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TEXAS A&M UNIVERSITY-CORPUS CHRISTI

DIGITAL INFORMATION LITERACY

2020 QUALITY ENHANCEMENT PLAN

TEXAS A&M UNIVERSITY
CORPUS CHRISTI

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A Quality Enhancement Plan for

The Southern Association of Colleges and Schools Commission on Colleges

SACSCOC On-Site Visit: February 24-27, 2020

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I. Executive Summary

Texas A&M University-Corpus Christi (TAMU-CC) enthusiastically embraced the opportunity to embark on a SACSCOC Quality Enhancement Plan (QEP) development journey as part of the 2020 reaffirmation process. Activities related to the QEP launched as early as spring 2018 to ensure engagement with a wide audience through meaningful conversations and collective decision-making opportunities and to provide ample time to consider and explore proposed options. Campus leadership and the campus community were united in a shared commitment to adopt a meaningful and appropriate QEP that would truly improve the education, professional lives, and community impact of TAMU-CC students.

After a thorough selection and vetting process, the campus community decided on a QEP to address both information and digital literacy, concepts that are paramount in a digital world where information is produced and consumed at rates that far exceed reasonable and responsible knowledge sharing. Providing an opportunity for our students to obtain the breadth and depth of skills needed to be digital information literate improves the chances for their academic, professional, and civic success. This undertaking is not only principled, but it also aligns with the University's strategic plan, Momentum 2020; the University's mission of graduating life-long learners and responsible global citizens; and the state's higher education plan's goal to equip students with marketable skills. Further, data support the idea that students lack desired skills related to digital information literacy, and an initial administration of the Threshold Achievement Test for Information Literacy (TATIL) confirmed that TAMU-CC students fell below peers and similar institution types with regard to digital information literacy skills. TATIL results also provided evidence that there was only a marginal increase in digital information literacy skills when comparing TAMU-CC seniors to freshmen, documenting a lack of desired development and mastery.
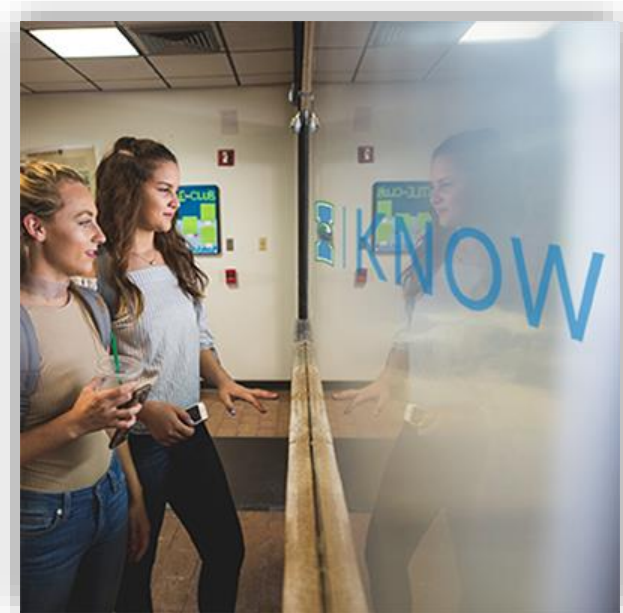
With strong support and buy-in from the campus community, clear ties to university and state priorities, an evidence-based need, and a timely topic, the I-Know Digital Information Literacy QEP was established. The QEP was titled I-Know to connect the Islander brand with the concept of knowledge. Knowledge consumption, creation, and sharing are at the heart of digital information literacy and the I-Know QEP. Working with a broad concept and documented need, an I-Know QEP Development Committee established a thorough strategic plan to scaffold digital information literacy concepts throughout the academic careers of TAMU-CC students. Paralleling the academic progress of students, digital information literacy concepts are developed from foundational in First-Year Seminar to analytical in capstone/research courses. A national standardized information literacy assessment tool along with an in-house rubric provide both direct and indirect assessment of student progress. With a solid innovative plan in place, TAMU-CC has demonstrated backing for the I-Know QEP through committed fiscal resources and support from established units. This campus community is united in the I-Know QEP goal to graduate students with robust digital information literacy competencies that will serve them academically, professionally, and civically.

II. Topic Identification

The process of identifying a Quality Enhancement Plan topic involved segments of the entire TAMU-CC community and began in Spring 2018 with the formation of the QEP Steering Committee. Membership of the QEP Steering Committee, which was chaired by the University's SACSCOC Liaison, included one faculty representative from each of the six academic colleges, a faculty representative from the Library, a staff representative from Enrollment Management, a staff representative from the Center for Academic Student Achievement, three staff representatives from the Division of Student Engagement and Success, two student representatives, and the Associate Vice President for Planning and Institutional Research (QEP Topic Selection, n.d.). Leadership from each area represented submitted their recommendations on who should serve on the Committee to University President Kelly Miller and appointments were made based on those recommendations. At the time of the formation of the QEP Steering Committee, University College did not exist; hence six academic colleges instead of seven were represented on the Steering Committee. President Miller charged the Committee with "identifying a [QEP] topic that has broad-based support of institutional constituencies and that is derived from the University's ongoing comprehensive planning and evaluation processes."
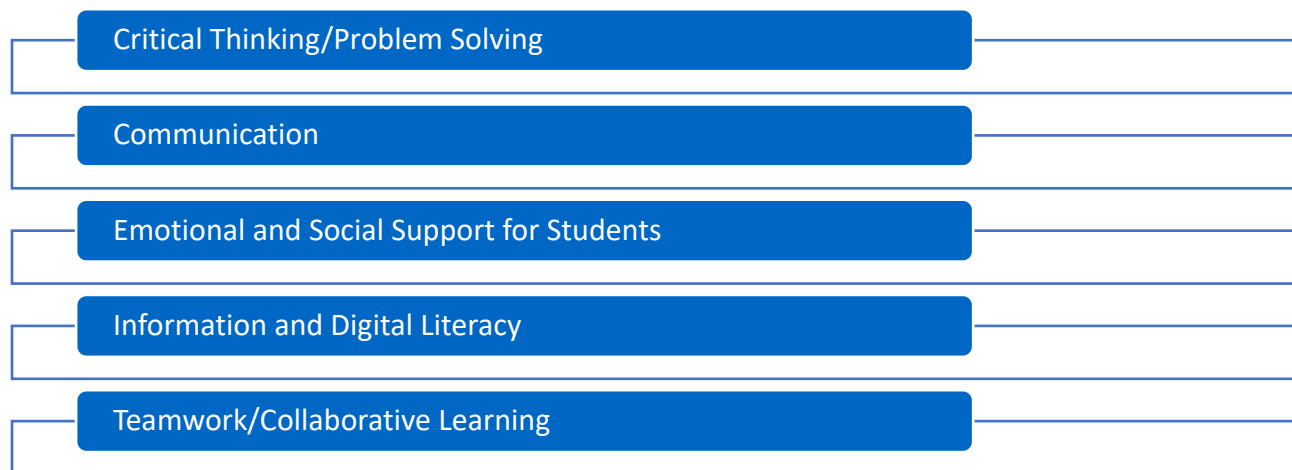
Topic Selection

To better inform the university community about the QEP and its importance, a website was created that centrally housed core information about the selection process and served as a forum for feedback collection. This website included general information about QEPs, examples of other university QEPs, and links to reports containing institutional data (e.g., SLO assessment data, survey data, enrollment and persistence data). The website also served as a portal where individuals could submit suggested topics for the University's QEP and provide general feedback.

To mobilize awareness efforts, in April and May 2018, each representative from the QEP Steering Committee attended their respective unit's (i.e., colleges, library) faculty/staff meeting to explain the purpose of a QEP, solicit ideas for potential QEP topics, and direct their colleagues to the newly created QEP website (QEP Topic Selection, n.d.). The committee chair also held similar meetings with Staff Council and the Student Government Association. The University's Alumni Association also marketed the QEP website and solicited topic ideas from TAMU-CC alumni. The Committee worked collaboratively with the Office of Marketing and Communication to inform faculty, staff, and students of the QEP identification process and its

importance to the University and student success. Campus announcements were sent to the campus community advertising the QEP website and soliciting topic submissions to the portal.

Throughout the process, it was stressed that the topics should focus on improving student learning and/or student success and be supported by institutional data. The topic submission portal was open through the first week of September 2018. Overall, 44 topic ideas were submitted to the Committee. These were categorized into themes with the following five themes receiving the most submissions.

- Critical Thinking/Problem Solving
- Communication
- Emotional and Social Support for Students
- Information and Digital Literacy
- Teamwork/Collaborative Learning

In August 2018, the QEP Steering Committee created a QEP abbreviated proposal template that was uploaded onto the QEP website and shared with the campus community. The campus community was also invited to participate in two open forums held in September and October of 2018. The forums offered discussion of the QEP process, institutional data, and possible topics. Most notably, they also provided an opportunity for individuals to present their QEP topics to an audience that could provide feedback. Both forums were well attended, with 65 overall participants, and included presentations of QEP topics by faculty, staff, and students. In the end, three abbreviated proposals were submitted to the QEP Steering Committee with the following topics being covered.

Information and Digital Literacy	Global Islanders	Emotional Intelligence
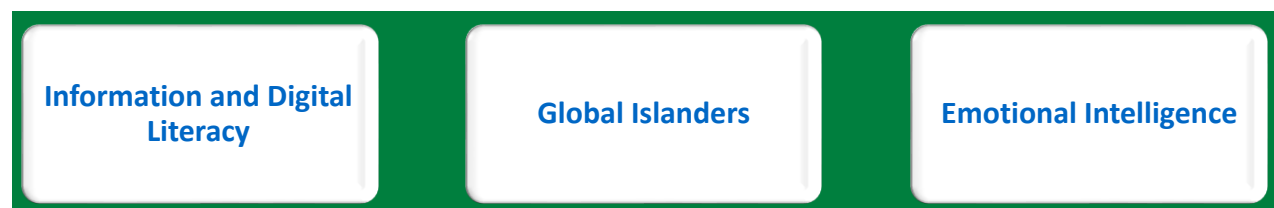
From November 27 – December 7 of 2018, members of the campus community had the opportunity to review the submitted proposals and vote for their preferred topic. Respondents also had the option of providing feedback for the proposals. There were 359 total responses with Information and Digital Literacy being the clear favorite among respondents.
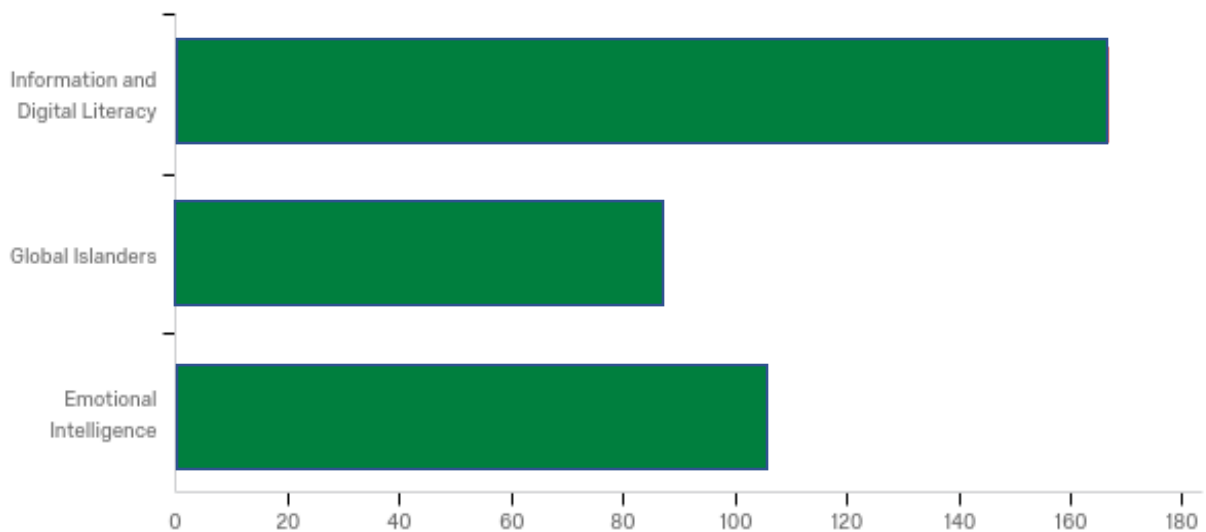
In addition to considering voting results and feedback, the QEP Steering Committee utilized an evaluation rubric to review the three abbreviated proposals. Committee members met on December 12th to discuss individual scores for each proposal and shared any comments or concerns they had. The Committee decided to recommend to the President that the University's next QEP be on Information and Digital Literacy.

