Quality Enhancement Plan

Information Literacy to Information Fluency

(ILIF)

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Broward College
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I. Executive Summary

In an age of information overload and information explosion, today’s college students have never known a time when there was no Internet and seemingly limitless sources on just about any topic for personal and academic purposes--so many choices, so many sources and so easily retrieved. Therein lies the problem, so much, where to start? Should one use the first source retrieved? Could the search for information be worded in a better way? Are all the sources equally reliable? These are some of the questions addressed in one-time library sessions that some students get. The problem is that only a few classes of students come to the library for face-to-face information literacy instructional sessions. These are scheduled by request of the instructor, mostly in English and Speech classes. This is why this information literacy initiative is needed at the college. It will insure that eventually all students take online information literacy modules that will get them to a point, where they become information fluent.

This plan will benefit our students by moving them from just basic information literacy skills to a point, where they become information fluent and this becomes second nature to them because this initiative becomes infused throughout the curriculum and becomes a major component of their experience as students at Broward College. Becoming information fluent will not only make them more successful in their studies while at the college, but it will also prepare them for their continued academic career and in fact lifelong learning. The world will continue to make more and more information readily available on a variety of electronic devices and our students will benefit by knowing how to navigate this information galaxy to best advantage.

The five (5) student outcomes for this information literacy initiative were developed in 2000 by the Association of College and Research Libraries (ACRL), a division of the American Library Association. Published as Information Literacy Competency Standards for Higher Education: The information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

To collect evidence of student learning, this information literacy initiative will use both direct and indirect measures for assessment purposes: three (3) assessments will be used—two nationally recognized instruments, SAILS and iSkills, and one, ILAS, developed by a state college in Florida. These assessments will allow continuous improvement in how the information modules are used to teach information literacy fundamentals at the college.

To insure that the plan is implemented and becomes an essential part of the curriculum and the Broward College experience for our students, both substantial financial and human resources with a cost of $2 million dollars over the five-year period will be committed to the success of this Quality Enhancement Plan at Broward College.
II. Process to Develop the QEP (To be provided by QEP chair)

III. Identification of the Topic

Information Literacy

Most college students have never known a time when there was no Internet nor a time when there was so much information and so readily available—an age of information explosion and information overload. In just the last few years, the development of smart phones, iPads and other information retrieval devices has made the Internet a powerful resource literally at their fingertips. Not only has the availability of the type of information in electronic format increased exponentially, but the technologies used to access that information also continues to change rapidly. With so much information and so many choices, the danger is that students limit themselves to a quick Internet search and settle for the first web site that pops up not just in their personal lives, but their academic endeavors as well. Teaching students a better process is what is needed. In order to insure 21st century students success in college and in order to develop solid life-long learning skills, this information literacy initiative is needed at the college. Our mission statement (approved by the Board of Trustees, May 26, 2009) speaks directly to this in the very first sentence: “The mission of Broward College is to achieve student success by developing informed and creative students capable of contributing to a knowledge- and service-based global society.”

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<td>The Mission of Broward College is to achieve student success by developing informed and creative students capable of contributing to a knowledge- and service-based global society. As a public community college accredited to offer associate degrees, selected baccalaureate degrees, and certificate programs, the institution and its District Board of Trustees are committed to fostering a learning-centered community that celebrates diversity and inclusion by empowering and engaging students, faculty and staff.</td>
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This brief definition of information literacy describes this topic. It is taken from “ACRL Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians,” American College and Research Libraries, 1997–2012, American Library Association:

“Information literacy encompasses more than good information-seeking behavior. It incorporates the abilities to recognize when information is needed and then to phrase questions designed to gather the needed information. It includes evaluating and then using information appropriately and ethically once it is retrieved from any media, including electronic, human or print sources. The responsibility for helping people become information literate is best shared across a campus, as is clearly indicated in the Competency Standards. Ideally, administrators support information literacy goals for their institutions. Course instructors help their students achieve information literacy in their chosen fields, and librarians and other campus professionals collaborate with course instructors in this effort.”

This library instruction initiative would develop a college-wide plan to insure that our students take online workshops as part of one or more courses taught at the college, that most students take, namely speech communication and English composition. Students would take a pre-test, then complete one or more modules on library literacy, then finish with a post-test. Numerous modules have been created and are now used throughout the State of Florida in a fully online, 1-credit course, LIS 2004, Introduction to Research.” These modules, which are revised every year by a state-wide committee of community college and college librarians and faculty, would insure that our students successfully complete this college-wide information literacy initiative. See course outline in appendix.

In essence, information literacy is the ability to know when information is needed and to access, evaluate, and use information effectively and ethically. The Association of College and Research Libraries state that information literate students demonstrate these five competencies:

1) The information literate student determines the extent of the information needed
2) The information literate student accesses needed information effectively and efficiently.
3) The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4) The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
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.
In summary, from the American Library Association, these competencies stress that information literacy "forms the basis for lifelong learning and enables users to master content and extend their investigations, become more self-directed, ... assume greater control over their learning... [and] develop a metacognitive approach to learning, making them conscious of the explicit actions required for gathering, analyzing, and using information." This is the purpose of this information literacy initiative. The immediate beneficiaries would be the students; ultimately, the beneficiary would be the Broward County community at large. Information literacy transforms communities.

IV. Desired Student Learning Outcomes

In essence, information literacy is the ability to know when information is needed and to access, evaluate, and use information effectively and ethically. The Association of College and Research Libraries states that information literate students demonstrate these five competencies:

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Intended Student Learning Outcomes: (Adapted from the University of Arizona)

- Students understand the parameters of the research assignment.
- Students can formulate a thesis statement or research question that fits into the parameters of the research assignment.
- Students are able to use library and internet sources appropriately to explore a topic.
• Students can select key words or phrases along with Boolean operators to create an effective search strategy.
• Students can identify, select and use appropriate sources (i.e., they should be able to do an informed search on their chosen topic, using the library’s catalog and other appropriate information resources—periodical indexes, encyclopedia, web sites.)
• Students understand all elements of citations and different types of sources (e.g., journal articles, books, book chapters, brochures, conference papers, internet sites.) Students can analyze the content, structure, and technique of information sources.
• Students can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.
• Students can choose information relevant to their focus and audience. Students can demonstrate an awareness of the social issues around the use of information: copyright, censorship, etc.
• Students understand and avoid inadvertent plagiarism.
• Students understand and correctly use the appropriate citation format.

