



ALAMO
COLLEGES

SAN ANTONIO COLLEGE

San Antonio College
“Fearless Learning: Empowering Students with Information Literacy”
Executive Summary
SACSCOC Quality Enhancement Plan
August 2015

Fearless Learning QEP Goal: FTIC students will have first-year experiences in and out of the classroom that help them develop integrated reading, writing, and researching skills needed to succeed as information literate citizens academically and professionally.

The QEP Student Learning Outcomes are that students will: 1) develop a questioning approach to define and narrow a topic; 2) create a flexible research strategy for an assignment; 3) develop ideas and synthesize sources within a document or presentation; 4) evaluate a variety of sources for the ethical and logical uses of evidence; 5) use written or oral communication to convey meaning and build credibility; 6) comprehend how to use appropriate style conventions and language to create the types of texts used to shape and share information within a discipline/profession.

Key Interventions, to be implemented by a Librarian Co-Director, a Faculty Co-Director, two full-time Information Literacy Specialists, two part-time Librarians and three “super” Tutors, include:

- **Information Literacy Enhanced First-Year Curriculum for FTIC Students**, including **Embedded Information Literacy Classes**: Five existing San Antonio College (SAC) courses required for first-time-in-college (FTIC) students will be enhanced with information literacy (IL) content and practices. Integrated Reading and Writing and English courses will be aligned with one another and with required student development courses. All FTICs will be required to take at least two IL-enhanced courses in their first year. A scaffolded sequence of three small-group Information Literacy workshops, will be embedded in SAC’s Student Development, Learning Frameworks, and Freshmen Composition II courses. Students will use and discuss IL strategies and values in these workshops to complete assignments in linked English, Education and Student Development courses. Workshops will be co-facilitated by a librarian, a tutor, and an instructor.
- **A Research and Engagement Academy**: Faculty for targeted Reading, English and Student Development courses and SAC Writing Center and Library staff will attend 51 hours of practicum-based IL professional development that involves cross-training and co-teaching. Participants will learn to support information literacy by 1) co-facilitating information literacy workshops; 2) practicing/studying guiding constructivist and metacognitive reading/writing activities; 3) redesigning activities/assignments; 4) contextualizing assignments for students to advance important dialogues/impact change; and 5) creating/using information literacy rubrics to design/assess lessons/activities.

- **Out-of-Class Fearless**

Learning Activities: An

annual **Research and Engagement Symposium** will give faculty, staff, and students opportunities to showcase their research and IL strategies. **Research and Engagement Awards** will be given to faculty for research or innovative IL assignments or activities, to staff for excellent IL promotion, and to students for excellence in research. A **Fearless Learning Response Team** consisting of three to five helpers (librarians, faculty and tutors) will host help sessions held in college areas where students go to complete assignments, near participating classes just before or after class-time.

Fearless Learning Summative Outcomes will include: providing up to four IL-enhanced courses to all FTICs (approximately 3,000 each fall) by 2021; an increase in FTIC pass rates in English 1301 and 1302; and improved achievement of IL-related course learning outcomes/QEP learning outcomes in five targeted courses.