Quality Enhancement Plan:

Information Literacy

INFORMATION
LITERACY
AT LAKE-SUMTER STATE COLLEGE

Submitted to the
Commission on Colleges
Southern Association of Colleges and Schools
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Literacy · Information · Teaching

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Executive Summary

The Quality Enhancement Plan (QEP) at Lake-Sumter State College focuses on Information Literacy. According to the Association of College and Research Libraries (2015), "information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning." The QEP embraces the College's vision to "transform students through academic excellence" (Lake-Sumter State College, 2020). The project results from the College's ongoing comprehensive planning and evaluation processes as part of the strategic plan, and it expands on the work already in progress related to this critical academic and life skill.

The QEP seeks to strengthen student information literacy skills through a multi-disciplinary faculty collaboration model. An early version of this model, known as the Librarian Intervention Model (LIM), has been employed in first-year composition classes. Librarians were embedded in the learning management system and assisted directly with research help, citations, information literacy concepts, and technology concerns. This partnership focuses on essential aspects of information literacy as described by the Association of College and Research Libraries (ACRL) framework. Based on these early successes, the LIM model will be modified and expanded to other disciplines at the College.

To expand participation in the LIM model, individual faculty members will be trained as Information Literacy Ambassadors (ILA) to assist librarians with the project and expand participation in the LIM model. Potential ILAs will receive professional development training and a stipend for their services. The plan focuses on a train-the-trainer program, whereby ILAs and librarians work collaboratively with faculty to teach information literacy concepts to their students. Information Literacy Summits are envisioned as an annual vehicle for collaborative assessment where faculty will interact to share their classroom experiences and best practices.

The QEP seeks to create a strong basis for fundamental and long-lasting information literacy skills across the curriculum. It will support individual faculty members and help them strengthen assignments within their courses. Moreover, librarians and ILAs will be available for various levels of optional "interventions" throughout the semester to support students' research learning needs. Faculty and staff serving as ILAs will review assessment data using the shared information literacy rubric and discuss ongoing improvements.

This program will benefit students by providing a more consistent application of best practices and a better understanding of information literacy standards and concepts. Assessment of student outcomes will occur via individual assignments in a wide variety of courses using the information literacy rubric, providing data and composite scores. Also, intermediary assessments (pre/post-test and quizzes to assess student learning and success as they complete their research assignments) will help track students' improvement. All activities will be further assessed in annual QEP Summits including the QEP team, deans, and related faculty members to measure progress.

About Lake-Sumter State College

As a small state college in Central Florida that serves approximately 6,000 students annually, Lake-Sumter State College (LSSC) is a student-focused, community-based academic center in Lake and Sumter counties. LSSC is primarily a transfer college, with most students transferring to the University of Central Florida through the DirectConnect to UCF program. LSSC student performance after transfer to UCF is consistently better than students from other DirectConnect to UCF partners and native UCF students, based on a variety of measures such as 4-year degree completion, number of changes of major, and academic performance.

The LSSC District Board of Trustees approved a new mission statement in 2018 that formed the basis of a revision to the College's vision and value statements. The result of these efforts is below.

Vision Statement

As a leader in higher education, Lake-Sumter State College will transform students through academic excellence and innovative partnerships.

Mission Statement

Lake-Sumter State College delivers student success through personal attention and flexible pathways leading to rewarding careers and higher wages.

Value Statements

We value learning.

> We embrace an environment that encourages high quality, innovative instructional practices, and fosters student success, academic excellence, and lifelong learning.

We value people.

> We respect our students, faculty, staff, partners, and supporters for their personal and professional dignity. We honor academic freedom and encourage professional growth and individual development.

We value student success.

> We work collaboratively with students to help them achieve their personal and professional goals.

We value forward-thinking.

> We are preparing to meet the future. Innovative thinking and creative ideas allow us to be responsive and embrace change.

We value our commitment to excellence.

> We operate with and expect academic, professional, and personal integrity. We are guided by ambitious standards, and our excellence stems from a culture that encourages honesty, respect, and transparency.

We value accessibility.

> We provide affordable, flexible, and high-quality educational opportunities for all learners.

We value diversity.

> We embrace the diversity of the communities we serve and encourage respect for individual differences in culture, academic, and socioeconomic backgrounds.

We value partnerships.

> We are dedicated to creating lasting relationships with community and corporate partners that advance the needs of our communities and improves their quality of life.

We value sound management practices.

> We are accountable for our actions and the efficient and sustainable use of financial and environmental resources.

Following the development of the new Vision, Mission, and Values, LSSC developed a new strategic

plan during the spring and summer of 2018. The strategic plan includes five pillars (Student

Achievement, Academic Programs and Partnerships, Teaching and Learning, Facilities and Resource

Development, and Workplace Environment and Culture) that each have two to three associated objectives

and multiple initiatives. Strategic plan initiatives were used as the basis for the early discussions regarding

the focus of the LSSC Quality Enhancement Plan (QEP). Information literacy is featured in this plan as

part of the Teaching and Learning pillar (highlighted below).

LSSC Strategic Plan Pillars

Pillar	Goal	Strategy
Student Achievement	1: Increase Retention & Completion	a) Develop onboarding and first semester experiences that foster persistence
		b) Redesign New Student Orientation Program
	2: Promote Student Academic Progression	a) Develop an academic course schedule that is responsive to student needs and promotes academic progression
		b) Implement Guided Pathways institutional model to accelerate degree completion.
	3: Increase Enrollment Opportunities and Recruitment Yield	a) Develop capacity for "real-time" student/college communication methods (Articifical Intelligence, chat, texting, Social Media)
		b) Expand athletic programs
		c) Expand transfer partnerships
		d) Implement Honors Program
		e) Implement comprehensive marketing plan
Academic Programs & Partnerships	1: Serve Current & Future Workforce Needs	a) Develop and implement a long-range Academic Master Plan
		b) Change program structures and delivery to accelerate student completion
	2: Leverage Partnerships to Enhance Programs & Student Placement Rates	a) Increase significance of program advisory committees
		b) Increase workforce experiences for students
Teaching & Learning	**1: Enhance Teaching Excellence**	a) Provide professional development aimed at achieving standards of teaching excellence
		b) Embrace quality matters (QM) and train faculty as peer reviewers
	2: Improve Student Learning Outcomes	a) Enhance course delivery through innovative pedagogy
		b) Increase student information literacy
	3: Support & Improve Learning	a) Establish a robust network of academic student support services
		b) Increase student engagement with academic and career support services
Facilities & Resource Development	**1: Establish Planning Methods to Improve College Facilities**	a) Create and implement a Facilities Master Plan
		b) Create and implement a Deferred Maintenance Plan
	2: Cultivate Resources to Support Programs & Services	a) Brand our college identity
		b) Develop Fundraising and Advancement Plan
		c) Automate processes to increase efficiency and service delivery
	3: Create Innovative Facilities	a) Create dynamic student spaces that foster engagement and school spirit
		b) Create a center for innovation
Workplace Environment & Culture	**1: Provide & Support all Employees with Professional Growth Opportunities**	a) Launch Lakehawk Leadership Academy
		b) Recruit, promote and support the best talent to serve the college and community.
	2: Create a Culture of Safety & Inclusion	a) Offer training and programs on safety, diversity, and inclusion
		b) Initiate activities that build trust and respect throughout all campus locations
		c) Improve safety infrastructure and protocols
	3: Promote Employee Engagement & Satisfaction	a) Formalize and expand employee recognition and incentive
		b) Improve employee engagement and satisfaction

QEP Topic Selection

The QEP Topic Selection Workgroup was formed in spring 2018, chaired by the Dean of Library and Learning Services, to gather information and evaluate the possible topics for the QEP (Table 1). The chair charged the group with investigating topics based on LSSC's Vision, Mission, and Values and student success data to include student attainment of learning outcomes. The group had talks with various on- and off-campus constituents to gather their experience and discern which topics would be most appropriate for the College.

Table 1. QEP Topic Selection Workgroup Membership

Member	Title
Katie Sacco (Chair)	Dean of Library and Learning Services
James Cason	Reference and Instruction Librarian
Heather Elmatti	Associate Professor of Speech
Daniel Weber	Instructor of Humanities
Dr. Luis Ortiz	Instructor of Organizational Management
Dr. Minerva Haugabrooks	Associate Professor of Nutrition
Amanda Kirchner	Instructor of English
Brian Rogers	Assistant Professor of History
Micki Casey	Instructor of Nursing
Kelly Hickman	Assistant Dean of Students
Elizabeth Terranova	Assistant Professor of English
Steve Clark	Assistant Professor of Biology
Jacklyn Pierce	Assistant Professor of English

The QEP Topic Selection Workgroup then examined institutional data related to the potential topic list. A final list of topics was put forth to the College and community to assess which of these ideas would be the best plan for the College. The group began with 11 topics based on input and analysis of current College initiatives and interests (Table 2). The workgroup considered each topic for practicality based on scope, time to completion, current LSSC investment, and institutional capacity.

Table 2. Initial list of 11 QEP topics.