V. Literature Review and Best Practices

Overview

Information literacy is not a new topic in the field of higher education. It has been on the radar since the 1970’s and has grown as a field of interest and study since the 1990’s as the upsurge in technology has changed the way in which we look at information. The American Library Association (ALA) and the Association of College and Research Libraries (ACRL) have contributed to the field by authoring: Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians, Guidelines for Instruction Programs in Academic Libraries, and Information Literacy Competency Standards for Higher Education. They also define information literacy as a “set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ALA).

We need to be able to move todays students away from the heuristic method of evaluating information as is stated by William Badke in his article Stepping Beyond Wikipedia “The wide diversity of information sources today – compounded by the common teenage perception that all information is equally useful and usable – creates a growing problem.” It is of vital
importance that all information literacy instruction move the student away from a mish-mash of information gathering into a system where they check the credibility, accuracy, reasonableness and support or background of the information that they are using in both their coursework and day to day life.

The information literacy component of lifelong learning involves many facets of the education process. A library research project assignment is the one segment within the core curriculum of the college where every student is confronted with the entire concept to practice model of information literacy. This literature review shows that faculty in the computer sciences, digital/distance learning models, the behavioral and social sciences, traditional learning models and college administration are all concerned with students learning the skills necessary to use information literacy and be able to apply those skills in their courses. The review of the literature is not exhaustive, but it does provide a framework of ideas, concepts, pedagogy and practices that can be used to help Broward College (BC) selectively choose the best practices to be considered during the five year time span when the Information Literacy QEP is put into action.

The Broward College General Education competency 3a: Information literacy that is relevant to this literature review encompasses, Student Learning Outcome 4.4: extract relevant factual notes from a variety of sources and incorporate this information, and Rubric item #3: Student will be able to properly document research sources via use of MLA format. While this competency may work for a basic college paper it does not include the majority of the ACRL information literacy competencies and focuses more on citation format rather than information gathering, evaluation, and synthesis. In working with Faculty to Design Undergraduate Information Literacy Programs Young and Harmony provide several concepts for developing staff development workshops and tutorials for classroom faculty as well as surveys of current concepts of information literacy.
This initiative will refer to the *Information Literacy Assessment Test Blueprint* from Florida State College at Jacksonville that was completed January 5, 2010 (Appendix V). This test incorporates both the ACRL standards and Bloom's Taxonomy level of learning and was Beta tested on their student population. Other institutions of higher education also use the SAILS (Standardized Assessment of Information Literacy Skills) as a standard pre-test for Information literacy skills. The SAILS test is a fee based test.

This literature review is divided into three sections to mirror three of the College's six core values. The core values that will be the concentration or focus of this QEP are:

1. Academic Excellence and Student Success
2. Innovation
3. Lifelong Learning

Within each section we will review the current literature in the field and discuss the implications of building a formalized information literacy component into the curriculum.

5.1 Academic Excellence and Student Success

If we start with Bloom's Taxonomy of Educational Objectives we can see where Weiner in his article *Is There a Difference Between Critical Thinking and Information Literacy? A Systematic Review 2000-2009* provides us with a schematic for translating Bloom's cognitive functions into information literacy competencies suggested by ACRL (ACRL, 2000). For example he suggests that access which is a recall function implies a process of identification and retrieval which would allow the learner to use a process with which they are already familiar. With information literacy librarians expertise with text and in working with a large number of disciplines they are positioned to teach the application of formal techniques (Weiner, 86). The application of formal techniques would establish a connection between the theoretical and the practical for students.
and allow them to realize that all information can be evaluated and assessed for certain criteria prior to use.

If we continue to use Bloom’s Taxonomy as a starting point for our QEP on Information Literacy we have a unique starting point that encompasses the entire college community since it is the basis of all pedagogy in higher education. This taxonomy carries over into the work that the Counselors do in advising students, that the Faculty do in providing instruction and that the Administrators do in ensuring that the technology and environment are conducive to learning. It is the mission of the College to ensure that we will develop informed and creative students capable of contributing to a knowledge- and service-based global society (BC).

In Information Literacy and Community College Students: Using New Approaches to Literacy Theory to Produce Equity David Patterson posits that for information literacy to be successful across cultural groups and disciplines learners must be able to “shift from passive recipient, whose task is to find, evaluate, and use knowledge, to active producers of knowledge, whose enterprise is to create meaning” this leads them to see that the papers that they produce for courses not as “compilations of information retrieved, evaluated and used but rather as created works written with the authority that flows from understanding information’s political, social, and economic dimensions”(358). In the multicultural and diverse population at Broward College is it imperative that information literacy instruction reaches across all ethnic and cultural groups and empowers student learning.

If we use Melissa Gross’s example of the four ACRL Standards she feels are important to clarifying what an information literate individual should be able to do: determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, and incorporate selected information into one’s knowledge base (163) we are able to draw our own conclusions that these competencies would materially
assist a student to be successful. Dr. Gross also discovered that the students in her study “believe that finding formation is something that anyone can do and that the preferred methods are technological and personal, as the main sources of information are internet searches and asking people” (180). While neither of these methods is inherently flawed, they do not allow the learner to avail themselves of the myriad of information sources available to them. An information literacy program that incorporates all sources of information would allow faculty to increase the opportunities for all students to become information literate and to adjust the learning to incorporate face to face, blended, fully online, and distance learning modalities that are available to them through the College.

The Primary Research Group published *College Information Literacy Efforts Benchmarks* in 2008 which we are using as a basis of comparison because of the similarly sized institutions from Florida that were included in the study. Florida State University, Indian River Community College, and Miami Dade College all took part in the study. Miami Dade is the closest to Broward College in population size and ethnic diversity. The tables we referred to include; information of staffing and budgeting, trend in IL classes given, number of librarians involved in IL effort, pre- and post-assessment, online IL courses, interactive tutorials, face-to-face sessions, and relations with and support from English faculty and administration. This benchmarking study has provided us with the information and motivation to make the assumption that the QEP project in Information Literacy is achievable and would benefit the student population as a whole. Our basic premise is that the majority of our 15,000+ students take English 1101 Composition as a part of their basic core curriculum at Broward College. Since a portion of our student population is not native to Broward County and the Broward County educational system we do not feel that we can make the assumption that they have received a uniform Information Literacy education prior to enrolling.

