

Georgia Southern University  
**Digital Commons@Georgia Southern**

---

Georgia International Conference on Information  
Literacy

---

(Formerly known as the Georgia Conference on Information Literacy)

Sep 28th, 1:50 PM - 2:10 PM

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

Susan N. Moore

*Spartanburg Community College*, moores@sccsc.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/gaintlit>



Part of the [Curriculum and Instruction Commons](#), and the [Information Literacy Commons](#)

---

### Recommended Citation

Moore, Susan N., "Working Information: Developing a QEP for Campus-Wide Information Literacy Infusion" (2018). *Georgia International Conference on Information Literacy*. 77.

<https://digitalcommons.georgiasouthern.edu/gaintlit/2018/2018/77>

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).



# 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



## **SCC's QEP:**

Need it?

Find it!

Evaluate it!

Put it to work!

Cite it!

Faculty Training

```
graph TD; A[Faculty Training] --> B[IL Course Infusion]; B --> C[Evaluation of Student Artifacts];
```

IL Course Infusion

Evaluation of Student Artifacts

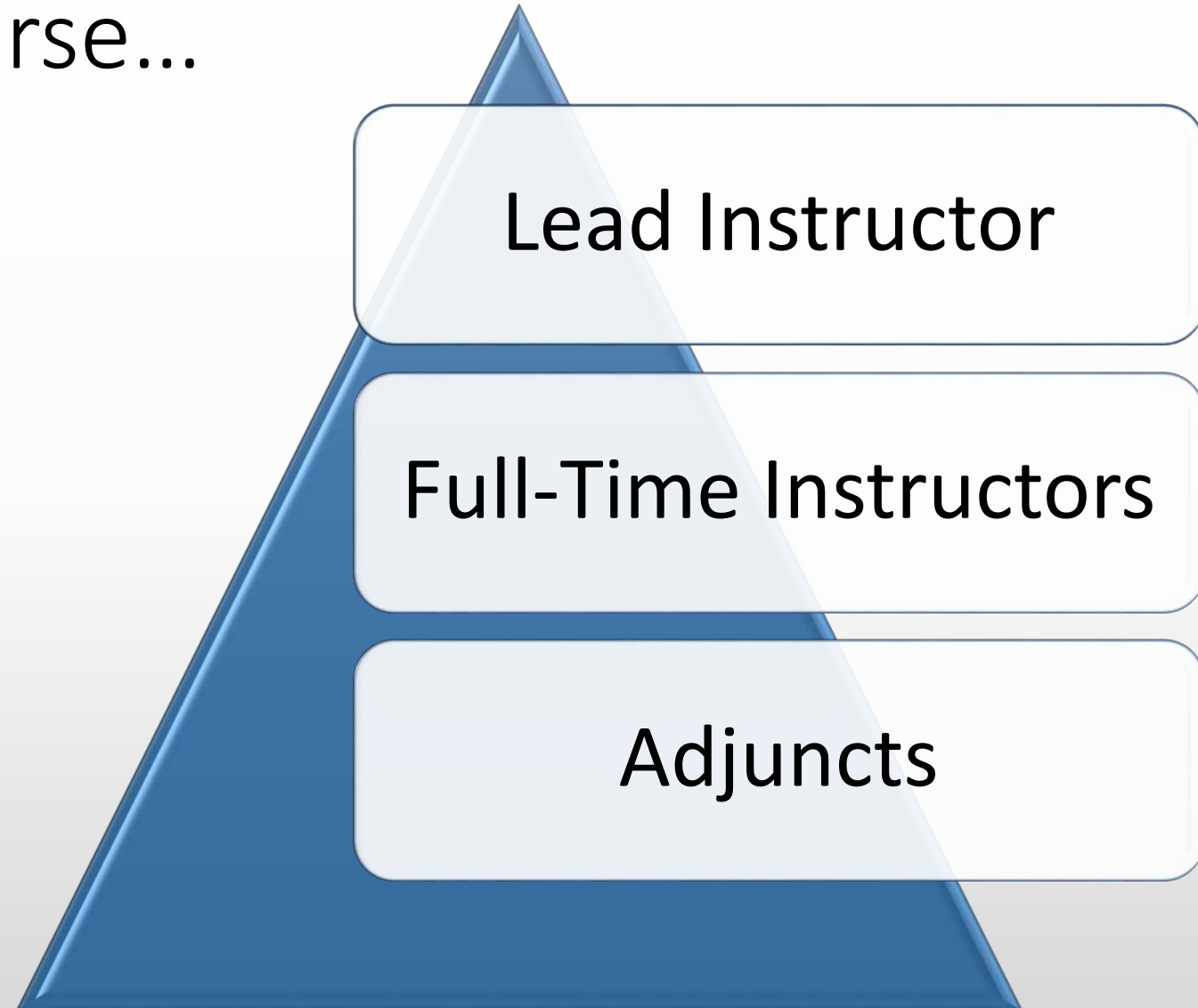
# Faculty Training

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...