Institutional Strategic Plan and Mission

One of the seven goals of the TAMU-CC Momentum 2020 Strategic Plan is to "provide 21st century learning resources and information technology infrastructure to support instruction, discovery, and administrative operations" ("Momentum 2020 Strategic Plan," n.d., p. 13). Objective 1, which is concerned with transforming the Bell Library into an emerging research information-age learning and research center, sets forth strategies to meet that objective, including the directive to "formulate and support the integration of information literacy instruction in each academic program and at all levels of the curriculum" (p. 13). This QEP is designed to fully operationalize that strategy. In addition, other strategies under this same objective point to the proliferation of digital tools, including "enhance learning resources in all formats…" and "incorporate emerging technologies to increase student and faculty usage of the library" (p. 13).

Along with addressing specific elements of the campus strategic plan, the QEP ties to the University's mission to prepare graduates for lifelong learning and responsible citizenship in a global community:

> Texas A&M University-Corpus Christi is an expanding, doctoral-granting institution committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and service. Our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience through residential, distance learning and international programs. The university's federal designation as a Hispanic Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence ("Vision and Mission," n.d.).

The ability to find, evaluate, create, and communicate knowledge using digital technologies effectively is critical for life-long learning as well as for responsible citizenship in a global community.

Institutional, State, and National Data

The need for curriculum-wide digital information literacy concepts is evident in an analysis of available data. As an example, 49% of students taking First-Year Seminar courses UCCP 1101 or UCCP 1102 reported in the 2018 Beginning College Survey of Student Engagement (BCSSE) having "reached conclusions based on [their] own analysis of numerical information (numbers, graphs, statistics, etc.)" either never or sometimes (IPEDS, n.d.). Sixty-four percent reported never or only sometimes using "numerical information to examine a real-world problem or issues (unemployment, climate change, public health, etc.)," and 65% reported that they had never or only sometimes "evaluated what others have concluded from numerical information" (IPEDS, n.d.).

Compared to similar institutions, Texas schools, and schools in the region, TAMU-CC seniors also consistently report practicing digital information literacy skills less often. For example, only 65% of TAMU-CC seniors reported "evaluating a point of view, decision, or information source" often or very often, compared to 70% of students at similar institutions, 72% of students at Texas schools, and 79% of students at schools in the region (IPEDS, 2017, p. 7). Likewise, only

60% of TAMU-CC seniors report that they often or very often "examined the strengths and weaknesses of [their] own views on a topic or issue" compared to 64% of students at both similar institutions and Texas schools, and 73% of students at schools in the region (IPEDS, 2017, p. 7). While these measures are not explicitly addressing digital information literacy, they show a need for improvement in information evaluation and synthesis, both key digital information literacy skills.

Institutional surveys also collect comments from graduating students which show a desire for more research instruction. Representative comments from a few students are included here. One student reported that they were "concerned that [course number] intro to research course might scare others that are new to grad school or cause them to feel the need to drop [the] course... the depth and complexity of what is covered is too extreme" (Office of Planning & Institutional Research, 2018, p. 40). Another student commented, "Having to search for all of my own information at every turn is daunting…" (p. 30). Other students relished research projects, saying "I would love more research experience" and "I would change our courses to be more projects based" (p. 33, 51). Students report a desire for more projects and research to prepare them for their future fields while admitting a lack of confidence when conducting said research—a predicament digital information literacy skills can help to remedy.

The TAMU-CC students' desire for more research instruction and preparation, TAMU-CC faculty's desire for high quality course work, and the Corpus Christi community's desire for a well-trained, adaptable workforce all result in a collaborative effort to provide our students with the training they need to function critically and ethically in a fast-paced, unpredictable world of information.

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TAMU-CC Students	• Structured learning
TAMU-CC Faculty	• High quality course work
Corpus Christi Community	• Well trained, adaptable workforce
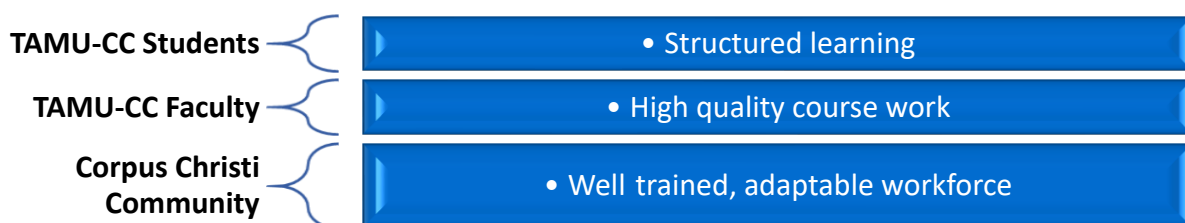
State Initiatives

In 2015, the Texas Higher Education Coordinating Board implemented the 60x30TX higher education strategic plan. It includes four goals intended to be met by 2030, including increasing numbers and percentages of individuals having or completing certificates or degrees, reducing student debt, and ensuring that those who graduate from a Texas public institution will have

marketable skills. The third goal of 60x30TX states that "by 2030, all graduates from Texas public institutions of higher education will have complete programs with identified marketable skills" (Texas Higher Education Coordinating Board, n.d., p. vi). Marketable skills, also known as career readiness competencies, include interpersonal, cognitive, and applied skills valued by employers. These skills are achieved both in and out of the classroom, further enhancing a student's college degree in coordination with their major coursework.

The National Association of Colleges and Employers (NACE) identifies eight career readiness skills that employers expect college graduates to have mastered when entering the workforce. One of these skills is the student's use of digital technology. NACE defines the digital technology skill as a student's ability to "leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies" (NACE, 2019). Interacting with information, particularly information communicated via digital technologies, is an inherent part of everyday life and employment in many fields. Furthermore, NACE also identifies critical thinking as an additional career readiness skill. Critical thinking is defined by NACE as a student's ability to "exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness" (NACE, 2019). The TAMU-CC I-Know QEP supports a student's preparation in both of the aforementioned NACE competencies, combining skill enhancement in both digital technology and critical thinking, propelling student progress towards the goals of the Texas Higher Education Coordinating Board related to marketable skills.
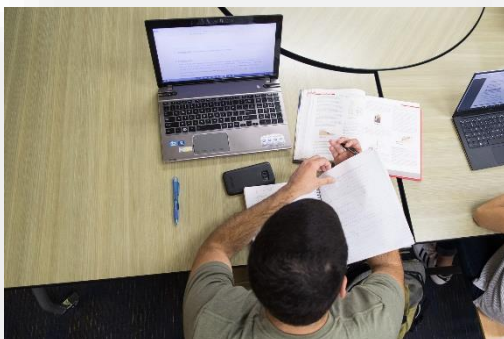
III. Literature Review

The recognized need to have more robust information literacy and digital literacy programs in an academic environment is not a new concept and is one that grows in importance. A review of the literature demonstrates the need to include digital information literacy as a merged notion in developing academically successfully students, lifelong learners, and responsible global citizens.

History and Definitions

In the 1970s, when it became clear that advances in computing would eventually make more information available to people than they could reasonably digest, experts in fields like Library Science and Information Technology began to consider what literacy might mean in a world of information abundance. Simply being capable of reading and writing, as one might define literacy at its most basic level, would no longer represent the full set of skills needed to gain substantial knowledge about a subject or to convey such knowledge to others. Coining the term *Information Literacy* in 1974, Information Industry Association President Paul Zurkowski described it as the "learned techniques and skills for utilizing the wide range of information tools as well as primary sources in molding information solutions to [one's] problems" (Witek, 2016, p. 48). Even this early definition highlights the fact that new skills and uses of new tools will be required for literacy in this new age.

As the decades passed and information technology became a larger part of modern life, definitions have been refined and expanded upon. New academic fields such as Literacy Studies have taken up the examination of what is now viewed as a wide variety of literacies that humans utilize on a day to day basis. Included is the concept of digital literacy, which concerns human interaction with and use of the ever-evolving suite of computational and digital technologies that have come to dominate modern life (Bhatt & MacKenzie, 2019, p. 302-305).

In the modern college classroom, the lines between information literacy and digital literacy necessarily blur. As Mackey and Jacobson suggested in 2011, the prevalence of social media and online communities "challenge traditional definitions of information literacy" (p. 62). Their proposal to redefine information literacy as a "metaliteracy," which puts special emphasis on

"producing and sharing information in participatory digital environments" (p. 62-63) parallels the thinking behind Texas A&M University-Corpus Christi's choice to combine information literacy and digital literacy for their Quality Enhancement Plan. In order to create a definition of digital information literacy appropriate for the TAMU-CC QEP, industry standard definitions for information and digital literacies were combined and are covered in more depth in Chapter V.

Scaffolded Integration

Despite the rapid development of the digital information landscape, pre-university students are unable to construct effective digital information literacy practices or demonstrate digital information literacy behaviors (Wang, 2013). Therefore, addressing the digital information literacy knowledge and skills gap by developing an engaging, well-structured, and scaffolded curriculum offers practical benefits that directly impact a student's marketable skills outside of the classroom and in the workplace.

With the interconnectedness of digital learning environments, the integration of scaffolded digital information literacy curriculum first requires the development of foundational knowledge and skills or 'soft skills' (Derakhshan & Singh, 2011). Foundational skills include the ability to not only access digital knowledge and resources but also utilize the information in a meaningful way toward creativity and decision

making that may also be digitally conveyed (Derakhshan & Singh, 2011). Therefore, foundational soft skills exclude the passive use and consumption of digital tools, such as watching online videos, using social media and mobile apps, or playing online video games.

Passive information consumption favored by students does not translate into the foundational digital information literacy skills required in the workplace. All students need a high degree of digital information literacy to obtain and maintain employment. Digital information literacy soft skills are the foundational scaffolds that can be incorporated into any curriculum in any discipline and should be effectively taught through digital information literacy initiatives and projects.

A lack of knowledge and skills is the first hurdle for effective digital information literacy scaffolding. According to Derakhshan and Singh (2011), collaboration between academic faculty and librarians is necessary for effective integration. Curriculum and curriculum integration of digital information literacy in higher education require ongoing interaction with information, week to week and semester to semester, including curriculum mapping to identify courses for digital information literacy integration (Wang, 2013). Moreover, developing scaffolded digital information literacy integration early in the first-year students' curriculum should be clearly stated and included in programmatic assessments (Dearden et al., 2005).

Academic Support Resources and Library Collaboration with Faculty

Academic support resources are of critical importance in faculty adoption of new pedagogical techniques into current academic curriculum (Chang, Shen, & Liu, 2014; Henricksen, Mishra, Greenhow, Cain, & Roseth, 2014; Porter, Graham, Spring, & Welch, 2014). Introducing digital information literacy into existing course content warrants a strong collaboration between

faculty, as subject matter expert, and academic support resource personnel to facilitate integration of new digital information literacy concepts (Oakleaf, Millet, & Krauss, 2011; Porter, et al., 2014). The presence of academic support resources, such as hands-on training opportunities, collegial conversation settings, mentoring/role-modeling, incentives, and expert support personnel, encourage adoption of new concepts, especially those of digital nature into academic curriculum (Chang, Shen, & Liu, 2014; Porter, et al., 2014).

The literature provides strong examples of collaborations with faculty and librarians in higher education institutions that have developed a digital literacy or information literacy campaign. Belanger, Bliquez, and Mondal (2012) reported collaborating on integration of information literacy instruction into first year classrooms, which included not just teaching skills and concepts, but co-developing a rubric for evaluating student work. Likewise, Brady and Malik (2019) collaborated to develop senior-level coursework that functioned as the impetus to develop students' digital and information literacy. Additionally, some institutions have taken steps to extend the introduction of digital information literacy concepts to full curriculum redesign with support from the appropriate academic support personnel (Oakleaf, Millet, & Krauss, 2011; Porter, et al., 2014). A collaborative relationship between subject matter expert and digital information literacy expert is necessary for any successful implementation of a program intended to scaffold throughout an entire institution.

Digital Information Literacy QEP Examples

In the preliminary stages of the QEP selection process, several institutions were identified that had implemented or were in the planning stages of implementing QEPs focused on information literacy, digital literacy, and information and communication technology. Many of these QEPs informed TAMU-CC's abbreviated proposal and, moreover, imbued confidence in the program's goals and scope. Among these QEPs were University of Tennessee (UT) at Martin's MILE Program, which provided perspective in the creation of student learning outcomes (SLOs) and a scaffolded program, and Northern Kentucky University's (NKU) GEARUP program, which lent insight into the process of faculty inclusion and development.

UT Martin's information literacy QEP was implemented at three points throughout a student's career: (a) during a student's first year program, (b) in general education requirements, and (c) in at least one major course. The courses identified by UT Martin were General Studies 101: Seminar in Freshman Studies, English 112: English Composition, and a major course identified by faculty in the discipline. These courses were designated as introduction to the major, introduction to research, or as capstone courses. The instructors of these major courses were to work with liaison librarians to develop assignments and content on information literacy that were appropriate for the discipline (Robinson, et al., p. 8-9).