5.2 Innovation
The old models for information literacy instruction were to either have the librarian do face-to-face instruction with the students in the library instruction classroom or to do instruction within the subject specific classroom setting. While both methods produce positive results they do not reflect today’s societal educational setting. Dr. Regneala in her article Information Literacy Instruction – The Major Challenge of Contemporary Library Science has discovered that while planning information literacy two factors have to be taken into account, “the digital natives (those who accumulated digital technology skills since childhood) and the digital emigrants (those who grew up in the digital era but learned this technology later on)” (134). It is important to use the most appropriate technology to capture the interest and to remain relevant but it is also important to remember that with the diverse population that Broward College has we have representatives from both the digital natives and the digital emigrant groups. The perception of a digital divide has diminished in recent years but the observations of the library faculty concerning the available skill sets that students arrive at with BC range from being unable to use a mouse to very technologically advanced with all the latest gadgets.

In Overcoming Challenges of the Technological Age by Teaching Information Literacy Skills Melynda Burke has a statement on the significance of technology and its impact. “Currently, the need for information literacy skills is the most pressing global issue impacting educational technology and library media education. Overcoming and adapting to the challenges of the technological age is and will be the most significant transition in our lifetime, and possibly even all of history. This transition impacts people from all age groups, education levels, and incomes from across the globe. Everyone around the world is impacted by the challenges of the technological age and must learn to adapt and cope by learning information literacy skills (248)".

The innovation that is required to keep pace with the changes in the technology of education is staggering. Not only do the sources of information constantly change but the format and accessibility are changing exponentially. In the context of information literacy we find ourselves
not only having to teach the information literacy component but often the technology as well. This is one of the main reasons that a multitude of pedagogical options should be available to students. These options could range from one-on-one drop in sessions, scheduled classroom presentations, structured or self-paced online tutorials and video presentations.

A test of the introduction of technology into information literacy instruction was conducted by the librarians at Henderson Community College. They incorporated pre- and post-tests along with brief lessons on a variety of library and course-specific topics by create learning modules in Blackboard. Mike Knecht and Kevin Reed have introduced the concepts of measurability, documentation of learning, flexibility, and short assignments for at risk-students into their program. An emphasis on the assessment function was not neglected in their study as its importance to the accrediting agencies cannot be overlooked (7). Their article on Modularizing Information Literacy Training via the Blackboard eCommunity is a blueprint of an innovative use of current technology to introduce students to information literacy concepts, in manageable segments, that can be incorporated directly into courses in an online learning system.

Another innovation in the use of technology is integrating a fully online information literacy program into the college course structure. In an article by several Mercy College librarians they discuss Embedding General Education Competencies into an Online Information Literacy Course. One of the general education competencies (Appendix ___) for Broward College is 3a Information Literacy. In the English 1101 Composition basic skills course this competency is a requirement but there are various assessments used to measure the success of the information literacy education. The faculty at Broward College have available to them a variety of methods for incorporating information literacy instruction in their sections. There are face-to-face sessions with librarians and various available in-house produced videos and tutorials (Appendix ___) available to supplement the classroom instruction. The innovation that is driving this QEP
is standardization of modules available for instructor and self-directed student use in a variety of situations including blended, distance and traditional settings.

Burkhardt in his article *Information Literacy Successes Compared: Online vs. Face to Face* concludes that “preliminary data seem to indicate that the online students achieve the learning outcome goals set for the course, and they seem to do as well and the students in the face-to-face sections” (388). We will proceed with our premise that all instruction has value but that students have different learning modalities that need to be accommodated.

5.3 Lifelong Learning

As one of the Colleges core values lifelong learning is an essential requirement to a ‘well rounded’ individual graduating from Broward College. Angela P. Whitehurst states that “scholars, educators, librarians and information managers worldwide have begun to advocate the need for institutions of higher learning and other organizations to emphasize globally focused curricula and information literacy” (210). Her case study that was reported in her article *Information Literacy and Global Readiness: Library Involvement Can Make a World of Difference* involved the practical application of the knowledge learned applied to global real world issues.

In *The Communities of the Academic Library* John M. Budd in his summary of the chapter on The Communities of the Academic Library states that “We return again to the importance of the culture, or multiple cultures, of the college or university. Each segment of the academic community comprises a culture, which includes subcultures. The culture includes “elements of academic and non-academic life” (247). We as an institution have to prepare our students for the life after academia by providing them with the tools necessary to continue evaluating various sources of information as they proceed to learn throughout the course of their lives.
VI. Actions to be Implemented

Online Modules from LIS 2004

This information literacy initiative will develop a college-wide plan to insure that our students take online workshops and assessments as part of ENC 1101 taught at the college, a course all students take. Students would take an online information literacy pre-test instrument, then complete one or more modules on library literacy, then finish with a post-test. Numerous modules have been created and are now used throughout the State of Florida in a fully online, 1-credit course, LIS 2004, Introduction to Research.” These modules, which are revised every year by a state-wide committee of community college and college librarians and faculty, would insure that our students successfully complete this college-wide information literacy initiative.

Additionally, the American College and Research Association (ACRL) has its Standardized Assessment of Information Literacy Skills (SAILS) and the Educational Testing Service (ETS) has its iSkills assessment instrument. See appendices for information on all three of these.

Current College Initiatives

At this time, the faculty librarians offer information literacy sessions in the libraries on all three campuses at the college. These are requested by the faculty in classes, where research is required for assignments—English and speech courses for example. These one-time sessions are assignment specific and address only the information literacy skills needed for those classes. While the faculty librarians conduct hundreds of these per year, each session is usually an hour; one session can not begin to satisfy the larger scope of the information literacy needs of our students. It is the goal of this initiative to reach all students and have them participate in information literacy training sessions, either in person or online, as well as various assessments.

At the moment, the only courses taught at the college that include a unit on the library are two of the Freshman Year Experience courses: SLS 1001, “Strategies for Success” (3 credits) and SLS 1501, “College Success Skills” (1 credit). About 100 classes are offered per year at the
Beginning in the summer of 2012, two new SLS courses will be offered exclusively to the College Academy students: SLA 2265 (1 credit) and SLS 1261 (3 credits). Even with these SLS courses now in place, the library skills units in these courses can not begin to satisfy the larger scope of the information literacy needs of our students. Over time, this initiative would develop a culture of a curriculum that is research based and uses information literacy techniques to improve student retention and student success as well as increased graduation rates. Broward College is capable of generating a significant change for student success by making information literacy a significant part of the ENC 1101 classes, which all students must take.