# Phase 1: Selected General Education Courses

Course	Enrollment (2014-15)	Sections (2014-15)	Course	Enrollment (2014-15)	Sections (2014-15)
ENG101	1509	63	COL103	851	32
COL101	1408	48	ART101	474	23
SPC205	918	32	ENG165	420	21
PSY201	748	31	BIO101	306	19
ENG102	895	45			



## Faculty Training Schedule – Round 1 (Fall 2016)

Meeting 1: Introduction to QEP project and Overview of IL Importance

Meeting 2: SLO 1 – Accessing Information

Meeting 3: SLO 2 – Evaluating Information

Meeting 4: SLO 3 – Synthesizing, Organizing, Communicating Information

Meeting 5: SLO 4 – Properly Using Information (i.e. Citing, Plagiarism)

Meeting 6: Best Practices Assignment Design for Research Assignments

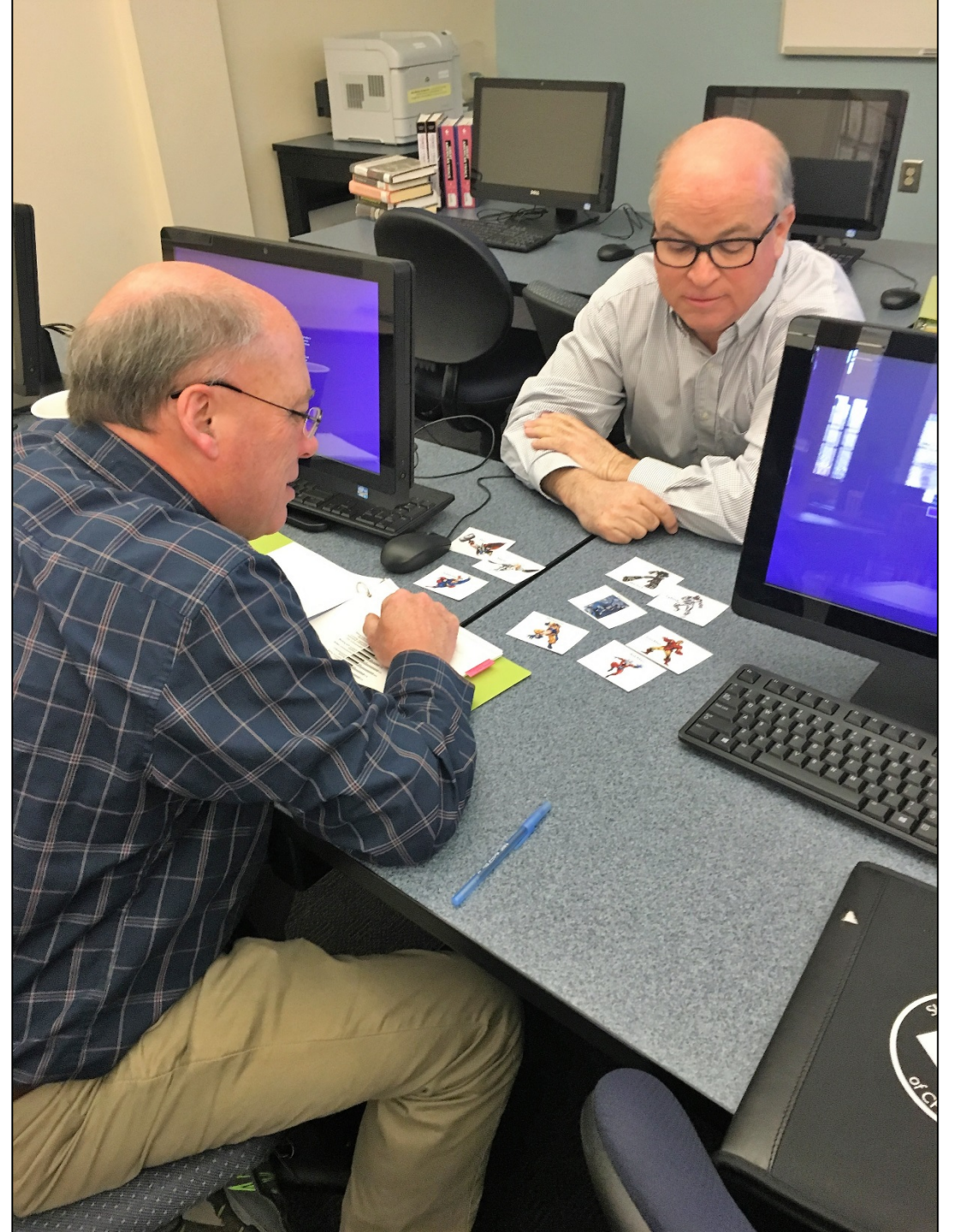
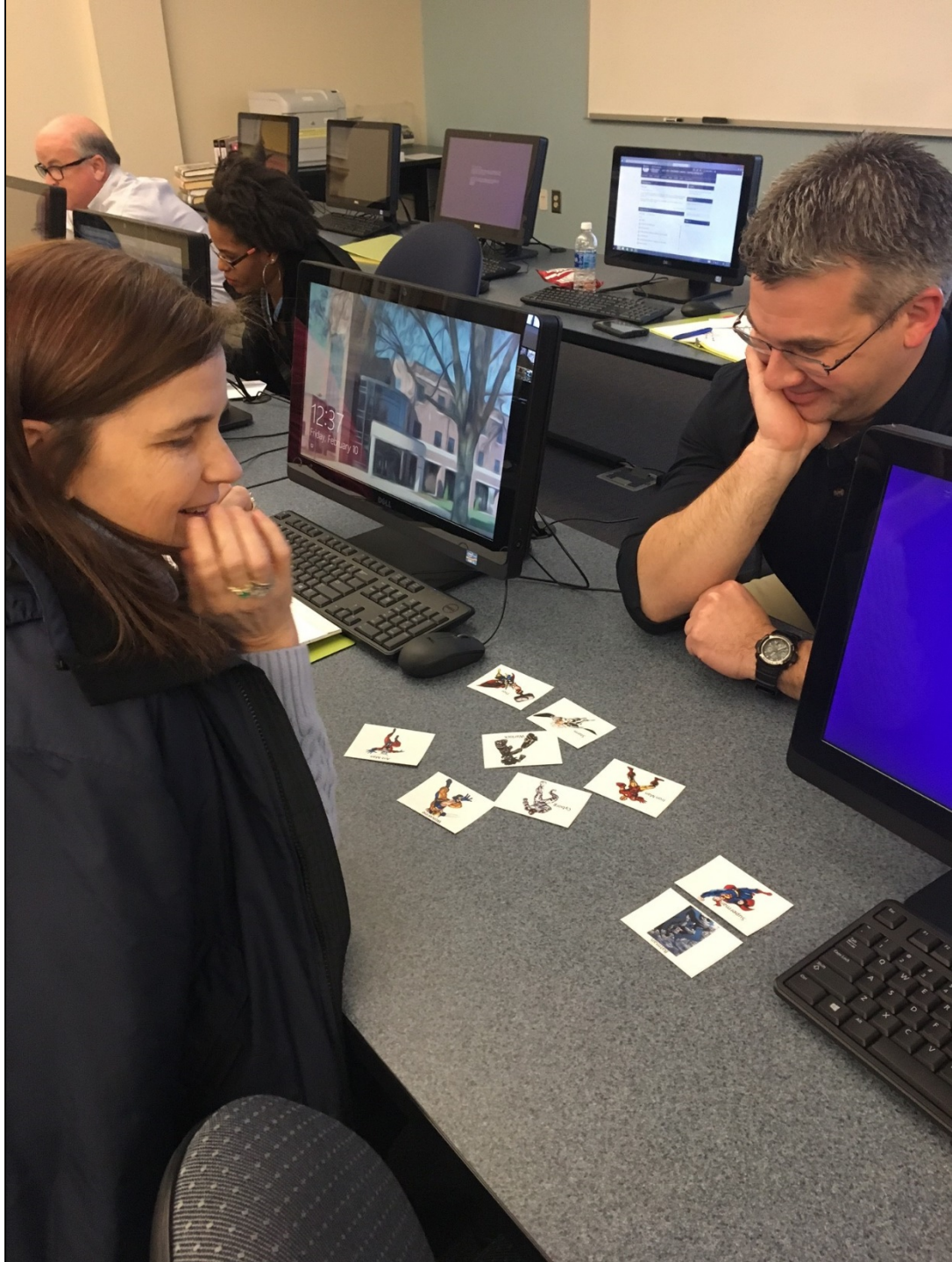
Meeting 7: Workshop Research Assignments