This exact model was given serious consideration in the planning process of TAMU-CC's QEP. TAMU-CC has a robust First-Year Learning Communities Program with required First-Year Seminars (UCCP 1101 and 1102) well suited to reach a majority of the student population and could serve as a strong foundational entry point for digital information literacy concepts and practices. TAMU-CC also has a core curriculum with a specific set of courses required for all students regardless of major. The QEP Development Committee identified these courses as HIST 1301, HIST 1302, ENGL 1302, COMM 1311, POLS 2305, and POLS 2306. However, after further review it was discovered that many students frequently arrive on campus having already completed these requirements, either through dual credit high school programs or at previously attended universities. Therefore, TAMU-CC opted to locate the second stage of integration in an entry level course to the major and the third stage near the completion of a major's degree requirements. This allows for the scaffolded digital information literacy model that begins with (a) an introduction in UCCP 1101 and 1102, (b) is built upon in major-specific prerequisite courses, and (c) is developed even further in capstone or research classes. NKU's GEARUP program provided insight into the strength of the faculty partnership process in the creation of the QEP, as well as the process of creating faculty professional development opportunities. NKU's frequent and ongoing development activities, including workshops and online digital resources, have influenced how TAMU-CC intends to proceed in creating a collaborative training program focused on faculty with assistance and support from expert academic support personnel.

The professional development plan will aid faculty in understanding fundamental digital information literacy concepts and explain how to integrate said concepts into their curriculum. Specifically, the plan will provide guidance in applying the digital information literacy framework into pre-existing coursework and provide examples of digital information literacy pedagogy. Finally, the program will introduce academic support resources that are available to faculty and students throughout the academic journey to support the application of digital information literacy concepts.

Professional Development Plan Overview
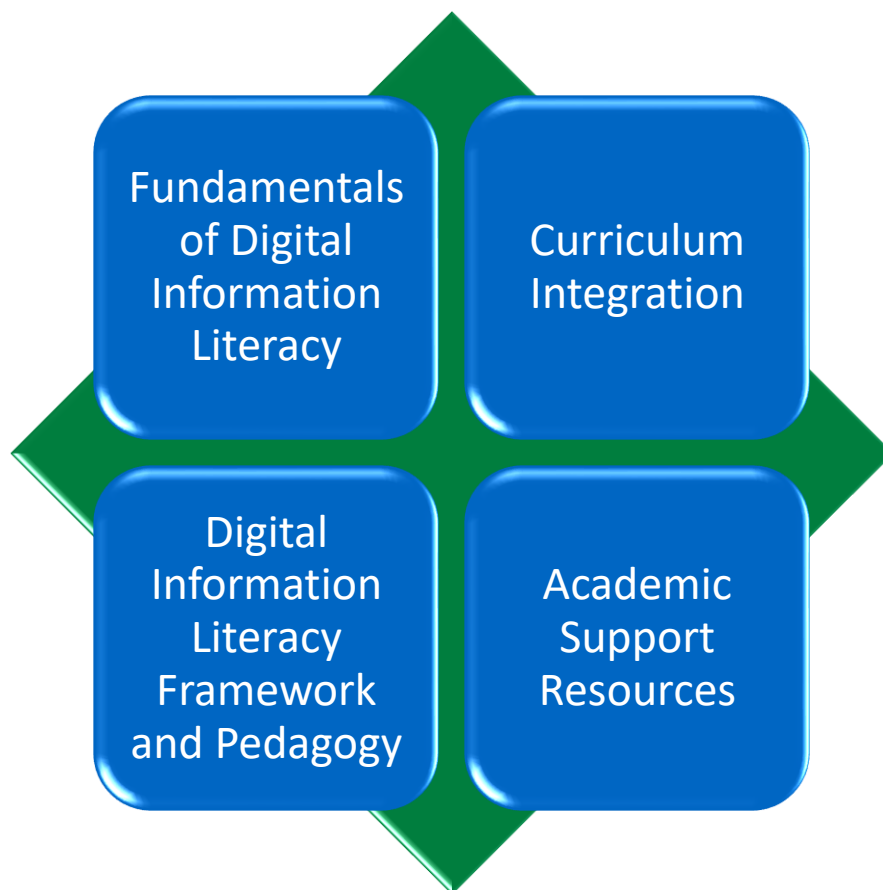
IV. Broad-Based Support of Institutional Constituencies

As evidenced above in Chapter II, the QEP topic selection process was a campus-wide effort with representatives from all major stakeholder groups being engaged and involved. Campus-wide input was solicited from the onset with the formation of the QEP Steering Committee. Chaired by the University's SACSCOC Liaison, this committee included one faculty representative from each of the six academic colleges and the Library, staff representatives from Enrollment Management, the Center for Academic Student Achievement, the Division of Student Engagement and Success, student representatives, and the Associate Vice President for

Planning and Institutional Research (QEP Topic Selection, n.d.). Campus-wide involvement extended beyond the Steering Committee through university-wide general calls for topic ideas via a campus web page as well as townhall meetings where ideas were discussed and debated. The number of ideas submitted, 44 in total, and attendance at the town hall meetings demonstrated robust interest from the university community in topic selection and broad awareness of the importance of the QEP. In addition, once the topics were drilled down and refined, resulting in three abbreviated proposals, 359 individuals cast their vote to help the campus decide on the final topic, digital information literacy.

Following topic selection, broad-based support for the QEP was continued through a campus wide QEP Development Committee. Based on expertise of the selected topic, Drs. Catherine Rudowsky, Dean of Libraries, and Michelle Singh, Associate Vice President for Teaching and Learning Technologies, were asked to co-chair the committee and serve as directors for the QEP Development Committee. The committee was designed to be inclusive of stakeholders from across the University and included representatives from the now seven academic colleges, the Library, the Office of Distance Education and Learning Technologies, Faculty Senate, Staff Council, Planning and Institutional Research, Marketing and Communication, Student Engagement and Success, both the undergraduate and graduate student body, as well as the SACSCOC liaison ("QEP Development Committee," n.d.). Formation of the committee began by requesting nominees from the department heads to serve as their representative for their area. Final candidates were selected by campus administration and the committee co-chairs from that pool based on content interest, campus involvement, and leadership record.

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Having broad representation from across campus assured that the QEP plan would be developed in a manner that fit the operations of various disciplines and curriculums. Further, individuals serving on the QEP Development Committee were asked to report back to their respective areas with regular updates and to serve as champions for digital information literacy.

An awareness campaign of the topic and campus feedback solicitation then commenced, which included presentations and informational visits at several key stakeholder meetings such as the College Deans' Council and the Department Chair Council in August 2019 and a spotlight at the all-campus Faculty-Staff Meeting kicking off the 2019-20 academic year. The collection of input received from these interactions helped further sculpt the QEP proposal into a more inclusive and representative artifact that would be embraced by the community at large. The comments and ideas shared at these group meetings afforded the committee the opportunity to develop a finalized plan that was nimble and could be adapted to meet the evolving needs of the campus.

A point of pride in the development process of the QEP was the involvement of students, who were both vocal about and invested in the idea of digital information literacy. An undergraduate and graduate student served actively on the QEP Development Committee, providing input and feedback that shaped the plan and crafted it in a way that would garner the greatest meaning for TAMU-CC students. In addition, QEP committee representatives met with Student Government Association (SGA) leadership, including the SGA President and Library Senator, to discuss the concept of digital information literacy and its potential impact on student success throughout their academic and professional careers. Further, after the QEP topic selection, a second undergraduate student was asked to serve on the QEP committee to

act as primary liaison between SGA and the QEP development committee. The student, who also serves as the Library Senator, updates SGA on progress status of the QEP and will be instrumental in championing student awareness efforts in the Spring.

Campus-wide involvement and support will continue to be sought throughout the implementation process and will also organically be attained as the plan engages every undergraduate academic program and discipline. The purposeful identification of courses beginning in First-Year Seminar and extending to capstone courses allows for continued exposure of digital information literacy to our students and allows for multiple feedback checkpoints. The QEP is designed to be naturally woven into a student's academic undergraduate career and to provide students with a deeper critical understanding of digital information to promote future student success.
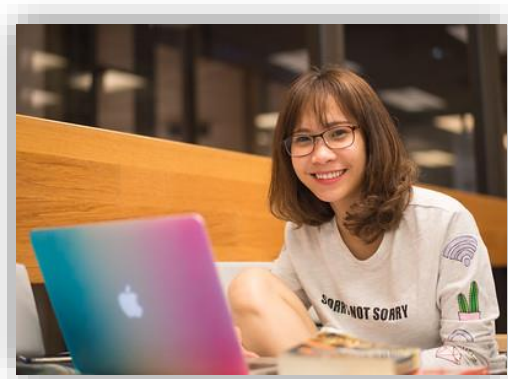
V.   Focuses and Student Learning Outcomes

TAMU-CC's digital information literacy QEP, I-Know, aims to address student knowledge, skills, behaviors, and values with regard to interacting with information using digital technologies. Specific goals and expected outcomes of the program are detailed below.

I-Know Goal

The goal of the I-Know digital information literacy program is for Texas A&M University-Corpus Christi to prepare students to find, evaluate, create, and communicate knowledge using digital technologies so that they can successfully and responsibly navigate the increasingly complex modern information landscape as global citizens. Students who develop a critical awareness of information along with the skills to utilize information technologies efficiently and effectively will be more likely to succeed academically and will have a critical marketable skill needed to advance professionally in the competitive global workforce. These efforts will further the University's commitment "to preparing graduates for lifelong learning and responsible citizenship in the global community" (Vision and Mission, n.d.). Upon graduation, students will have the necessary skills to use information and digital technologies proficiently to further their engagement with the professional and civil issues ahead of them.

Definitions

Information Literacy is described by the Association of College and Research Libraries (ACRL) as "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" (Association of College and Research Libraries, 2016). Digital Literacy is defined by the American Library Association's (ALA) digital literacy task force as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" (American Library Association, 2019). Utilizing aspects of each of these definitions, the following definition of digital information literacy was developed for the purpose of the TAMU-CC QEP: "the ability to find, evaluate, create, and communicate information effectively and responsibly by leveraging the appropriate technology to achieve the student's goals." The TAMU-CC I-Know QEP is built upon the aforementioned definition and is structured to help the University produce graduates who are capable of not only managing information in the current world of digital technologies, but of adapting and thriving when the next generation of technological innovations emerge.

Scope

The I-Know QEP will focus on scaffolding digital information literacy concepts and values throughout the academic careers of undergraduate students at TAMU-CC. Students will be exposed to foundational concepts, such as finding and understanding information, in the required First-Year Seminar courses (UCCP 1101 and 1102). These foundational concepts will be expanded upon to include evaluating and applying information when students take major prerequisite courses as identified by each program. Higher levels of learning related to digital information literacy concepts, such as synthesizing and creating information, will be explored in one

upper level course in every undergraduate major at TAMU-CC. These upper level courses, likely research methods and capstone courses, will be natural fits for I-Know programming. Departments offering undergraduate majors will be responsible for designating a prerequisite and upper level course for the I-Know curriculum. All academic programs, regardless of location or format, will be involved, ensuring involvement on campus, online, and at distance sites, such as RELLIS.

Student Learning Objectives

Student learning objectives (SLOs) based on the TAMU-CC definition of digital information literacy outlined above were developed for each level of learning to be scaffolded into the curriculum. A subcommittee made up of faculty and staff from the QEP Development Committee reviewed the ACRL Framework, the Library's existing information literacy SLOs, and the UT Martin MILE's SLOs before breaking into smaller teams to draft SLOs for each of the three identified levels: Find, Evaluate, and Create/Communicate. The subcommittee discussed the wording of each SLO at length to ensure that it captured specific outcomes that students should be able to demonstrate as a result of the interventions provided in the designated I-Know courses. The work of the SLO subcommittee was shared with the QEP Development Committee for review and feedback, which was then incorporated into a final draft of the SLOs.