- **Focus** on ENC 1101 classes by administering information literacy pre-tests, modules & post-tests

- **Focus** on group of instructors each term, who have two classes of ENC 1101, so as to compare them (one class gets information literacy pre-test, modules, and post-test--second class gets nothing except the usual class meeting library instruction session, if requested by instructor)

- **Focus** on 12 instructors (24 sections*) of ENC 1101 in the Fall Semester of Year One of Five Years to include both blended and fully online ENC 1101 classes (3 S, 4 C, 3 N, 2 D = 12 sections)—this would increase by the same number every year, 48 sections in the second year, 72 sections in the third year, 96 sections in the fourth year, and 120 sections in the fifth year.

### QEP Activities

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VII. Timeline

This initiative will require careful, regular calendaring of numerous actions to be implemented including meetings, training, modules and reports (see table in appendices). An annual sequence is outlined here.

Planning Year (2012-2013): Fall, Winter and Summer Terms

- Appoint QEP District Director
- Hire QEP Administrative Assistant
- Hire QEP Librarians
- Establish QEP Steering Committee
- Establish QEP Advisory Committee
- Hire QEP Consultants for 2013-2014 Workshops
- Hold QEP Faculty Forums
- Identification of 2013-14 Classes

Year One (2013-14): Fall, Winter and Summer Terms

- Meeting of QEP Implementation Team
- Faculty Workshops for QEP Cohort
- Selection of Classes: 24 ENC 1101s
- Update of LIS 2004 Modules in D2L
- Administration of Online Pre-Test
- Purchase of ACRL SAILS and ETS iSkills
- Meeting of QEP Librarians & ENC Instructors
- Administration of Information Literacy Modules
- Administration of Online Post-Test
- Survey of Instructors for Student Performance Indicators
- Meeting of QEP Implementation Team
- Preparation of QEP Annual Report

Year Two (2014-15): Fall, Winter and Summer Terms

- Meeting of QEP Implementation Team
- Faculty Workshops for QEP Cohort
- Selection of Classes: 48 ENC 1101s
- Update of LIS 2004 Modules in D2L
- Administration of Online Pre-Test
- Purchase of ACRL SAILS and ETS iSkills
- Meeting of QEP Librarians & ENC Instructors
- Administration of Information Literacy Modules
- Administration of Online Post-Test
- Survey of Instructors for Student Performance Indicators
- Meeting of QEP Implementation Team
• Preparation of QEP Annual Report

Year Three (2015-16): Fall, Winter and Summer Terms

• Meeting of QEP Implementation Team
• Faculty Workshops for QEP Cohort
• Selection of Classes: 72 ENC 1101s
• Update of LIS 2004 Modules in D2L
• Administration of Online Pre-Test
• Purchase of ACRL SAILS and ETS iSkills
• Meeting of QEP Librarians & ENC Instructors
• Administration of Information Literacy Modules
• Administration of Online Post-Test
• Survey of Instructors for Student Performance Indicators
• Meeting of QEP Implementation Team
• Preparation of QEP Annual Report

Year Four (2016-17): Fall, Winter and Summer Terms

• Meeting of QEP Implementation Team
• Faculty Workshops for QEP Cohort
• Selection of Classes: 96 ENC 1101s
• Update of LIS 2004 Modules in D2L
• Administration of Online Pre-Test
• Purchase of ACRL SAILS and ETS iSkills
• Meeting of QEP Librarians & ENC Instructors
• Administration of Information Literacy Modules
• Administration of Online Post-Test
• Survey of Instructors for Student Performance Indicators
• Meeting of QEP Implementation Team
• Preparation of QEP Annual Report

Year Five (2017-18): Fall, Winter and Summer Terms

• Meeting of QEP Implementation Team & Instructors
• Faculty Workshops for QEP Cohort
• Selection of Classes: 120 ENC 1101s
• Update of LIS 2004 Modules in D2L
• Administration of Online Pre-Test
• Purchase of ACRL SAILS and ETS iSkills
• Meeting of QEP Librarians & ENC Instructors
• Administration of Information Literacy Modules
• Administration of Online Post-Test
• Survey of Instructors for Student Performance Indicators
• Meeting of QEP Implementation Team
• Preparation of QEP Annual Report

VIII. Organizational Structure

In order to achieve a college-wide information literacy initiative, clear lines of responsibility for implementation and sustainability are necessary. The following individuals and groups will collaborate to insure the success of the plan.

1 - QEP District Director (1) in Office of Senior Vice President & Provost for Academic Affairs. Responsible for overall coordination of the activities of the QEP as well as the yearly reporting.

1 – QEP Administrative Assistant (1) in QEP District Office. Assist the District Director in the day-to-day activities of the QEP.

4 - QEP Librarians (4). Responsible for coordinating assessment on all campuses: South, Central, on North and Digital Campuses. Serve as resource person on each campus for QEP initiative. Work with other librarians and faculty to insure success of the QEP activities in selected classes.

Associate Deans, Student Deans and Academic Deans, faculty and librarians on the four campuses: South, Central, North and Digital

QEP Steering Committee: QEP district director, QEP librarians, associate deans from campuses, selected faculty from campuses, student from honors or student government

QEP Advisory Committee: Members of the local community and some national QEP consultants
IX. Resources

The College Administration is committed to provide the financial and human resources to faculty and staff in order to insure the development and success of a Quality Enhancement Plan. This initiative will require significant financial and human resources for the five year duration of the QEP as follows.

