Working Information: Developing a QEP for Campus-Wide Information Literacy Infusion

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Working Information: Developing a QEP for Campus-Wide Information Literacy Infusion

Jenny Williams, QEP Director
Susan Moore, Director of Instructional Support
Katherine Stiwinter, Library Director
Spartanburg Community College

• Located in Upstate, South Carolina
• Approx. 3,000 FTE (4,500 head count)
• Serves 3 counties with 5 campuses
• Offers arts and sciences, business technology, health & human services, engineering and industrial technology programs
WIn: Working Information

- Increase students’ information literacy skills through a focus on the faculty.

- Faculty Training:
  - The importance of information literacy
  - Methods of incorporating information literacy into their courses, and
  - Good assignment design practices for research-based assignments
Faculty Training

IL Course Infusion

Evaluation of Student Artifacts
Faculty Training
Phase 1: Target high-enrollment gen ed. courses (arts and sciences)

Phase 2: Target career-orientated courses

Phase 3: Recruit other interested instructors
For Each Course...

- Lead Instructor
- Full-Time Instructors
- Adjuncts
## Phase 1: Selected General Education Courses

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Sample Training Activities
Card-Sorting! … Superheroes?
Synthesis Activity
Assignment Design – A Recipe of Success
So How Did It Go?

Feedback & Results
Faculty Feedback

1) The QEP training and activities stimulated my knowledge of Information Literacy
9 responses

2) How confident do you feel about your information literacy skills following this training?
9 responses

3) I will be able to use what I learned during the QEP training:
9 responses
4) Which topics or aspects of the QEP training did you find most valuable?
9 responses

- synthesis
- Interesting publishing cycle of information: Time as keyword search
- Organization of assignment guidelines
- How to incorporate synthesis and evaluate
- Assignment design
- database information
- activities for IL
- Available data bases.
- No suggestions.
- Synthesizing information

5) What did you find least valuable during the training?
9 responses

- the conference
- At times the sessions veered toward pedagogical instruction.
- It was all good :D)
- I found that all of it was valuable. I can't answer.
- MLA
- N/A
- Nothing
- No suggestions.
- It was all informative.

6) Do you have suggestions for making the QEP training more effective?
9 responses

- No (2)
- more time for assignment design/infusion
- Spend more time on organization of assignment guidelines with more models.
- Maybe break out sessions by discipline to brainstorm ideas on how to infuse these lesson ideas into our calendars.
- More time for assignment design. The training was great, though.
- no
- No suggestions. Have a nice summer.
- Clearly communicate training expectations.
Before & After: Psychology Assignment
Describe the Kitty Genovese case. Be sure to identify her killer, what happened to him, and why this case is important in social psychology. Use at least three sources, including the following film clip. Use MLA or APA format with which to cite your sources. 

https://youtu.be/BdpdUbW8vbw

Due date:

Grading: Listed below are factors that will be considered in assigning a grade from our rubric.

- Relevance of sources to this topic
- Variety and credibility of sources
- Synthesis of material and clarity of presentation
- Making in-text citations (e.g., “According to Hogan (2015), a witness saw…”)
- Spelling

General advice:

- Use the spell check and word count functions in MS Word or other software that you are using.
- You should be able to find plenty of information sources via search engines. Try to utilize a variety of sources in your paper such as newspaper articles, websites, and magazine or journal articles.
- Include a statement at the end of your paper evaluating the credibility of your sources. (e.g., "All sources used in this paper are believed to be accurate.")
- If you need help, speak with your instructor and/or take your rough draft to the Tutorial Learning Center for assistance.
- Finally, don’t annoy the grader. In other words, follow instructions!illi
Assessment
# Developed a Rubric

## Combined Rubric for QEP Win SLOs

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
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<tbody>
<tr>
<td>4 – Capstone</td>
<td>3 – Milestones</td>
<td>2 – Milestones</td>
<td>1 – Benchmark</td>
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<td>Sources are totally appropriate for assignment/academic level and are relevant to topic</td>
<td>Sources are mostly appropriate for assignment/academic level and are relevant to topic</td>
<td>Sources are somewhat appropriate for assignment/academic level and are relevant to topic</td>
<td>Sources are not appropriate for assignment/academic level but have relevance to topic</td>
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<tr>
<td>Chooses a variety* of information sources; AND credibility of sources is fully acknowledged (currency, authority, bias/point of view, etc.)</td>
<td>Chooses a variety* of information sources; AND credibility of sources is mostly acknowledged (currency, authority, bias/point of view, etc.)</td>
<td>Chooses a variety* of information sources; AND credibility of sources is somewhat acknowledged (currency, authority, bias/point of view, etc.)</td>
<td>Chooses a few* information sources OR Sources may be credible (currency, authority, bias/point of view), but credibility of sources is not acknowledged</td>
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<tr>
<td>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth</td>
<td>Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved</td>
<td>Communicates information from sources, but the information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), and the intended purpose is not achieved.</td>
<td>No sources; OR information from sources is not communicated</td>
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* * denotes a critical component of the rubric.
Assessment Process

1. Collect Baseline Assignment Samples
2. QEP Readers Evaluate (& send feedback)
3. After Training, Collect Revised Assignment Samples
4. QEP Readers Evaluate (& send feedback)
5. Ongoing Collection, Evaluation, & Feedback
Initial Assessment Results
Preliminary Results From Initial Scoring Sessions

Session 1 Average

SLO 1: 2.39
SLO 2: 2.42
SLO 3: 1.89
SLO 4: 1.17

Session 2 Average

SLO 1: 2.68
SLO 2: 1.47
SLO 3: 2.36
SLO 4: 1.86
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Lessons Learned
Changes & Challenges
Ambitious Schedule...

• Simultaneously working with 8-9 different courses/instructors.

• Scheduling in-person meetings with faculty group.

• Finding time for all in-person meetings, as well as all follow-up in meetings in the space of one semester.

• Burning the candle at both ends – beginning work on a new round of faculty training, while finishing up the prior semester’s feedback, revisions, and tutorial customizations.

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Engagement/Buy in...

- Teaching information literacy would take valuable class time away from faculty’s subject area.
- Faculty weren’t volunteers.
- Faculty are very busy already, and our QEP training was an intense additional project.

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Down the Road...

• Long-term momentum

• Continued logistics

• Following up with everyone

• Communication

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Assessment Challenges...

- Rubric Language – general yet specific
- Capturing Non-written Student Work (speeches, presentations, etc.)
- Organization of Sample/Artifact Collection
Other QEP Activities
• QEP Advisory Council
• QEP Leadership Committee
• QEP booth at Campus Events
• Employer Panel
• Surveys

• Faculty Reunion Breakfast
• Additional Faculty Dev. Workshops
Questions?