SLO: Level 1 **Find**	SLO: Level 2 **Evaluate**	SLO: Level 3 **Create & Communicate**
Foundational Concepts	Evaluating and Applying Information	Synthesizing and Creating Information
First-Year Seminar	**Major Prerequisite Course**	**Major Capstone/ Research Course**
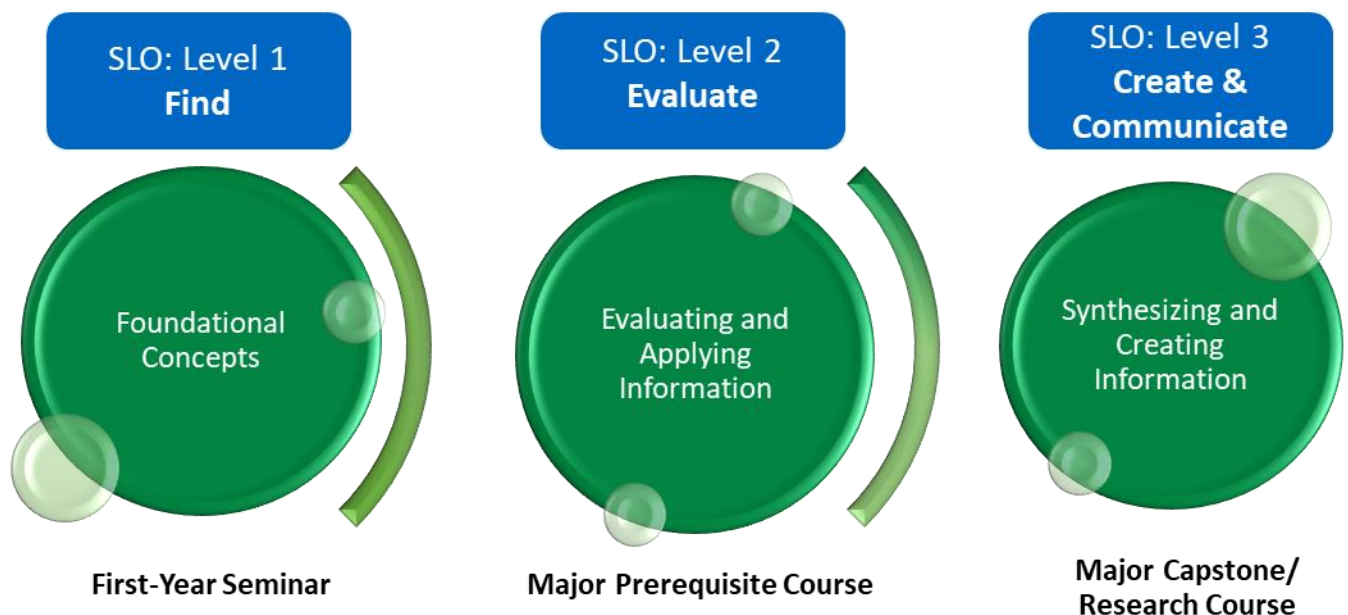
The first topic, **Find**, is considered the first SLO level to be introduced in First-Year Seminar sections. Students should be able to identify and pursue effective digital approaches for accessing information, as well as assess the quantity, quality, and relevance of their search results. Students are expected to be able to perform actions such as keyword searching and citation following.

The second topic, **Evaluate**, is the second SLO level which should be incorporated into major prerequisite courses identified by the academic program. Upon completion of these courses students should be able to evaluate a source's credibility and suitability in the context of their information needs. Students should be able to properly identify credible and appropriate sources for their assigned work.

The topics of **Create and Communicate** make up the third level of SLOs and should be integrated into major capstone or research courses. Once the courses have been completed, a student should be able to create effective research questions based on curiosity and gaps in the information or data available, and use appropriate technology to create knowledge, collaborate with others, or contribute to scholarly conversations. Students should be able to reach a level of understanding that allows for creative development of content that can be shared with the digital community.

SLO Level	Course	Topic	Student Learning Objective
Level 1	First Year Seminar 1101 and 1102	Find	Identify and pursue effective digital approaches for accessing information (such as keyword searching and citation following) as well as assess the quantity, quality, and relevance of their search results.
Level 2	Major Pre-requisite Courses	Evaluate	Evaluate a source's credibility and suitability in the context of their information needs.
Level 3	Major Capstone/ Research Courses	Create	Create effective research questions based on curiosity and gaps in the information or data available.
Level 3	Major Capstone/ Research Courses	Communi-cate	Use appropriate technology (such as shared documents and digital presentation software) for creating knowledge, collaborating with peers, and contributing to scholarly conversations.

VI. Committed Resources

TAMU-CC is committed to providing the resources necessary for a successful QEP designed to implement digital information literacy as a bedrock of learning. Below are specific details on how resources related to personnel, office space and equipment, and assessment tools will be allocated. In addition, a budget and a timeline are included.

Personnel

To ensure the success of the QEP existing personnel resources will have to be leveraged and additional personnel will need to be hired. Execution of the QEP will involve a more purposeful integration of information literacy and digital literacy skills long taught through library instruction and information technology programming. Existing library faculty and instructional designers have been teaching digital information literacy concepts using technology tools for decades and will continue to do so as is required by their current job expectations. Over the past five years, library faculty have offered information literacy instruction on average to 198 classes per year. Instructional designers provide course design, quality assurance, and trouble-shooting support for faculty digitally enhancing their courses. To date 86% of faculty employ digital strategies into their courses regardless of delivery modality and instructional designers engage with at least 62% of those faculty on a regular basis throughout the year.

The current academic support structure will not be able to adequately accommodate the increased demand for academic support resources that the QEP is warranting. Faculty who have been identified as I-Know course instructors and have not traditionally solicited assistance from the Library or Information Technology because they have not included digital information literacy concepts in their classes will now need to do so. It is estimated that approximately 113 faculty will be involved in the QEP through teaching First-Year Seminar courses, prerequisites, and capstone/research courses. Approximately 33 unique faculty teach First-Year Seminar courses throughout an academic year and an estimated 80 faculty teach prerequisite and capstone/research courses, based on 40 academic programs. This number will fluctuate once the I-Know courses are identified and designated as such which will take place in the Spring 2020 semester. The change, probably a slight decline, is attributed to shared perquisites/capstone courses for some majors.

In addition to existing personnel, a total of two new staff lines are being added to support the I-Know program. A full-time QEP Director (Appendix D) will be hired in the Spring 2020 semester in order to have someone in place by Summer 2020, when the first round of faculty professional development is scheduled and to ensure a smooth start to the program in Fall

2020. The QEP Director will oversee the I-Know program, taking responsibility for planning, facilitating, and implementing all aspects of the QEP. The Director will ensure that the QEP is executed according to the approved framework and will continually assess the success of the program to make strategic decisions about continuity and alter direction if necessary. The QEP Director will also direct assessment efforts, prepare annual institutional progress reports, and compile a five-year QEP evaluation report for SACSCOC. In addition, this position will coordinate with approximately 40 academic programs and will manage professional development workshops and activities for instructors of I-Know designated courses.
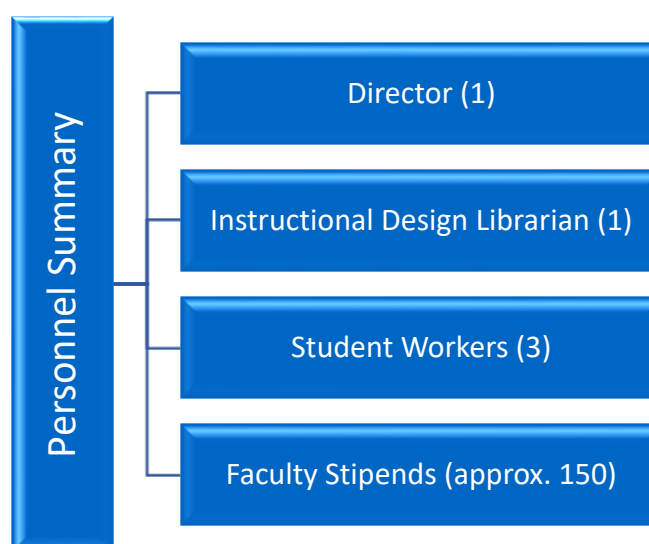
Additionally, one new academic support position (Appendix E) is being added to meet the additional demand for instructional support. The intention is to hire an instructional design librarian. Instructional design librarians are knowledgeable and skilled in both information literacy, including the ACRL framework for Information Literacy, as well as instructional design and digital literacy including the systematic design of learning and the creation of learning experiences and materials. They are often required to have skills and experience in developing digital content and proficiency in digital platforms that enable scaling of information, hence a true understanding of both traditional and digital experiences for learning, communicating, and interacting with information.

This position will focus on First-Year Seminar instruction, specifically UCCP 1101 and 1102 (renamed UNIV 1101 and 1102 starting Fall of 2020) and will work with level 1 SLOs. The level 1 SLO is the least varied by discipline specific needs and differences. There were 106 sections of UCCP 1101 in the Fall 2019 with approximately 33 instructors teaching those 106 sections. There are another 92 sections of UCCP 1102 scheduled in Spring 2020 with approximately 30 faculty covering those sections. It is estimated that a combined total of 198 sections being taught by 33 unique instructors will be involved in the I-Know QEP integrating digital information literacy instruction into their courses. This is a 45% increase over the average of 136 1000-level courses that utilize a librarian to teach information literacy prior to the QEP. Having a single dedicated academic resource to work with these sections absorbs this increase and allows existing librarians to focus on their liaison subject areas and adapting level 2 and 3 SLOs, as dictated by the needs of the discipline and the subject matter. With approximately 40 undergraduate degree programs and two courses per degree program (one prerequisite and one capstone/research course), there is the possibility of librarians working with 80 courses and instructors at the SLO 2 and 3 levels. This represents a 29% increase in instruction over the average 62 2000- through 4000-level courses prior to the QEP. Hiring additional support provides the means to absorb the anticipated 40% increase in instruction.

-   -

Course Level	Average Number of Information Literacy Classes Taught by Librarians Per Year Five Year Average (AY 2015 2019)
1000	136
2000	10
3000	25
4000	27

As noted above, approximately 113 faculty, 33 First-Year Seminar faculty and a potential 80 discipline specific faculty, will be teaching digital information literacy designated courses after the QEP is launched. The QEP implementation plan includes professional development activities for these faculty. These faculty will receive a one-time stipend of $500 as compensation for the time required to attend professional development activities, to work digital information literacy concepts into the curriculum, and to serve as I-Know rubric scorers. The purpose of the professional development activities will be to introduce I-Know faculty to digital information literacy concepts and collaboratively infuse those concepts into existing or newly created course content. I-Know faculty will also be trained on the rubric and will serve as I-Know rubric scorers on the I-Know assessment committee.

In addition to the above personnel costs, student workers will be hired to assist in the I-Know initiative. Three student workers employed for approximately 19 hours per week at a rate of $8.25 per hour will be hired. These student workers will assist the QEP Office with promoting and implementing various aspects of the I-Know program, especially as related to digital tools for the creation of information and student support. It is intended that they will work closely with I-Know faculty to support students taking I-Know classes with the use of digital tools, helping to bridge any possible digital proficiency gaps.

Personnel Summary
- Director (1)
- Instructional Design Librarian (1)
- Student Workers (3)
- Faculty Stipends (approx. 150)

Office Space, Furnishings, and Equipment

The QEP Director and the new instructional design librarian will need office space. These spaces will need to be furnished and equipped with technology suitable to complete work requirements. Existing office space on campus in high faculty and student traffic areas, ideally in the Library, Faculty Center, and/or Corpus Christi Hall, will be allocated. Startup technology equipment, most notably office computers or laptops, will be purchased and are accounted for in the budget. Computers will be networked to existing department printers/copiers/scanners and associated costs will be absorbed by the department budget. In addition, each employee will need a phone at a cost of $24 per month per employee. This cost will also be absorbed by the department(s) housing the new offices. Office furniture will either be repurposed from existing furniture or purchased new, depending on availability. The additional staff will also encounter the need for routine office supplies. The budget includes a line item of $100 per month for such items.

Students will also need an area where they are able to seek assistance for and get access to the technology tools required to successfully complete digital information literacy assignments. The library has facilities that can be used by students for digital literacy and innovation concepts which will be leveraged as part of the QEP. In addition, software is loaded onto university computer lab computers for student use and several software are also available via online access. Library databases are able to be accessed remotely meeting the needs of students at any distance.

Assessment Tool

The design of the I-Know QEP necessitates a recurring service agreement with Carrik Enterprises, Inc. for the Threshold Achievement Test for Information Literacy (TATIL). TATIL was launched after three years of development and two years of field testing and is based on the

ACRL Framework for Information Literacy for Higher Education. TATIL includes four modules: Module 1 – Evaluating Process & Authority; Module 2 – Strategic Searching; Module 3 – Research & Scholarship; and Module 4 – The Value of Information. Participating in a standardized information literacy assessment test allows TAMU-CC student progress to be benchmarked internally year after year as well as against peer institutions.

In order to administer all four TATIL modules at multiple times throughout the year and to as many students as needed, an unlimited annual contract will be maintained for at least the first five years of the QEP. An unlimited annual contract, at $10,000 per year, allows for unlimited testing, with no limit to the number of tests administered or the number of students tested. This facilitates testing students throughout their academic careers to account for changes as they progress through the SLOs. This provides a rich and robust assessment program that allows for deep analysis of the impact of scaffolding digital information literacy throughout a student's academic career.

Marketing

An ample marketing budget is needed during the planning year to achieve campus-wide awareness and understanding of the I-Know QEP. During the planning year, approximately $12,000 has been allotted for marketing. This includes promotional materials such as I-Know t-shirts, post-it notes and pens, and various types of signage and print materials. The QEP will need minimal marketing following the launch, as it will become ingrained in the curriculum. However, to ensure campus buy in and awareness, a modest marketing budget of $2,000 per year has been allocated for subsequent years.

Budget

In total, TAMU-CC is dedicating just over $1,000,000 toward the success of the I-Know QEP during the planning year and first five years of existence. A summary of the budget, formulated to cover the above-mentioned costs, is provided here.