A. QEP Budget Line Item Justification

- QEP District Director: Responsible for overall coordination of the QEP initiative and QEP teams
- QEP Administrative Assistant: Assists district director in day-to-day QEP activities and schedules
- QEP Faculty Librarians: Coordinate assessments and conduct faculty training on QEP initiative as well as the campus administration of the LIS online modules for students
- QEP Consultants for Workshops: Advise QEP team and faculty on information literacy initiative
- Faculty Development Stipends: Encourage faculty to develop innovative QEP student project
### B. QEP Projected 5-Year Budget by year

#### 2013-2014

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>QEP District Director</td>
<td>Reports to VPAA/Provost</td>
<td>$75,000.00</td>
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<td>Reports to Dean</td>
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</tr>
<tr>
<td>QEP Faculty Librarian, South Campus</td>
<td>Reports to Dean</td>
<td>$60,000.00</td>
</tr>
<tr>
<td>SAILS (ACRL) Assessment</td>
<td>$4 ea. Discount for 5,000-10,000</td>
<td>$8,000.00</td>
</tr>
<tr>
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<td>$19,000.00</td>
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<tr>
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<tr>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$400,000.00</strong></td>
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#### 2014-2015

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#### 2015-2016

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</tr>
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<td>Reports to Dean</td>
<td>$60,000.00</td>
</tr>
<tr>
<td>QEP Faculty Librarian Digital Campus</td>
<td>Reports to Dean</td>
<td>$60,000.00</td>
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<tr>
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<tr>
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<td>$60,000.00</td>
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<tr>
<td>Total</td>
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<tr>
<td>Grand Total for 5-Year Proposal</td>
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X. Assessment.

The ability to locate, access, and evaluate information is essential to closing the gap between the information rich and the information poor, many colleges and universities have adopted information literacy as their instructional framework. Simultaneously, competition for resources has intensified. Universities and colleges are being held to increasing levels of responsibility for showing that students are learning and that resources are used effectively. Assessment has become a key initiative both for programmatic improvement and to fulfill the obligation for accountability. This information literacy initiative will include both direct and indirect assessments. In addition to some classroom assessment activities now conducted, several standardized tests will be adopted as direct assessment instruments.

A. Direct Assessments

1) iSkills Assessment (ETS) for Information Literacy

The iSkills™ assessment measures students' ability to navigate, critically evaluate and make sense of the wealth of information available through digital technology. Developed with the assistance of leaders from both two and four-year colleges, the iSkills assessment requires students to demonstrate their ability to synthesize many different types of data and make sound judgments about what's accurate, relevant and useful. Students are asked to engage with information literacy in these modalities:

- **Evaluate the usefulness and sufficiency of information** for a specific purpose
- **Create, generate, or adapt information** to express and support a point
- **Communicate information** to a particular audience or in a different medium
- **Define an information problem** or formulate a research statement
• **Access, summarize and integrate information** from a variety of digital sources

The *iSkills™* assessment is aligned with the nationally recognized [Association of Colleges and Research Libraries (ACRL) standards](https://www.acrl.org/Policies-and-Standards/Policies/Faculty-and-Staff/iSkills-Assessment-Standards), the *iSkills* assessment measures information literacy through seven task types representing a range of ways that students handle information through digital technology.

The seven task types are as follows:

- **Define** — Understand and articulate the scope of an information problem in order to facilitate the electronic search for information by:
  - Distinguishing a clear, concise and topical research question from poorly framed questions, such as ones that are overly broad or do not otherwise fulfill the information need
  - Asking questions of a "professor" that help disambiguate a vague research assignment
  - Conducting effective preliminary information searches to help frame a research statement

- **Access** — Collect and/or retrieve information in digital environments. Information sources might be web pages, databases, discussion groups, email or online descriptions of print media. Tasks include:
  - Generating and combining search terms (keywords) to satisfy the requirements of a particular research task
  - Efficiently browsing one or more resources to locate pertinent information
  - Deciding what types of resources might yield the most useful information for a particular need

View examples of Access task types: [Example 1](#) [Example 2](#)

- **Evaluate** — Judge whether information satisfies an information problem by determining authority, bias, timeliness, relevance and other aspects of materials. Tasks include:
  - Judging the relative usefulness of provided web pages and online journal articles
  - Evaluating whether a database contains appropriately current and pertinent information
  - Deciding the extent to which a collection of resources sufficiently covers a research area

- **Manage** — Organize information to help you or others find it later by:
  - Categorizing emails into appropriate folders based on a critical view of the emails’ contents
  - Arranging personnel information into an organizational chart
o Sorting files, emails or database returns to clarify clusters of related information

View an example of a Manage task type.

- Integrate — Interpret and represent information using digital tools to synthesize, summarize, compare and contrast information from multiple sources. Tasks include:
  o Comparing advertisements, emails or websites from competing vendors by summarizing information into a table
  o Incorporating information from different sources to conduct a scientific experiment and report the results
  o Placing results from an academic or sports tournament into a spreadsheet to clarify standings and decide the need for playoffs

View an example of an Integrate task type.

- Create — Adapt, apply, design or construct information in digital environments by:
  o Editing and formatting a document according to a set of editorial specifications
  o Creating a presentation slide to support a position on a controversial topic
  o Creating a data display to clarify the relationship between academic and economic variables

View an example of a Create task type.

- Communicate — Disseminate information tailored to a particular audience in an effective digital format by:
  o Formatting a document to make it more useful to a particular group
  o Transforming an email into a succinct presentation to meet an audience’s needs
  o Selecting and organizing slides for distinct presentations to different audiences
  o Designing a flyer to advertise to a distinct group of users

2) Project SAILS (Standardized Assessment of Information Literacy Skills) Assessment
(See appendix)

Project SAILS® began in 2001 at Kent State University with the goal of developing a standardized test of information literacy skills that would allow libraries to document skill levels for groups of students and to pinpoint areas for improvement. The Project SAILS test is based entirely on the work of two ACRL documents: Information Literacy Competency Standards for
Higher Education and Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians. There are eight skill sets. In each skill set, only outcomes and objectives with active test items are listed.