# Sample Training Activities



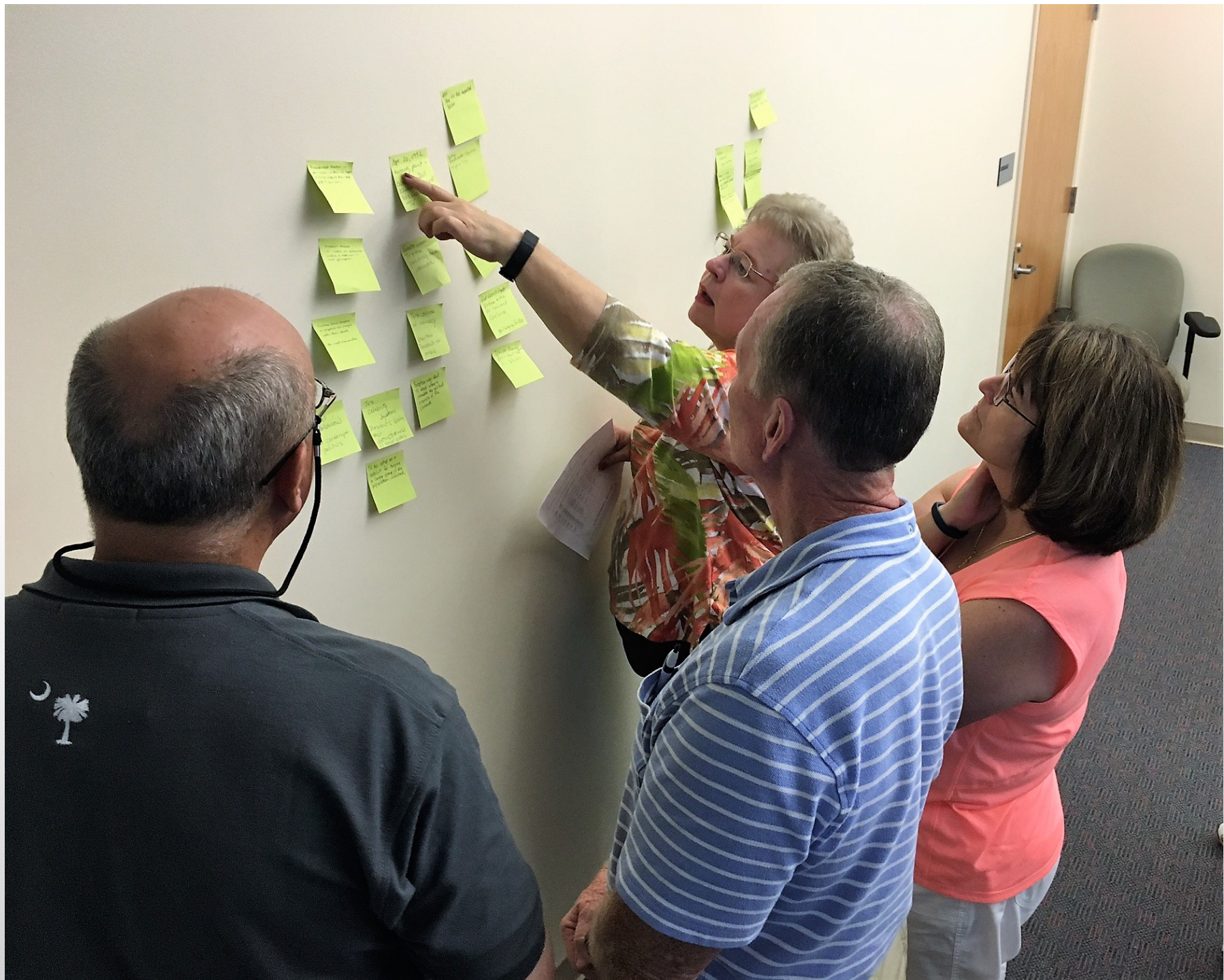
Card-Sorting! ... Superheroes?

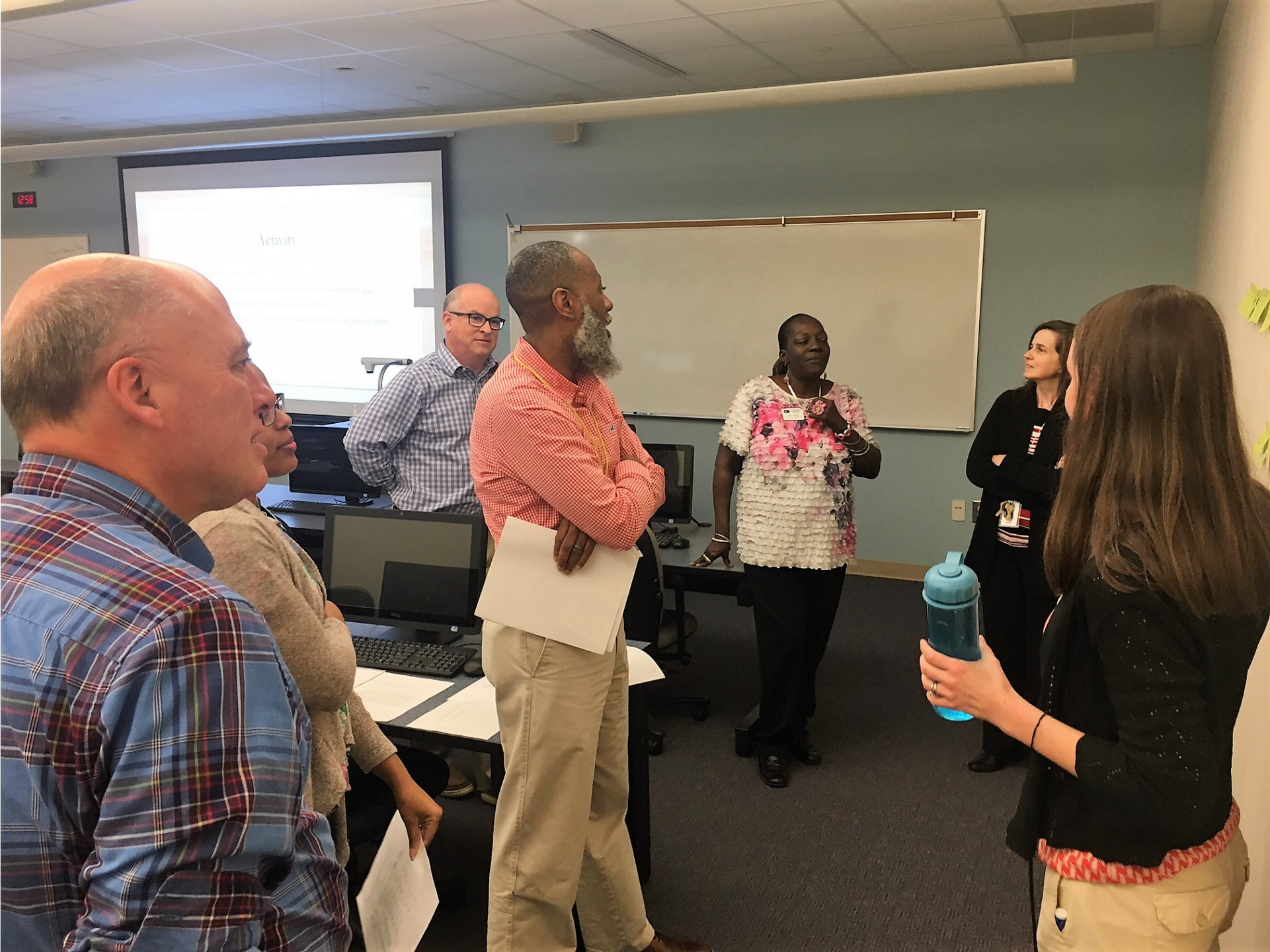
---



# Synthesis Activity

---







# Assignment Design – A Recipe of Success



137

Key is - Same as Pot Roast  
Key is who does.



NUTRITION per serving 60g carbohydrates 44g fat 46g protein 1441mg sodium CONTAINS gluten, dairy, soy

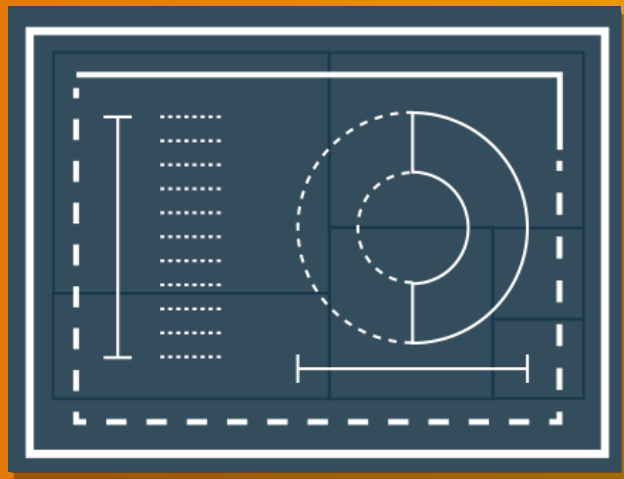
Calories 794 Prep & Cook Time 40-50 min. Cook Within 6 days Difficulty Easy

## YOUR BOX

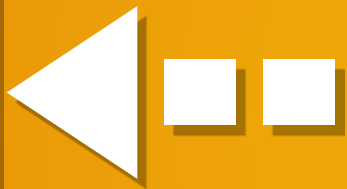
- Russet Potatoes
- 1/2 oz. Sour Cream
- 2 oz. Butter
- 1/2 oz. Carrot
- 1 lb. Beef Steaks
- 1/2 cup Demi-Glace
- 1 tsp. Seasoning

THEN

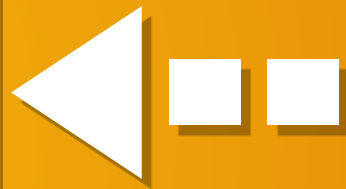
Day Supper "Pot Roast" Steak



**INSTRUCTIONS**



**ASSESSMENT**



**OBJECTIVE(s)**

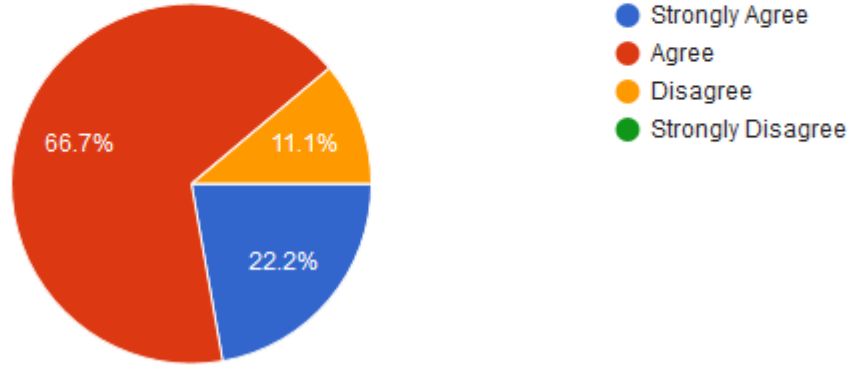
# So How Did It Go?

Feedback & Results



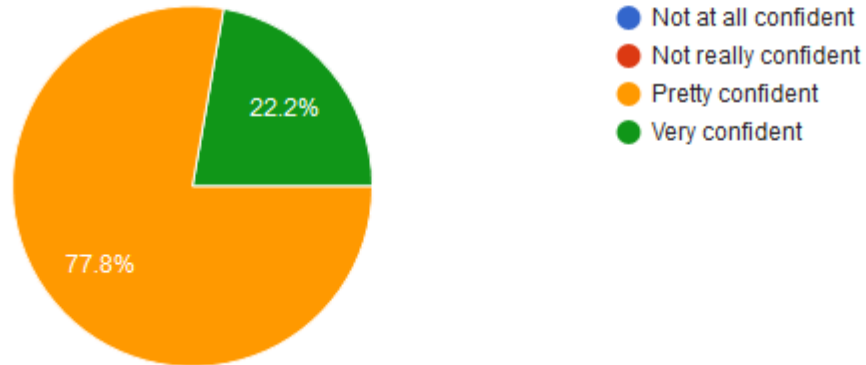
### 1) The QEP training and activities stimulated my knowledge of Information Literacy

9 responses



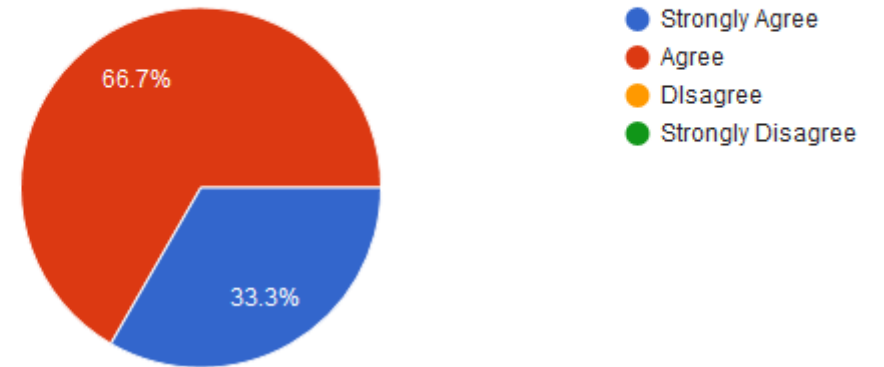
### 2) How confident do you feel about your information literacy skills following this training?

9 responses



### 3) I will be able to use what I learned during the QEP training:

9 responses



**Faculty Feedback**



#### 4) Which topics or aspects of the QEP training did you find most valuable?

9 responses

synthesis

Interesting publishing cycle of information. Tips on keyword search. Organization of assignment guidelines.

How to incorporate synthesis and evaluation

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 :0)

I found that all of it was valuable. I can't answer.

MLA

N/A

Nothing

No suggestions.

It was all informative.

#### 7) 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



Psychology 201 Test 3b Chapter 12 Name: \_\_\_\_\_

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 Hagan (2015), a witness saw...")
- Spelling

Psychology 201 Test 3b Chapter 12 Name: \_\_\_\_\_

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>

(APA) page if you cite it in your paper.

General advice:

- Use the spell check and word count functions in MSWord 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!!





# Assessment

# Developed a Rubric

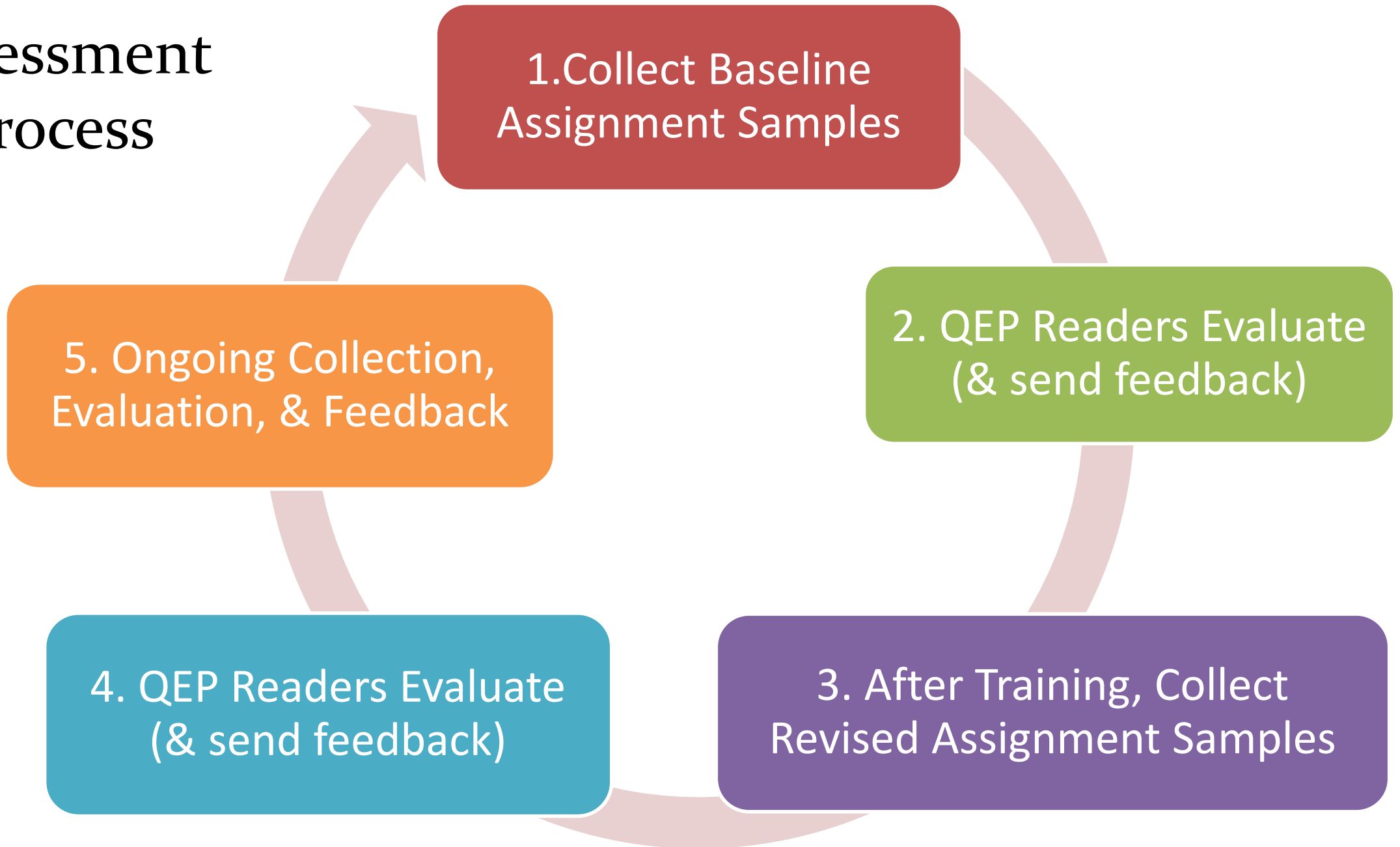


Combined Rubric for QEP Win SLOs

	4 – Capstone	3 – Milestones	2 – Milestones	1 – Benchmark	0 – Below Benchmark
<b>SLO 1</b>	Sources are totally appropriate for assignment/academic level and are relevant to topic	Sources are mostly appropriate for assignment/academic level and are relevant to topic	Sources are somewhat appropriate for assignment/academic level and are relevant to topic	Sources are not appropriate for assignment/academic level but have relevance to topic	Sources are not appropriate and not relevant to topic; OR sources are not included
<b>SLO 2</b>	Chooses a variety <sup>n</sup> of information sources; AND credibility of sources is fully acknowledged (currency, authority, bias/point of view, etc.)	Chooses a variety <sup>n</sup> of information sources; AND credibility of sources is mostly acknowledged (currency, authority, bias/point of view, etc.)	Chooses a variety <sup>n</sup> of information sources; AND credibility of sources is somewhat acknowledged (currency, authority, bias/point of view, etc.)	Chooses a few <sup>n</sup> information sources OR Sources may be credible (currency, authority, bias/point of view), but credibility of sources is not acknowledged	No sources; OR no variety <sup>n</sup> of source information; OR sources are not credible
<b>SLO 3</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved	Communicates and organizes information from sources. The information is not yet synthesized, but the intended purpose is somewhat achieved.	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.	No sources; OR information from sources is not communicated
<b>SLO 4</b>	List of sources and in-text references is complete in	List of sources and in-text references is	List of sources and in-text references is complete,	List of sources or in-text references is incomplete,	No sources; OR no list of sources;



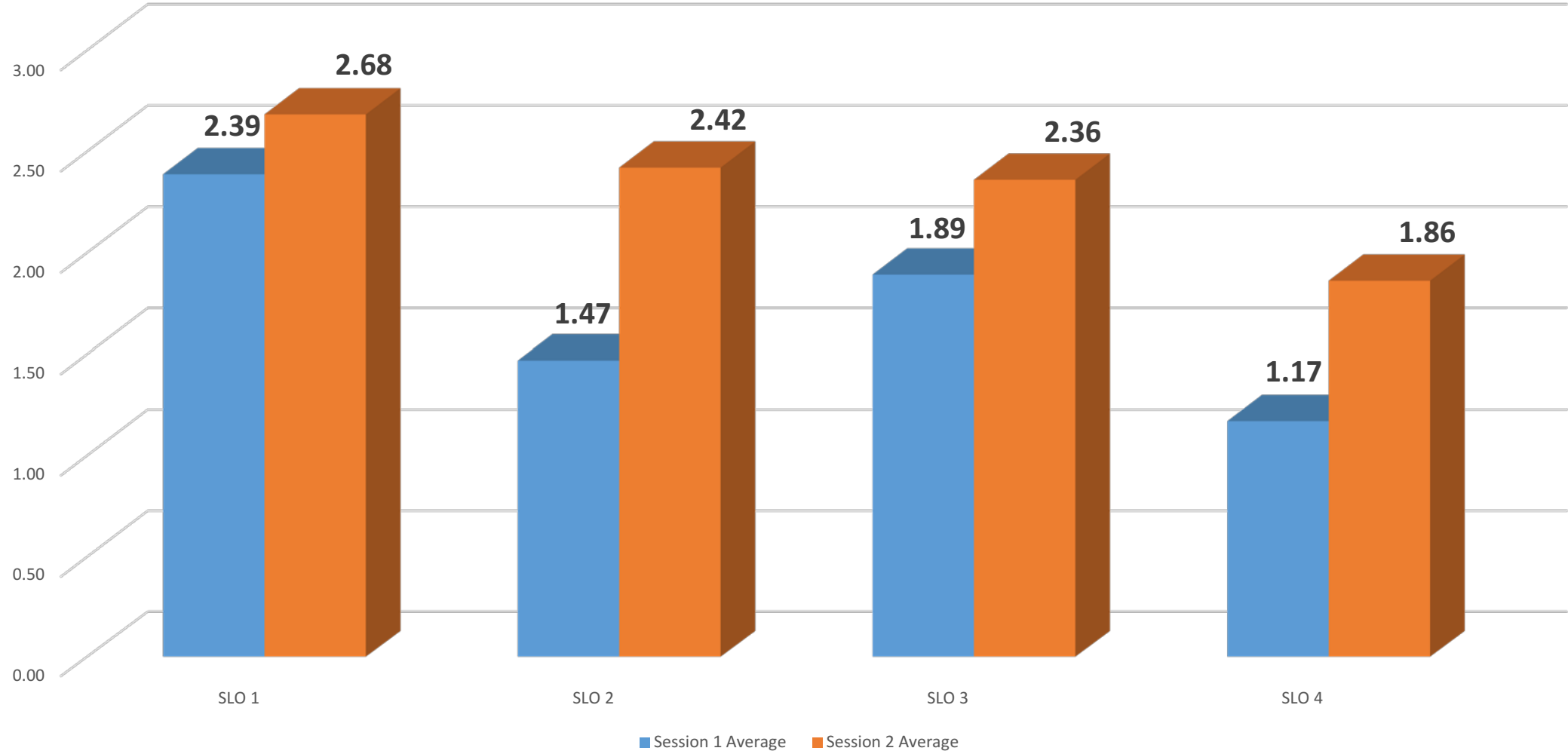
# Assessment Process



# Initial Assessment Results



## Preliminary Results From Initial Scoring Sessions





	SLO 1	SLO 2	SLO 3	SLO 4	Summary:
Psychology 201					
Session 1	1.71	1.43	1.57	0.43	There was significant improvement for each SLO.
Session 2	2.36	2.43	2.43	2.43	
English 101					
Session 1	1.85	1.71	1.43	1.29	There was significant improvement for each SLO.
Session 2	2.14	1.86	2.14	2.07	
English 102					
Session 1	4.00	1.00	1.71	1.00	There was significant improvement for each SLO except one. Which remained the same.
Session 2	4.00	3.93	3.00	2.36	
Biology 101					
Session 1	1.71	1.43	1.86	1.43	The SLOs seem to have scored lower on the rubric than they did with the previous assignment; this may be because the assignment changed completely from a presentation to a paper.
Session 2	0.79	0.79	1.43	1.00	
Art 101					
Session 1	2.43	2.14	2.43	1.57	Each SLO improved except SLO 4, which stayed the same.
Session 2	3.71	3.29	2.57	1.57	
English 165					
Session 1	2.80	1.00	2.10	0.40	Note - Only 5 assignments.
Session 2	3.00	2.00	2.17	1.17	Each SLO improved significantly from the baseline sample.
Speech 205					
Session 1	2.21	1.57	2.14	2.07	Each SLO improved from the baseline sample.
Session 2	2.78	2.64	2.78	2.43	
Average					
Session 1	2.39	1.47	1.89	1.17	Each SLO improved from the baseline sample.
Session 2	2.68	2.42	2.36	1.86	
Difference	0.30	0.95	0.47	0.69	

# 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.







## 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.

# Down the Road...

- Long-term momentum
- Continued logistics
- Following up with everyone
- Communication



# Assessment Challenges...

- Rubric Language – general yet specific
- Capturing Non-written Student Work (speeches, presentations, etc.)
- Organization of Sample/Artifact Collection



Combined Rubric for QEP Win SLOs

	4 – Capstone	3 – Milestones	2 – Milestones	1 – Benchmark
SLO 1	Sources are totally appropriate for assignment/academic level and are relevant to topic	Sources are mostly appropriate for assignment/academic level and are relevant to topic	Sources are somewhat appropriate for assignment/academic level and are relevant to topic	Sources are not appropriate for assignment/academic level but have relevance to topic
SLO 2	Chooses a variety* of information sources; AND credibility of sources is fully acknowledged (currency, authority, bias/point of view, etc.)	Chooses a variety* of information sources; AND credibility of sources is mostly acknowledged (currency, authority, bias/point of view, etc.)	Chooses a variety* of information sources; AND credibility of sources is somewhat acknowledged (currency, authority, bias/point of view, etc.)	Chooses a few* information sources OR Sources may be credible (currency, authority, bias/point of view), but credibility of sources is not fully acknowledged
SLO 3	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved	Communicates and organizes information from sources. The information is not yet synthesized, but the intended purpose is somewhat achieved.	Communicates information from sources, but the information is fragmented and/or used inappropriately (misquoting, taken out of context, incorrectly paraphrasing, etc.), and the intended purpose is not achieved
SLO 4	List of sources and in-text references is complete in specified citation style or as directed by instructor; also distinguishes between common knowledge and ideas that require citation; and proper use of sources (choice of paraphrase, summary, or quote and true to original context)	List of sources and in-text references is complete in specified citation style (a few minor mistakes ok) or as directed by instructor; also distinguishes between common knowledge and ideas that require citation	List of sources and in-text references is complete, but not in specified citation style (including more than a minor mistake) or as directed by instructor; also distinguishes between common knowledge and ideas that require citation	List of sources and in-text references is incomplete but still distinguishes between common knowledge and ideas that require citation

\*variety/few – in this context, a variety of information sources means that the student did not pull all their sources from one source, etc. (i.e. 4 entries from the same encyclopedia, or 4 chapters from the same book). It does not refer to a variety of different types of sources.

[Type here]

# 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?