I-KNOW QEP BUDGET PROJECTION

	Planning Year* FY2020	Year 1 FY2021	Year 2 FY2022	Year 3 FY2023	Year 4 FY2024	Year 5 FY2025	TOTAL
Employees	$47,893	$183,572	$186,692	$189,874	$193,120	$196,431	$997,583
Director Salary	$32,500	$68,000	$69,360	$70,747	$72,162	$73,605	
Librarian/ID Salary	$0	$52,000	$53,040	$54,101	$55,183	$56,286	
Student Wages[1]	$5,643	$22,572	$22,572	$22,572	$22,572	$22,572	
Benefits	$9,750	$36,000	$36,720	$37,454	$38,203	$38,968	
Travel[2]	$0	$5,000	$5,000	$5,000	$5,000	$5,000	
Faculty Stipends	$16,500	$40,000	$5,000	$5,000	$5,000	$5,000	$76,500
UNIV Faculty	$16,500	$0	$0	$0	$0	$0	
Major Faculty[3]	$0	$40,000	$0	$0	$0	$0	
New Faculty	$0	$0	$5,000	$5,000	$5,000	$5,000	
Assessment	$0	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
TATIL	$0	$10,000	$10,000	$10,000	$10,000	$10,000	
Other	$16,200	$8,200	$3,200	$8,200	$8,200	$8,200	$52,200
Marketing	$10,000	$2,000	$2,000	$2,000	$2,000	$2,000	
Office Technology	$5,000	$5,000	$0	$0	$0	$0	
Office Supplies	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	
RICHO and Telephone[4]	$0	$0	$0	$0	$0	$0	
Symposium[5]	$0	$0	$0	$5,000	$5,000	$5,000	
TOTAL	$80,593	$241,772	$204,892	$213,074	$216,320	$219,631	$1,176,283

* Please note that the Planning Year has incurred costs previously that are not included in this budget projection

1 Three student workers at $8.25/hour working 19 hours/week

2 Travel to SASCOC conferences as well as relevant library or instructional design conferences as needed

3 Based on 40 undergraduate programs, each identifying one prerequisite and one capstone course

4 The Library (or other department) will assume these costs, which should be nominal, depending on where offices are established

5 Event costs, such as speaker fees, refreshments, etc.

Timeline

Below is a timeline outlining the major milestones for the first five years of the I-Know program, as well as a planning year preceding the initial launch of the program. Due to the scaffolding of digital information literacy, the QEP is being rolled out in various stages, allowing time for concepts to be established. In addition, each year contains professional development and assessment activities to varying degrees.

Planning Year. The Fall 2019 semester included administering all four modules of the TATIL assessment tool to freshmen and seniors in order to gather baseline data within those groups, as well as baseline data regarding differences between those groups. In addition, other assessment tools, specifically the rubric, were developed and program plans were finalized. During the Spring 2020 semester, QEP employees will be hired and feedback from the SACSCOC On-Site Committee will be received and integrated. During the Summer 2020 semester, professional development activities will start and include First-Year Seminar faculty (approximately 33 faculty).

Year 1. Year 1 rolls out activities associated with the level 1 SLO. First-Year Seminar courses will be the first I-Know designated courses to come online, as they are the first building block in the scaffolded curriculum. TATIL module 2 (Strategic Searching) will be administered to First-Year Seminar students at the start of the Fall 2020 semester and again at the end of Spring 2021 to determine progress pre- and post-administration. Module 2 of TATIL aligns with I-Know level 1 SLO. In addition, the grading rubric will be used by UNIV 1101 and 1102 instructors and the campus will administer NSSE's "Experience with Information Literacy" module for the first time to all freshmen and seniors. During the Fall 2020 semester, assessment from the first round of professional development will be reviewed and acted upon and selection of I-Know designated prerequisite and capstone/research courses will be finalized. During the Spring 2021 semester, professional development activities will be repeated, having been revised if warranted based on assessment, and will now include level 2 (prerequisite) and 3 (capstone/research) SLO instructors.

Year 2. Year 2 continues all relevant professional development and assessment activities from Year 1, and now integrates the level 2 SLO. First-Year Seminars will continue to incorporate level 1 SLO concepts and will continue to administer module 2 of TATIL. In addition, prerequisite major courses will now be brought online with level 2 SLO concepts being incorporated into the courses. Assessment efforts around level 2 will include the grading rubric and module 1 (Evaluating Process & Authority) of TATIL.

Year 3. Year 1 and Year 2 activities continue as appropriate and brings level 3 SLO concepts online in capstone/research courses. TATIL modules 3 (Research & Scholarship) and module 4 (The Value of Information) align with level 3 SLOs and will be administered to students in capstone/research courses designated as I-Know courses. In addition, an I-Know Symposium is introduced in this year. The Symposium will bring together interested faculty from across academic disciplines to learn from I-Know faculty regarding best practices and experiences related to digital information literacy concepts and strategies. The symposium is a faculty led event for faculty with breakout sessions and hands on development workshops.

Years 4 and 5. With the program fully integrated by the start of Year 4, these years will see the program continue, including professional development activities, assessment activities, and programming around the three SLO levels. Assessment data that can be compared across groups and time will continue to be gathered and evaluated. In addition, program revisions, if warranted, resulting from the assessment will be implemented.

Targets and Activities. Targets are essential when evaluating the successful progression of the efforts of the I-Know QEP. The table below provides an overview of the plan to scaffold the project, with participation scaling up over time. Targets for participation increase annually until 80% is reached.

Academic Year	Student Learning Outcome	Percentage of Sections Targets
Year 1 2020 21	Level 1 SLO First Year Seminars	Incorporate I Know concepts into 70% of First Year Seminar sections.
Year 2 2021-22	Level 1 SLO First-Year Seminars	Incorporate I-Know concepts into 80% of First-Year Seminar sections.
	Level 2 SLO Prerequisites	Incorporate I-Know concepts into 50% of identified SLO level 2 courses.
Year 3 2022 23	Level 1 SLO First Year Seminars	Incorporate I Know concepts into 90% of First Year Seminar sections.
	Level 2 SLO Prerequisites	Incorporate I Know concepts into 60% of identified SLO level 2 courses.
	Level 3 SLOs Capstones/Research Courses	Incorporate I Know concepts into 50% of identified SLO level 3 courses.
Year 4 2023-24	Level 1 SLO First-Year Seminars	Incorporate I-Know concepts into 100% of First-Year Seminar sections.
	Level 2 SLO Prerequisites	Incorporate I-Know concepts into 80% of identified SLO level 2 courses.
	Level 3 SLOs Capstones/Research Courses	Incorporate I-Know concepts into 60% of identified SLO level 3 courses.
Year 5 2024 25	Level 1 SLO First Year Seminars	Incorporate I Know concepts into 100% of First Year Seminar sections.
	Level 2 SLO Prerequisites	Incorporate I Know concepts into 100% of identified SLO level 2 courses.
	Level 3 SLOs Capstones/Research Courses	Incorporate I Know concepts into 80% of identified SLO level 3 courses.

All activities slated for the I-Know QEP are listed in the program timeline detailed below.

I-KNOW TIMELINE					
Semester/ Year	Planning/ General Assessment/ Continuous Improvement Activity	Training/Professional Development Activity	Implementation and SLO Assessment Activity		
			Level 1	Level 2	Level 3
Planning Year					
Fall 2019	✓TATIL (Modules 1, 2, 3, & 4 assigned randomly one per student) administered at start of the semester to all freshmen and seniors. Perhaps promote in UCCP 1101 and in capstone/research courses. ✓Develop DIL Rubrics ✓Finish drafting the QEP proposal and submit by mid-December				
Spring 2020	✓Onsite visit and feedback (February) ✓Hire QEP Director and establish a QEP Office	✓ Begin professional development activities for 1st level instructors (First-Year Seminar Faculty) ✓ Assess all professional development activities using an in-house survey			

Semester/ Year	Planning/ General Assessment/ Continuous Improvement Activity	Training/Professional Development Activity	Implementation and SLO Assessment Activity		
			Level 1	Level 2	Level 3
Year 1					
Fall 2020	✓Identify Level 2 and 3 courses in each discipline ✓Review professional development assessment and make adjustments as needed		✓TATIL (Module 2) administered to all UCCP 1101 students at start of semester ✓Begin teaching DIL in UCCP 1101 (First-Year Seminar) ✓Complete assessment rubric designed for UCCP 1101 DIL concepts		
Spring 2021	✓ Review assessment results and evaluate program process; make adjustments as needed ✓Administer NSSE Information Literacy component to all freshmen and seniors	✓ Repeat professional development activities for 1st level instructors (First-Year Seminar faculty) ✓ Incorporate 2nd and 3rd level instructors (faculty teaching designated pre-requisite and capstone/research courses) into the professional development ✓ Assess all professional development activities using an in-house survey	✓ Begin teaching DIL in UCCP 1102 (First-Year Seminar) ✓ Complete assessment rubric designed for UCCP 1102 DIL concepts ✓ TATIL (Module 2) administered to all UCCP 1102 students at end of semester		

Semester /Year	Planning/ General Assessment/ Continuous Improvement Activity	Training/Professional Development Activity	Implementation and SLO Assessment Activity		
			Level 1	Level 2	Level 3
Year 2					
Fall 2021	✓ Review professional development assessment and make adjustments as needed ✓ Host a DIL symposium to share best practices, classroom findings, etc.		✓ TATIL (Module 2) administered to all UCCP 1101 students at start of semester ✓ Continue teaching DIL in UCCP 1101 (First-Year Seminar) ✓ Complete assessment rubric designed for UCCP 1101 DIL concepts	✓ Begin teaching DIL in pre-requisite courses ✓ Complete assessment rubric designed for level 2 DIL concepts ✓ TATIL (Module 1) administered to students in DIL pre-requisite courses at end of the semester	
Spring 2022	Review assessment results and evaluate program process; make adjustments as needed	✓ Repeat professional development activities for instructors at all levels, 1st, 2nd, and 3rd Assess all professional development activities using an in-house survey	✓ Continue teaching DIL in UCCP 1102 (First-Year Seminar) ✓ Complete assessment rubric designed for UCCP 1102 DIL concepts TATIL (Module 2) administered to all UCCP 1102 students at end of semester	✓ Continue teaching DIL in pre-requisite courses ✓ Complete assessment rubric designed for level 2 DIL concepts ✓ TATIL (Module 1) administered to students in DIL pre-requisite courses at end of the semester	

Semester /Year	Planning/ General Assessment/ Continuous Improvement Activity	Training/Professional Development Activity	Implementation and SLO Assessment Activity		
			Level 1	Level 2	Level 3
Year 3					
Fall 2022	✓ Review professional development assessment and make adjustments as needed ✓ Host an I-Know symposium to share best practices, classroom findings, etc.		✓ TATIL (Module 2) administered to all UCCP 1101 students at start of semester ✓ Continue teaching I-Know in UCCP 1101 ✓ Complete assessment rubric designed for UCCP 1101 I-Know concepts	✓ Continue teaching I-Know in pre-requisite courses ✓ Complete assessment rubric designed for level 2 I-Know concepts ✓ TATIL (Module 1) administered to students in I-Know pre-requisite courses at end of the semester	✓ Begin teaching I-Know in capstone/ research courses ✓ Complete assessment rubric designed for level 3 I-Know concepts ✓ TATIL (Modules 3 & 4) administered to students in I-Know capstone/research courses as end of the semester
Spring 2023	✓ Review assessment results and evaluate program process; make adjustments as needed ✓ Administer NSSE Information Literacy component to all freshmen and seniors	✓ Repeat professional development activities for instructors at all levels, 1st, 2nd, and 3rd ✓ Assess all professional development activities using an in-house survey	✓ Continue teaching I-Know in UCCP 1102 (First-Year Seminar) ✓ Complete assessment rubric designed for UCCP 1102 I-Know concepts ✓ TATIL (Module 2) administered to all UCCP 1102 students at end of semester	✓ Continue teaching I-Know in pre-requisite courses ✓ Complete assessment rubric designed for level 2 I-Know concepts ✓ TATIL (Module 1) administered to students in I-Know pre-requisite courses at end of the semester	✓ Continue teaching I-Know in capstone/ research courses ✓ Complete assessment rubric designed for level 3 I-Know concepts ✓ TATIL (Modules 3 & 4) administered to students in I-Know capstone/research courses as end of the semester