- Developing a Research Strategy
- Selecting Finding Tools
- Searching
- Using Finding Tool Features
- Retrieving Sources
- Evaluating Sources
- Documenting Sources
- Understanding Economic, Legal, and Social Issues

SAILS - Library Skills Assessments

<table>
<thead>
<tr>
<th></th>
<th>Individual Scores Test</th>
<th>Cohort Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use</strong></td>
<td>One overall information literacy score for each student.</td>
<td>Detailed results for groups of students. Results reported by eight skill sets.</td>
</tr>
<tr>
<td><strong>Benchmarks</strong></td>
<td>Identifies proficiency and mastery levels. No comparisons with other institutions.</td>
<td>Includes benchmark comparisons with similar type institutions and all SAILS cohort institutions.</td>
</tr>
<tr>
<td><strong>Number of students</strong></td>
<td>No minimum.</td>
<td>Minimum of 50 needed; at least 200 recommended.</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>$4.00 per student.</td>
<td>$4.00 per student.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Online.</td>
<td>Online.</td>
</tr>
</tbody>
</table>

3) Information Literacy Assessment Test (ILAS) is a computerized, multiple-choice test developed collaboratively by the Florida State College at Jacksonville Assessment and Certification Center and the Florida State College at Jacksonville Libraries. The ILAS exam is designed to assess the ACRL Information Literacy Competency Standards for Higher Education in which the blueprint is based along with the Bloom’s Taxonomy level of learning cognitive domain. (See appendix: Information Literacy Assessment Test Blueprint, 2010.) These standards call for an information literate student to:

- (1) determine the nature and extend of the information needed;
- (2) access needed information effectively and efficiently;
- (3) evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system;
• (4) use information effectively to accomplish a specific purpose;
• (5) understand the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally

The ILAS measures Standards 1, 2, 3, and 5. It does not address Standard 4, as this competency is not easily measures by a multiple-choice test. In addition, module 5 is not addresses in their document because it will be revised at a later date. Therefore, modules 1, 2, 3, 4, and 6 are outlines in their document of the blueprint for the Information Literacy Assessment Test (ILAS).

B. Indirect Assessments
• Classroom Assessment techniques, such as “One-Minute Survey”
• Surveys of faculty members
• Survey of current students
• Survey of graduates
Appendices

Appendix I -- References

Appendix II -- Project SAILS

Appendix III -- Information Fluency Working Definition

Appendix IV -- Course Outline: LIS 2004

Appendix V -- ILAS -- Florida State College at Jacksonville

Appendix VI -- General Education Competencies

Appendix VII -- iSkills Assessment from ETS

Appendix VIII -- Library Instruction Sessions -- Central Campus

Appendix IX -- Information Literacy Defined
Appendix I

REFERENCES

ARTICLES AND MONOGRAPHS


**QEP REPORTS ON INFORMATION LITERACY**


**ONLINE INFORMATION LITERACY TUTORIALS AND MODULES**


ACRL STANDARDS FOR INFORMATION LITERACY, ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES


INFORMATION LITERACY ASSESSMENT TOOLS


Appendix II

Project SAILS

Project SAILS Skill Sets for the 2012-2013 Academic Year


Using ACRL Information Literacy Standards

The Project SAILS test is based entirely on the work of two ACRL documents: Information Literacy Competency Standards for Higher Education and Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians.

The reports for cohort tests break out results by ACRL standard and by Project SAILS skill sets. The following section shows how the ACRL outcomes and objectives have been regrouped into skill sets by the Project SAILS team. The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

There are eight skill sets. In each skill set, only outcomes and objectives with active test items are listed.

- Developing a Research Strategy
- Selecting Finding Tools
- Searching
- Using Finding Tool Features
- Retrieving Sources
- Evaluating Sources
- Documenting Sources
- Understanding Economic, Legal, and Social Issues

Developing a Research Strategy

1.1.1 Confers with instructors and participates in class discussions, peer workgroups and electronic discussions to identify a research topic, or other information need

1.1.4.1 Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable.

1.1.4.3 Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question.
1.1.4.4 Demonstrates an understanding of how the desired end product (i.e., the required depth of investigation and analysis) will play a role in determining the need for information.

1.1.4.5 Uses background information sources effectively to gain an initial understanding of the topic.

1.1.4.6 Consults with the course instructor and librarians to develop a manageable focus for the topic.

1.1.5.3 Decides when a research topic has multiple facets or may need to be put into a broader context.

1.2.1.2 Defines the "invisible college" (e.g., personal contacts, listservs specific to a discipline or subject) and describes its value.

1.2.2.1 Names the three major disciplines of knowledge (humanities, social sciences, sciences) and some subject fields that comprise each discipline.

1.2.2.4 Describes how the publication cycle in a particular discipline or subject field affects the researcher's access to information.

1.2.3.1 Identifies various formats in which information is available.

1.2.5.1 Describes how various fields of study define primary and secondary sources differently.

1.2.5.2 Identifies characteristics of information that make an item a primary or secondary source in a given field.

1.4.1.1 Identifies a research topic that may require revision, based on the amount of information found (or not found).

1.4.1.2 Identifies a topic that may need to be modified, based on the content of information found.

1.4.1.3 Decides when it is and is not necessary to abandon a topic depending on the success (or failure) of an initial search for information.

2.2.1.1 Describes a general process for searching for information.

2.2.2.4 Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).

2.3.3.3 Identifies the appropriate service point or resource for the particular information need.

2.3.3.5 Uses the Web site of an institution, library, organization or community to locate information about specific services.

2.5.5 Uses various technologies to manage the information selected and organized
3.4.1 Determines whether information satisfies the research or other information need

**Selecting Finding Tools**

1.1.3.2 Demonstrates when it is appropriate to use a general and subject-specific information source (e.g., to provide an overview, to give ideas on terminology).

2.1.3.4 Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.

2.1.3.5 Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.

2.1.3.6 Identifies the differences between freely available Internet search tools and subscription or fee-based databases.

2.1.3.8 Determines the period of time covered by a particular source.

2.1.3.9 Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).

2.2.6.1 Locates major print bibliographic and reference sources appropriate to the discipline of a research topic.

2.3.1.2 Identifies research sources, regardless of format, that are appropriate to a particular discipline or research need.

2.3.1.4 Uses different research sources (e.g., catalogs and indexes) to find different types of information (e.g., books and periodical articles).

2.3.2.2 Explains the difference between the library catalog and a periodical index.

2.3.2.3 Describes the different scopes of coverage found in different periodical indexes.

3.4.5.3 Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.

3.6.3 Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)

**Searching**

1.1.5.1 Lists terms that may be useful for locating information on a topic.
1.1.5.2 Identifies and uses appropriate general or subject-specific sources to discover terminology related to an information need.

1.2.2.2 Finds sources that provide relevant subject field- and discipline-related terminology.

1.2.2.3 Uses relevant subject- and discipline-related terminology in the information research process.

2.2.3.2 Explains what controlled vocabulary is and why it is used.

2.2.3.4 Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.

2.2.4.1 Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).

2.2.4.2 Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.

2.2.4.3 Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.

2.2.4.4 Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.

