples	45% proficiency Awaiting internal confirmation of AAC&U results
<i>Quantitative</i>	2019	embedded	67%
<i>Critical Thinking</i>	2019	Embedded, authentic	76%
<i>Speaking</i>	2019	Embedded, authentic	SoBA 37.78% SoM 52%
<i>Integrative learning</i>	2020	Indirect assessment; embedded writing samples	Baseline assessment: continue faculty development

\**Collegiate Learning Assessment*

\*\**Standardized Assessment of Information Literacy*

These two sets of data, taken as a whole, directed the Task Force to seek further granularity so that the disconnect between faculty and student preferences on surveys (which prioritized critical thinking) and assessment data (which indicated a clear need for intervention in only some critical skill components) could be resolved. The primary task of the Task Force being to recommend one of four topics, the Task Force developed, during Spring of 2020, a recommendation for the QEP initiative to take on a broad approach to critical skills, with emphasis on the weakest areas—namely, information literacy, quantitative reasoning, and speaking. The May 2020 Task Force recommendation was specifically “**Communication and Critical Skills, with focus on speaking skills, quantitative literacy, and information literacy.**”

### 2020-2021: QEP Committee for Topic Selection

During August and September of 2020, the Provost and Faculty Senate worked collaboratively to create the QEP Committee. The Committee was charged with reviewing the QEP topic recommended by the 2019-2020 QEP Task Force, defining the topic more specifically, and exploring how to best operationalize the QEP. The Committee comprised a broad range of leaders from faculty, staff, and students, including representation from Faculty Senate, Campus Life and Student Success, the School of Music, the School of Business Administration, the College of Arts and Sciences, the duPont-Ball Library, Student Government Association, University General Education Committee, Core Learning Committee, and University Council on Curriculum and Academic Policy.

### Committee Membership:

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

After the group and its leadership were established, the committee met weekly from October 2020 through May 2021.<sup>1</sup> The QEP Committee was also subdivided into two working groups: Leadership Support Development and Learning Outcomes Assessment. Each subgroup met separately, weekly over two months, to develop their individual plans, with periodic full committee meetings to present the plans as they were being developed and solicit feedback from all members of the committee.

The QEP Committee began its work by reviewing the report and data from the 2019-2020 QEP Task Force and examined comparable information literacy-based QEP plans of other institutions. These data provided the basis for discussions about and subsequent development of a detailed, focused QEP.

Given the breadth of the topic recommended by the 2019-2020 Task Force, the 2020-2021 Committee faced the challenge of keeping the QEP initiative focused and narrow, while also inclusive, measurable, flexible, supportable, and responsive to the needs of students, faculty, and staff. Critical skills are essential to a liberal arts education and tied to the Stetson mission but can be particularly difficult to define. The Committee discussed at length what intellectual skills are included in “critical skills,” referring to the AAC&U Value rubrics to reinforce distinctions. Because the results of the 2020 survey suggested a preference for cultivation of three different kinds of skills (information literacy, quantitative literacy, and oral communication), the QEP Committee focused on identifying the underlying needs and gaps within the Stetson curriculum that unify these three skills. One of the earliest observations of the 2020-2021 Committee was that the three skills, though disparate, constituted the way scholars approach their own research: information literacy includes the process of gathering data (with a capacious understanding of “data”), quantitative literacy is one particular method of analysis, and presenting research, both inside and outside the classroom, corresponds to oral communication. This articulation provided a basic framework for what would ultimately become the Gap model, although the Committee recognized that a three-part QEP might be too large to successfully implement.

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<sup>1</sup> Meeting minutes and notes are available digitally upon request.



The Committee then identified, with broad internal consensus, component parts of “critical skills”: information literacy, evaluation and analysis, and presentation. The Committee recognized “evaluation and analysis” as separate but related skills. Though the Committee understood that “analysis” is practiced differently depending on the discipline, evaluation of information was ultimately seen as a part of the broader information literacy process.

The Committee agreed that the student ability to gather and understand information creates a solid foundation for critical thinking, with the plan’s name in discussion becoming “Bridging the G-A-P,” and then “Bridging the Gap.” The Bridging the G-A-P framework came from a desire to build an integrative QEP that could first, involve many university stakeholders, second, enhance faculty autonomy in the classroom, and, and third, reflect an integrative liberal arts pedagogy that prioritizes the cultivation of information literacy, fundamental to understanding the increasingly complex ecosystem of information in which our students find themselves.

The Committee then turned to the question of methodology for enhancing this set of critical skills. The consensus was a preference for enhancement not just in introductory General Education courses but also in introductory disciplinary courses in order to more broadly support student learning and success in the early years of a Stetson education. The Committee invested substantial time in attempting to shape a QEP that could connect the skills prioritized by the faculty and the students, including critical analysis, oral presentation, and quantitative literacy. Quantitative literacy, it was agreed, could not be targeted with existing structures and current assessment data; although it would certainly be a worthy QEP topic, other areas on campus are already tasked with improving Q skills. The Committee’s discussion of oral presentation yielded broad support for incorporating this area, possibly as a second focus of the QEP. Again, Oral Presentation would be a worthy QEP topic, but these skills have been assessed with reasonable success in a variety of areas and through a variety of methods within the disciplines. QEP Leadership subsequently made the decision to invest the QEP resources in ways that would show immediate, measurable results in an area with demonstrated need. Finally, discussion of the elements of critical analysis, with specific input from the Library representative to the Committee as to the scope and nature of information literacy skills, concluded that critical analysis is best positioned as a part of disciplinary study and is thus not appropriate for the institution to focus on at this time

The Committee relied on existing assessment data to determine where quality enhancement intervention would be most useful for students. The institutional tendency to assess at mastery levels, such as the Senior Research capstone and upper-level seminars (including JSEMs), revealed a clear gap in assessment of learning in the developmental course levels, such as 100- and 200-level courses. The Committee therefore agreed that the goal of the QEP would be to enhance *introduction and development* of information literacy, where assessment of learning showed a substantial achievement gap (proficiency levels of 14%, according to the last assessment of IL). Focusing on formative levels also responds to the recommendations of the Core Learning Committee and various University General Education assessments. The University curriculum map of General Education locates the critical skills of information literacy, critical thinking, writing, and speaking in only two courses: FSEM and JSEM. For this reason, the implementation team decided to exclude these two courses from enhancement and to use FSEM as the comparison group. As a result of the QEP, 100 and 200 level course learning will slowly be saturated with information literacy learning.

Finally, the Committee addressed the question of what artifacts would be suitable to demonstrate learning in information literacy. Although the Committee initially expected to incorporate presentation into the QEP plan, later rethinking of this particular plan rejected the idea of splitting the attention of assessment between Gathering and Presenting. Thus “Present” dropped from the QEP focus, although we will continue to use written and oral artifacts for assessment.

In short, QEP enhancement will take place in a range of the developmental 100- and 200- level courses, at the same time identifying these courses and standard student artifacts as points of assessment. This design reflects the preference of the Committee to create an implementation plan that welcomes faculty from across disciplines, establishes faculty agency over specific courses to enhance, permits students to focus on the development of their skills in stages, and allows the identification of specific learning outcomes onto which all QEP efforts can be mapped and measured. Suggested rubrics and learning outcomes were also developed by the Committee and included in all presentations to stakeholders (these rubrics and outcomes appear later in the current document).

The Committee suggested that the QEP course-enhancement process might work as follows. Faculty will be invited to choose a course at an appropriate level that they would like to enhance by means of incorporating more sophisticated, intentional techniques intended to encourage student acquisition of information literacy skills. Following workshops and training, individual faculty will redesign their course(s) to better target learning about information literacy, using General Education assessment data in FSEM as a baseline from which to improve. Written and/or oral artifacts demonstrating student learning will be identified by participating faculty prior to the beginning of course enhancement, following best practices for authentic, embedded assessment. Regular consideration of improvements in student learning will be conducted annually and reports of assessment data will be collated for identification of overall improvements in student performance. Closing-the-loop procedures and long-term involvement in the QEP by the faculty are required and will be emphasized to ensure continual improvement in learning and teaching.

After the Committee finalized its draft plan for Bridging the G-A-P, feedback was sought from various university constituent groups, including faculty groups (Faculty Senate, duPont-Ball Library faculty, and representatives from the School of Business Administration, the College of Arts and Sciences, and the School of Music), in a series of open forums and surveys. To assure further broad-based support for the proposal, the Committee also held multiple open forums with staff and students to present details on the QEP proposal and solicit input from each constituent group. Student groups, including the Student Government Association and the Multicultural Student Council leadership, were consulted in direct, face-to-face meetings as well as by survey. Staff constituencies, including Campus Life and Student Success and the Staff Advisory Council, were brought into the conversation via focus groups and larger meetings. Finally, senior administration, represented by Rick Tysor (SACSCOC Liaison) and Provost Noel Painter, were kept informed and active as the plan began to take shape. The Committee held an open faculty meeting in April 2021 to present the proposed QEP and, again, gather feedback. The following table summarized the Committee’s engagement with respective stakeholders.

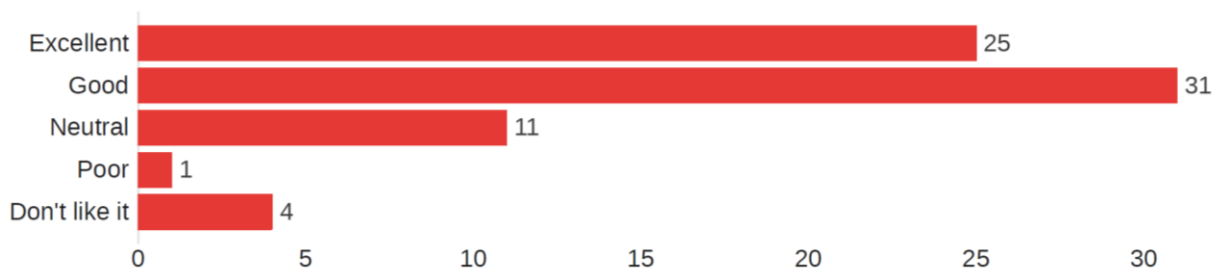
VENUE	TYPE	DATE
University Faculty Meeting	Informational	January 15
duPont-Ball Library	Informational	March 10
Faculty Senate	Informational	March 11
College of Arts and Sciences	Informational	March 12
School of Business Administration	Informational	March 19
School of Music	Informational	March 26
Student Government	Informational	April 7
Association Executive Board		
University Faculty	Open Forum	April 12
CLaSS Leadership	Informational	April 14
University Faculty	Open Forum	April 15
Multicultural Student Council	Informational	April 16
University Faculty meeting	Informational	April 16
Student Government Association	Townhall/Informational	April 27
University Faculty	Survey	April 13
Faculty Senate	Informational	April 30
University Faculty	Informational	May 5

#### Faculty Support for “Bridging the G-A-P”: Survey Results

The QEP Committee sought broad-based faculty affirmation and additional input on the QEP topic via a survey administered during April 2021. Specifically, faculty were surveyed regarding their support for the QEP plan and various components of the proposed recommendation. Before beginning the survey, the participants were asked to read a page detailing the QEP, with objectives, rationale, and process carefully laid out. Faculty were then asked to answer questions. Seventy-two faculty members chose to take the survey. What follows below is a summary narrative of the survey results, interspersed with representative graphs. (For full survey results, see [Appendix C](#).)

The survey showed that the “overall impression on the proposed QEP” was overwhelmingly positive, with 78% of faculty labeling their impression as “Excellent” or “Good,” as can be seen here:

## Q5 - What is your overall impression on the proposed QEP?



Perhaps more informative than the numerical indicators of support were the verbal comments in response to the question of “What do you like about the proposed QEP?” Among the most common responses were the following: the topic’s focus on improving information literacy, with many participants concomitantly commenting on the (historical) timeliness of and (general) need for this topic; crossdisciplinarity and transferability of the skills and their academic (majors, minors, programs, graduate schools) and post academic (professional) usefulness; the vitality and clarity of the proposed topic; and the topic’s focus on classroom learning and student academic success.

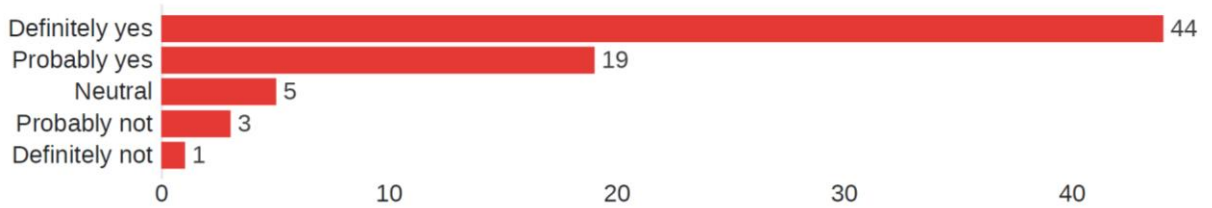
When faculty were asked to suggest improvements to the proposed QEP, several recurring recommendations stood out from among the responses:

- define information literacy more accurately (less focus on research per se) and view it as a springboard for accessing and assessing knowledge and creating new knowledge;
- clarify the changes that the new QEP introduces to the courses that already develop and practice these skills;
- explicate and specify how assessment is operationalized in this QEP;
- and ensure support (time and resources) from the University to make this QEP successful.

These recommendations were taken into account as the Committee refined its plan.

In part, the survey demonstrates that the proposed QEP aligns with faculty academic goals and practices, as can be seen in the following graph (NOTE that the numbers in the graph represent the number of responses]:

## Q7 - Do you find the general goals of the QEP aligned with your academic goals and practice?

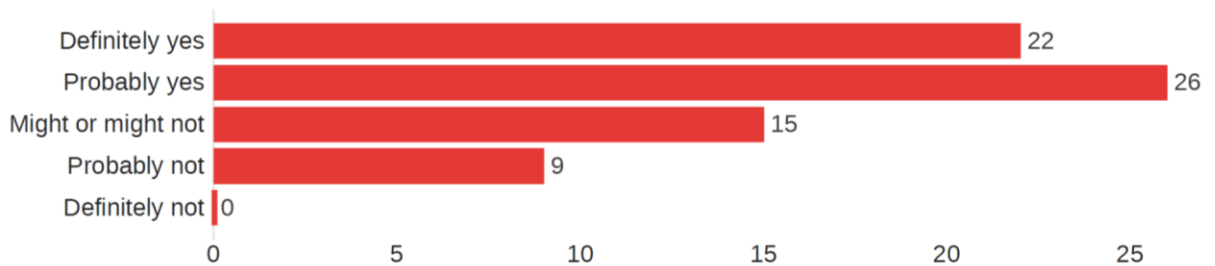


To the question of whether the “proposed QEP will enhance your class and student learning” 65% of faculty responded in the affirmative. This data confirms the positive reception of the proposed QEP and its alignment with faculty and institutional interests.

A more mixed response was evident to the question of “Would you prefer the QEP to be focused on General Education courses or courses in the academic majors? (you may select more than one).” The choice count was as follows: 40% for General Education, 38% for Academic majors, and 22% for First-Year and Junior Seminars. Given the nearly equal preference for General Education and major courses, the QEP Committee elected to target faculty rather than courses or programs, giving faculty the choice of what courses to enhance rather than focusing on a given set of courses or requirements.

Asked how likely a faculty member would be to participate in some part of the QEP, 67% of faculty responded with “Definitely yes” and “Probably yes”:

## Q8 - Are you likely to participate in some part of the new QEP?

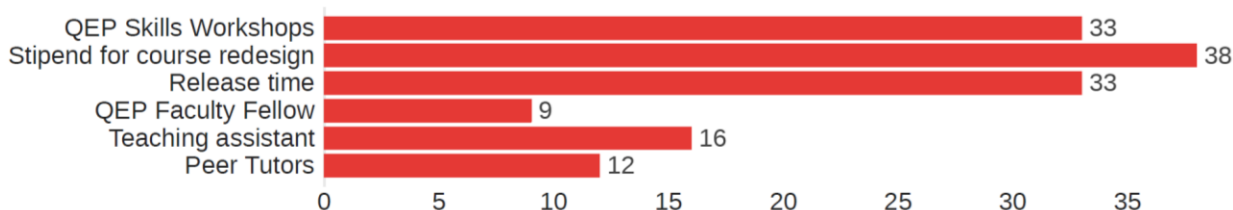


The survey then dug deeper to gauge faculty interest in participating in a given specific component of the G-A-P plan, with the interest in the “Gather” being 62% of “Definitely yes” and “Probably yes,” and in “Analyze” at 66%. Asked for their preference for the assessment by way of presentation, about half of the participants (53%) selected writing and speaking, with the remainder splitting more-or-less evenly

between choosing either writing or speaking as their preferred vehicle for evaluation. These results confirm faculty preference for autonomy and choice, as well as confirming that the Committee’s plan to assess via written and oral forms was sound and respectful to expressed faculty needs.

The survey also asked faculty about their needs if they chose to participate in the QEP. The survey offered six options from which to choose (selecting more than one was possible): QEP Skills Workshops, Stipend for course redesign, Release time, QEP Faculty Fellow, Teaching assistant, and Peer Tutors. The first three garnered significantly more responses than the rest:

### Q16 - What type of support would you need to participate in the QEP? (you may select more than one)



Faculty were also given the option of articulating their needs for specific support resources to participate in the QEP. Need for time (in some instances as course release) and compensation (in the form of stipends) were the most frequently mentioned additional resources, followed closely by the need for more library faculty. The more open-ended questions (asking for narrative response) elicited answers so diverse as to be nearly impossible to categorize. For example, one question was “What would you describe as success of this QEP?” The most common response might be summed up by one of the comments: “if the QEP is successful, our students will be better purveyors, creators, and analyzers of information.” The survey also asked “How do you think the QEP would help our students if successful?” The vast majority of responses focused on information literacy, with the following comment being representative: “Students will benefit from this skillset in academics as well as in the workplace and in their social, political, and personal lives. Our community will also benefit from having more members who are empowered to find and identify and engage with authoritative info that will help shape their contributions to society. Even after graduating, students will be able to tap into this skillset daily....” These responses confirmed the sense of the QEP Committee of the benefits for our students.

In May 2021, the results of the survey and the final version of the proposed QEP were presented to faculty at a University-wide meeting. The meeting was positive, with the committee fielding questions and providing more detailed explanation. Overall, faculty responded with strong support for the proposed QEP.

### *QEP Committee Recommendation*

After extensive research, discussion, and feedback from faculty, staff, and students, and confirmed by the results of a campus survey, the QEP Committee formally recommended to the Provost that the QEP topic be “Bridging the G-A-P: Information Literacy to Enhance Critical Thinking Skills.” The Committee described the QEP as “G-A-P”: information literacy (Gather) to leverage critical evaluation of information (Analyze), with assessment focus on Presentation (P) of those skills, in written or oral form.

During Year Zero, which saw consultation with the SACSCOC onsite team, the formal recommendation was revised to focus on Information Literacy alone (removing the parallel foci on analysis and presentation). This revision will create a more clearly assessable and more clearly reportable plan: “Bridging the Gap: Developing Information Literacy.” This recommendation still aligns with faculty and student preferences and still leverages existing structures while simplifying assessment processes. (The accompanying narrative of revisions explains further.)

### An Evidence-Based Approach to Information Literacy

A turn to developing the critical skill of information literacy is not only relevant for Stetson’s unique liberal arts environment and curricular and programmatic gaps, it is supported by much of the existing literature on the topic. Thus, the QEP follows an evidence-based approach to pedagogy. The plan takes a holistic view of information literacy, as reflected in the ACRL definition. Rather than simply focusing on the passive gathering of data, this QEP links gathering information to its eventual evaluation, analytical use, and deployment in academic, political, and civic contexts. The progression also allows for deeper engagement among different constituencies on campus, particularly between the Library and specific disciplines. The turn to information literacy is even more critical for the Stetson community given the national, international, and civic discourses about what is true and what is not. In brief, students need additional tools by which to deconstruct the conversations around them to determine validity, authority, and reliability.

Information literacy has been a critical component of the collegiate experience for the last 50 years. The term “information literacy” was coined by Paul G. Zurkowski in 1974 when he was President of the Information Industry Association (Badke, 2010; Johnston & Webber, 2003). The most frequently cited definition of an information literate person comes from the American Library Association, stating that, “to be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” Information literacy is more important now than ever due to the increased spread of fake news and the overwhelming number of sources available (Polizzi, 2020; DePaor, Heravi, 2020). Information literacy supports critical thinking (Albitz, 2007; Grafstein, 2017), lifelong learning (Webber & Johnston, 2014; Johnston & Webber, 2003; Lau, 2006), and connecting theoretical foundations to the practical application of knowledge (Bruce, Edwards, & Lupton, 2006; Mullins, 2016). Information literacy is also being utilized more frequently in higher education for social change (Alexander & Galina, 2020), to aid students in finding their place in a democratic society.

In recent years, many librarians have analyzed the ability of students to conduct research, particularly focused on their ability to gather pertinent information. One such ongoing project is the Ethnographic Research in Illinois Academic Libraries (ERIAL) Project, which conducted an ethnographic study of how students evaluate sources on the internet. In an article for *Inside Higher Education* regarding the ERIAL project, Kolowich (2011) commented that, “when it comes to finding and evaluating sources in the Internet age, students are downright lousy.” This outcome is in part a consequence of a lack of intentional collaboration between library and disciplinary communities on campus, which has likely reinforced the incomplete perception of information literacy as “just research.” Much existing effort at teaching students how to effectively gather information comes from collegiate librarians in the form of “one-shot” information literacy sessions (Mery, Newby, & Peng, 2012; Artman, Frisicaro-Pawlowski, & Monge, 2010; Bowles-Terry & Donovan, 2016) where professors partner with library faculty to provide instructional support to find resources for specific projects. While one-shot sessions are better than no sessions, they can only have a limited impact in building lifelong critical skills around information literacy. The QEP thus helps bridge many gaps by encouraging consistent collaboration among these distinct groups that goes beyond the one-shot model of information literacy instruction.

Beyond the undergraduate experience, the ability to effectively gather information is also critical for employment or graduate school. Employers are looking for candidates that have skills in information management, and research and development (Bruce, 1999). Raish & Rimland (2016) found that employers are looking for students who have obtained microcredentialing and digital literacy badges that demonstrate competency in particular information gathering and evaluation skills. This data is confirmed by the collaboration between the AAC&U and Hart Research (2018) identifying oral and written communication, critical thinking, and information literacy as three of the top six “employer priorities on select college learning outcomes.”

## QEP Focus and Implementation

### Stetson’s Roll-Ahead Plan & How QEP Supports the Plan

The proposed QEP aligns with the most recent [Stetson Roll-Ahead Plan \(Appendix I\)](#), which includes six broad goals: fostering learning excellence, increasing demand and value proposition, implementing equity, ensuring financial transparency, improving advising, and conducting ongoing financial campaigns. This QEP is particularly focused on two foundational goals: a) fostering learning excellence and b) increasing the demand, reputation, and value proposition of the college. The academic focus of the QEP allows students to benefit from the enhanced instruction in key critical skills that are foundational to the liberal arts mission. Despite its academic focus, these skills can all be effectively translated to student success beyond the Stetson classroom. This transferability enhances the underlying value proposition of the university by teaching students skills that transcend disciplinary contexts and content and make Stetson graduates top candidates for employers and graduate school. Information literacy skills help students grapple with the massive amount of information that is available to them and help them navigate issues of reliability that are endemic to our contemporary context.



## From Vision to Implementation: Year Zero

Stetson University describes 2021-2022 as Year Zero, prior to Year One's launch in 2022-2023. During the fall semester of Year Zero, the Director of the QEP was identified and three working groups were established to move the initiative forward. By doing this foundational work in Year Zero and by running a small pilot as a test of the design, Stetson will be ready for full implementation of the QEP in Year One, beginning Fall of 2022.

The Development and Implementation Committee met weekly during Year Zero to solidify structures for faculty and student participation. The work included planning for recruiting faculty (including a form for faculty to propose course enhancement, a proposal evaluation rubric, and a series of example proposals for faculty reference). The Committee designed the entire assessment process and ensured an inclusive approach to a cross disciplinary understanding of information literacy. The Committee also identified timelines to meet implementation goals and created essential training and faculty development workshops as well as student learning resources. Finally, the committee created a "pilot" program, scheduled for Spring 2022, designed to test the plan on a limited basis prior to the rollout for Year One in Fall of 2022.

The Communication and Marketing Committee was charged with developing faculty, student, and staff outreach and education opportunities. The Committee met weekly to create a plan for faculty education, a campaign for stimulating student and faculty interest, and a website, built by University Marketing, to ensure multiple levels of communication about the QEP. The bulk of the work of this Committee was completed in Spring of Year Zero.

The Writing Committee, tasked with fashioning this QEP Report, met weekly to build the report to be submitted to SACSCOC ahead of the onsite visit scheduled for April 2022. The Committee completed its scope of work in January 2022, and subsequent revisions to the QEP document were made by the QEP Director in consultation with members of the QEP Leadership Team.

During spring of Year Zero, the institution prepared for the launch of Year One by testing the plan in a Business course and shifting the QEP emphasis from development to marketing. Student-centered programming and marketing worked to inform the undergraduate community about the significance and impact of the QEP. Small, informational "About the QEP" and "how do I propose a course?" sessions for faculty were offered in January of 2022. Proposals for course enhancement and redesign were scheduled for March of 2022, providing essential information for creating a Summer Course Redesign workshop that would speak to all participants. Finally, during all of Year Zero, presentations were made to faculty and student groups, including Faculty Senate, the Multicultural Student Council, Student Government Association, individual College and Schools faculty meetings, and other opportunities as shown in the chart below.

<b>AUDIENCE</b>	<b>VENUE</b>	<b>DATE</b>
Creative Arts faculty	Informational/Input	September 3
Board of Trustees	Informational	October 29
Academic Affairs Committee		
School of Music faculty	Informational	November 5
School of Business Administration	Informational	November 19
Library faculty and staff	Informational	November 19
Arts & Sciences Chairs	Informational	December 3
Interested faculty	Informational	January 6
Arts & Sciences Faculty Meeting	Informational	January 21
Student Government Association	Informational	February 9
Multicultural Student Council	Informational	February 11

### Institutional Structures Already in Place

One of the strengths of the “Bridging the Gap” QEP is its use of student support and learning assessment resources that already exist at Stetson, which allow us to capitalize on strengths rather than creating entirely new systems. General Education assessment data will be used to identify the baseline for learning enhancement, specifically by assessing information literacy in the FSEM (the only first year course with an existing Info Lit learning outcome). Where possible, the assessment program will align with the General Education assessment schedule to reduce strain on the system and its human resources; this alignment will also allow using assessment artifacts for more than one assessment purpose and will provide a clear opportunity to identify gains in student learning in QEP courses in contrast with student learning in non- QEP courses. Further, existing student and faculty support resources include tutorial opportunities and other services in the duPont-Ball Library and Student Success: current peer-to-peer instructional structures, including the Writing Center,); and current Student Success processes for student outreach and support. Enhancing and enriching these resources for QEP success will include cross-training Writing Center tutors and Teaching Apprentices for better student support in information literacy learning. Funds have been allotted for increasing the number of Writing Center tutors and available tutoring hours. The current Cultural Credit program will, under the QEP, expand to include a series of IL-specific Cultural Credit events offered through the Library and the Writing Center. The Library will also augment the student-facing “Ask a Librarian” service and the faculty-facing Librarian-Faculty Collaboration service to better support students and faculty; adding an additional field in the data records for these services will allow the institution to demonstrate increased use as a result of the G-A-P program. Drawing on these existing structures enables the QEP Leadership Team to capitalize on their strengths. That being said, at least one new structure will be built to account for program oversight and leadership.

## New Organizational Structures & Administration (Program Oversight and Leadership)

1. A 5-year calendar (see [Appendix P: Timeline](#)) shows a detailed timeline for a range of events from informational sessions to assessment work. Examples include faculty and student opportunities for participation, support opportunities for students, assessment planning and execution, and due dates for a range of documents.
2. A 2-year supplemental calendar shared with University Marketing to coordinate events with QEP Leadership, the Writing Center, the duPont-Ball Library, and the Brown Center for Faculty Innovation and Excellence.
3. An organizational chart (see [Appendix G: Organizational Chart](#)) shows relationships and reporting structures.

### 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.

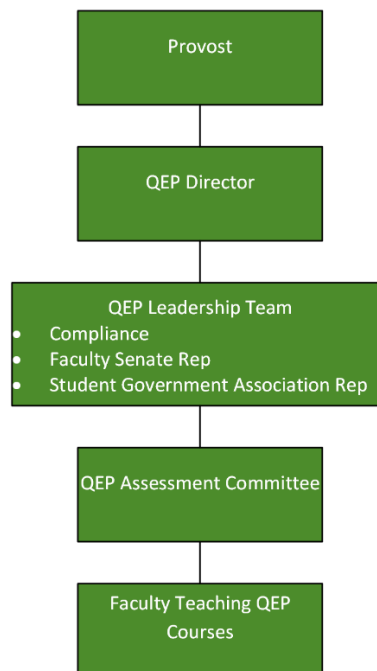
The membership of the QEP Leadership Team includes SACSCOC recommended personnel: “a director...and the institution’s Accreditation Liaison in either an oversight or support role, as well as individuals who have access to the data and information required to prepare a report that substantiates the institution’s 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
<b>Total Membership of the QEP Leadership Team</b>	<b>14</b>

### 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. [See Appendix L Assessment Data.](#)

### 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 ([See Appendices J and K](#) 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 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

The following section details the various outcomes of the QEP, including program-level goals and assessment measures. It also touches on how the institution will measure faculty engagement as one indicator of QEP success, and how goals for student engagement in the program will be assessed. This discussion is followed by a section devoted to student learning outcomes and success measures. The section is broken down in this manner in order to separate the goals of the program, the goals for faculty, and the goals for students so that the institution can assess separate elements of the QEP for detailed understanding of success. The QEP Director will work with faculty representatives on the Leadership Team to review assessment reports and support faculty involved in continuous improvement in those

reports. All assessment reports from involved faculty will follow the established reporting guidelines from the Office of Institutional Research and Effectiveness.

The QEP efforts will be applied and assessed in lower-level courses. To identify QEP enhanced learning gains and demonstrate QEP success, we will use FSEM information literacy assessment to compare learning gains. Assessment of student learning artifacts, including written and oral forms, will be conducted by the faculty involved and appropriate members of the QEP Leadership Committee (and other appropriate faculty as needed to ensure best practices in assessment of student learning). Reports on assessment data will be submitted to the QEP Leadership Committee in May of each year, with responsive feedback furnished to reporters in June and shared with Deans and appropriate faculty members to encourage thoughtful revision of processes and artifact-gathering.

**QUALITY ENHANCEMENT PLAN PROGRAM GOALS:**

The following section outlines a series of QEP goals to ensure a careful assessment of the plan as a whole: faculty engagement goals, student engagement goals, and student learning goals.

**Faculty Engagement**

To be successful, the program must attract a range of faculty to participate and compensate them for this additional work. The following table describes institutional goals for faculty participation in the QEP as well as corresponding assessment measures designed to demonstrate success. Among the most important of the faculty engagement goals is the commitment to offer the enhanced course twice in succession according to their department’s schedule. This requirement allows for continuity, measurable results, and sufficient persistence among the faculty participants to create legitimate opportunities for continuous improvement. Given existing faculty workloads, as well as faculty service and scholarship expectations, the institution expects a gradual increase in the number of participating faculty, to culminate in a full cohort of 40 faculty within the first three years of the program.

<b>FACULTY ENGAGEMENT</b>	<b>ASSESSMENT MEASURES</b>
Using a roll out process, faculty will join the program in years One, Two, and Three, until we reach 40 faculty. This roll-out process will increase the number of faculty involved and the number of students affected, significantly impacting the undergraduate learning goals and assessment outcomes	The goal for total number of faculty involved within the first three years of the program is 40 of the total faculty on the DeLand campus  At least 600 students will be reached each year (assuming a class of at least 20 students)
Faculty engagement in QEP assessment	100% of involved faculty will report following the established guidelines and assessment report measures referenced above  100% of participating faculty attending required workshops around assessment



Participation in required guided 2-day workshop for course redesign during summers	Goal is 40 faculty in the first three years; success measures will depend on the number of faculty who initially join and the number who join in Year Two and Year Three
Two annual half-day workshops for developing effective assignments and innovative pedagogies around Information Literacy skill	All faculty committed to QEP will attend both workshops (August and May) and provide required deliverables (such as revised course assignments and syllabi)
Increased classroom faculty engagement with Library faculty	15% increase in number of faculty-Librarian collaborations each year of the first five
The Brown Center for Faculty Innovation and Excellence (the Brown Center) will, in collaboration with the Library Liaison and the QEP Director, offer a major summer workshop focusing on course redesign using IL principles.	Using a satisfaction survey, faculty will report satisfaction with summer workshop planning, development, and outcomes for summer course redesign  Using a confidence survey, 100% of participating faculty will report confidence in moving forward with planned enhancement strategies

### Student Engagement

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 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 student Library employees), and selected information literacy peer tutoring. Meals and snacks are available for many of these opportunities. The Library will offer Cultural Credit events to highlight the value of information literacy.

STUDENT ENGAGEMENT GOALS	ASSESSMENT MEASURES
Participation in QEP-enhanced tutoring sessions with appropriately trained tutors	Students in QEP courses: 50% of students in QEP courses will attend tutoring sessions with tutors cross-trained in writing and IL
Students participate in a scaffolded series of IL tutorials provided by the Library (using NicheAcademy)	Number of students expected to participate will be determined in Year One as a baseline; additional data will allow us to set consequent goals for engagement
Students can earn 2 Cultural Credits by attending CC-eligible events sponsored by the Library and the Writing Center.	Attendance at each CC event: 10 students (a potential total of 40 student participants each academic year)

Using existing tutoring systems, students participate in enhanced peer-to-peer instruction in information literacy.

Record of cross training for tutors and TA.

Attendance records kept and segmented by students in QEP courses

Goal: a 10% increase in participation every year through year five.

## Going Forward:



*The two-year initial roll out of the QEP calendar. Items in red indicate particular points of interest for faculty participants.*

## Student Learning Outcomes & Assessment

The articulation of student learning outcomes and assessment measures that follows focuses on information literacy learning goals. The section begins with holistic, general assessment of student achievement meant to measure success on a global level.

Information literacy learning objectives described below use the individual threshold concepts (as established by the Association of College and Research Libraries) to form four distinct learning goals, to be assessed on a unified analytical rubric (included below). Faculty will choose at least three of these

four to focus on during course redesign and delivery and assessment. Reporting post-classroom experience will include and record a range of artifacts and assignments, which will then be added to the “potential assignments and artifacts” resources on the QEP website. This resource will thus be an archive of achievement and a living assignment/artifact bank for QEP faculty to draw from.

Although the institution intends to avoid too complex an assessment plan, student learning outcomes are not all that must be assessed. The success of new structures, enhanced existing structures, and various initiatives must also be evaluated and, where necessary, revised for continuing impact on student learning. What follows is a general outcome statement for overall program success, followed by specific learning outcomes that faculty in QEP courses will adopt during the course redesign workshop.

STUDENT LEARNING OUTCOMES	ASSESSMENT MEASURES
<p>First Year and sophomore students will demonstrate enhanced abilities in information literacy skills</p>	<p>Comparison of assessment results demonstrates better learning in participating classes than in FSEM</p> <p>Students in QEP courses demonstrate at least a 10% improvement from existing assessment data.</p> <p>We will use pre-post surveys to assess increases in student confidence. 75% of the students will report enhanced confidence in information literacy and evaluative/analytical skills.</p>

### 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 <b>persistence in strategic or iterative searching for information</b> , 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 <b>define or describe different types of sources and authorities</b> 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 <b>and</b> 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 <b>cite and reference sources</b> using disciplinary conventions. ( <i>value of information</i> )	Student <b>demonstrates full and detailed understanding</b> of discipline-specific citation and reference format.	Student demonstrates <b>some</b> understanding of disciplinary conventions about citation and reference	Student demonstrates <b>minimal</b> understanding of citation and reference format or does not cite all sources appropriately.	Student <b>does not demonstrate</b> any understanding of citation or reference format or may cite only some references and not others.
Students can identify an <b>ongoing scholarly conversation and use sources</b> 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.

<b>Potential Assignments/Artifacts.</b> <i>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.</i>	<b>persistence in strategic or iterative searching for information</b>	<b>define or describe different types of sources and authorities</b>	<b>cite and reference sources</b>	<b>ongoing scholarly conversation and use sources</b>
<b>Comparing Print &amp; Web Resources:</b> 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.	✓	✓	✓	
<b>Scholarly Analysis of an Event in History:</b> 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	✓	✓	✓	
<b>Creative methods analysis.</b> 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.	✓	✓	✓	✓
<b>Surfaces Journal.</b> 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.	✓	✓	✓	
<b>Targeted annotated bibliography.</b> Assign annotations that describe connections between and among sources while evaluating credibility of source.		✓	✓	✓
Written <b>summaries</b> of one or more sources, contrasting and comparing		✓	✓	
<b>Works cited pages</b> and in-text references			✓	
<b>Research or Creative Project proposal.</b> 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.	✓	✓	✓	
<b>Anatomy of a research paper.</b> 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	✓	✓	✓	
<b>Assess selected databases,</b> networks, reference materials, software instructions, and new forms of technologies to demonstrate understanding of how information grows.	✓		✓	✓
<b>Find</b> 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.	✓		✓	✓
<b>Process analysis:</b> describe where and how you searched for information to complete a research assignment	✓			
<b>Describe the research</b> tools you used and your search strategy (keyword searching, subject searching, etc.).	✓			
Discuss any challenges you faced in <b>searching for and locating information.</b> [This could be assigned along with an annotated bibliography assignment.]	✓			

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

<b>IL Threshold Concept #1</b>  <b>Authority is Constructed and Contextual</b>	<b>Learning outcome</b>	<b>3</b>  <b>Mastery</b>	<b>2</b>  <b>Developing</b>	<b>1</b>  <b>Introductory</b>	<b>0</b>  <b>Unacceptable</b>
<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.  <b>Consistently does all or almost all of the following:</b>  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.  <b>Does most or many of the following:</b>  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  <b>Does most or many of the following:</b>  Evaluates source for indicators of authority, including type of publication or author credentials.  Learning about different types of authority.	Student does not evaluate sources.  <b>Consistently does all or almost all of the following:</b>  Applies no evaluative criteria or criteria that is not relevant  Cannot identify different types of authority.



<b>IL Threshold Concept #2</b>  <b>Information Creation as a Process</b>	<b>Learning outcome</b>	<b>3</b>  <b>Mastery</b>	<b>2</b>  <b>Developing</b>	<b>1</b>  <b>Introductory</b>	<b>0</b>  <b>Unacceptable</b>
<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.  <b>Consistently does all or almost all of the following:</b>  --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.  <b>Does most or many of the following:</b>  --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.  <b>Does most or many of the following:</b>  --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.  <b>Consistently does all or almost all of the following:</b>  --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><b>Consistently does all or almost all of the following:</b></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><b>Does most or many of the following:</b></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><b>Does most or many of the following:</b></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><b>Consistently does all or almost all of the following:</b></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><b>Consistently does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>Seeks multiple perspectives when gathering information</li> <li>Refines research or creative questions</li> <li>Determines an appropriate scope for project</li> <li>Uses a variety of research methods as needed for type of inquiry.</li> </ul>	<p>Student demonstrates ability to use some of the tools/practices in the creation of an unbiased project.</p> <p><b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>Seeks multiple perspectives when gathering information</li> <li>Refines research or creative questions</li> <li>Determines an appropriate scope for project</li> <li>Uses a variety of research methods as needed for type of inquiry.</li> </ul>	<p>Student demonstrates ability to use a limited set of tools/practices in the creation of a project.</p> <p><b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>Seeks few competing perspectives when gathering information</li> <li>Refines research or creative questions</li> <li>Makes adjustments to scope of project</li> <li>Uses few research methods to search for needed information</li> </ul>	<p>Student uses limited or biased sources in the creation of a project.</p> <p><b>Consistently does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>Seeks perspectives that match personal viewpoint when gathering information</li> <li>Does not refine research or creative questions</li> <li>Scope of project is either too broad or too narrow</li> <li>Relies on one approach to gathering information</li> </ul>

<b>IL Threshold Concept #5</b>  <b>Scholarship as conversation</b>	<b>Learning outcome</b>	<b>3</b>  <b>Mastery</b>	<b>2</b>  <b>Developing</b>	<b>1</b>  <b>Introductory</b>	<b>0</b>  <b>Unacceptable</b>
<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><b>Consistently does all or almost all of the following:</b></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><b>Does most or many of the following:</b></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><b>Does most or many of the following:</b></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><b>Consistently does all or almost all of the following:</b></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><b>Consistently does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>-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. -</li> <li>Matches information needs and search strategies to appropriate search tools.</li> <li>-Designs and refines needs and search strategies as necessary, based on search results.</li> </ul>	<p>Student's search strategy includes a range of iterations and search tools.</p> <p><b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Matches information needs and search strategies to appropriate search tools.</li> <li>Designs and refines needs and search strategies as necessary, based on search results.</li> </ul>	<p>Student's search strategy is limited to the obvious (databases, web search engines) and results in limited information for the project.</p> <p><b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>Identifies few interested parties who might produce information about a topic and then determines how to access that information.</li> <li>Does not match Information need to appropriate search tools.</li> <li>Does not refine information need or search strategies</li> </ul>	<p>Student lacks a search strategy and relies on web search engines for information</p> <p><b>Consistently does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>Uses sources that are unrelated to the research or creative problem.</li> <li>Does not go beyond web search engines to search for information.</li> </ul>

## Resources and Financial Support for QEP Success

To ensure success of the QEP, Stetson University commits substantial resources to support faculty and students participating in the QEP. Following best practices, a variety of support mechanisms is proposed, including faculty workshops and peer-to-peer instructional support structures. These resources will be funded equitably and will not have a negative impact on other programs already existing at the institution.

Stetson University has committed between \$85,000 to about \$100,000 per year for the next five years to fund the QEP and anticipates this level of support well beyond that time period if the program is impactful.

To ensure that “Bridging the Gap” is properly organized, its realization stays on schedule, and to oversee ongoing faculty involvement and assessment, Stetson appointed a QEP Director. The Director will receive an annual stipend for the academic year plus summer, along with course releases (see [Appendix Q](#) budget item 1).

Because the key element of the QEP is Information Literacy, the University has budgeted for a half-time librarian ([Appendix Q](#) item 2). This additional library position will be used to replace 20 hours a week of a full-time librarian (the Library Liaison), who has the expertise to assist the faculty involved in the QEP with all their information literacy needs. In addition to supporting faculty, the Librarian will develop resource materials, training, and workshops. The half-time staff position fills a need long stated by the Library, whose staffing has not kept up with increasing student enrollments. To further support the Library in its critical role in supporting the QEP efforts, an additional stipend to the Library Liaison at \$4,000 is also allocated (*The amount and duration of stipend will be in effect for at least the first three years of the QEP or until we reach the full cohort of 40 faculty. At that time, the institution will reassess to ensure that funding is still necessary and appropriate.*)

Several faculty education workshops are planned and fully funded (budget items 4, 5, and 6) to initiate and successfully execute the QEP:

1. The summer workshop is the introductory workshop intended to assist faculty with the major work of redesign of their courses to incorporate QEP principles, prior to starting the enhanced courses. Over the course of two days, the Library Liaison and the Director of the Brown Center for Faculty Innovation and Excellence will guide faculty through course enhancement and redesign around information literacy. This workshop provides lunches for all, including any teaching apprentices who wish to join their faculty, and a \$2,000 per faculty course redesign grant.
2. The “pre-fall” workshop is intended to support faculty as they prepare to launch their newly enhanced courses. This item is budgeted for three years because we project faculty beginning the QEP during years One, Two, and Three. Faculty participate in the introductory workshop prior to their first year in the program. We project an initial cohort of 25 faculty in the first year, 10 additional during the second year, and 5 in the third year, to achieve a full and sustainable cohort of 40 faculty within the first three years.

3. The Spring Workshop will take place at the end of each academic year and will involve assessment and reporting of activities for each faculty member during the prior year QEP. Both workshops A and B include lunch for faculty and the leader. Attendance at these two workshops is required for all QEP faculty.

To incentivize faculty participation and to support ongoing faculty efforts, the budget includes \$500 per course offering as a stipend. For faculty that teach more than one section in a semester, an additional stipend of \$250 per additional course will be provided. (*Duration of course stipending under discussion; however, for at least the first three years, these numbers are stable.*) QEP courses demand involvement and work beyond that expected of the typical Stetson University course, including required assessment responsibilities. Thus, the QEP budget provides regular financial incentives for QEP faculty.

The budget also supports student involvement in several formats. Budget item 8 incorporates funding for additional Writing Center peer tutors and additional tutoring hours. Budget item 9 supports student Teaching Apprentices and Writing Center tutor cross training and includes box lunches. Budget item 10 provides funding for student TAs attending workshops with their associated faculty (one TA per class). Funding includes box lunches for students. Additional student involvement includes incentivizing attendance at workshops by offering box lunches, Cultural Credit, and entry into an end-of-semester gift card drawing.

Further, the budget includes funding for assessment and planning leaders (budget item 11). Because the University anticipates up to 40 faculty being involved in the QEP at any given time, the QEP will need facilitators. The University has budgeted for a projected six leaders (one from each of the four Arts & Science divisions, one from Music, and one from Business). These leaders will coordinate the efforts of QEP-participating faculty during the academic year, and direct assessment at the end of the academic year. This structure allows coordination of smaller groups of faculty (approximately 7-8 per leader) to ensure active faculty involvement. Leaders will be paid \$500 for work done outside the academic year contract.

It is important to make certain that everyone on campus is informed about the QEP. To maximize involvement with the QEP, \$3000 (budget item 12) has been allocated for marketing the QEP during Year Zero. Initial funding will be higher during Year Zero to kick-start the program and guarantee that our QEP efforts are successful and high profile. Subsequent years will allow \$1,000 for marketing.

*Supporting Faculty:*

- Faculty QEP-skills workshops held twice per year within the contract period
- Faculty summer workshops (ongoing, led by trained leaders from within campus)
- Faculty Course Redesign Grants (\$2000 per grant) to facilitate redesign; requires participation in the faculty summer workshops and the fall and spring workshops. Course redesign grants constitute the largest single University investment in the QEP.
- Enhancement of existing structures, e.g., Brown Center, Writing Center (hiring additional tutors, cross training tutors and TAs with information literacy skills; adding funds to student work study budgets for tutors to work additional hours in support of QEP)

- Faculty/assessment leader support (stipends for faculty and assessment leaders working off contract)
- Library support (to include a part time librarian, intended to free up Library information literacy specialists (estimated at \$21,500 per year); a subscription to Niche Academy (information literacy tutorials available for on-demand use by faculty, students, and peer tutors); estimated \$2500/year); and an additional stipend for the Library Liaison to support the investment of QEP-related time and effort over and above her normal workload as Director of Public Services (estimated \$4000/year; Duration and amount of this stipend is under discussion, although the institution is committed to these numbers for at least the first three years of the plan).

#### *Supporting Students*

- Peer Tutors (writing center, cross training with research support peers) (peer tutors trained, paid, and offered lunch)
- Peer-peer assistance via TA program (peer tutors trained, paid, and offered lunch)
- Opportunities for students to earn Cultural Credit for information literacy sessions; class-specific workshops; incentivization for students to meet with a librarian for research consultations.
- Incentivize (academically or non-academically) students for their participation in support efforts to increase their engagement in the QEP and/or completion of a certain number of QEP related assignments.



## Appendices

APPENDIX A 2019-2020 Taskforce Survey Results (Available upon request)

APPENDIX B QEP 2019-2020 Taskforce Report (Available upon request)

APPENDIX C 2020-2021 QEP Committee Survey Results (Available upon request)

APPENDIX D QEP 2020-2021 Committee Report (Available upon request)

APPENDIX E Surveys sent to faculty, staff, students (Available upon request)

APPENDIX F Stetson Mission and Values



## Mission and Values

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### Mission

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Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world.

At Stetson, the art of teaching is practiced through programs solidly grounded in a tradition of liberal learning that stimulates critical thinking, imaginative inquiry, creative expression, and lively intellectual debate. The art of learning is enhanced through small interactive classes, close student-faculty alliances, and collaborative approaches that provide the foundation for rewarding careers and advanced study in selective graduate and professional programs. We embrace diverse methodologies to foster effective communication, information and technological literacy, and aesthetic appreciation. We encourage the development of informed convictions, independent judgment, and lifelong commitments to learning that are characteristic features of the enlightened citizen. In bringing together learning and values, the University encourages all of its members to demonstrate personal integrity; to develop an appreciation for the spiritual dimension of life; to embrace leadership in an



increasingly complex, interdependent, and technological world; and to commit to active forms of social responsibility.

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## Values

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Stetson values the development of the whole person committed to engaging and building lifelong connections with the larger world through Personal Growth, Intellectual Development, and Global Citizenship. To that end, the University fosters policies, practices, and modes of inquiry to support and explore these values areas.

### Personal Growth

Personal Growth encompasses the understanding that no single formula defines the journey to personal success, but that passion, the drive to increase self-knowledge, and the quest for balance are important tools in this process. Intercultural competence, religious and spiritual exploration, self-awareness, and wellness are components of personal growth.

### Intellectual Development

Intellectual Development is a commitment from the University and from students to achieve excellence in academics, to foster the spirit of exploration that drives an engaged and active mind, to cultivate rigorous methods of academic inquiry, to model and support absolute integrity, and to value creativity and professionalism.

### Global Citizenship

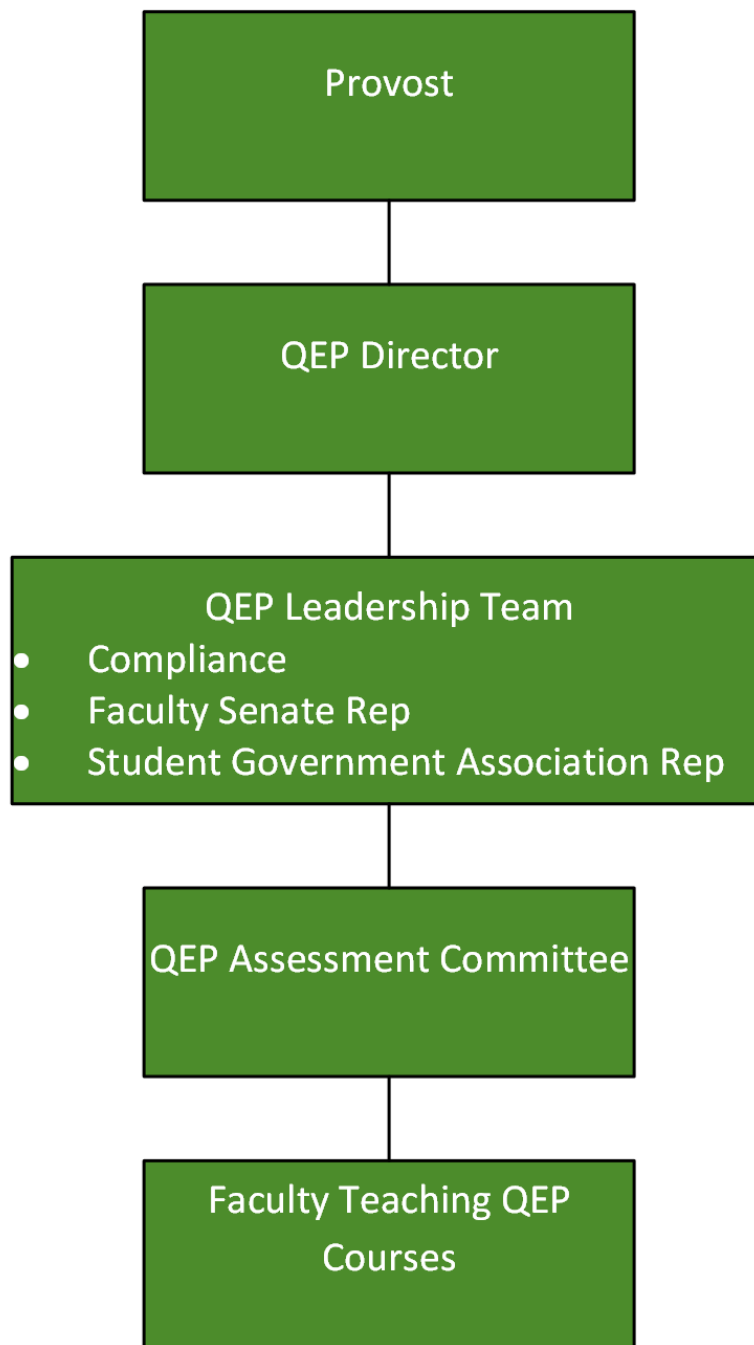
Global Citizenship is an important part of Stetson's mission to prepare students to be informed, active, and engaged citizens of both local communities and the world. Global citizenship includes University and individual commitments to community engagement, diversity and inclusion, environmental responsibility, and social justice.

*Excerpted from the [Stetson University Catalog](#).*

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Stetson University  
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APPENDIX G Organizational Chart



## APPENDIX H QEP Director Position Description

### **QEP Director Position Stetson University**

Stetson University seeks a higher education leader to serve as Quality Enhancement Plan (QEP) Director at a time of special opportunity. The QEP Director will play a key role in achieving strategic University goals of learning excellence and improving student success with renewed emphases on institutional quality, effectiveness, and student learning.

#### Nature of Work:

The Plan Director provides leadership and direction to the faculty, staff, and students of Stetson University in developing, implementing, and evaluating our Quality Enhancement Plan integral to the reaffirmation of accreditation process.

The Director serves as a champion of the QEP, promotes the plan's activities that drive student learning and success, and has the primary responsibility of ensuring that Stetson University is in compliance with SACSCOC policies and standards relative to the QEP.

The Director operates from the student-centered position of Stetson University's values commitment: creating and sustaining an engaged learning environment of open dialogue; fostering the spirit of exploration that drives an engaged and active mind; cultivating rigorous methods of academic inquiry; modeling and supporting integrity; and valuing creativity and professionalism.

#### Requirements:

- \*Earned doctorate or terminal degree from an accredited university
- \*Record of effective consensus building necessary to the success of a small private liberal arts university
- \*Record of successful, long-term involvement in assessment of critical skills from first year to fourth year
- \*Record of effective leadership at department, college, and university levels
- \*Excellent verbal and written communication skills
- \*Experience with assessment of learning outcomes
- \*Familiarity with SACSCOC Testing and Reporting requirements

#### Illustrative Examples of Work (to include work done during summers):

- \*Directs and organizes the activities of the QEP program (implementation, assessment, and ongoing support)
- \*Provides leadership in the design of new policies and procedures that are necessary to achieve the QEP's goals
- \*Collaborates with general education assessment to define and assess learning goals related to QEP

- \*Manages and oversees QEP assessment in cooperation with Institutional Research and Effectiveness, University General Education Committee, University Committee on Curriculum and Academic Policy, Student Success, Office of Career and Professional Development, and College/School curriculum committees as necessary
- \*Maintains open and transparent lines of communication essential to the operation of a small private university
- \*Promotes participation in the QEP throughout the university
- \*Provides status reports and updates to the university stakeholders
- \*Collaborates on developing SACSCOC required reporting paths and documents
- \*May supervise and evaluate staff dedicated to QEP work
- \*Serves as a resource for faculty and the University community
- \*Works with faculty, staff, and students to ensure successful submission and implementation of QEP

[APPENDIX I Stetson Roll Ahead Strategic Plan \(available upon request\).](#)

[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 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.

## APPENDIX K Rubric for Evaluating QEP Course Proposals

CRITERION	EXEMPLARY (3)	MATURE (2)	DEVELOPING (1)	RATING
<b>RATIONALE FOR CHOICE OF COURSE TO ENHANCE</b>	<p>Proposals demonstrates how the opportunity for course redesign exhibits total alignment with the selected Gap principles</p> <p>Proposals clearly articulates, in detail, the relevance of the Gap proposal to enhanced student learning in the proposed course.</p>	<p>Proposal demonstrates how the opportunity for course redesign aligns with the selected Gap learning goals</p> <p>Proposal explains the relevance of the Gap Program's benefits to the chosen course</p>	<p>Proposal demonstrates how the opportunity for course redesign would somewhat align with the selected Gap learning outcomes and provides an evolving plan of implementation.</p> <p>Proposal explains in general terms the relevance of the Gap Program to the course.</p>	
<b>RATIONALE BEHIND CHOICE OF IL LOS TO ENHANCE</b>	<p>Proposal clearly demonstrates connections across existing course LOs and Gap learning outcomes</p> <p>Exemplary proposals will demonstrate considerable thought into choice of LOs</p>	<p>Proposal demonstrates some connections between existing course LOs and Gap LOs</p> <p>Mature proposals demonstrate consideration of a range of LOs.</p>	<p>Proposal does not address connections between existing course LOs and Gap LOs or addresses connections very generally.</p>	
<b>TARGET FOR IL LEARNING GOALS AS A RESULT OF ENHANCEMENT</b>	<p>Proposal explicitly outlines the enhancement of IL within the course redesign and how it distinctly contributes to the success of students reaching Gap LOs</p>	<p>Proposal adequately outlines the enhancement of IL within the course redesign and generally contributes to the success of students reaching Gap LOs.</p>	<p>Proposal somewhat outlines the enhancement of IL within the course redesign but requires clearer explanation as to how it contributes to the success of students reaching Gap LOs</p>	
<b>PLAN FOR ASSESSMENT OF STUDENT LEARNING (SELECTION OF ARTIFACT(S))</b>	<p>The selection of artifacts described will distinctly support the goals of the course and demonstrate clear, detailed alignment with the outcome and rubric to ensure assessability</p>	<p>The selection of artifacts described will support the goals of the course, and demonstrates alignment with the outcome and rubric to ensure assessability</p>	<p>Proposal demonstrates little consideration of suitability of artifact or does not discuss Gap outcomes or rubrics in the discussion. No plans for assessment are included.</p>	



## APPENDIX L Assessment Data

### Assessment Data from prior years

<i>Skill assessed</i>	<i>Year Assessed</i>	<i>Methods</i>	<i>Results</i>
<i>Critical Thinking Writing</i>	2008	CLA*	80% percentile
	2009	Embedded, authentic FSEM samples	82% proficiency FY 76% proficiency SR
<i>Speaking</i>	2010	Embedded, authentic samples	66% proficiency
<i>Integrative Learning</i>	2012	Embedded, authentic JSEM samples	60% proficiency
<i>Information Literacy</i>	2013	SAILS (all FY students)	15% proficiency
<i>Speaking Writing</i>	2013		50% proficiency
	2014	Embedded, authentic samples	82% proficiency FY 95% proficiency JR
<i>Critical Thinking</i>	2014		86% percentile
<i>Quantitative Reasoning</i>	2015	Embedded, authentic exam	56% proficiency
<i>Information Literacy</i>	2016-19	Embedded, growth from FSEM to JSEM	44% proficiency (many samples unscorable; unreliable data)
<i>Writing</i>	2018	Embedded, authentic samples	45% proficiency Awaiting internal confirmation of AAC&U results
<i>Quantitative Critical Thinking</i>	2019	embedded	67%
	2019	Embedded, authentic	76%
<i>Speaking</i>	2019	Embedded, authentic	SoBA 37.78% SoM 52%
<i>Integrative learning</i>	2020	Indirect assessment; embedded writing samples	Baseline assessment: continue faculty development

## APPENDIX M Scope of Work for Faculty Stipending Incentives

### Scope of Work descriptions

Megan O'Neill, Stuart Michelson

Nov 16, 2021

#### Course Redesign Workshop: \$2K

The Summer Course Redesign workshop, planned for two half days in late May, is an 8-hour commitment of time and intellectual energy. Faculty who participate will have pre-workshop reading and preparation tasks, including assessing where they see students lacking in information literacy skills and coming prepared with preliminary writing about learning outcomes they'd like to see and tasks they'd like their students to be able to perform better (annotated bibliographies, literature reviews, evaluating quality of sources, distinctions between web search engines and databases, and so forth).

During the workshop, faculty will have an intense learning experience about a discipline that is likely to be unfamiliar. During the first informational day, faculty will learn about the Framework for Information Literacy (an ACRL standard), map the four LOs onto their existing knowledge about "research," learn to make connections between QEP learning goals and current student learning outcomes; learn about a range of course redesign options; assess a range of potential assignment and course redesign options; and reflect on their learning process and takeaways from the workshop. (See outcomes below).

Faculty will have homework between the two days of the workshop, during which they will review existing IL assignments, current syllabi, and potential artifacts prior to the second day's hands-on tasks. This additional time will be well spent when the second day of the workshop creates time and space for hands-on creation of revised assignment sequences that align with IL learning outcomes.

Towards the end of both workshop days, faculty will present the work they have developed to their groups for feedback and discussion.

Initial revision of syllabi language, inclusion of IL skills, and drafts of QEP assignments should be completed by the end of the workshop and will be expected as deliverables shortly after the conclusion of the workshop. Faculty will leave the workshop prepared with Library and IL resources for further work on the course redesign.

After the workshop, faculty complete the course redesign work and submit their new syllabus and assignment drafts prior to the launch of the QEP Project in Fall 2022.

#### Faculty Development Outcomes:

1. Participants will learn about information literacy (IL) skills.
2. Participants will learn about information literacy learning and college students from national research study results and share experiences with Stetson students in order to consider students' IL needs when finalizing course redesign and assignments.
3. Participants will consider various approaches to incorporate information literacy skills into their course that will result in an assessable artifact in order to provide focused IL and learning opportunities to students as well as appropriate assessable artifacts.

4. Participants will learn about IL support on campus, including Library and Writing Center services, in order to support students enrolled in QEP courses.
5. Participants will reflect on course redesign and IL integration at several additional workshops during the academic year.

### **Course Stipend for Participating QEP Faculty (\$500)**

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 in their courses. Additional intellectual work is also involved, as should be expected when incorporating a new concept like information literacy. Any new or enhanced course must be taught at least twice to refine and make adjustments as needed, and in fact such refinements and adjustments will be in response to the need for “closing the loop” procedures that will then be reported for QEP.

Faculty participants commit to teach their course twice with the QEP program. This structure offers inclusion opportunities for faculty participants who may want to enhance a course that is not necessarily offered every semester or indeed every year. They commit, however, to teaching the course twice, as close together as possible, working with Chairs as needed to ensure a reasonable scheduling solution. (This information is included in the proposal for course redesign. Once approved for a QEP course and attending a summer workshop, faculty may continue teaching in the program for as long as they wish, with stipending for participation still dependent on attendance at the workshops and participation in required assessment activities.

Stipending on a course-by-course basis must have some incentives as well, to ensure equity: just as some faculty might teach their course every other year, thus receiving a total of \$1000, some faculty might teach multiple sections of the same QEP course every semester. In order to provide additional support for reaching an unusually large number of students, faculty teaching multiple sections of the same introductory or developmental course can be compensated over and above the \$500/course. The first section will be compensated at \$500, with each additional section in a semester stipended at \$250. A faculty member teaching three sections of the same course in the same semester would receive \$1000 total.

**Required workshops and assessment** activities are scheduled for August prior to the start of the semester, and in May, after final exams. The August workshop will review course requirements and assessment needs for the academic year. The May workshop will require collection of assessment artifacts and sharing of assessment duties. These activities will be coordinated and supervised by the QEP Director and the six faculty leaders.

**Bridging the Gap:  
Information Literacy**  
Call for Participants

Critical thinking abilities help make sense of the bewildering array of information our students encounter both in the classroom and in the world outside Stetson. These are the skills our students need the most in a global information economy that floods students with everything from scientific data to “fake news.”

To help students learn to distinguish the valuable from the useless, Stetson is launching our decennial Quality Enhancement Plan: **Bridging the Gap: Enhancing Information Literacy**

The goal of the Gap program is to support student success and student acquisition of information literacy, including strategies of critical information evaluation and research. Faculty participants will choose one of their **lower-level courses** to enhance by thinking about where increased sophistication in Information Literacy would benefit students in their critical thinking.

Stay tuned to get more information. Informational sessions will be held in January and February, prior to submission of proposals in March 2022, with notifications back to proposers in April 2022. Faculty who join the Gap program will attend a stipended two-day course redesign workshop in May of 2022.

Direct questions to Megan O’Neill, QEP Director, at [mboneill@stetson.edu](mailto:mboneill@stetson.edu).

## APPENDIX O (Deleted)

## APPENDIX P Timelines (Excel file available upon request)

MASTER TIMELINE	2021-2022 Year Zero			2022-2023 Year One			2023-2024 Year Two			2024-2025 Year Three			2025-2026 Year Four			2026-2027 Year Five		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	
<b>QEP Leadership Team</b>																		
Establish team (Provost and Senate Exec) and identify QEP Director	August																	
Identify plan for tracking participation and engagement from G to A to P (D&I Team)	September-December																	
Marketing initiative for faculty, students, staff, alumni (MarComm Team)	September-May ongoing			September-May														
Reporting to Community	ongoing																	
Reporting (Writing Team)	December																	
SASCOC site visit		April																
Faculty education (reminders to Chairs about Library info on syllabus checks at the start of the semester; pre-post surveys to measure confidence in GAP courses;	ongoing																	
Fifth year Impact Report																	July/August/September	
<b>Participation and Assessment</b>																		
Recruit pilot participants	September																	
Training pilot participants	October																	
Launch pilot		January																
Assess and report on pilot		June-July																
Tweak from pilot results			July															
<b>Establish QEP website</b>																		
Recruit QEP participants for Year One	September-May																	
Informational session for potential proposers	January, February (Brown Center)																	
Proposals due for Year One (~30)		March																
Approve Course Redesign grants		April-May																
Outside Facilitator "train the trainers"			July															
Launch Year One				August	Jan													
Workshop A: Introductory, pre-fal				August	August													
Workshop B: Assess and report		June-July				May-June												
Close the Loop						July												
<b>Informational session for potential proposers</b>																		
Proposals due for Year Two (~10)				March														
Approve Course Redesign grants				April														
Summer workshop					June													
Workshop A: Introductory, pre-fal							August											
Launch Year Two							August	Jan										
Workshop B: Assess and report								May-June										
Close the Loop								July										
<b>Proposals due for Year Three (~5)</b>																		
Approve Course Redesign grants							March											
Summer workshop								April										
Workshop A: Introductory, pre-fal									May-June									
Launch Year Three										August								
Workshop B: Assess and report										August	Jan							
Close the Loop											May-June							
											July							
<b>Work continues: no new recruits unless needed</b>																		
Workshop A: Introductory, pre-fal													August					
Launch Year Four													August	Jan				
Workshop B: Assess and report														May				
Close the Loop															July			
													August	January				





# QEP = Gap INFO SESSIONS

*Learn More  
About It*

## **Informational Session: January 6, 10 a.m., sponsored by the Brown Center**

*This informational session will help faculty learn more about the course redesign proposal process. Attendees will see the proposal format and evaluation rubric, have the opportunity to ask questions about emphasis, and see example proposals. The session will be recorded and made available for those who cannot attend.*

## **Informational Session: January 6, 230 p.m. sponsored by the Brown Center**

This informational session invites all faculty who have been involved with QEP planning to this point. Growth and development of the plan, specific and particular questions, and proposal information and evaluation will be covered.

## **Informational Session: February 8, 130 p.m. Q&A sponsored by the Brown Center**

*This informational session will help faculty learn more about the course redesign proposal process. Attendees will be able to ask questions, review the QEP website, and learn about additional resources.*

### **Calendar of QEP Events**

2022 YEAR ONE	EVENT	TIME	AUDIENCE	SPONSOR
January 6	Informational Session: What is the Gap Plan?	1000 a.m.	Faculty	with Brown Center) recorded
January 6	Targeted Proposal Session		Faculty involved with QEP Development	Brown Center
January 26	Academic Integrity Workshop	6 p.m.	Students	Writing Center, Honor Council
February 8	Informational Session	130 pm	Faculty	Brown Center (recorded)
February 23	Writing in the Disciplines panel	6 p.m.	Students	Writing Center
March 7	Proposals due for initial review		Faculty	QEP Leadership Team
April 6	Recognizing Bias/Separating Fact from Fiction Workshop	6 p.m.	Students	Writing Center



April 12	Notification of acceptances		Faculty	QEP Leadership Team
May 17-18	Course redesign workshop	9 a.m. – 2 p.m. 9 a.m. – 2 p.m.	Faculty	
August 10	Fall Workshop		Faculty	QEP Leadership Team
August 10	Fall Workshop		TAs associated with GAP classes	
August	Launch QEP cohort		Faculty	QEP Leadership Team
September 15	Cultural Credit Event		Students	Library
September 28	Academic Integrity Workshop	6 p.m.	Students	Writing Center, Honor Council
October	Crafting a Literature Review		Students	Writing Center
November 2	Cultural Credit Event		Students	Library
November	Critical Reading Skills for Writing		Students	Writing Center and Library
<b>2023 YEAR TWO</b>	<b>EVENT</b>	<b>TIME</b>	<b>AUDIENCE</b>	<b>SPONSOR</b>
January 5	Informational Session		Faculty	Brown Center
January 25	Academic Integrity Workshop	6 p.m.	Students	Writing Center, Honor Council
February 7	Informational Session		Faculty	Brown Center
February 8	Cultural Credit Event		Students	Library
February	Writing in the Disciplines		Students	Writing Center
March	Recognizing Bias/Separating Fact from Fiction Workshop		Students	Writing Center
March 8	Year Two Proposals due for initial review		Faculty	QEP Leadership Team
April 6	Cultural Credit Event		Students	Library
April 14	Year Two Notification of acceptances		Faculty	QEP Leadership Team
May 10	Spring Workshop (Year One faculty)		Faculty	QEP Leadership Team
May 15 & 16	Course redesign workshop (Year Two faculty)	9 a.m. – 2 p.m. 9 a.m. – 2 p.m.	Faculty	QEP Leadership Team
August 10, 2023	Fall Workshop Year Two faculty		Faculty	QEP Leadership Team
September 14	Cultural Credit Event		Students	Library
November 7	Cultural Credit Event		Students	Library

APPENDIX Q QEP Budget (Excel file of budget available upon request)

Item Number		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
		Jul-June 2022	Jul-June 2023	Jul-June 2024	Jul-June 2025	Jul-June 2026	Jul-June 2027	
<b>1</b>	<b>Director Support per year</b>							
	Director stipend (Summer)	\$ 3,270	\$ 6,540	\$ 6,540	\$ 6,540	\$ 6,540	\$ 6,540	Covers Director's summer work to include designing faculty workshops, assessments, program planning, and partnering with Library faculty on QEP-related work. Approximately 1.5 months of effort.
	Director course releases (replace with 4 adjuncts plus 9% benefits)	\$ -	\$ 13,952	\$ 13,952	\$ 13,952	\$ 13,952	\$ 13,952	
	<b>Subtotal</b>	<b>\$ 3,270</b>	<b>\$ 20,492</b>	<b>\$ 20,492</b>	<b>\$ 20,492</b>	<b>\$ 20,492</b>	<b>\$ 20,492</b>	
<b>2</b>	<b>Library Support per year *</b>							
	Part time Librarian 20 hrs/wk, \$25/hr, 43 weeks	\$ 10,415.56	\$ 23,435.00	\$ 23,435.00	\$ 23,435.00	\$ 23,435.00	\$ 23,435.00	Year 0 is 4 months for PT librarian
	Library Liaison support stipend (\$4K/full AY)	\$ 2,180.00	\$ 4,360.00	\$ 4,360.00	\$ 4,360.00	\$ 4,360.00	\$ 4,360.00	
	Subscription NicheAcademic/yr	\$ 1,250.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	
	<b>Subtotal</b>	<b>\$ 13,845.56</b>	<b>\$ 30,295.00</b>	<b>\$ 30,295.00</b>	<b>\$ 30,295.00</b>	<b>\$ 30,295.00</b>	<b>\$ 30,295.00</b>	
<b>3</b>	<b>NA</b>							
<b>4</b>	<b>FACULTY EDUCATION IL SKILLS</b>							
	<b>Workshop introduction -A (2 hrs)</b>							
	<b>Workshop A: Introductory, pre-fall</b>							
	30 faculty (1st year), 1 leader							
	Box lunches/\$20/person		\$ 620.00	\$ 200.00	\$ 140.00			
	<b>Subtotal</b>		<b>\$ 620.00</b>	<b>\$ 200.00</b>	<b>\$ 140.00</b>			
<b>5</b>	<b>Workshop continuing-B (2 hrs)</b>							
	<b>Workshop B: Assess and report</b>							
	30 faculty (1st year), 1 leader							Faculty compensation included in \$500 ongoing faculty support
	Box lunches/\$20/person		\$ 620.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	
	<b>Subtotal</b>		<b>\$ 620.00</b>	<b>\$ 800.00</b>	<b>\$ 800.00</b>	<b>\$ 800.00</b>	<b>\$ 800.00</b>	
<b>6</b>	<b>Summer workshop (4 hrs)</b>							
	--Course Redesign--							
	Leader \$500	\$ 500.00	\$ 500.00	\$ 500.00				
	30 faculty (1st year)/\$2000 Course Redesign Grant	\$ 60,000.00	\$ 18,000.00	\$ 12,000.00				
	Fringe Benefits on Stipends (9%)	\$ 5,445.00	\$ 1,665.00	\$ 1,125.00				
	Box lunches/\$20/person	\$ 620.00	\$ 200.00	\$ 120.00				
	<b>Subtotal</b>	<b>\$ 66,565.00</b>	<b>\$ 20,365.00</b>	<b>\$ 13,745.00</b>				

Item Number		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
<b>7</b>	<b>Ongoing Faculty Support*</b>							

	30 faculty (1st year)/\$500 per course per semester; 10 sections @ \$250 each; grow to 45 faculty. 30 courses yr 1; 40 courses yr 2; 45 courses yr 3- beyond (each with 10 sections at \$250/each)		\$ 17,500.00	\$ 22,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	After initial training, compensate faculty at \$500 per course year for ongoing support similar to FSEM annual support. For faculty teaching multiple semesters (Fall and Spring), total \$1,000. For faculty teaching multiple sections per semester support at \$250 per additional section
	<b>Subtotal</b>	\$ -	\$ 17,500.00	\$ 22,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	
<b>8</b>	<b>Student Support</b>	\$ 10.25 /hour	\$ 11.25 /hour	\$ 12.25 /hour	\$ 13.25 /hour	\$ 14.25 /hour	\$ 15.25 /hour	
	Writing Center tutor cross training 5 hours at \$11.25/hour (Fall 2022); increases \$1/hr each year; (Trainer \$50)		\$ 893.75	\$ 968.75	\$ 1,043.75	\$ 1,118.75	\$ 1,193.75	
	Writing Center tutor cross training 5 hours at \$11.25/hour (Spring 2023); increases \$1/hr each year; (Trainer \$50)	\$ 818.75	\$ 893.75	\$ 968.75	\$ 1,043.75	\$ 1,118.75	\$ 1,193.75	
	Additional tutor hours (2 add'l hours/20 tutors)	\$ 410.00	\$ 450.00	\$ 490.00	\$ 530.00	\$ 570.00	\$ 610.00	
	<b>Subtotal</b>	\$ 1,228.75	\$ 2,237.50	\$ 2,427.50	\$ 2,617.50	\$ 2,807.50	\$ 2,997.50	
<b>9</b>	<b>TA cross training IL, writing, speaking</b>							
	(Fall only, pre fall, 3 hours)							
	Box lunch=\$20/per	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	
	<b>Subtotal</b>		\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	
<b>10</b>	<b>Additional Support for Students</b>							
	TAs attending workshops with faculty							
	Box lunch=\$20/per		\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	
	<b>Subtotal</b>	\$ -	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	
	Students attending workshops							
	Box lunch=\$20/per	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	
	Cultural Credit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	5 cards @ \$100. End of Semester gift card drawing \$50 each		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	
	<b>Subtotal</b>	\$ -	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	
<b>11</b>	<b>Assessment and Planning Leaders</b>							
	Annual stipend for Leaders to cover incontract and summer time \$500 annually		\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	Annual expense for leaders. One per Division plus SOBA & Music, for 6 total
	<b>Subtotal</b>	\$ -	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	
<b>12</b>	<b>Marketing/Misc</b>	\$ 3,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	
	<b>Grand Total Annually</b>	\$ 87,909	\$ 98,830	\$ 96,660	\$ 86,045	\$ 86,095	\$ 86,285	
	* Compensation for on-going faculty support and librarian liaison beyond the third time course is offered has not yet been finalized and may change based on need and scope.							

## APPENDIX R References

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