Semester /Year	Planning/ General Assessment/ Continuous Improvement Activity	Training/Professional Development Activity	Implementation and SLO Assessment Activity		
			Level 1	Level 2	Level 3
Year 4					
Fall 2023	✓ Review professional development assessment and make adjustments as needed ✓ Host an I-Know symposium to share best practices, classroom findings, etc.		✓ TATIL (Module 2) administered to all UCCP 1101 students at start of semester ✓ Continue teaching DIL in UCCP 1101 ✓ Complete assessment rubric designed for UCCP 1101 DIL concepts	✓ Continue teaching DIL in pre-requisite courses ✓ Complete assessment rubric designed for level 2 DIL concepts ✓ TATIL (Module 1) administered to students in DIL pre-requisite courses at end of the semester	✓ Continue teaching DIL in capstone/ research courses ✓ Complete assessment rubric designed for level 3 DIL concepts ✓ TATIL (Modules 3 & 4) administered to students in DIL capstone/research courses as end of the semester
Spring 2024	✓ Review assessment results and evaluate program process; make adjustments as needed	✓ Repeat professional development activities for instructors at all levels, 1st, 2nd, and 3rd ✓ Assess all professional development activities using an in-house survey	✓ Continue teaching I-Know in UCCP 1102 ✓ Complete assessment rubric designed for UCCP 1102 I-Know concepts ✓ TATIL (Module 2) administered to all UCCP 1102 students at end of semester	✓ Continue teaching I-Know in pre-requisite courses ✓ Complete assessment rubric designed for level 2 I-Know concepts ✓ TATIL (Module 1) administered to students in I-Know pre-requisite courses at end of the semester	✓ Continue teaching I-Know in capstone/ research courses ✓ Complete assessment rubric designed for level 3 I-Know concepts ✓ TATIL (Modules 3 & 4) administered to students in I-Know capstone/research courses as end of the semester

Semester /Year	Planning/ General Assessment/ Continuous Improvement Activity	Training/Professional Development Activity	Implementation and SLO Assessment Activity		
			Level 1	Level 2	Level 3
Year 5					
Fall 2024	✓ Review professional development assessment and make adjustments as needed ✓ Host an I-Know symposium to share best practices, classroom findings, etc.		✓ TATIL (Module 2) administered to all UCCP 1101 students at start of semester ✓ Continue teaching I-Know in UCCP 1101 ✓ Complete assessment rubric designed for UCCP 1101 I-Know concepts	✓ Continue teaching I-Know in pre-requisite courses ✓ Complete assessment rubric designed for level 2 I-Know concepts ✓ TATIL (Module 1) administered to students in I-Know pre-requisite courses at end of the semester	✓ Continue teaching I-Know in capstone/ research courses ✓ Complete assessment rubric designed for level 3 I-Know concepts ✓ TATIL (Modules 3 & 4) administered to students in I-Know capstone/research courses as end of the semester
Spring 2025	✓ Review assessment results and evaluate program process; make adjustments as needed ✓ Administer NSSE Information Literacy component to all freshmen and seniors	✓ Repeat professional development activities for instructors at all levels, 1st, 2nd, and 3rd ✓ Assess all professional development activities using an in-house survey	✓ Continue teaching I-Know in UCCP 1102 ✓ Complete assessment rubric designed for UCCP 1102 I-Know concepts ✓ TATIL (Module 2) administered to all UCCP 1102 students at end of semester	✓ Continue teaching I-Know in pre-requisite courses ✓ Complete assessment rubric designed for level 2 I-Know concepts ✓ TATIL (Module 1) administered to students in I-Know pre-requisite courses at end of the semester	✓ Continue teaching I-Know in capstone/ research courses ✓ Complete assessment rubric designed for level 3 I-Know concepts ✓ TATIL (Module 3) administered to students in I-Know capstone/research courses as end of the semester

VII. Assessment Plan

The I-Know assessment plan will be comprehensive and will include direct and indirect measures of student learning. Assessment will utilize the Threshold Achievement Test for Information Literacy (TATIL), which is a national standardized test, as well as an in-house designed grading rubric used to measure digital information literacy demonstrated in classroom assignments. Assessments will be compared within cohorts, at the start of each semester using TATIL, and over time from the start of the program to graduation. In addition, participating in a national standardized assessment tool allows for benchmarking across peers and similar institution types.

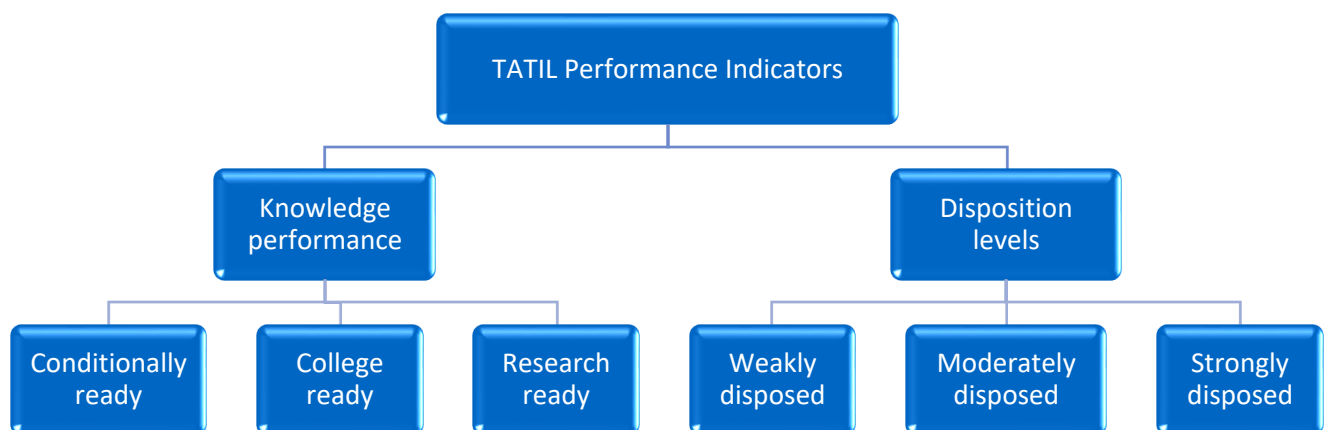## Threshold Achievement Test for Information Literacy (TATIL)

As discussed in Chapter VI above, TATIL is based on the updated ACRL Framework for Information Literacy for Higher Education and includes four modules: Module 1 – Evaluating Process & Authority; Module 2 – Strategic Searching; Module 3 – Research & Scholarship; and Module 4 – The Value of Information. Appendix A provides a detailed description of each module. As a recently developed tool, each module includes both traditional concepts and digital information concepts, such as electronic databases and resources, webpages, and information delivered through digital platforms. Within each module, students are measured by two performance indicators: knowledge performance and disposition levels. Each performance indicator has three different measurement levels as described below.

Knowledge performance. Items in this performance indicator assess an array of cognitive processes that college students develop as they transition from pre-college to college ready to research ready (Radcliff, 2017). Knowledge performance is a based-on outcome and performance indicators assessing this array of cognitive processes. According to Radcliff, the three performance levels are used to describe student achievement on the knowledge section of the assessment: conditionally ready, college ready, and research ready.

Conditionally ready. Conditionally-ready students define authority as people who have gained expertise through relevant experiences. Students are able to use familiar types of information but without consideration for how they were created. Students are able to evaluate a source based on how easily they can incorporate it into their own knowledge base and research paper. Conditionally-ready students accept information that they have used before and rely on sources that are easy to understand rather than sources created through a rigorous process of review and editing.

College ready. Students who are college ready can select sources based on the idea that authority is more than simply having relevant experiences, because it includes considerations like the author's field of study. They can define basic differences among sources when they are told about the process that was used to create them and they have an intuitive understanding of how sources fit into the information cycle. Based on their understanding of generic processes of information creation and of the information cycle, they can make basic distinctions among the information sources they are evaluating in order to select the more authoritative and the more appropriate source for their information needs. College-ready students are prepared to follow clear and detailed assignment instructions about what types of information they are expected to use for their college papers or projects.

Research ready. Students who are research ready are able to determine if a source will strengthen their own authority by considering markers of the author's authority (e.g., credentials and prior publications, etc.) within the context of the student's own field and audience. They are able to judge how well a source is likely to satisfy their information needs by identifying indicators of the process used to create that source (e.g., quoted sources, methods, citations, etc.). They know that standards for authority are socially constructed by people who share a set of scholarly or professional values and apply that knowledge to select information sources that are appropriate for the social context within which they will use the sources. They are confident enough in their own judgments about authority to selectively use source that are not scholarly when the research literature is silent on the experience or topic they are studying. Research-ready students are prepared to strategically employ sources as part of strengthening their own authority.

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                    ┌─────────────────────────────┐
                    │  TATIL Performance Indicators │
                    └─────────────────────────────┘
              ┌───────────────┴───────────────┐
      ┌───────────────┐               ┌───────────────┐
      │   Knowledge   │               │  Disposition  │
      │  performance  │               │    levels     │
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│Conditionally│ │ College  │ │ Research │ │  Weakly  │ │Moderately│ │ Strongly │
│   ready   │ │  ready   │ │  ready   │ │ disposed │ │ disposed │ │ disposed │
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Disposition levels. Dispositions indicate students' willingness to consistently apply the skills they have learned in one setting to novel problems in new settings. Dispositions interact with a student's process of defining ill-structured information problems within a new environment so that the student can transfer this learning to new problems (Radcliff, 2017). Radcliff identifies three performance levels used to describe student achievement on the disposition section of the assessment: weakly disposed, moderately disposed, and strongly disposed.

Weakly disposed. Students who are weakly disposed toward the dispositions in this module are unlikely to spontaneously demonstrate these traits without guided instruction and scaffolding to support their development. They may demonstrate strong dispositions in other areas not associated with information literacy, but these are not covered by this assessment.

Moderately disposed. Students who are moderately disposed toward the traits measured by this assessment are more easily guided to apply them but may not consistently demonstrate these strengths when they are faced with new challenges. They may experience strain when there is a conflict between their information literacy dispositions and other strong dispositions.

Strongly disposed. Students with strong dispositions toward the values and behaviors associated with information literacy are most likely to consistently react to new situations by drawing upon these underlying traits. Strong disposition is associated with lifelong learning and critical thinking and contribute to the climate of the institution.

Methodology. In order to have baseline assessment data and to add confirmation for the chosen QEP topic, TATIL was administered to freshmen and seniors during the Fall 2019 semester. All four modules were randomly assigned to individuals within both groups in order to have comparison data between freshmen and seniors across all measures. All freshmen registered in the required seminar class (UCCP 1101), as well as students classified as seniors in the Fall 2019 semester, were sent an email through their Islander account on September 3, 2019 containing a description of the assessment and a link for the webpage that administers the assessment. A total of 4,418 students were eligible to take TATIL. Every week for the next month, reminder emails were sent to those students who had not yet
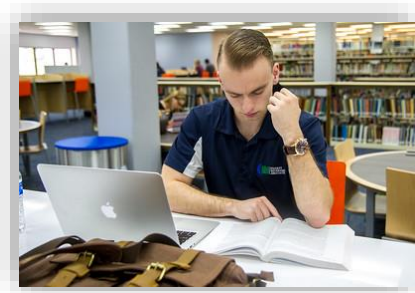
completed the assessment. Four reminder emails were sent out from September 9, 2019 to September 30, 2019 on Monday afternoons.

To increase participation, every student who completed TATIL received a free I-Know t-shirt. Additionally, incentive prizes were purchased through the Provost's Office and were awarded to randomly selected students who completed the assessment. The selection of students who were awarded prizes was *not* based on their scores or length of time it took the student to complete the assessment. Prizes included SandDollar credits, garage parking passes for the spring semester, and a Microsoft Surface Go laptop.

In order to increase freshman participation, a graduate assistant from the department of Planning and Institutional Research attended First-Year Seminars (based on time and availability). A short presentation was shared with the freshmen students on the description of the assessment, importance of participating, how to access the assessment, and the incentives for completing the assessment.

Results. Results support the need for a QEP focused on digital information literacy. Each module offers two benchmarking groups: peer institutions, as chosen by TAMU-CC, and similar institution types. For the peer institutions group, seven universities who recently administered TATIL in either the Spring or Fall 2019 semester were chosen. For the similar institution type, TATIL provides a benchmark based on institutional profiles and compiles data from past years.

Module 1, Evaluating Process & Authority. Out of 1,106 TAMU-CC students assigned Module 1, 122 completed the test. Sixty-one students were classified as freshmen and 61 students were classified as seniors, producing the student ratio of 50% freshmen and 50% seniors for those that completed the module. The overall knowledge results for the evaluating process and authority module report that TAMU-CC is 16 points below peer institutions and 20 points below institution types. Additionally, 0% of students tested at "research-ready" levels, compared to 13% at similar institution types. Worth noting in support of scaffolding digital information literacy concepts throughout an academic career, TAMU-CC seniors scored only 13 points higher than freshmen in knowledge performance, going from 465 to 478. For both individual knowledge outcome results under evaluating process and authority, TAMU-CC had significantly less improvement from freshmen to seniors compared to both peer institutions and similar institution types. With regard to disposition, TAMU-CC's institutional mean, when compared with peers and similar institution types, was in line for both mindful self-reflection and toleration of ambiguity. TAMU-CC students were more weakly disposed with regard to

responsibility to community compared to peers and similar institution types.

Module 2, Strategic Searching. Out of 1,106 TAMU-CC students assigned Module 2, 115 completed the test. Of the valid responses, 47 students were classified as freshmen and 62 students were classified as seniors, producing the student ratio of 41% freshmen and 54% seniors for those that completed the module. The overall knowledge results for the strategic searching module report that TAMU-CC is 38 points below peer institutions and 67 points below institution types. Additionally, only 2% of TAMU-CC students were "research ready" compared to 8% at peer institutions and 5% at similar institution types. TAMU-CC seniors scored 24 points higher than freshmen in overall knowledge results, achieving a score of 460 compared to 436. Disposition scores related to strategic searching fell in line with both peers and similar institution types on the productive persistence disposition.

Module 3, Research and Scholarship. Out of 1,106 TAMU-CC students assigned Module 3, 142 completed the test. Of the valid responses, 51 students were classified as freshmen and 86 students were classified as seniors, producing the student ratio of 36% freshmen and 61% seniors for those that completed the module. This module contains the largest discrepancy between the grade classifications. The overall knowledge results for the research and scholarship module report that TAMU-CC is 50 points below peer institutions and 47 points below institution types. Eighteen percent of TAMU-CC students were "research ready" compared to 26% at peer institutions and 19% at similar institution types. TAMU-CC seniors scored 51 points higher than freshmen in overall knowledge, scoring 483 compared to 432 points. With regard to disposition, TAMU-CC students were aligned with peer and similar institution types on all three dispositions: productive persistence, mindful self-reflection, and responsibility to community.

Module 4, The Value of Information. Out of 1,106 TAMU-CC students assigned Module 4, 110 completed the test. Fifty-nine students were classified as freshmen and forty-six students were classified as seniors, producing the student ratio of 54% freshmen and 42% seniors for those that completed the module. This module contains the smallest sample size out of all the modules. The overall knowledge results for the value of information report that TAMUCC is 25 points below similar institutions but scored 13 points higher than peer institutions. TAMU-CC scored above peers at being research ready but below similar institution types. Nine percent of TAMU-CC students were "research ready" compared to 7% at peer institutions and 12% at similar institution types. Seniors had only a one-point increase over freshmen, scoring 431 compared to 430. This represents the least improved information literacy knowledge

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performance measure. In fact, the individual knowledge indicator of "recognize the rights and responsibilities of information creation," decreased from freshmen (360) to seniors (343) and was the only individual knowledge indicator across all knowledge modules to experience a decrease in seniors compared to freshmen. With regard to disposition, TAMU-CC students were aligned with peer and similar institution types on both dispositions: mindful self-reflection and responsibility to community.

I-Know Rubric

An in-house rubric was designed to directly measure all three SLO levels. The rubric is based on the VALUE Rubrics by the Association of American Colleges and Universities (AAC&U), specifically the Information Literacy VALUE Rubric and the Critical Thinking VALUE Rubric (Association of American Colleges and Universities, 2009) and modeling off of the University of Tennessee Martin MILE Program Rubric (Robinson, 2013). Each row in the I-Know rubric focuses on a separate SLO and statements describing the qualities of student work that demonstrate Capstone (4), Milestone (3 or 2), and Benchmark (1) levels of attainment were placed into the grid. The Capstone (4) description was written first for each row to identify the outcomes that students should be able to demonstrate at the culmination of their undergraduate career. Gradations of the Capstone (4) description indicating lower mastery levels were used to complete each row, with Benchmark (1) representing first-year students. The language of the rubric was kept deliberately general so that faculty teaching in any college or department could easily adapt it to suit the needs of their field of study.

Rubrics will be available for I-Know instructors to implement in any course, with the expectation that assessment related to the I-Know SLOs is taking place in all I-Know designated courses. The rubric provides an option as is or altered to meet needs of the instructor and the course. Other instructors, not teaching I-Know designated courses, will also be welcome to use the rubric. Rubrics will be scored by faculty who have successfully completed the I-Know professional development workshop. I-Know faculty will serve on the QEP assessment committee as rubric scorers for courses where they are not listed as instructor of record. To preserve objectivity, faculty will not score rubrics for students from their own courses. The I-Know faculty assessment committee will vary from year to year with faculty serving in rotation based on availability and completed training status. As an added benefit, exposing varied faculty to this experience will provide an increased understanding and familiarity with university-wide digital information literacy integration. The rubric is presented in Appendix B.

Dual Assessment. TATIL and the I-Know Rubric, as adapted from existing AAC&U VALUE Rubrics, will serve as the two main assessment tools for student development regarding digital information literacy. Below is a table demonstrating alignment of the I-Know SLOs to specific sections of the aforementioned tools. In addition, targets and goals are listed that correspond to the matched set. Targets and goals will be adjusted as the evaluation process evolves, and more specific targets may be determined.

Student Learning Outcome	Measurement / Assessment Tools	Targets/Goals
SLO 1: Identify and pursue effective digital approaches for accessing information (such as keyword searching and citation following) as well as assess the quantity, quality, and relevance of their search results.	TATIL Module 2	Statistically significant improvement between UNIV 1101 and UNIV 1102 scores*
	I-Know Rubric (SLO 1)	50% of Level 1 students achieve scores of 2 or higher* 70% of Level 2 students achieve scores of 2 or higher** 70% of Level 3 students achieve scores of 3 or higher***
SLO 2: Evaluate a source's credibility and suitability in the context of their information needs.	TATIL Module 1	TATIL Module 1 scores that fall 3% above similar institution types**
	I-Know Rubric (SLO 2)	50% of Level 2 students achieve scores of 3 or higher** 70% of Level 3 students achieve scores of 3 or higher***
SLO 3a: Create effective research questions based on curiosity and gaps in the information or data available.	TATIL Module 3	TATIL Module 3 scores that fall 3% above similar institution types***
	I-Know Rubric (SLO 3a)	50% of Level 3 students achieve scores of 3 or higher***
SLO 3b: Use appropriate technology (such as shared documents and digital presentation software) for creating knowledge, collaborating with peers, or contributing to scholarly conversations.	TATIL Module 4	TATIL Module 4 scores that fall 3% above similar institution types***
	I-Know Rubric (SLO 3b)	50% of Level 3 students achieve scores of 3 or higher***

* Years 1-5, ** Years 2-5, *** Years 3-5

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NSSE Topical Module: Experiences with Information Literacy

TAMU-CC participates in the National Survey of Student Engagement (NSSE), administering the survey to all freshmen and seniors every other spring semester, on odd years. To provide additional QEP assessment opportunity, beginning in the Spring 2021, the "Experience with Information Literacy" (Appendix E) topical module will be included for all students completing the NSSE survey. The "Experiences with Information Literacy" module is a short set of add-on questions developed in collaboration with academic librarians and asks students about their use of information and the emphasis of faculty on proper use of information (Fosnacht, 2014). NSSE allows for national benchmarking as well as comparisons within the Institution across years.

Faculty Surveys

Surveys to be administered to faculty teaching I-Know courses will be developed by the QEP Director. The intention is for these surveys to determine faculty perceptions of student learning pre and post the I-Know program, particularly as related to quality of completed assignments requiring the use of digital information literacy concepts. In addition, faculty will be asked about which campus resources they used and what is needed in order to make the QEP a success.

Professional Development Assessment

The professional development activities being administered to I-Know faculty will also be continually assessed and revised as needed. These activities will be developed under the direction of the QEP Director as the professional development is being established. The Symposium will also be assessed via satisfaction survey at the event conclusion. The instrument will be developed by the QEP Director or their designee.

Program Assessment

As mentioned above, assessment data will be collected at strategic times throughout the QEP program. Data will be compared from start to finish of each semester as well as between semesters to determine if students achieve measurable learning related to digital information literacy. Depending on what is revealed through these data, the program will be evaluated for modification as necessary. The assessment instrument will be devised by the QEP Director and will be validated, with oversight, by the QEP Development Committee.

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Appendix A

TATIL Module Descriptions

THRESHOLD ACHIEVEMENT TEST
FOR
INFORMATION LITERACY

Module Descriptions

CarrickEnterprises.com

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Module 1: Evaluating Process & Authority

This module focuses on the process of information creation and the constructed and contextual nature of source authority. There are two knowledge outcomes and three dispositions that make up this module.

Outcome 1.1: Apply knowledge of source creation processes and context to evaluate the authority of a source.

Performance Indicators:

1.1.1:   Match a description of a creation process to the source type it describes.

1.1.2:   Match the source type with the amount of time it usually takes to publish it.

1.1.3:   Match the elements of a source record to what they reveal about the process used to create the source (e.g., publisher name, authors' names, date, subject terms, source type).

1.1.4:   Match a description of a review process, such as editorial and peer review, to the source type it describes.

1.1.5:   Arrange a sample set of sources into their appropriate positions on the information cycle.

1.1.6:   Match an information need to the most authoritative source types (e.g., news agency, government website, scholarly article) for fulfilling that need.

1.1.7:   Identify the audience for whom a source was created.

1.1.8:   Identify types of scholarly products and communication modes that fall outside of the typical publication processes but are still worthy of use (e.g., conference presentations, contributed papers, discussions on association websites).

1.1.9:   Identify relevant questions to ask about sources' origins and context when considering them as support for a claim.

1.1.10:   Identify factors that would compromise the authority of the peer review process.

1.1.11:   Match descriptions of popular, polemic, and primary documents to scenarios where it would be appropriate to use them.

1.1.12:   Recognize that information is created to serve varying interests of information consumers.

   | July 21, 2018

Outcome 1.2: Apply knowledge of authority to analyze others' claims and to support one's own claims

Performance Indicators:

1.2.1:   Identify the sponsor, organization, or institution that provides support for a site.

1.2.2:   Identify relevant elements of an author's expertise.

1.2.3:   Know the importance of determining the author when evaluating the authority of a source.

1.2.4:   Recognize that polished, visually appealing presentation of web content does not equate to authoritative, high-quality content.

1.2.5:   Recognize that expertise is contextual and positional (e.g., credentials alone are not a per se indicator of author's expertise).

1.2.6:   Identify relevant questions to ask about the suitability of a source when considering it as support for a claim.

1.2.7:   Identify information directly relevant to an argument.

1.2.8:   Recognize the pitfalls of using the superficial indicator "peer review" when evaluating sources for authority.

1.2.9:   Recognize when a quote from a well-known author or recognized expert is being used by an author to gain authority.

1.2.10:   Evaluate the effectiveness of an author's use of different source types (e.g., news, research articles, blogs) to support arguments.

1.2.11:   Determine the reason why a quote is used in a given passage (e.g., show significance, give authoritative support, provide context, emphasize, summarize).

1.2.12:   Distinguish the key works cited in a passage from the peripheral works.

Disposition 1.1: Mindful self-reflection

Learners who are disposed to demonstrate self-reflection when they are evaluating sources of information consistently question their assumptions about what makes a source authoritative.

Example behaviors:

- Looking for features that challenge one's assumptions about the trustworthiness of one's preferred sources.

- Questioning one's own assumptions about the reliability of traditional forms of scholarly authority.

- Recognizing when there are good reasons to change one's position on an issue.

Disposition 1.2: Toleration of ambiguity

Learners who are disposed to demonstrate toleration for ambiguity when they are evaluating sources of information treat authority as subjective because it is based on the context of the information need.

Example behaviors:

- Deciding what to do when authorities disagree.

- Flexibly using traditional and non-traditional information sources at appropriate points in the research process.

- Treating authority as a flexible concept when information needs can only be met with less traditional sources.

Disposition 1.3: Responsibility to community

Learners who are disposed to demonstrate a sense of responsibility to their community when they are evaluating sources of information are conscientious about how they invoke authority in order to gain credibility with their audiences.

Example behaviors:

- Fulfilling one's responsibility to one's discourse community by using sources carefully.

- Recognizing that the sources one is permitted to use will depend on one's discourse community.

- Taking responsibility for critically evaluating and explaining sources' authority to one's audience when stating and standing by their claims.

Module 2: Strategic Searching

This module focuses on the process of planning, evaluating, and revising searches during strategic exploration. There are two knowledge outcomes and one disposition that make up this module.

Outcome 2.1: Plan, conduct, evaluate, and revise searches to achieve relevant results.

Performance Indicators:

2.1.1:   Select appropriate basic and advanced search options to satisfy different needs.

2.1.2:   Identify keyword searching as an appropriate basic search strategy when beginning research.

2.1.3:   Apply basic search limiters or filters to increase the relevance of results (e.g., checking a "peer-reviewed" or "scholarly journals" box).

2.1.4:   Given a topic, identify terms and concepts to use in a search for basic background information.

2.1.5:   Given a description of a research topic, identify keywords.

2.1.6:   Scan search results for synonyms to use for additional searches.

2.1.7:   Decide when the number of results makes it worthwhile to read through the individual results.

2.1.8:   Given a list of results, select titles relevant to the topic.

2.1.9:   Given a set of results that is too large, select keywords that will effectively narrow search results.

2.1.10:   Use advanced search syntax such as synonyms and truncation to increase the number of relevant results

2.1.11:   Apply nested logic structures, Boolean operators, and truncation to successfully construct an advanced search.

2.1.12:   Use sophisticated search limiters and modifiers to improve search results.

Outcome 2.2: Compare and contrast a range of search tools.

Performance Indicators:

2.2.1:   Identify differences between search tools such as those on the open web, in a database, and in a library catalog.

2.2.2:   Understand when it is appropriate to use a web search engine to find information.

2.2.3:   Compare the types of sources found in different search tools.

2.2.4:   Identify a range of possible sources, such as scholars, industries, and organizations, that would likely have created or collected useful information on a topic.

2.2.5:   Match descriptions of scope, content, and limitations to the search tools they describe.

Disposition 2.1: Productive persistence

Learners who are disposed to demonstrate productive persistence during their searches for information approach searching as iterative and not linear by employing alternative strategies and learning from mistakes.

Example behaviors:

•   Adapting and evolving new strategies rather than clinging to familiar search techniques.

•   Handling feelings of frustration that commonly surface during the search process.

•   Recovering from a failed search in order to continue searching until the information need is satisfied.

•   Taking constructive assignment feedback from instructors as an impetus to continue searching for better sources.

Module 3: Research & Scholarship

This module focuses on the knowledge-building process and how scholars build knowledge. There are two knowledge outcomes and three dispositions that make up this module.

Outcome 3.1: Understand the processes of scholarly communication and knowledge building.

Performance Indicators:

3.1.1:   Given a literature review, identify the established knowledge that is summarized or synthesized.

3.1.2:   Given a literature review, identify the gap that the authors have identified in the existing research.

3.1.4:   Recognize that scholars bring their own perspectives to the study of a research topic.

3.1.5:   Categorize common types of sources by whether the authors are expected to list their cited sources.

3.1.6:   Identify social consequences of scientific falsification.

3.1.7:   Recognize how interpretations can change based on new research and findings.

3.1.8:   Identify reasons why scholars track down influential works.

3.1.9:   Identify venues for scholarly communication, such as books, journals, conventions, blogs.

3.1.10:   Recognize that research methods change over time.

3.1.11:   Recognize the value of emerging communication technology for strengthening scholarly communication.

3.1.12:   Evaluate an emerging scholar's likelihood of being accepted into the scholarly conversation.

3.1.13:   Given a description of scholarly disagreement, select the interpretation that acknowledges the value of disagreement for moving knowledge forward.

3.1.14:   Given a set of research needs, match them to appropriate research methods.

Outcome 3.2: Understand stages of the research process.

Performance Indicators:

3.2.1:   Recognize various ways that high quality research questions can be generated.

3.2.2:   Identify reasons to begin reading on a subject before solidifying an argument or thesis.

3.2.3:   Distinguish between goal-oriented and exploratory searching during the research process.

3.2.4:   Identify the appropriate relationship between a research question and a thesis statement.

3.2.5:   Order the stages of the research process when writing a research paper.

3.2.6:   Explain why research inquiry can be appropriate for personal information needs in addition to academic needs.

3.2.7:   Given text with conflicting perspectives, formulate suitable research questions.

3.2.8:   Analyze multifaceted research questions to identify component parts for systematic investigation.

3.2.9:   Given a purpose statement from a research assignment, identify the research question that has an appropriate level of complexity for the information need.

3.2.10:   Analyze the consequences of disregarding previous research in the early stages of the information creation process.

3.2.11:   Match problems in specific stages of the research paper process with problems they are likely to cause in the research paper product.

3.2.12:   Classify descriptions of specific actions taken during the research process by the stage in the research process when they are most likely to happen.

Disposition 3.1: Productive persistence

Learners who are disposed to demonstrate productive persistence throughout the research process approach inquiry as iterative, adjusting their research question as they learn more.

Example behaviors:

- Applying appropriate methods/practices of inquiry regardless of their complexity or negative emotional associations (e.g., frustration).
- Committing to building a knowledge base through background research when exploring an unfamiliar topic.

Disposition 3.2: Mindful self-reflection

Learners who are disposed to demonstrate self-reflection in the context of research and scholarship consistently question their own assumptions as they are challenged by new knowledge.

Example behaviors:

- Spending time exploring a topic with openness and curiosity before committing to a thesis or claim.
- Using critiques from professors, librarians, and peers to improve the quality of their inquiry.

Disposition 3.3: Responsibility to community

Learners who are disposed to demonstrate a sense of responsibility to the scholarly community recognize and conform to academic norms of knowledge building.

Example behaviors:

- Identifying and pursuing appropriate ways to enter the scholarly conversation while still an undergraduate.
- Seeking out and following established models of scholarship and inquiry.

Module 4: Value of Information

This module focuses on about information ethics and the value of information. There are two knowledge outcomes and two dispositions that make up this module.

Outcome 4.1: Recognize the rights and responsibilities of information creation.

Performance Indicators:

4.1.1:   Identify reasons why plagiarism is prohibited.

4.1.2:   Determine whether or not a passage is plagiarized.

4.1.3:   Identify appropriate citation options when using material from a source that is cited within the source at hand.

4.1.4:   Identify the type of plagiarism when presented with a plagiarized passage.

4.1.5:   Recognize the benefits of copyright protections.

4.1.6:   Given a list, select the purposes of citation.

4.1.7:   Recognize the rights and interests of human subjects participating in research studies.

4.1.8:   Recognize that where a source is found has no bearing on whether or not the source should be cited.

Outcome 4.2: Recognize social, legal, and economic factors affecting access to information.

Performance Indicators:

4.2.1:   Recognize how reporting on the same event offers disparate levels of coverage when the sources are written to be disseminated in different venues.

4.2.2:   Identify the relationship between individuals' organizational affiliations and their access to information.

4.2.3:   Identify reasons that some people's views are not disseminated to the larger community.

4.2.5:   Identify the meaning and scope of the concept of intellectual property.

4.2.6:   Identify the circumstances in which one's personal information may be used by other individuals, groups, and organizations.

4.2.7:   Identify reasons that access to information may be restricted, including copyright, licensing, and other practices.

4.2.8:   Distinguish among the common reasons that information may be freely available, including open access, public domain, and other practices.

Disposition 4.1: Mindful self-reflection

Learners who are disposed to demonstrate self-reflection in the context of the information ecosystem recognize and challenge information privilege.

Example behaviors:

• Considering how to use existing intellectual property to spur creative work without violating the creators' rights.

• Participating in informal networks to reduce disparities caused by the commodification of information.

• Recognizing and suggesting ways to reduce the negative effects of the unequal distribution of information.

Disposition 4.2: Responsibility to community

Learners who are disposed to demonstrate a sense of responsibility to the scholarly community recognize and conform to academic norms of knowledge building.

Example behaviors:

• Accessing scholarly sources through formal channels.

• Avoiding plagiarism in their own work and discouraging plagiarism by others.

• Recognizing the value of their own original contributions to the scholarly conversation.

     | July 21, 2018

Appendix B

I-Know Rubric

Appendix B: I-Know Rubric

SLOs	Capstone	Milestones		Benchmark
	4	3	2	1
1. Identify and pursue effective digital approaches for accessing information (such as keyword searching and citation following) as well as assess the quantity, quality, and relevance of their search results.	The student's work reflects the use of effective, well-designed digital search strategies and selection of the most appropriate information sources.	The student's work reflects the use of a variety of digital search strategies and the ability to refine a search to obtain relevant information sources.	The student's work reflects the use of simple digital search strategies and the retrieval of information from limited and/or similar sources.	The student's work reflects an attempt to find information without employing a digital search strategy.
2. Evaluate a source's credibility and suitability in the context of their information needs.	The student's work relies entirely on credible sources suitable to the academic task.	The student's work relies largely on credible sources suitable to the academic task.	The student's work relies on sources which may not be credible or suitable to the academic task.	The student's work relies on sources that are not suitable to the academic task.
3a. Create effective research questions based on curiosity and gaps in the information or data available.	The student's research question reflects a critical understanding of the information or data available.	The student's research question reflects an understanding of the information or data available.	The student's research question reflects a limited understanding of the information or data available.	The student's research question lacks an understanding of the information or data available.
3b. Use appropriate technology (such as shared documents and digital presentation software) for creating knowledge, collaborating with peers, or contributing to scholarly conversations.	The student's work reflects the use of the most effective technology for creating knowledge, collaborating with peers, or contributing to scholarly conversations.	The student's work reflects a largely appropriate use technology for creating knowledge, collaborating with peers, or contributing to scholarly conversations.	The student's work reflects partially appropriate use technology for creating knowledge, collaborating with peers, or contributing to scholarly conversations.	The student's work reflects the use of inappropriate technology for creating knowledge, collaborating with peers, or contributing to scholarly conversations.

Appendix C

NSSE Experiences with Information Literacy Topical Module

Topical Module: Experiences with Information Literacy

Developed in collaboration with college and university librarians, this module asks students about their use of information and how much their instructors emphasized the proper use of information sources. This module complements questions on the core survey about higher-order learning and how much writing students do.

1. During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
a. Completed an assignment that used an information source (book, article, website, etc.) other than required course readings	O	O	O	O
b. Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	O	O	O	O
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	O	O	O	O
d. Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)	O	O	O	O
e. Decided not to use an information source in a course assignment due to its questionable quality	O	O	O	O
f. Changed the focus of a paper or project based on information you found while researching the topic	O	O	O	O
g. Looked for a reference that was cited in something you read	O	O	O	O
h. Identified how a book, article, or creative work has contributed to a field of study	O	O	O	O

2. During the current school year, how much have your instructors emphasized the following?

	Very much	Quite a bit	Some	Very little
a. Not plagiarizing another author's work	O	O	O	O
b. Appropriately citing the sources used in a paper or project	O	O	O	O
c. Using scholarly or peer-reviewed sources in your course assignments	O	O	O	O
d. Questioning the quality of information sources	O	O	O	O
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	O	O	O	O

3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?

Very much	Quite a bit	Some	Very little
O	O	O	O

Appendix D

I-Know QEP Director Position Description

Appendix D: I-Know QEP Director Position Description

The I-Know Quality Enhancement Plan (QEP) Director provides leadership and direction to faculty, staff, and students to facilitate the integration of digital information literacy into the undergraduate curriculum at Texas A&M University-Corpus Christi (TAMU-CC). The Director is responsible for planning, facilitating, and implementing all aspects of the QEP. This position manages the execution, documentation, and reporting requirements of the QEP and ensures alignment with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards.

Responsibilities

- Work with faculty, administration, staff, and students to ensure successful implementation of the I-Know QEP
- Foster an environment of collaboration, working with all stakeholders on the design of new policies, procedures, and professional development activities necessary to achieve the QEP goals
- Promote participation in the QEP throughout the university community
- Coordinate the training for faculty and staff to develop digital information literacy courses
- Develop and manage the QEP assessment plan
- Prepare results and findings for annual institutional progress reports and a five-year QEP evaluation report for SACSCOC
- Ensure QEP alignment with SACSCOC standards
- Ensure an updated and accurate QEP website

Qualifications

- Advance degree, minimum of a master's degree, in relevant field
- Demonstrated awareness of information literacy and digital literacy
- Demonstrated knowledge in instructional design
- Demonstrated familiarity in curriculum development and/or curriculum mapping
- Demonstrated knowledge, interest, and competence in student engagement and student-success
- Experience in higher education

Appendix E

Instructional Design Librarian Position Description

Appendix E: Instructional Design Librarian Position Description

The I-Know Quality Enhancement Plan (QEP) Instructional Design Librarian provides support to faculty, staff, and students to facilitate the integration of digital information literacy into the undergraduate curriculum at Texas A&M University-Corpus Christi (TAMU-CC). This position is responsible for liaising with the First-Year Seminar program and the Library's Department of Research and Learning to ensure a robust digital information literacy foundation and successful achievement of level one student learning objectives. This position also works closely with the I-Know QEP Director to ensure a well-integrated program scaffolding digital information literacy skills throughout the undergraduate curriculum.

Responsibilities

- Work with the QEP Director to successfully implement TAMU-CC's QEP on digital information literacy
- Collaborate with the QEP Director to ensure meeting the goals of the QEP
- Assist in the implementation of digital information literacy concepts throughout the undergraduate curriculum
- Work closely with First-Year Seminar faculty to integrate level one student learning objectives into the First-Year Seminar program
- Provide digital information literacy instruction for 1000 level classes, particularly First-Year Seminar classes
- Collaborate with library faculty, particularly the Instructional Services Librarian, to ensure alignment with the existing information literacy program
- Collaborate with library faculty, particularly the Instructional Services Librarian, to ensure seamless integration of all levels of the QEP student learning objectives

Qualifications

- MLS or equivalent
- Experience teaching information literacy and/or digital literacy concepts
- Experience with instructional design, curriculum building, and curriculum mapping
- Experience in higher education / academic libraries

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