2.2.4.6 Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.

2.2.4.7 Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.

2.2.5.3 Narrows or broadens questions and search terms to retrieve the appropriate quantity of information, using search techniques such as Boolean logic, limiting, and field searching.

2.4.1.1 Determines if the quantity of citations retrieved is adequate, too extensive, or insufficient for the information need.

2.4.1.3 Assesses the relevance of information found by examining elements of the citation such as title, abstract, subject headings, source, and date of publication.

3.4.5.2 Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.

3.7.2.1 Demonstrates how searches may be limited or expanded by modifying search terminology or logic.
3.7.3.1 Examines footnotes and bibliographies from retrieved items to locate additional sources.

**Using Finding Tool Features**

2.1.3.1 Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).

2.1.3.2 Identifies the source of help within a given information retrieval system and uses it effectively.

2.1.3.3 Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).

2.1.3.7 Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.

2.1.4.2 Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).

2.2.5.1 Uses help screens and other user aids to understand the particular search structures and commands of an information retrieval system.

2.2.5.2 Demonstrates an awareness of the fact that there may be separate interfaces for basic and advanced searching in retrieval systems.

2.2.6.4 Uses effectively the organizational structure of a typical book (e.g., indexes, tables of contents, user’s instructions, legends, cross-references) in order to locate pertinent information in it.

2.3.1.5 Describes search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).

2.3.1.6 Uses effectively the organizational structure and access points of print research sources (e.g., indexes, bibliographies) to retrieve pertinent information from those sources.

2.5.1 Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)

**Retrieving Sources**

1.2.6 Realizes that information may need to be constructed with raw data from primary sources
1.3.1.1 Determines if material is available immediately.

1.3.1.2 Uses available services appropriately to obtain desired materials or alternative sources.

1.3.3.2 Demonstrates a general knowledge of how to obtain information that is not available immediately.

1.3.3.3 Acts appropriately to obtain information within the time frame required.

2.2.6.3 Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.

2.3.1.1 Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).

2.3.2.1 Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).

2.3.3.1 Retrieves a document in print or electronic form.

2.3.3.2 Describes various retrieval methods for information not available locally.

2.3.3.4 Initiates an interlibrary loan request by filling out and submitting a form either online or in person.

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**Evaluating Sources**

1.2.4.1 Distinguishes characteristics of information provided for different audiences.

1.4.2.3 Lists various criteria, such as currency, which influence information choices. (See also 2.4. and 3.2.)

2.1.4.1 Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.

2.4.1.2 Evaluates the quality of the information retrieved using criteria such as authorship, point of view/bias, date written, citations, etc.

2.4.1.4 Determines the relevance of an item to the information need in terms of its depth of coverage, language, and time frame.

3.2.1.1 Locates and examines critical reviews of information sources using available resources and technologies.

3.2.1.2 Investigates an author's qualifications and reputation through reviews or biographical sources.
3.2.1.3 Investigates validity and accuracy by consulting sources identified through bibliographic references.

3.2.1.8 Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.

3.2.3.1 Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.

3.2.3.2 Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.

3.2.3.3 Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.

3.2.3.5 Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.

3.4.7.2 Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).

**Documenting Sources**

2.3.1.3 Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation. (See also 2.3.2.)

2.3.2.4 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies). (See also 2.3.1.)

2.5.3.1 Identifies different types of information sources cited in a research tool.

2.5.3.3 Demonstrates an understanding that different disciplines may use different citation styles.

5.3.1.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).

5.3.1.3 Demonstrates an understanding that there are different documentation styles, published or accepted by various groups.

5.3.1.5 Describes when the format of the source cited may dictate a certain citation style.

5.3.1.8 Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.
**Understanding Economic, Legal, and Social Issues**

5.1.1 Identifies and discusses issues related to privacy and security in both the print and electronic environments

5.1.2.1 Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.

5.1.2.2 Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.

5.1.2.3 Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.

5.1.3 Identifies and discusses issues related to censorship and freedom of speech

5.1.4 Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

5.2.1 Participates in electronic discussions following accepted practices (e.g. “Netiquette”)

5.2.5 Legally obtains, stores, and disseminates text, data, images, or sounds

5.2.6 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own

5.2.7 Demonstrates an understanding of institutional policies related to human subjects research
Appendix II

Information Fluency Working Definition

An important challenge facing liberal arts education today is to anticipate how emerging technologies will change the traditional ways we have taught and learned.

We believe one of the best ways to address the challenge is by bringing the faculty, librarians, and IT staff together to develop a common understanding of the task before us. One of our goals is to find ways to guide our students in becoming adept at using the varied types and sources of information available to them in productive and responsible ways in their learning; in other words, to become information fluent. To that end, we provide the following definition.

Using critical thinking skills and appropriate technologies, information fluency integrates the abilities to:

- Collect the information necessary to consider a problem or issue
- Employ critical thinking skills in the evaluation and analysis of the information and its sources
- Formulate logical conclusions and present those conclusions in an appropriate and effective way

*Information Fluency* may be envisioned as the optimal outcome when critical thinking skills are combined with information literacy and relevant computing skills.

Source: Associated Colleges of the South.
[http://www.colleges.org/techcenter/if/if_definition.html](http://www.colleges.org/techcenter/if/if_definition.html)
Appendix III

Course Outline. LIS 2004 Introduction to Internet Research is a one-credit hour online course. The course focuses on methods of accessing information resources available through the Internet. Students will learn how to design effective search strategies, retrieve, evaluate, and cite Internet resources.

- **Course Introduction -- What is the Internet?**
  If you are a novice Internet user, this reading will help prepare you for the course. It provides an introduction to using the Internet as an information resource, a brief history of the Internet, and information about how the Internet works.

- **Lesson 1 -- Internet Communication**
  Introduces Internet communication tools, including electronic mail and discussion groups such as mailing lists, groups, chat, and web conferencing. Discusses basic rules of netiquette, which define appropriate behavior for Internet communication.

- **Lesson 2 -- Research Strategies**
  Covers selecting a topic and planning a research strategy. Includes an introduction to keyword and Boolean search techniques which may be used with many Internet search tools and with most electronic library databases and reference tools.

- **Lesson 3 -- Web Search Engines**
  Provides tips and strategies for using Web search engines and meta-search engines effectively and efficiently.

- **Lesson 4 -- Other Web Tools**
  Discusses the difference between search engines and directories, explains metasites and covers file format and multimedia searching.