Potential Topic	Linkage to Vision, Mission, and Values	Linkage to Strategic Plan	College Investment Level
Community Engagement	Value statements about people and partnerships.	Pillar 5, Weak link as the pillar is focused on employees rather than students.	High - LSSC annual day of service.
Critical Thinking	Value statements about learning and student success.	Pillar 3, Objective 2-Strong link to SLO assessment.	High - This is the most often assessed general education competency.
Diversity/ Global Learning	Value statements about learning and diversity.	Pillar 5, Objective 2-Weak link as the pillar is focused on employees rather than students.	Low
Guided Pathways	Value statements about student success and forward-thinking.	Pillar 1, Objectives 1 and 2-Strong link to retention, progression, and completion.	Moderate-LSSC is just starting to look at feasibility.
Improving Student Writing	Value statements about learning and student success.	Pillar 3, Objective 2-Strong link to SLO assessment.	Moderate-the communication general education competency is assessed in six courses.
Improving Advising	Value statements about student success and forward-thinking.	Pillar 1-Strong link.	High - see guided pathways above. Rostered advising is a second investment.
Information Literacy	Value statements about learning and student success.	Pillar 3, Objective 2b-Strong link to outcomes assessment with information literacy specifically mentioned.	High - the IL general education competency is assessed in four courses. Additional work has been done with LIM and ENC1101.
Leadership Development	Value statements about learning and people.	No mention in the strategic plan.	Low
Learning Communities	Value statements about learning and student success.	Pillar 3, Objective 3b-Moderate link to academic support services.	Low
Service Learning	Value statements about learning, student success, and diversity.	Pillar 3, Objective 2-Moderate link to SLO assessment.	Moderate-While strong champions exist among the faculty, SL is not widespread.
Soft Skills/Skills for Life	Value statements about learning and student success.	No mention in the strategic plan.	Low

The QEP Topic Selection Workgroup narrowed down the initial list to three potential topics: *Information Literacy, Community Engagement, and Leadership Development*. These topics were determined to have the most potential for completion during the QEP period and the most significant impact on student success.

The workgroup developed several surveys and hosted discussion groups with the campus and community to solicit feedback on each of the three topics. The workgroup conducted the first two surveys in Spring 2018, one directed at the campus and community with another, more student-specific survey, as a follow-up to solicit more information. A third survey followed during the *Welcome Back Bash* at the start of the Fall 2018 semester. Additionally, open discussions were also held during campus convocation at the beginning of the Fall 2018 semester. The QEP Topic Selection Workgroup examined the discussion and survey results and considered each topic relative to the following questions:

1. What is the proposed topic designed to address, and what is the intended outcome(s)?
2. How does the topic relate to the College's Vision, Mission, and Values and to the College's strategic plan?
3. Are there linkages to existing student learning outcomes or other college initiatives?

The result of this activity was the removal of the leadership development topic, leaving two options: information literacy and community engagement. Two small teams assembled and tasked with creating of a short proposal representing their assigned topic. The focus of the proposals was to be on implementation and intended outcome(s). LSSC had invested in both topics as part of normal operations, so both were viable options.

After reviewing the draft proposals, the QEP Topic Selection Workgroup chose Information Literacy to be the most viable and therefore recommended that topic as the LSSC Quality Enhancement Plan. Having completed its work, the QEP Topic Selection Workgroup disbanded.

Following the selection of the QEP topic and its announcement to the College, the President's Cabinet authorized the formation of the QEP Steering Committee (Table 3), which is responsible for completing all aspects of the QEP design, development, implementation, and assessment. Committee chairs Jasmine Simmons, Reference/Instruction Librarian, and Jeremy Norton, Associate Professor of Political Science, began work by recruiting representatives from the staff, faculty, and student body and formulating a plan to develop and implement the QEP on a timeline that the Vice President of Academic Affairs and SACSCOC Liaison provided. The steering committee organized several workgroups, including the Marketing Subcommittee, Conference Planning Subcommittee, Faculty/Staff Development Subcommittee, Technology Subcommittee, and the Assessment Subcommittee. For committee membership, see Tables 3-9.

Table 3. QEP Steering Committee Membership

Member	Title
Jeremy Norton (Co-Chair)	Associate Professor of Political Science
Jasmine Simmons (Co-Chair)	Reference/Instruction Librarian
Dr. Mark Thompson	Director of Academic Assessment
Dr. Minerva Haugabrooks	Associate Professor of Nutrition
Dr. Amanda Brandt	Instructor of Biology
Dr. Christine Ramos	Assistant Professor of Nursing
Danielle Bowen	Instructional Design Quality Coordinator
Toni Upchurch	Assistant Professor of Speech
Nancie Bourne	Academic Advisor
Christopher Sargent	Program Manager of Computer Science
Amanda Anduza	Student Representative

| Katie Sacco (Liaison to Deans Council) | Dean of Library and Learning Services |
| Dr. Michael Vitale (ex officio) | Vice President of Academic Affairs |

The Steering Committee oversees the overall planning, delegation, design, and troubleshooting for the QEP. They are also responsible for reporting results and communicating with the College community.

Table 4. Marketing Subcommittee

Member	Title
Gabrielle Longley	Marketing and Communications Manager
Francita Williams	Web Designer
Kevin Yurasek	Director, Strategic Communications
Luis Pelegrin	Graphic Designer

The Marketing Subcommittee designs marketing materials for the QEP in order to ensure wide dissemination of information across all College constituents.

Table 5. Conference Planning Subcommittee

Member	Title
Kathleen Sacco	Dean of Library and Learning Services
Dr. Amanda Brandt	Instructor of Biology
Nancie Bourne	Academic Advisor

The Conference Planning Subcommittee oversees planning for annual Information Literacy Summits and recently organized LSSC's very first Information Literacy Conference, which took place as scheduled in January of 2021.

Table 6. Faculty/Staff Development Subcommittee

Member	Title
Kathleen Sacco	Dean of Library and Learning Services
Jasmine Simmons	Reference & Instruction Librarian
Kevin Arms	Reference & Instruction Librarian
Nora Rackley	Reference & Instruction Librarian
James Cason	Reference & Instruction Librarian
Ana Diamand	Reference & Instruction Librarian
Andrew Dail	Reference & Instruction Librarian

The Faculty/Staff Development Subcommittee will design an asynchronous and synchronous training for faculty and staff who would like to become a Certified Information Literacy Instructors (CILI) and/or Information Literacy Ambassadors (ILA). The subcommittee has collaboratively assisted the Steering Committee in designing the Information Literacy Rubric (Appendix A). They also created the Planning Checklist for Research Assignments (Appendix E) and the QEP Assignment Template (Appendix F) to help faculty redesign assignments and disseminate information to students.

Table 7. Technology Subcommittee

Member	Title
Kevin Arms	Reference & Instruction Librarian
Francita Williams	Web Designer

The Technology Subcommittee is responsible for the website, electronic tools, and coordinating with the Institutional Research staff. Membership will expand over time.

Table 8. Assessment Subcommittee

Member	Title
Jeremy Norton	Associate Professor of Political Science
Dr. Mark Thompson	Director of Academic Assessment
Danielle Bowen	Instructional Designer, eLearning

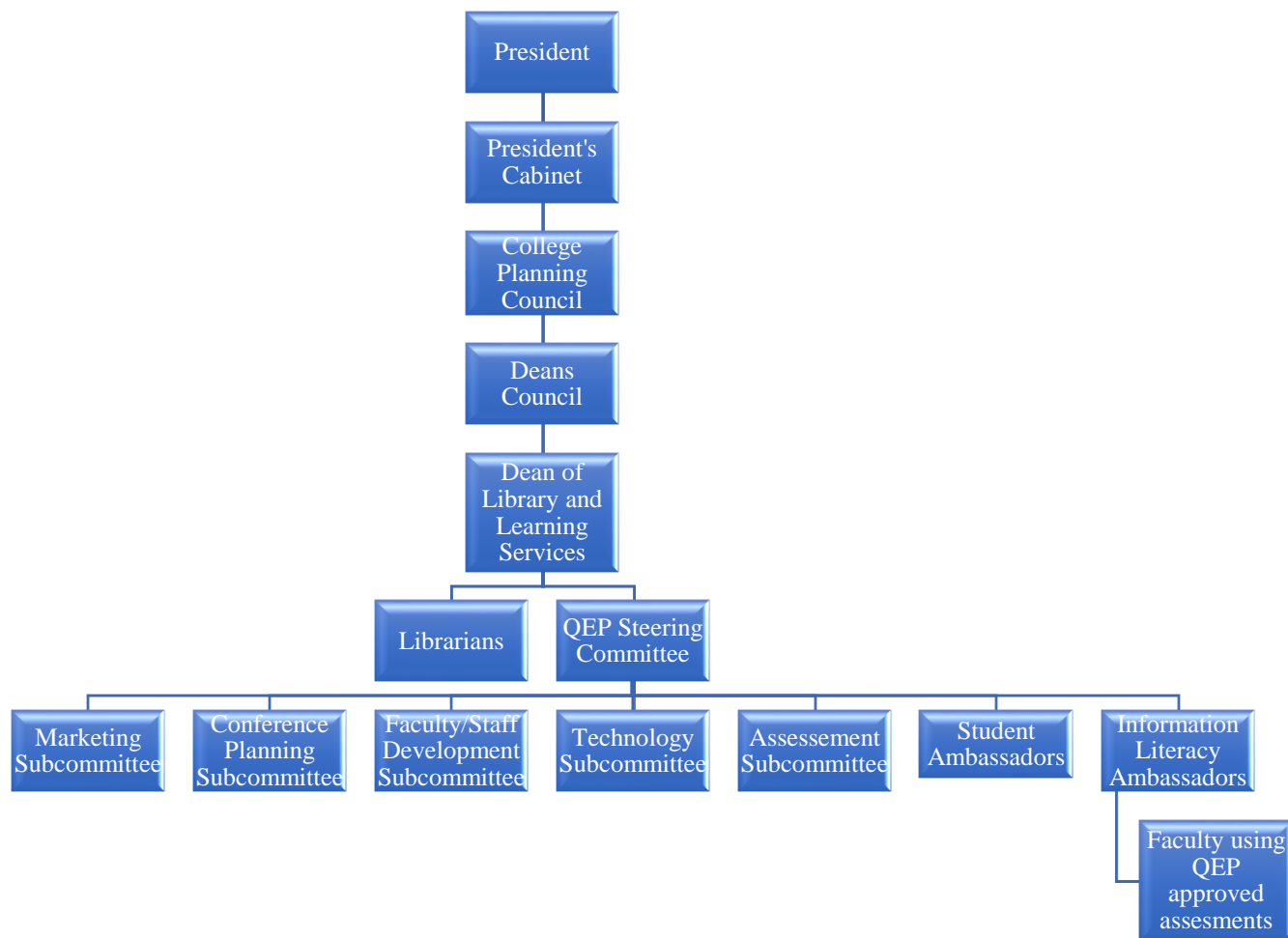|	
Dr. Minerva Haugabrooks	Associate Professor of Nutrition
Dr. Christine Ramos	Assistant Professor of Nursing

The Assessment Subcommittee will eventually expand into a larger Evaluation Team comprising of co-directors, librarians, and ILAs who will evaluate each QEP Assignment and make recommendations to the faculty members. The Assessment Subcommittee will design the initial assessments and analyze the data produced.

Table 9. QEP Student Ambassadors Program

Member	Title
Toni Upchurch	Assistant Professor of Speech
Amanda Anduza	Student
Sarah Jones	Student
Teya White	Student
Kimberly Fuentes Alicea	Student

The QEP Student Ambassadors Program will be responsible or outreach to the students and will provide valuable user input on its implementation and impacts.

Organizational Chart

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Marketing Subcommittee	Conference Planning Subcommittee	Faculty/Staff Development Subcommittee	Technology Subcommittee	Assessement Subcommittee	Student Ambassadors	Information Literacy Ambassadors

Faculty using QEP approved assesments

The QEP utilizes the current organizational structure at the College. While the QEP Steering Committee includes members from across all College divisions, it reports through the Division of Academic Affairs. The QEP Co-Directors chair the QEP Steering Committee. A Steering Committee member chairs each subcommittee (though the subcommittees include other faculty and staff). The subcommittee chairs regularly give reports at the QEP Steering Committee meetings. The full committee reports regularly to the Deans Council (chaired by the Vice President of Academic Affairs) through the Dean of Library and Learning Services (a member of both). The Dean of Library and Learning Services also directly supervises the librarians who conduct information literacy instruction and are part of the QEP training

regimen. In addition, the QEP Co-Directors report to the College Planning Council, which serves as an institution-wide advisory instrument for the College President. The District Board of Trustees makes budget and other final approvals based on the College President's recommendations.

Presentation of the Quality Enhancement Plan

Presented to:	On:
Strategic Planning Council	January 24, 2020
Student Government Association	February 4, 2020
Library Staff Meeting	February 14, 2020
Strategic Planning Council	February 21, 2020
Library Staff Meeting	February 26, 2020
Strategic Planning Council	May 1, 2020
Library Staff Meeting	May 1, 2020
Library Staff Meeting	May 8, 2020
Library Staff Meeting	May 15, 2020
Library Staff Meeting	May 22, 2020
President's Cabinet	June 9, 2020
Library Staff Meeting	June 16, 2020
Deans Council	July 30, 2020
Library Staff Meeting	July 31, 2020
Library Staff Meeting	August 7, 2020
Faculty Meeting	August 18, 2020
Adjunct Faculty Meeting	August 21, 2020
Faculty SACSCOC Orientation	October 19, 2020
District Board of Trustees	October 21, 2020
LRSC (Library Directors) Meeting	December 3, 2020
Strategic Planning Council	December 18, 2020
Strategic Planning Council	January 1, 2021
Strategic Planning Council	January 15, 2021
St. Johns River State College	January 22, 2021
Library Staff Meeting	February 5 2021
Library Staff Meeting	February 19 2021

The Co-Directors presented the Quality Enhancement Plan to various constituencies in order to introduce the topic and create buy-in within the College community. The constituencies provided feedback during the planning phase and made suggestions on elements such as rubric design, logo, assessment strategies, and budget. The Steering Committee carefully assessed and implemented the suggestions and made adjustments to the plan. More recent meetings served as opportunities for outreach to relevant constituencies. The Dean of Library and Learning Services provided additional weekly updates to Deans

Council. Moreover, we have presented to sister institutions who were interested in our project and seeking

counsel to develop a similar plan.

Literature Review of Information Literacy

The 2016 election made it clear how vital information literacy is to the well-being of any society as issues of "fake news" and social media rumors proliferated. Since then, the debate over "fake news" and other factual issues has continued to blossom. Researchers at Project Information Literacy and Stanford University agree that, even before the election, a lack of basic information literacy skills is prevalent among students in the United States. Student's inability to discern reality from fantasy in the realm of information is alarming, and some like McGrew *et al*. (2017) believe that our very democracy is in peril. They state: "Credible information is to civic engagement what clean air and water are to public health. If students cannot determine what is trustworthy—if they take all information at face value without considering where it comes from—democratic decision-making is imperiled. The quality of our decisions is directly affected by the quality of information on which they are based" (p. 7).

The Stanford University study confirms that students are not able to evaluate online information. McGrew et al. (2016), researchers with the Civic Online Reasoning project at Stanford History Education Group, collected 7,804 student responses to 56 tasks between January 2015 and June 2016. The study specifically targeted middle school, high school, and college-level students of different socio-economic backgrounds across 12 states. Civic online reasoning is defined as "the ability to evaluate digital content and reach warranted conclusions about social and political issues" (McGrew et al., 2016, p. 5). Students completed tasks that measured three essential competencies of civic online reasoning: "(1) identifying who's behind the information presented, (2) evaluating the evidence presented, and (3) investigating what other sources say" (McGrew et al., 2016, p. 5). When asked to evaluate a traditional news story vs. clearly marked sponsored content, nearly 70% of high school students chose the sponsored content; eye-catching charts and graphics lured them away from the serious news article (McGrew et al., 2016, p. 5). One of the tasks asked college students to "investigate multiple sources to verify a claim;" only six percent of college students could successfully verify the claim (McGrew et al., 2016, p. 7).

Not only do students struggle with evaluating and using information, but also an overwhelming majority of college students struggle with research in general. In 2013, Project Information Literacy presented a literature review documenting the information-seeking behavior of college students. Head (2013) reviewed significant findings from six studies; in one study that surveyed students on 25 campuses in the US, she discovered that 80% of students reported having "overwhelming difficulties" with starting their research and understanding the assignment requirements (p. 474).

Across the six studies (11,541 students), 80% of respondents reported that they "rarely, if ever" asked librarians for help with research; students were more likely to ask a professor for help than a librarian (p. 475).

Faculty, librarians, administrators, and accrediting bodies further support the need for information literacy instruction. Regional accrediting agencies nationwide include the term "information literacy" directly into their standards. Other agencies such as SACS shy away from the term, but their standards show that they value this concept. In fact, collaboration between discipline faculty and librarians is referenced as being an essential factor in student learning of information literacy skills (Brasley, 2008, p. 72).

Studies show that collaboration among librarians and faculty members is the best way to communicate information literacy. Since most students do not voluntarily seek out a librarian, librarians have to go where the students are - the classroom. At Claremont College in California, discipline faculty and librarians agree that there is a real need for students to "become critical consumers of information and competent researchers" and that undergraduate students have poor skills when it comes to finding and evaluating scholarly information (Junisbai et al., 2016, p. 605). In a three-year study of faculty-librarian collaboration, Junisbai et al. (2016) discovered that "thoughtfully integrating a library component goes a long way in helping students develop information literacy" (p. 605). In their study, Junisbai et al. (2016) used varying faculty-librarian collaboration levels ranging from none to "substantial." At the intermediate

and substantial levels, information literacy is integrated into the syllabus or is a course learning outcome, respectively.

Some studies define the factors that make faculty-librarian collaborations successful. To keep faculty and librarian relationships from disintegrating, Brasley (2008) explains, a collaborative program should not be library centric. Librarians must make it clear that faculty have "purview over the curriculum," and they must make the information literacy conversation "relevant and valuable to classroom faculty and align it with the educational goals and mission of the institution" (Brasley, 2008, p. 73-74). The responsibility for inclusivity lies with librarians, who must give up their ownership of information literacy to integrate it into the curriculum. (Brasley, 2008, p. 74). In her article, Brasley (2008) describes various types of collaborations that were effective. In all of them, getting buy-in from faculty was the key to success. Brasley (2008) describes Freshman Clusters at UCLA as a "learning community approach" where librarians and discipline faculty worked together on creating "activities ranging from content for information resource web pages, design of information literacy and critical thinking activities, and decisions about appropriate learning outcomes for information literacy sessions." Their learning community experiments proved fruitful (p. 78), and librarians hope to apply those lessons to the LSSC QEP.

Previous Information Literacy Work

Information Fluency is one of the four established general education competencies at LSSC. The outcome, as stated in the *LSSC Catalog and Student Handbook*, is included below.

> "*Upon graduation from any degree program at LSSC, the student will evaluate information by selecting, using, and documenting college-level resources, and apply current technology appropriate for academic assignments and/or career goals.*"

This outcome is assessed in four high-enrollment general education courses. However, the initial investment in student information literacy goes much deeper into the fabric of LSSC.

Lake-Sumter State College has consistently made Information Fluency a measurement priority. Before 2017, Information Fluency was measured using two different General Education Competency (GEC) outcomes, Information Fluency in Research and Information Fluency in Technology. In the GEC revision of 2017, administration and Department Chairs agreed to combine these two into the current General Education Outcome of "Information Fluency."

Following the revision of the GECs, the College launched a full-scale revision of the Student Learning Outcome measurement and analysis process. The four GECs are measured in ten high enrollment courses using a three-point rubric. Each high-enrollment course creates a common assessment that is used in every section of the course and uses the common rubric to assess student progress using a random sample of anonymous student work. Mastery of the outcome is measured using the three levels of Proficient, In-Progress, and Inadequate.

After scoring using the common assessment, all faculty teaching the course discuss the results with each other. The assessment is also discussed at the discipline level with all instructors who teach a high enrollment course within that discipline, and at the outcome level with an interdisciplinary mix of instructors who teach courses that assess that outcome. In this way, a more in-depth look is made at student work by analyzing it at three different levels: very specific at the course level, looking for trends

at the discipline level, and very broadly at the outcome level. These are all in addition to Program Student Learning Outcomes and Course Student Learning Outcomes, which faculty develop to be more specific. These outcomes prioritize additional measures of student performance that faculty deem important.

The QEP provides the College with a significant opportunity to take the broad strokes of our General Education Competency measurement and drill down very specifically to enhance, measure, and inform instructional practices. The QEP will bring more aspects of "Information Literacy" into focus. Using a four-point rubric instead of a three-point rubric will allow the QEP team to go deeper into diagnosing student learning needs and performance.

From there, faculty and administrators can make more targeted strategic decisions about classroom instruction and the structures needed to support it. Faculty will use that knowledge to enhance the professional dialog about Information Fluency each year, gain a deeper understanding of student performance trends, and make well-informed decisions to promote continuous improvement overall.

In the fall of 2017, the LSSC English faculty invited librarians into a conversation with the English faculty about redesigning the ENC 1101: College Composition I course to help address long-standing information literacy problems. After a lengthy discussion and research into possible solutions, the library and English faculty collaborated to implement the Library Intervention Model (LIM), a new method of library instruction to help promote information literacy, teach research skills, and connect students to valuable library resources needed to complete their college degrees. Kevin Arms, a faculty librarian, developed the LSSC LIM as a component of his continuing contract (tenure) process.

Library Intervention Method for Information Literacy

The Library Intervention Model (LIM) revolves around two components, personal librarians and embedded librarians. Other colleges and universities have previously used these techniques in a different context. Schools such as Duke, Yale, FSU, and UNC-Chapel Hill have used personal librarians, with some success, to assist incoming students with first-year experiences, research and citation, and resource location (Moats & Moniz, 2015). Embedded librarians are used to provide point-of-use assistance in online education courses (Dewey, 2014).

The LIM provides every ENC 1101: College Composition I section with an embedded librarian who later becomes a personal librarian to each student. This librarian is embedded in the learning management system and can assist directly with research help, citations, information literacy concepts, and technology concerns. The program involves three required sessions with a librarian and a fourth optional session, called "interventions." The interventions focus on fundamental aspects of information literacy, as described by the Association of College and Research Libraries (ACRL) framework. Each intervention is aligned with one of the ACRL frames deemed most relevant to the ENC 1101 course. These are 1. Authority is constructed and contextual 2. Information creation as a process 3. Research as inquiry 4. Scholarship as conversation 5. Searching as strategic exploration (ACRL, 2015). The library interventions are spaced throughout the semester in 3-week increments and coincide with a week in the curriculum where librarians' expertise would be most useful to students, often centering on a common assignment like an annotated bibliography or research paper.

Library intervention does not end in the classroom. The embedded librarians also serve as personal librarians in each section of ENC 1101. They instruct students by assisting with research and examining annotated bibliographies, research papers, and other assignments to correct citation and formatting issues across all sections. The librarian then sends out updates, announcements, and links to resources that can address issues as they arise. Targeting information literacy concepts early in a student's college career

leads to better research papers, better citations, and opens doors to critical inquiry that exposes students to new ways of thinking. It has additional effects on each student's ability to make informed decisions, understand complex issues, and identify media bias, which ultimately leads to better civic discourse.

The LIM was deployed as part of the ENC 1101 curriculum in the fall 2017 semester in 20 sections. In spring 2018, the program was introduced across the standard curriculum to all ENC 1101 courses. Kevin Arms used student course reflections to derive keywords to code the data collection and determine the efficacy of the curriculum in the experimental sections versus the control groups' course reflections. Arms conducted additional data collection on a common assessment, the annotated bibliography, and comparisons were made between those courses with an embedded, personal librarian and sections without library intervention.

In conjunction with the LIM design and launch, the English composition faculty collaborated on redesigning the ENC 1101: College Composition I course by adopting a flipped classroom model built on the successes of the LSSC Math Emporium. The Writing Emporium delivery method, launched in the spring of 2018 and fully implemented the following fall semester, focuses class time on intrusive, real-time interactions with the instructor regarding classwork. This delivery method was designed to merge more invasive and personalized information literacy instruction by integrating the LIM into the class.

LSSC librarians taught 40 sections of ENC 1101 Emporium courses, totaling 160-course sessions during the 2017 – 2018 academic year. Under the emporium model, librarians intervene in courses four times during the semester at targeted points in the curriculum to provide support and instruction on research, writing, and using resources for scholarly research. The current LSSC Librarian support includes some time from two reference/instructional librarians at the South Lake campus and three reference/instructional librarians at Leesburg. During the pilot run of the course and the following semester, the logistics of teaching the number of courses available became more and more challenging.

This required librarians to adjust their thinking about library instruction. In some cases, librarians had to change campuses to teach in multiple locations and use creative scheduling to ensure that all the courses were given the same level of instruction. When comparing the non-pilot spring 2017 ENC 1101 courses (Control Group) to the emporium model from spring 2018, the library intervention's effects become clear both in terms of successful completion and in the growth of student skills.

Examining a common assignment between the control group and the experimental group required some planning; the curriculum redesign changed the way the core assignments in the course operate. To make a legitimate comparison, librarians used the Annotated Bibliography assignment as it was present in both the control and experimental versions of the course, though in a much more condensed form in the emporium model.

Control group scores for the Annotated Bibliography assignment averaged 85.93% in the spring 2017 semester. In spring 2018, the students in emporium sections averaged 88.84% on the same assignment, a percentage increase of 2.91% overall. This change can be linked to an improvement in research abilities and improvement in producing MLA or APA citations that are more stylistically correct and contain higher-quality sources overall. This improvement is directly supported by student self-reporting in their course reflections. The course reflections were coded using keyword analysis, an analytical method that assigns significance to particular words. Using the LIM curriculum, librarians generated keywords and tallied how frequently the students used them in their course reflections. The keywords included: MLA, APA, databases, research, citations, references, finding sources, and specific mentions of a librarian's name.

The LIM project was nominated for an Association of Florida Colleges Learning Resources Commission Best Library Practices Award, the Florida College System Chancellor's Best Practices Award, and has been recognized by the Florida College System as a best practice.

A keyword analysis of the course reflections for the emporium course showed that students valued the instruction they received in citation, databases, and research; these findings were echoed in the year two analysis as well. In addition, one of the South Lake librarians conducted some pre- and post-session surveys to gauge her students' perceptions of the effectiveness of library instruction. As seen in the data analysis, students who felt "very comfortable" with conducting research for their papers increased from 16% in the pre-session survey to 33% in the post-session survey. The success of the pilot of faculty-librarian collaboration in the ENC 1101 courses indicates that following this same pattern in other classes should increase the understanding and retention of information literacy concepts across the curriculum.

QEP Outcomes

The American Association of College and Research Libraries (ACRL) has five standards that, when met, indicate that a college student is information literate.

> Standard 1: The information literate student determines the nature and extent of the information needed.
>
> Standard 2: The information literate student accesses needed information effectively and efficiently.
>
> Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into their knowledge base and value system.
>
> Standard 4: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
>
> Standard 5: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

These standards have been modified to fit within the assessment culture of LSSC and four out of the five standards will be used to assess both the impact of the faculty professional development and student progress relative to IL. The QEP faculty development outcomes are as follows:

Upon successful completion of professional development, each faculty member will consistently teach students to:

1. Determine the nature and extent of the information needed.

2. Analyze information and information sources critically.

3. Use information effectively to accomplish a specific goal.

4. Understand economic, legal, and social issues surrounding the use of information.

The QEP student outcomes are as follows:

Upon successful completion of an academic credential at LSSC, the student will:

1. Identify suitable sources based on information needs.

2. Evaluate source materials based on reputability and relevance.

3. Integrate and synthesize evidence to support claims.

4. Give proper citation or attribution of sources.

Student work will be evaluated using the common Information Literacy rubric (full rubric, Appendix A).

Learning Outcomes	Level of Achievement			
	Highly Developed 4	**Developed 3**	**Emerging 2**	**Initial 1**
Identify	Identifies suitable sources in accordance with assignment parameters **80% of the time or more**	Identifies suitable sources in accordance with assignment parameters **51%-79% of the time**	Identifies suitable sources in accordance with assignment parameters **26%-50% of the time**	Identifies suitable sources in accordance with assignment parameters **less than 25% of the time**
Evaluate	Source materials are reputable and relevant to the information need **80% of the time or more**	Source materials are reputable and relevant to the information need **51%-79% of the time**	Source materials are reputable and relevant to the information need **26%-50% of the time**	Source materials are reputable and relevant to the information need **less than 25% of the time**
Use	Evidence is integrated and synthesized to support claims **80% or more of the time**	Evidence is integrated and synthesized to support claims **51%-79% of the time**	Evidence is integrated and synthesized to support claims **26%-50% of the time**	Evidence is integrated and synthesized to support claims **25% or less of the time**
Cite	Sources are properly cited and/or attributed **80% or more of the time**	Sources are properly cited and/or attributed **51%-79% of the time**	Sources are properly cited and/or attributed **26-50% of the time**	Sources are properly cited and/or attributed **25% or less of the time**

The specific assignments employed will include integrated literature reviews, scaffolded assignments with research steps, annotated bibliographies, and other process-oriented assessments. Faculty will create or adapt these research activities with librarian or ILA assistance. Multiple assessments will be used in the evaluation of the QEP. These include outcomes assessments using the rubric in all courses participating in the project, pre- and post-tests, scaffolding activities in programs such as nursing, and surveys of both faculty and students to gauge the effectiveness of the process. Specifics of this process are covered in the Assessment section below.

QEP leaders will measure success in multiple ways. First, over the term of the QEP, the team plans to gradually expand the program by including additional courses and curriculum areas in stages and training additional Information Literacy Ambassadors to assist the expansion. Secondly, data from student outcomes assessment will be compiled, analyzed, and compared in each course. Recommendations for improvements will be discussed with course faculty, and composite scores will be reported and kept. Measurements will include those for individual course sections as well as aggregate scores across the participating curriculum. Also, opinion surveys of both students and faculty will be distributed to collect impressions of the program's effectiveness. Together, these indicators of effectiveness will be reported and evaluated each year at the Information Literacy Summits to guide the future evolution of the QEP.

QEP Goals and Objectives

The goals of the QEP will fit within the assessment culture of LSSC. These goals will be assessed at the

Information Literacy Summits annually.

Goals	Objectives	Expected Outcomes
1. Student Learning that supports the acquisition of information. Students will acquire information literacy skills at the basic and more advanced research levels.	1.1 Students will understand the extent of the information needed. 1.2 Students will be able to examine information sources critically. 1.3. Students will be able to use information effectively. 1.4. Students will be able to use information ethically.	*The student will:* 1.1.1 engage in the process of inquiry to identify research needs. 1.2.1 communicate the evaluation and summary of needed information in easy to understand format. 1.3.1 provide clear attribution of source materials used. 1.4.1 develop insight into the social, legal, economic, and ethical aspects of information creation, use, and access.
2. Curriculum Development and Integration across disciplines. The LSSC information literacy program (QEP) will construct a clearly articulated curriculum, including professional development opportunities for the entire College community.	2.1 LSSC will support and encourage the development of diverse and effective teaching methods that emphasize student-centered learning.	2.1.1 The LSSC information literacy program (QEP) will develop training to promote faculty development. 2.1.2 Faculty in identified courses will integrate instructional strategies that incorporate individual learning styles when teaching information literacy skills.

3.Program Assessment and Evaluation. Continuous assessments regarding the effectiveness of the LSSC information literacy program (QEP) will be conducted to evaluate/enhance the curriculum and student learning outcomes.	3.1 The LSSC information literacy program (QEP) will create a systematic process of assessment that will embrace planning and unceasing improvement.	3.1.1 Faculty in identified courses will incorporate information literacy assessments to determine students learning at the course level. 3.1.2. The LSSC information literacy program (QEP) will integrate an assessment timeline for reflection and documentation of updates.
4. Collaboration and outreach among students, faculty, librarians, staff, and administration. LSSC will facilitate communication across all disciplines to foster a committed, collaborative focus on the information literacy program (QEP) goals, objectives, and outcomes	4.1 The LSSC information literacy program (QEP) will articulate and disseminate statements describing the program and its progress.	4.1.1 The LSSC information literacy program (QEP) will be continually addressed in different communication venues involving students, faculty, and staff. These communications will serve to reaffirm the understanding of the program's purpose and focus.

Implementation

The QEP model involves expanding information literacy instruction beyond composition classes. When a faculty member is tasked with working with a librarian to incorporate an information literacy component into their class, the librarian, or eventually an ILA, will have the faculty member complete the Certified Information Literacy Instructor (CILI) training, passing with a score of an 80% or higher. This training will consist of five modules to help faculty learn techniques that have been successful for librarians in teaching information literacy. Once the training is successfully completed, the faculty member will work with a librarian or ILA to redesign their existing research assignment to emphasize information literacy, then select a level of library intervention and officially become a CILI. The librarian or ILA and the faculty member can also work to create a new assignment if necessary.

Each QEP assignment will be focused on assessing student attainment of one or more of the outcomes identified earlier in this document. In collaboration, librarians, ILAs, and faculty will use the Planning Checklist for Research Assignments (Appendix E), the QEP Assignment Template (Appendix F), and the Information Literacy Rubric (Appendix A) to build the assignment to assess information literacy elements from the rubric. After completing the QEP Assignment, faculty members will collaborate with librarians and ILAs to select the Library Intervention Level (Table 10) that they find most appropriate for their course. Selection of a Library Intervention Level can change each semester or vary across the professors' course sections, based on the faculty member's preference. The faculty member will incorporate the new or revised QEP Assignment into their course and grade it with their own assignment rubric.

Examples of existing QEP assignments include the MLA Scavenger Hunt (Appendix B), the APA Scavenger Hunt (Appendix C), and the Summary and Response Essay Annotated Bibliography (Appendix D). Both Scavenger Hunts are designed to map directly to QEP student learning outcomes,

specifically targeting how to determine the nature and extent of the information requested in each question, how to access needed information effectively and efficiently, and how to analyze information and information sources critically in order to answer the clues provided in each scavenger hunt. The Summary and Response Annotated Bibliography teaches students how to use information effectively to accomplish a specific goal and understand the economic, legal, and social issues surrounding the use of information resources. Upon completing these activities, students will demonstrate competence across the information literacy outcomes via the standard rubric.

Table 10. Sample faculty-librarian collaborations (Junisbai et al., 2016).

Intervention Level	Description of Intervention
Level I: No Collaboration	- No mention of librarian or library in the syllabus - No librarian input into research assignment(s) design - No library instruction - No course-specific online research guide
Level II: Minimal Collaboration	- Brief mention of librarian/library in the syllabus - One-shot library instruction - Course-specific online research guide - Students may complete IL quiz
Level III: Intermediate Collaboration	- Librarian is directly integrated into syllabus and course and has input into IL instruction, but not directly related to a graded assignment - Librarian and library included in Canvas Shell - Collaboration with a librarian or ILA on assignment design - Two instructions sessions (1st intro to library, 2nd assignment-focused) - Course-specific online research guide - Students completed online tutorial and quiz - Librarian gives feedback on the research assignment
Level IV: Substantial Collaboration	- IL directly integrated into syllabus, course, and graded assignment(s) - Significant librarian input into syllabus, assignment(s) design, scaffolding, and timing of library sessions 2+ instruction sessions/class visits - Course-specific online research guide - Students complete online quiz - Librarian invited to attend end-of-semester student presentations, if applicable.

Library support will include various methods, including integrated assessments, videos, and online texts that faculty can use to support their existing coursework. Librarians can also be embedded in courses at

the faculty's request. This supportive, creative, and ongoing community environment will allow faculty to engage meaningfully in new pedagogies. This environment will also encourage them to embrace the idea that they are teaching the discipline even more effectively by including information literacy skills. Once the QEP assignment has been administered by the faculty member, it will then be passed to the Evaluation Team. This team will consist of the co-directors, librarians, and ILAs who will evaluate each QEP assessment and grade it only using the IL rubric. The Evaluation Team will then report the results to the Assessment Team for reporting and analysis to the faculty member and eventually at the Information Literacy Summit. Furthermore, the Evaluation Team will provide target composite scores and appropriate feedback on the assignment and student performance. The Assessment Team will provide advice on instructional tools to improve the assignment and outcomes in the future. This is a continuous improvement cycle that will be ongoing. The Information Literacy Summits will be an additional tool for evaluation and continuous improvement where all participating faculty, librarians, and ILAs will convene to examine the annual compilation of work, explore themes, share best practices, and collaborate to improve the process further. The LSSC QEP will begin in fall 2020 with several stages, as described in the Timeline (Table 11).

Timeline

Table 11: QEP Timeline

2019-2020 (QEP Preparation: Stage One)	• Develop goals consistent with the LSSC mission as part of the strategic planning process. • Identify curriculum goals and objectives congruent with cognitive and affective student learning outcomes. • Identify targeted courses for implementation. • Refine LIM Pilot project via the QEP Steering Committee
2020-2021 (QEP Preparation: Stage Two – Year Zero)	• Complete QEP document for September submission. • Conduct LIM Pilot by embedding information literacy into selected SPC 2608 and BSC 1010 courses. • Develop and deploy student learning outcomes assessments for pilot courses. • Publicize QEP to the College community (website, logo contest, etc.). • Hold Information Literacy Conference, January 2021 • Train 5-10 Information Literacy Ambassadors to supplement librarians for workload expansion. • Select courses for the next round of implementation, including writing-intensive courses and workforce areas based on initial feedback. • Assess initial pilot data with the assessment group, institutional research, and the QEP Steering Committee. • Create baseline numbers for each course involved.

2021-2022 (Year One)	• Conduct first Information Literacy Summit using pilot data, including assessment scores, faculty and student feedback, and evaluations of practices so far via focus groups.
	 • Expand the QEP to additional course sections and disciplines in the fall for initial implementation
	     o POS 2041: American National Government
	     o PHI 2010: Introduction to Philosophy
	     o STA 2023: Elementary Statistics
	 • Assess data from fall and spring terms with appropriate committees
	 • Train additional Information Literacy Ambassadors
	 • Publish results and reflections in the first-year report with additional courses setting baseline numbers

2022-2023 (Year Two)	• Conduct the second Information Literacy Summit to adjust tools, methods, and assessments after compiling results.
	 • Based on results from qualitative and quantitative data, expand courses employed and adjust assessments for existing courses
	 • New initial course sections will include
	     o MAN 4900: Organizational Management Capstone
	     o ENC 2210: Technical and Professional Writing
	     o NUR 1052C: Chronic Health Alterations
	     o NUR 1520C: Mental Health Alterations

	• Publish results and reflections in the second yearly report with combined baseline totals from across the curriculum

2023-2024 (Year Three)	• Tier instruction to additional courses including sections in
	  ○ ANT 2000: Introduction to Anthropology
	  ○ LIT 2000: Introduction to Literature
	• Continue Information Literacy Summits
	• Using embedded and other assessment measures, review, and realign student learning outcomes, as needed.
	• Publish results and reflections in the third yearly report with combined baseline totals from across the curriculum

2024-2025 (Year Four)	• Tier instruction to additional sections in implemented courses as well as new sections including ○ ENC 1102: Composition: Literature • Continue Information Literacy Summit in the fall. • Using embedded and other assessment measures, review and realign student learning outcomes, as needed. • Publish results and reflections in the third yearly report with combined baseline totals from across the curriculum
2025-2026 (Year Five)	• Final expansion of course adoption (if necessary) • Concluding Information Literacy Summit. • Compile final years' worth of data and reflection • Publish Five Year Report

Pilot

A pilot of the full QEP took place in SPC 2608: Public Speaking and BSC 1010: General Biology course sections during the fall of 2020. Collaboration between the instructor and librarian took place initially over the summer of 2020, resulting in a QEP assignment for the public speaking course. The Speech Assignment revision is included in Appendices G (assignment before) and H (assignment after revisions) and the Biology Lab Report revisions are in Appendices I and J. In addition, the two faculty members were encouraged to have students complete post-information literacy assessment survey to gauge progress. The results from the survey allowed LSSC librarians to gather assessment data regarding student perceptions of instructional sessions and information literacy. The faculty members selected from the Librarian Intervention Levels (Table 10) for support from library staff. After the QEP assignments were developed and the LIM levels were implemented, student work was submitted to the Evaluation and Assessment Team. Later, the results and feedback will be a part of the first Information Literacy Summit.

SPC 2608 Initial Early Feedback

The QEP pilot was launched early during the summer of 2020 in all three sections of SPC 2608: Public Speaking. This was done as a test run before the official pilot began in fall of 2020. Early piloting of the Librarian Intervention Model (LIM) allowed for the Librarians and the Evaluation Team to collect additional data and feedback, in addition to making necessary adjustments for the following semester. The faculty member was paired with an LSSC Librarian to revise her speech assignment. Both the original and revision of that assignment are included in Appendices G and H.

Appendices E and F were used for the revision process of the Informative Speech assignment which included all the elements of the information literacy (IL) rubric. The instructor selected Level 3 of the Librarian Intervention Levels (Table 10) which includes two library instruction sessions. The first library instruction session (introduction to library) was done live via Zoom with all three classes having the option to attend and the second session (assignment-focused) was pre-recorded. If a student was unable to

attend, the library instruction sessions were both recorded for the student to watch later. Throughout the semester, several students reached out to the librarian for research help through canvas messaging, email, and "Ask A Librarian" chat service.

In addition, the Librarian was embedded in all three Canvas shells for SPC 2608: Public Speaking. A Canvas module for "Additional Couse Tools and Resources" was created by the instructor where the librarian included an introduction page, for the students to meet the librarian and to remind the students that they can ask any research and reference questions via Canvas Messaging throughout the semester. Moreover, the "Ask A Librarian" chat widget was embedded in the module as well as the SPC 2608: Public Speaking Libguide for students to access while in Canvas.

During the summer of 2020, the instructor had conversations with the speech department about the QEP pilot thus encouraging her colleagues to participate and further collaborate with LSSC libraries. As a result, a master Libguide will be developed for Speech courses, and general library research videos will be embedded in the Libguide for Speech faculty to embed in their Canvas shells. Additionally, two Speech faculty members are currently using a search strategy worksheet, which applies all elements of the IL rubric, developed by LSSC librarians that help guide students through developing searching techniques to better their research skills. Faculty have expressed how the worksheet has been successful at making their students plan out their research and helps guide them to understand searching techniques that can be used in library databases and on the Internet.

Upon completion of the SPC 2608: Public Speaking course, students were given the option to complete the Library Instruction Survey (full results in Appendix K). Based on survey responses, 75% of students said that they attended both library instruction sessions and 56% said the sessions were "very" helpful. When asked "what part of doing the research for your research assignment(s) was the most difficult?" many responses were in the realms of having difficulties finding and using appropriate sources for their research. Notably, 62% of our students said they were "very" comfortable navigating the library's website

as well as using the library services (i.e. chat, virtual reference, interlibrary loan, subject guides, etc.) prior to the library instruction sessions.

When asked "are you comfortable with searching in the library catalog and databases?" 69% stated that they were "very" comfortable. Moreover, 81% said they were "very" successful in finding library resources for their research assignment and indicated in the written portion with responses like, "because I was comfortable with the LSSC database", and "librarian explained everything perfectly during the session" as to reasons why they "did not ask for additional help" after attending or watching the library instruction sessions.

Additionally, 44% of students stated that after the library instruction session, they still needed help with citations. "Evaluating sources", "finding sources", "critical thinking", "none" and "other" were also options. Also, there was a tie (44%) between "maybe" and "yes" that the student would consult a librarian for future assignments. Overall, following the library instruction sessions, 56% of students said that they are "very" comfortable writing research papers.

Consequently, this survey has helped to identify specific learning outcomes, such as " Identify" and "Cite", to emphasize spending more time on such topics during the sessions as well as adding more helpful resources and useful guides to the courses' canvas module for students to get a better understanding of the research concepts. In addition, below is feedback on the pilot from the instructor.

Professional Development

Professional development will be an integral portion of the QEP. Training sessions will be provided at several levels. Initially, all faculty attended the Information Literacy Conference in January 2021, which introduced best practices and examples of the information literacy standards assessment. Also, Certified Information Literacy Instructors (CILIs) and Information Literacy Ambassadors (ILAs) will take part in ongoing training throughout the term of the QEP.

By focusing on faculty success, the QEP will give techniques, tools, and support needed to learn best practices for improving information literacy by applying the concepts to specific assignments within their courses. As faculty adopt best practices for teaching and assessing information literacy, their students will begin to develop better research skills that demonstrate the higher proficiencies of student learning outcomes.

Information Literacy Conference

Initially scheduled for August 2020, the conference took place on January 6, 2021 to allow for adjustments due to COVID-19. The conference was virtual and provided all LSSC faculty with an introduction to the QEP and its concepts, as well as an overview of ACRL information literacy standards and how to apply them practically in a classroom setting. Sessions were given in partnership between LSSC librarians and faculty. The discussions that took place included how to apply models of information literacy concepts to a course assignment, how to teach students to understand library tools and search techniques, and how to teach and assess citation. The purpose of this conference was to allow faculty to openly discuss information literacy teaching techniques across disciplines and to create learning communities amongst the faculty. The co-directors also shared initial assessments of rubric results in pilot courses, fall 2020 in speech and biology courses. The conference generated interest among faculty members, many of whom expressed willingness to participate in the QEP program, as well as sister institutions reaching out for advice on starting a similar project.

Certified Information Literacy Instructors Training

This training will be asynchronous and will focus on developing faculty knowledge, skills, and abilities in relation to teaching information literacy. Individual modules will address faculty misconceptions about student information literacy concepts, such as fallacies in the information age. The modules will guide faculty members in learning how to help their students enhance these skills as applied to research.. The training will cover each of the four QEP Assignment Rubric Elements: Identify, Evaluate, Use, and Cite; and include a fifth module for assignment redesign. In addition, CILIs' revised QEP assignments will be the assignments assessed by ILAs whom will take part on the Evaluation Team.

Faculty will have opportunities to explore important questions and concerns, such as:

- How can I find room for information literacy in my course without sacrificing content?
- What kinds of assignments produce the best learning in my discipline?
- What types of information literacy skills can prepare majors for employment in this field?
- How can I use information literacy in distance education or online classes?
- How can I respond to this extra information literacy work without extra time updating/grading assignments?
- I do not want to be the only faculty member requiring more information literacy in my course.

Throughout the process, faculty will be taught how to create a more targeted information literacy-based assignment. These assignments will use the Information Literacy Rubric (Appendix A) as a basis. At the end of the training, each participant will become a "Certified Information Literacy Instructor" at LSSC.

Information Literacy Ambassadors Training

For a faculty member to certify as an Information Literacy Ambassador (ILA), they must already be a Certified Information Literacy Instructor (CILI). In the first year, the ILA training will be synchronous

and led by library faculty and QEP co-directors. In subsequent years, the training will be led by the ILAs themselves with librarian support. According to the timeline, training sessions for ILAs will commence in fall 2020; faculty taking part at each stage of the QEP roll-out will have additional one-on-one collaboration with the ILAs. The in-depth ILA training session will focus on IL Rubric Application and Assessment (live). The number of ILAs will increase over the course of the project as the number of sections increases.

Information Literacy Ambassadors

Information Literacy Ambassadors are a crucial component of the QEP. After being trained, these faculty and staff members will serve as the liaison between faculty members and librarians. In addition, they will assist with the application of the IL rubric to the QEP student learning outcomes. IL Ambassadors will be expected to:

1. *Complete mandatory IL Training.* Led by librarians, this training will consist of understanding the ACRL Information Literacy Standards and how to apply them into coursework while using the IL rubric. IL training will also include a library introduction and research techniques to apply.

2. *Work on Assessment.* IL Ambassadors serve on the Evaluation Team and will work on gathering & packaging assessment data from the QEP LIM pilot and prepare for IL Summits during the summer.

3. *Lead the IL Summits with Library support.* IL Ambassadors will present assessment data, lead conversations, document improvements for the following year, and bring in new IL Ambassadors.

4. *Meet professional expectations.* IL Ambassadors are expected to meet professional expectations, including but not limited to responding to emails and communications promptly and appropriately, attending QEP meetings on time, and meeting deadlines.

5. *Assist in the creation of assignments and supporting resources.* Working along with Librarians and the QEP Assessment Committee, IL Ambassadors will help align assignments with IL standards to support stronger assessments.

6. *Represent the QEP project both professionally and positively.* IL Ambassadors are expected to conduct themselves professionally and represent the QEP project positively throughout the duration of their Ambassadorship.

As a recognition of their work, each Information Literacy Ambassador will receive a stipend totaling $750 per semester. If an Ambassador does not meet expectations, they will be notified and provided feedback by QEP Co-Directors and immediate supervisor. Should an Ambassador not address the concerns, the Ambassador may be dismissed from the program or receive a reduced stipend.

FACULTY + LIBRARIAN EXPECTATIONS

CERTIFIED INFORMATION LITERACY INSTRUCTOR	INFORMATION LITERACY AMBASSADOR	LIBRARIANS
1ST LEVEL- FACULTY ROLE	2ND LEVEL- FACULTY ROLE	WORKS COLLABORATIVELY WITH CILI AND ILA TO MODIFY IL ASSIGNMENT
SUCCESSFULLY COMPLETE ONLINE "CILI" TRAINING BY ASSIGNED DUE DATE	MUST ALREADY BE A CILI	WORKS COLLABORATIVELY WITH FACULTY BASED ON SELECTION OF LBRARIAN INTERVENTION LEVEL
WORK WITH LIBRARIAN/ILA TO MODIFY OR CREATE NEW IL ASSIGNMENT	COMPLETE MANDATORY 2-HOUR IL RUBRIC APPLICATION TRAINING + ASSESSMENT TRAINING (LIVE)	PROVIDES LIBRARY INSTRUCTION TO LEVEL 3 AND 4 LIBRARY INTERVENTIONS
SELECT LEVEL OF LIBRARIAN INTERVENTION FOR ASSIGNMENT	ASSIST IN THE CREATION OF ASSIGNMENTS AND SUPPORTING RESOURCES	PROVIDES IMMEDIATE RESEARCH AND REFERENCE SUPPORT (VIA CANVAS, EMAIL, CHAT, IN-PERSON)
ADMINISTER IL ASSIGNMENT TO STUDENTS	WORK ON ASSESSMENT	LEAD LIVE ILA TRAINING
	LEAD THE IL SUMMITS WITH LIBRARY SUPPORT	WORK ON ASSESSMENT
		SUPPORT ILAS DURING IL SUMMITS

Assessment

The assessment of QEP goals will be reviewed at Information Literacy Summits. The goals (as previously detailed) include:

- Student learning that supports the acquisition of information

- Curriculum development and integration across disciplines

- Program assessment and evaluation

- Collaboration and outreach among students, faculty, librarians, staff, and administration

Information Literacy Summits

The Information Literacy Summits are an additional tool for evaluation that convenes all participating faculty, librarians, and ILAs to examine the annual compilation of work, explore themes, share best practices, and collaborate to improve the Information Literacy assignments, assessments, and training processes as part of continuous improvement. This is an opportunity for collaborative reflection on lessons learned in the previous year and the effect of librarian interventions. Coordinators would also offer help and guidance to participants throughout the summit (Cowen & Eva, 2016). The calculations from all QEP involved courses will be compiled and shared at these summits resulting in reports that will be sent out to the College community through the College Planning Council, the President's Cabinet, and the District Board of Trustees. These will include both quantitative and qualitative data on where the College stands relating to composite scores (see below), reflections from the faculty, librarians, and ILAs on the efficacy of actions taken, as well as survey data collected from students. The annual reports will be derived from these data sets and related discussions and will include both quantitative and qualitative data. Conclusions reached and lessons learned in the Information Literacy Summits will be the primary vehicle used to guide the QEP from year to year.

Analysis

Student learning that supports the acquisition of information will be evaluated based on the Information Rubric. An institutional threshold will be set for each year of the QEP that will be used to evaluate student performance and to inform the magnitude of changes necessary to achieve the intended outcomes (see Table 14). Student attainment will parallel the proven methodology used to assess student learning outcomes attainment at LSSC already underway in college composition courses. Quantitative and qualitative results from individual courses will be compiled for the Information Literacy Summits and overall composite scores will be calculated for the college. Qualitative metrics include student survey data, faculty and librarian feedback, and cross-disciplinary discussion at the summits. Analysis of these data will inform decisions relating to curriculum adjustments, resource creation, and the evaluation of the program as a whole. Quantitative data will include scores for each outcome in all assessed courses, the librarian intervention level, as well as the composite calculations described below.

The Information Literacy Rubric will be used for each assignment/activity given to evaluate student performance relative to the targeted outcome(s). A composite score will then be calculated for the course and compared to the year's target score. The composite score calculates similar to a grade point average, where a student who has a "highly developed" level of achievement assigned a value of 4, a student at the "developed" level of achievement is worth three quality points, a student at the "emerging" level of achievement is worth two quality points, and a student at the "initial" level is worth one quality point (Table 12). There are four student learning outcomes. A student can earn 1-4 total points for each outcome, earning from 4 to 16 quality points. The scores on each outcome will be totaled for each student and divided by 4. Data will also be retained by individual outcome for further evaluation and presentation with faculty as part of the Information Literacy Summits. The composite number will be the students' average achievement level. The average achievement levels for all students will be totaled yielding the total quality points.

The total quality points are divided by the number of students in the class to arrive at the total composite score. These measurements will be derived from all QEP assignments from across the curriculum. The target scores were chosen based on baseline data gathered from initial assessments in the pilot study and scaled upwards.

Table 12. Level of Achievement for each year of the QEP.

Quality Points	Level of Achievement
1	Initial
2	Emerging
3	Developed
4	Highly Developed

Table 13. Example Outcome component calculations by Librarian Intervention Level.

Outcome	Fall		Spring	
	Average Score	Librarian Intervention Level		Librarian Intervention Level
Identify	3.2		3.5	
Evaluate	2.9	II Minimal Collaboration	3	III Intermediate Collaboration
Use	3.3		3.5	
Cite	2.2		2.5	
Composite Score	**2.9**		**3.13**	

Table 14. Target composite score for each year of the QEP.

QEP Year	Target Composite Score
1	2
2	2.5
3	2.75
4	3
5	3.5

Table 15. Examples of two composite score calculations.

Course 1			Course 2		
Level of Student Attainment	Number of Students	Quality Points	Level of Student Attainment	Number of Students	Quality Points
Initial	2	2	Initial	3	3
Emerging	18	36	Emerging	4	8
Developed	5	15	Developed	12	36
Highly Developed	3	12	Highly Developed	8	32
28			27		
Total Quality Points		65	Total Quality Points		79
Composite Score		2.32	Composite Score		2.93

If the examples in Table 15 above were the result of an assignment/activity in year three of the QEP with a composite score goal of 2.50, then, while course two would be expected to make an adjustment to improve student attainment, course one would be expected to make a much more dramatic change in IL instruction, and additional faculty development may be required to achieve the goal. Courses meeting or exceeding the goal would still be expected to refine instruction in pursuit of continuous improvement and in anticipation of a higher attainment target the following year.

To measure the scale of the QEP, yearly goals are established for the following metrics. First, student exposure overall in relation to head count will be tracked with an overall goal of reaching an average of 55% of the total student population. In addition, the project will also track the increase in course sections included each year. Both metrics are detailed in Table 15. The goal was calculated based on the parameters of the project including courses selected and the number of sections included. A majority of students across a broad-based selection of courses will have at least one QEP assignment during their

tenure at Lake-Sumter State College. This expansion is in addition to the effort already underway in

college composition courses.

Table 16. Targets for QEP Implementation.

QEP Year	Overall Percent of Students Impacted	Total Sections Included
1	11%	50
2	22%	100
3	34%	170
4	47%	250
5	55%	290

Curriculum development will be measured as the QEP expands and is integrated across disciplines. Each

year the courses involved will expand with additional courses being integrated according to the rollout

established in the Timeline. QEP assignments will be developed by ILAs and related faculty. These

changes will be reported on at the Information Literacy Summits.

Program assessment and evaluation will include the overall totals in terms of faculty training completions,

courses affected, library intervention levels selected, student achievement levels, and qualitative

discussions at the summits.

Collaboration and outreach are achieved through the expansion of the program and cross-disciplinary

discussions at the summits and between faculty, librarians, and ILAs. In addition, reports will be made to

the administration via presentations at the Deans Council and Strategic Planning meetings.

Institutional Capacity

Currently, courses that are heavily invested in IL have embedded librarians and incorporate in-person librarian-led classes. Incorporating these services into all QEP courses will impact library services on each campus. The QEP was designed with the recognition of the effect on the Librarian workloads including existing library instruction and coverage at reference service points. As such, the college has pledged to compensate for the adjustments in workload.

As part of the College budgeting and planning processes, additional resources have been allocated to support the goals of the QEP over the five-year time-period. These include Co-Directors to guide the process, Information Literacy Ambassadors from across the faculty and staff, funds for the Information Literacy conference and annual Summits, as well as professional development. In addition, investments will be made in technology and other resources including software and subscriptions to build electronic tools that support the project.

Information Literacy Ambassadors will receive $750 for each semester (fall and spring) in which they serve. These individuals will include trained librarians and other faculty and staff. A total of $15,000 is budgeted for year one, funding a total of 10 ILAs (five librarians, five non-librarians). In year two, this increases to $18,000 to fund 12 ILAs, in year three, $21,000 for 14 ILAs, and in years four and five, $28,000 for a total of 16 ILAs. These increases track with the growth of the courses and sections involved with the project.

Beginning in Year 0, planning and piloting is taking place. Expenses during this period include stipends ($3000 each) and reassigned time (the equivalent of a standard three-credit course) for the co-directors, funds for the Information Literacy Conference ($8000), as well as marketing materials for the full College roll-out of the program. The co-directors, librarians, and steering committee will evaluate the early pilot results.

In Year 1, the QEP will expand beyond the pilot stage. Additional expenses include stipends for the newly trained Information Literacy Ambassadors ($750 each per semester), conference opportunities for faculty and staff, and supplies for the implementation of the QEP in an increasing number of courses. In addition, funds are also available for those faculty who are developing QEP assignments in conjunction with Information Literacy Ambassadors. The first of the yearly Summits will take place as well.

Years 2-5 will continue these investments with the potential for adjustments based on staffing and material needs. There will be an increase in the ILA budget to increase their ranks to a total of 16. The budget will be flexible enough to accommodate fulfilling the goals and objectives of the QEP. Additional adjustments such as workload reallocations or Librarian positions are being considered as part of the college's annual budgeting and planning processes. These budgeted and potential changes will correlate with the increased workload necessary as the program expands. The expenses are detailed in the Financial Plan below.

Financial Plan

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
POSITIONS							
Co-Director Stipends - QEP	$5,000	$6,000	$6,000	$6,000	$6,000	$6,000	$35,000
Information Literacy Ambassador and Librarian Stipends		$15,000	$18,000	$21,000	$24,000	$24,000	$102,000
Total	$5,000	$21,000	$24,000	$27,000	$30,000	$30,000	$137,000
PROFESSIONAL DEVELOPMENT							
Training and Implementation Stipends		$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
QEP Conference/Summits	$8,000	$1,500	$1,500	$1,500	$1,500	$1,500	$15,500
QEP Travel		$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
FLACRL Conference		$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
Total	$8,000	$7,500	$7,500	$7,500	$7,500	$7,500	$45,500
QEP MATERIALS							
Software	$ -	$ -	$7,000	$7,000	$7,000	$7,000	$28,000
Supplies	$ 1,000	$2,000	$2,000	$2,000	$2,000	$2,000	$11,000
Miscellaneous	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$6,000
Total	$2,000	$3,000	$10,000	$10,000	$10,000	$10,000	$45,000
GRAND TOTAL	$15,000	$31,500	$41,500	$44,500	$47,500	$47,500	$227,500

Conclusion

The QEP at Lake-Sumter State College seeks to transform the culture of the institution. By highlighting information literacy instruction and assessment throughout the curriculum beyond what has already been conducted at the College, this crucial critical thinking skill will be reinforced throughout the students' academic experience.

The QEP topic of Information Literacy was chosen as part of the strategic planning process and is built upon progress of the past. Topic selection involved multiple steps and constituencies which resulted in two worthy proposals. Information Literacy was ultimately chosen as it was seen as a crucial skill for students based on today's societal needs. This necessity was previously recognized as Information Fluency was already a general education core competency at the College. Previous assessment results as well as successes found in the English emporium model led to an increased focus on this skill across the College. The comprehensively developed strategic plan of the College, completed in 2018, included information literacy as a tactic within one of the five pillars (Teaching and Learning). After evaluation and planning across numerous levels and committees, this proposal was developed into the current QEP proposal which expanded these gains across the curriculum in pursuance of the College strategic plan.

Project designers sought input and collaboration from throughout the College. The QEP was developed by the QEP Topic Selection Committee which included members from multiple divisions. The College Planning Council and Deans Council were instrumental in guiding the process and collecting resources for implementation. The QEP Steering Committee is chaired by the Co-Directors - two faculty members, one a reference librarian, the other a political science professor. The Committee includes staff and faculty members from across the divisions of the College and is further inclusive via subcommittees. Input from students was obtained through their participation in the subcommittees. Presentations were given and approvals made from all levels of the College structure, from the Student Government Association to the College President.

The QEP seeks to improve specific student learning outcomes relating to Information Literacy. A common rubric was developed based on ACRL standards that will be used to measure student achievement across the curriculum. Regular assessment from multiple courses will take place with the assistance of Librarians and Information Literacy Ambassadors to ensure consistency. Information Literacy Summits will take place annually to present results, best practices, and feedback from those involved resulting in a process of continuous improvement year after year. Scores from these multiple assessments will be tabulated as part of the assessment structure of the QEP.

Lake-Sumter State College has committed substantial resources for the initiation, implementation, and completion of the QEP. These resources include staff funding allocations for the Co-Directors and Information Literacy Ambassadors as well as funds for internal and external trainings and conferences. Resources will be adjusted within the Library department to support the additional workload. Needs will be assessed and adjusted as required to ensure the success of the project annually through the college's budgeting and planning processes.

Success will be measured based on the goals and objectives as well as combined rubric scores, total sections affected, and total students impacted. The plan involves expansion into multiple curriculum areas of the College, the training and utilization of Information Literacy Ambassadors, and, most crucially, the mastery of Information Literacy outcomes by the students. The QEP includes a plan for combining scores overall quantitatively as well as qualitative results discussed at the Information Literacy Summits. These results of the project will be shared with the College community throughout the length of the project. This renewed focus on the critical skills of Information Literacy throughout the curriculum will have a positive and long-lasting effect on the culture of Lake-Sumter State College.

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Appendices

Appendix A: Information Literacy Rubric

Appendix B: MLA Scavenger Hunt

Appendix C: APA Scavenger Hunt

Appendix D: Annotated Bibliography

Appendix E: Planning Checklist for Research Assignments

Appendix F: QEP Assignment Template

Appendix G: Speech Assignment

Appendix H: Speech Assignment with QEP revisions

Appendix I: Biology Lab Report

Appendix J: Biology Lab Report with QEP revisions

Appendix K: Student Survey Feedback from Public Speaking Pilot