- **Lesson 5 -- Library Databases**
  An increasing number of information resources are available via the Internet only to libraries or organizations who subscribe for a fee. Introduces several subscription-based resources available via your community college library.

- **Lesson 6 -- Evaluating Internet Resources**
  Explains how to evaluate Internet resources for usefulness and reliability.

- **Lesson 7 -- Documenting Internet Resources**
  Explains and provides examples for documenting Internet and online subscription-based resources using the MLA and APA citation formats.

- **The Glossary** provides definitions of terminology used in this course.

- **Course requirements include a Course Project.**

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Appendix IV

Prepared by the Division of Institutional Research, Planning and Effectiveness
Office of Institutional Research  H:\QEP Info Literacy Completions 2.xlsx  H:\QEP Info Literacy Classes 3.xlsx
QEP Info Literacy Enrollments 1.xlsx
June 2012

Information Literacy Proposal
for Broward College’s SACS
Quality Enhancement Plan (QEP)

The team working on the Information Literacy concept for the QEP requested the following from the Office of Institutional Research:

Current and past 5 academic years statistics per semester and per campus/center
  Total enrollment
  Total # enrolled in ENC1101, SPC1024, SPC1608
  Total # completions of ENC1101, SPC1024, SPC1608
  Total # enrolled in all SLS courses, by individual course
    For the ENC1102, SPC1024, and SPC1608 report the online, blended, and on campus numbers separately.

Total number of sections per course (ENC1101, SPC1024 and SPC1608 offered per campus/center per semester for the same time frame. Also the total number of SLS courses offered per campus/center per semester.

The reporting was separated into three components:
Part 1 (this report) contains the course enrollments data for the college in total with breakdowns by campus/center, instructional method, and time of day for each term from 20061 to 20122 (the most recently completed). Academic year totals are also provided. Similar breakdowns are provided for the selected courses in total and individually.

Part 2 offers the number of students completing the selected course individually with breakdowns by campus/center, instructional method, and time of day for each term from 20061 to 20122. Again, academic year totals are provided. Completion status is based on course grade earned--grades of A, B, C, D, F, X, or XC were considered to be completions; grades of I, NG, NR, W, WF, or WN, or XW were non-completers.

Part 3 presents the number of course sections for the college in total with breakdowns by selected course, campus/center, instructional method, and time of day for each term from 20061 to 20122 with academic year totals as well.

Questions regarding the analysis should be directed to Vincent Maruggi, IR assistant director for research and analysis at 954-201-7477.
Appendix V -- ILAS

Florida State College at Jacksonville

Information Literacy and the Information Literacy Assessment (ILAS)

Students of Florida State College at Jacksonville seeking an associate degree must demonstrate competency in the area of information literacy by passing the College’s Information Literacy Assessment (ILAS).

Students are encouraged to take the ILAS early in their academic career (the first semester being the ideal), and a variety of resources and preparation materials for the ILAS are available free of charge.

- Detailed instructions on how to enroll in the free online Information Literacy Review in Blackboard are available here in audio-visual or text-only formats or by visiting any Florida State College at Jacksonville library. Students not currently enrolled in classes who want to review for the ILAS using Blackboard may contact any librarian for assistance.

- The book Learning to Learn is available from any Florida State College at Jacksonville library as a supplement to the online Information Literacy Review materials.

- For individual assistance with information literacy and preparation for the ILAS, students may visit or call any Florida State College at Jacksonville library or e-mail infolit@fscj.edu.

In addition to the free review materials outlined above, students may also choose to enroll in the credit-bearing course LIS 1002 for an in-depth exploration of information literacy. Contact any librarian or academic advisor for more information.
Appendix VI - General Education Competencies

General Education Competencies and Skills, 2010-2011, General Education Task Force

Required Competencies – Course must include all of the following (1-4):

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

a) Information literacy means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.

b) Technology literacy is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.

c) Workplace literacy is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.

d) Cultural literacy is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.

e) Quantitative literacy is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.

f) Scientific literacy means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.
The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

Course must include at least one of the following (5-8):

5. Differentiate between ethical and unethical behavior

6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.

7. Demonstrate an understanding of and appreciation for human diversities and commonalities

8. Speak and listen effectively.
Appendix VII – iSkills Assessment from ETS

How can you demonstrate that students have the skills needed to succeed in the 21st century?

With the iSkills™ assessment from ETS. This outcomes-based assessment measures the ability to think critically in a digital environment through a range of real-world tasks. This one-hour exam:

- Features real-time, scenario-based tasks that measure an individual's ability to navigate, understand and critically evaluate the variety of information available through digital technology
  - Tasks mirror the way individuals use information in academic, business and personal contexts
  - Test content is balanced among the humanities, social sciences, natural sciences, practical affairs and popular culture
- Delivers individual and group data for multiple uses, including:
  - Student evaluation and placement
  - Curriculum development
  - Accreditation and accountability initiatives
- Assesses the outcomes for information literacy and digital fluency required by regional accreditors

Developed with the assistance of leaders from both two and four-year colleges, the iSkills assessment requires students to demonstrate their ability to synthesize many different types of data and make sound judgments about what's accurate, relevant and useful. The assessment gauges how well students:

- Evaluate the usefulness and sufficiency of information for a specific purpose
- Create, generate, or adapt information to express and support a point
- Communicate information to a particular audience or in a different medium
- Define an information problem or formulate a research statement
- Access, summarize and integrate information from a variety of digital sources

Who takes the test and why?

College students take the iSkills assessment so that institutions can evaluate students' level of critical thinking skills in a digital environment. This assessment can be used for placement and opt-out of relevant coursework, accreditation and funding purposes, and to help identify when interventions are needed for students.

When and where do students take the exam?

There are no preset test administration dates. Testing is conducted at your convenience. The test is administered in a proctored environment on a computer employing the iSkills assessment secure browser.
Appendix -- VIII

Central Campus – Library Instruction Sessions

Compiled by Suzette Spencer

Information Literacy Sessions

by Courses -- 2007 to 2012

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Appendix IX

Information Literacy Defined

This definition is provided by the Association of College and Research Libraries (ACRL), a division of the American Library Association, Information Literacy Competency Standards for Higher Education [http://www.ala.org/acrl/standards/informationliteracycompetency]:

Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally