

Fearless Learning

Empowering Students with Information Literacy

**A Quality Enhancement Plan
for
San Antonio College**

**San Antonio, Texas
August, 2015**

**SACSCOC On-Site Review:
September 29-October 2, 2015**

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I. Executive Summary

Fearless Learning Goal: *First-time-in-college students (FTIC) will have first-year experiences in and out of the classroom that help them develop integrated reading, writing, and research skills needed to succeed as an information literate citizen 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 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 staff from SAC’s Writing Center and Library 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.

II. College-Wide Process Used to Develop the QEP:

Institutional Context

San Antonio College (SAC) is an urban Hispanic-Serving Institution located in the heart of inner-city San Antonio, Texas, approximately 150 miles north of the U.S. border with Mexico. SAC is one of the largest community colleges (and the largest single-campus college) in Texas, educating 21,280 students in fall 2014; 58.5% were Hispanic, 28% were white, 7.7% African American, 3% Asian, and 4.1% were “other” (multi-racial, international or Native American); 58.5% were female.

In Fiscal Year 2014, 44% of all credit students received Pell grants. Approximately two-thirds of SAC students attend college part-time, and data from SAC students’ 2013-14 FAFSAs indicate that at least 70% of students are first-generation-in-college. Approximately half of all incoming freshmen – 1,500-2,000 students each fall – test into remedial education.

SAC offers an Associate of Arts (AA), an Associate of Science (AS), and two Associate of Arts in Teaching (AAT) and 41 Associate of Applied Science (AAS) degrees, 80 certifications, and high-quality, affordable general education for guaranteed transfer to all Texas public universities.

The three-year graduation rate for all students at SAC was 11% in FY 2014, and the transfer rate was 19.7%; more than 2,300 SAC students transferred to senior institutions in FY 2014 before graduating. According to a 2014 report by *Diverse Issues in Education*, in Academic Year 2012-2013 SAC ranked second in the nation for the number of Hispanic Nursing graduates and fifth in the nation for the number of Hispanic Business graduates. The college ranked 11th in the nation for numbers of Hispanic graduates in all fields. *Excelencia in Education* ranks SAC as the nation’s 11th largest producer of Hispanic graduates who major in science, technology, engineering and math (STEM) fields.

One of the first community colleges in the nation to offer a full associate’s degree online, by Fall 2013 SAC was offering 15% of its nearly 52,000 course sections online, and offered 443 “hybrid” (in-person and online) sections that semester. The number of SAC students who take courses exclusively online has increased 45% in the last five years. SAC also offers dual credit coursework to over 2,200 high school students each semester, including those at Travis Early College High School (ECHS). Nearly all (86%) of Travis’ Class of 2014 graduates had earned a credential from SAC along with their high school diploma, three times the average of all early college high school graduates nationwide (22%).

San Antonio College’s mission is: “To empower our community for success by meeting the postsecondary learning needs of a diverse and globally-networked society. To help students achieve their full potential by preparing them to graduate, transfer, or enter the workforce with effective critical thinking skills, communication proficiency, leadership ability, personal and civic responsibility, empirical and quantitative understanding, performance proficiency, and the ability to work effectively in teams.”

Importance to the institution of the selected topic:

In August of 2013, in order to determine SAC's QEP Topic, the Dean of Performance Excellence invited faculty, staff, students and administrators to share their ideas either via a "QEP Idea" SharePoint site set up for that purpose or by e-mail. The SAC community was also asked to indicate whether they would be interested in serving on a college-wide QEP Committee once the topic was selected.

Since SAC had just completed the self-study phase of its college-wide Foundations of Excellence-Transfer Focus process, and had a large number of recommendations for action from that process, the QEP Idea site was "seeded" with these recommendations, which served as examples. Foundations of Excellence recommendations which were to be implemented *before* the QEP was to be implemented were removed when SAC community members started posting their ideas.

SAC's Public Relations Director mounted a campaign to let SAC's entire community know about the QEP topic search. The College President spoke about the QEP at Spring 2013 Convocation and sent e-mails to all faculty, staff and students encouraging everyone to visit the site to add their ideas or to look at the ideas already posted, and to post comments, additions to an idea, suggestions, new ideas or ideas about how to combine posted ideas.

Thirty-nine individuals (nine staff, five students, 17 faculty members, and two administrators) submitted 29 ideas that the Dean of Performance Excellence organized into six topic areas:

- **Technology**, which encompassed increased WiFi connections throughout campus, college preparation Massive Open Online Courses (MOOCs), students' use of the cloud, student, faculty and staff training in use of technology, tablet-based learning in the classroom, and use of technology for developmental math;
- **"Writing across the Curriculum"** to improve students' writing skills in all disciplines;
- **"Equity and Engagement"** initiatives such as first-year experience activities, Peer Mentorship, and Diversity Training for staff and faculty;
- **Improvement of Transfer Services;**
- **STEM initiatives**, including expansion of K-12 partnerships, a First-Year STEM Experience, growing undergraduate research opportunities for students and faculty/staff training in STEM pathways; and
- **The integration of Covey's Habits of Leadership into SAC coursework.**

These six topic areas and their sub-ideas were distributed at staff and faculty meetings and put on posters presented at Spring 2014 Convocation. The Dean of Performance Excellence created and distributed an online survey asking all faculty, staff and students to rank their top three choices for the 2015-2025 QEP topic from among the six topic areas described above. Comments were also solicited.

Of the 676 people who completed the online survey during January and February 2014, 425 were students, 153 were faculty, 89 were staff and eight were administrators. Technology, Writing Across the Curriculum and Improvement of Transfer Services emerged as the top three topic areas. Eighty-two respondents volunteered to serve on the QEP Committee.

The results of this online survey were presented to the College Executive Team – including the College President, the Vice Presidents of Academic and Student Success and College Services, and the Deans of Arts and Sciences, Professional and Technical Education, Student Success and Continuing Education – so that it could determine which topic addressed the college’s greatest needs for improving student learning, and determine what physical and financial resources were available to implement the QEP.

CET determined that many of the “Improvement of Transfer Services” ideas had already been approved and funded as part of the Foundations of Excellence Implementation Plan and a five-year grant from the U.S. Department of Education. The college district’s new academic advising model, in the late planning stage, would address many of the equity and engagement and first-year experience activities suggested by the college community. CET members recognized the significant potential for acquiring external funding resources to support STEM initiatives in light of the federal government’s push for more STEM graduates nationwide. WiFi access was slated for immediate upgrade district-wide, and SAC had just entered into a partnership with Apple to open an Apple store as part of SAC’s new Welcome Center in exchange for training in teaching with tablets, **but training for students and faculty in the use of learning technology was not as comprehensive as it could be.** Among the 40 pages of comments from the survey were many pleas from students and employees to help them understand how to use the technology they needed to navigate college both in and outside of the classroom, including the use of learning management systems and how to use new technology such as tablets and electronic textbooks.

Therefore, CET’s charge to the QEP Committee was to make Technology the QEP’s main focus, but to take into account the community support for Writing Across the Curriculum, Equity and Engagement, and STEM Initiatives in developing the QEP, if possible. CET selected QEP Committee members from among the 82 faculty, staff and students who volunteered to serve. Committee members were chosen based upon the SACSCOC Reaffirmation Handbook’s admonition to designate “a select group representing those individuals who have the greatest knowledge about and interest in the ideas, content, processes, and methodologies to be developed in the QEP along with expertise in planning and assessment and in managing and allocating institutional resources.” An effort was also made to obtain representation from students and from faculty/staff from across different disciplines/areas of service in the college. The QEP Committee had 28 members, including 12 faculty from eight disciplines and the SAC Library, 11 staff members, three students and two ex-officio staff members. Most members had experience with using new educational technology or technology infrastructure in higher education.

After much deliberation, the Coordinator of the Student Learning Assistance Center, Geraldo Guerra, who had been a SAC student and worked in many technology-intensive positions at SAC, and Larry Rosinbaum, a Business professor who had just finished his term as Faculty Senate President, were tapped by CET to be the Co-Chairs of the QEP Committee.

When Professor Rosinbaum found that time constraints were making it impossible for him to do a good job, he asked to be replaced, and committee-member Ernest Tsacalis, an English professor who had been deeply involved in the development of SAC's Writing Center and tutor training for the Center, seemed a natural successor, based on his enthusiasm and commitment and the direction in which QEP Focus conversations were going.

Below is the final composition of the QEP Committee:

QEP Committee

Co-Chair: Geraldo Guerra, Director Student Learning Assistance Center

Co-Chair: Ernie Tsacalis: English Professor

Members:

Mona Aldana-Ramirez, Director of Student Success

Thomas Bahlinger, Librarian

Nick Benedetto, Workforce Development Specialist, Office of Professional/Technical Education

Beatrice Canales, Academic Unit Assistant, Early Childhood Studies

Barbara Carreon, Administrative Services Specialist, Continuing Education

Laurie Coleman, English Professor

Tiffany Cox, Criminal Justice Program Coordinator/Professor

Heather Cura, Instructional Technology Supervisor, Office of Technology Services

Saíd Fariabi, Chair/Professor, Mathematics Department

Richard Farias, Director, Office of Student Life

Jane Focht-Hansen, English Professor/Writing Center Coordinator

Jeffery Hunt, Chair, Speech Communication

Barbara Knotts, Professor/Chair/Director Creative Multimedia & Title V

Erik Leifur, Student

Italli Liberatore, Student

Andrew Martinez, Student

Cynthia Price, Senior Statistical Specialist, Office of Performance Excellence

Manuel Rosado, MSIT, Coordinator of College Technology, Office of Technology Services

Christine Stanley, Grantwriter, College and Grant Development

Gustavo Valadez-Ortiz, Mathematics Professor

Dehlia Wallis, Interim Chair of EDUC 1300/Student Development

Amy Whitworth, Philosophy Professor/Chair of Humanities and Foreign Languages

Paul Wilson, Director, Murguía Learning Institute for Professional Development

Mahmud Yusuf, Business Professor

Ex-Officio Members:

Usha Venkat, Director of the Office of Technology Services

Tracey Mendoza, Dean of Learning Resources, Northeast Lakeview College

III. Identification of the QEP Topic:

During the initial meetings of the QEP Committee, all members were briefed and understood that their charge in identifying a final topic was to take Technology as the main focus of the QEP, including consideration of how to improve student learning with the use of today's new technology. A QEP "Hardware" Sub-Committee took inventory of SAC's technology infrastructure and hardware, a "Curriculum" Sub-Committee assessed how technology was being and could be used to improve student learning in traditional and online classrooms (e.g. flipped classrooms, digital course materials, smart books, "smart learning" that adjusts to level of student mastery, etc.) and whether SAC had the capacity to expand this, and a "Student Services" Sub-Committee assessed how technology could be used to improve student learning outside the classroom, including simplifying admissions and registration, financial aid, advising, and counseling services for students and how the Office of Student Life and other student-oriented services could infuse technology into their programming.

The Hardware and Curriculum Sub-Committees found that SAC's current technology was adequate to meet all or most of the college's mission and objectives. The teams determined that while not every employee or student was using technology optimally, SAC's technology infrastructure had the capacity to meet needs and the capacity to adapt to any changes we might find necessary to improve the learning skills of our students. Therefore, the QEP Committee determined that **the QEP focus did not have to be on the technology itself, but on the use of technology to improve student learning.**

There was a great deal of discussion about whether the QEP could address the use of technology in getting students into college and for student engagement in student life activities. However, SAC's recently implemented advising and New Student Orientation models are works in progress, and decisions about software, personnel deployment and training are still being revised on a frequent basis at department, college-wide and district-wide levels, outside of the purview of a QEP.

Curriculum Sub-Committee members found a consensus among faculty that there were already many opportunities for them to use and to learn how to use technology in the classroom, and that more opportunities were on the horizon with SAC's new partnership with Apple. However, students and faculty members (including English, Philosophy, Business, History, Government, Criminal Justice, Mathematics, Early Childhood Education and Speech professors) on the QEP Committee agreed that many students lack knowledge of how to use the Internet and Library resources effectively to do research, a foundational skill for success in college and the workplace.

Through careful and thoughtful analysis of the information above during several months of bi-monthly meetings, the QEP Committee decided that the proper use of technology when applied to **Information Literacy (IL) skills** – a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" – was more critical to improving the quality of student learning than other topic areas that had been investigated. Therefore, the QEP Committee began investigating how the college could improve student learning campus-wide by raising the quality of students' IL skills in ways that would align with our mission and strategic plan objectives.

QEP Committee members unanimously voted to choose **Information Literacy (IL)** as the topic of SAC's 2015-2025 QEP on May 5, 2014. After the focus was determined, the Co-Chairs of the QEP Committee went to the College Executive Team (CET) and to SAC's 65-member College Council (made up of CET, all Department Chairs and Directors and representatives from Student Government, Faculty Senate, Adjunct Faculty Council and Staff Council) to present the QEP topic. These key stakeholders were enthusiastic about the focus on improving student learning by growing IL skills and encouraged the Committee to continue their work in developing an implementation plan for the QEP. The Committee then developed a QEP Goal:

FTIC students will have first-year experiences in and out of the classroom that help them develop integrated reading, writing, and research skills needed to succeed as an information literate citizen academically and professionally

The QEP Committee was firm in its agreement that the QEP should not be perceived as attempting to replace the functions of the college's Library, the Writing Center (a dedicated space where students can go for assistance with writing/research assignments in all courses) or any FTIC courses, but rather that improvement would come through **connecting** these elements of SAC's FTIC experience.

To identify the FTIC courses which could best "host" the QEP interventions, the QEP Committee examined the current course learning outcomes (CLOs) in courses that are either required for FTIC students or taken by the majority of them. They found **five classes whose CLOs explicitly identified the development of key information literacy skills as a central goal of the courses**. These five courses were SAC's Student Development courses (SDEV 0170 or EDUC 1300), one of which is required for all FTIC students, SAC's developmental (also known as remedial) Integrated Reading and Writing course (INRW 0420), and two English courses, English Composition I (ENGL 1301) and English Composition II (ENGL 1302). These foundational information literacy courses are required for all of our Associate of Arts (AA) and Associate of Science (AS) degree plans and nearly all bachelor's degree plans nationwide. Committee members found great potential for **improving student learning by emphasizing development of IL skills in these courses**.

Three new Sub-Committees were formed to develop the QEP Implementation Plan once IL had been determined as the topic. One team was devoted to QEP "Assessment" issues, another to the nuts and bolts of QEP "Implementation," and the third, which consisted of the Committee Co-Chairs, to the "Integration" of the information brought back to the group by each team.

Needs Assessment:

Assessment of Student IL Skills:

One of the tasks for the Assessment Sub-Committee was to find an instrument that would allow SAC to **determine more about the state of SAC students' information literacy skills**. Their research led the QEP Committee to decide to use the Standardized Assessment of Information Literacy Skills (SAILS) test to assess the IL skills students were acquiring in SAC's five foundational information literacy courses.

SAILS is a multiple-choice knowledge test that addresses eight IL skill sets that Kent State librarians derived from the outcomes and objectives of four of the Association of College and Research Library's (ACRL's) five Information Literacy Standards:

ACRL Higher Education Standards for Information Literacy	SAILS Skill Sets
Standard 1: Determines the nature and extent of the information needed. Standard 2: Accesses needed information effectively and efficiently. Standard 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. Standard 4: Not tested by SAILS Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	<ol style="list-style-type: none"> 1. Developing a Research Strategy 2. Selecting Finding Tools 3. Searching 4. Using Finding Tool Features 5. Retrieving Sources 6. Evaluating Sources 7. Documenting Sources 8. Economic, Social, and Legal Issues

The SAILS test was administered to all SAC FTIC students enrolled in Learning Frameworks (EDUC 1300) and Student Development (SDEV 0170) at the beginning and end of the Spring 2015 semester, and to 35% of Freshman Composition II (ENGL 1302) sections at the end of that same term. The Committee's goals in administering the SAILS were to better understand:

- How information literate SAC FTIC students were;
- What increases in information literacy skill sets students acquire in their INRW-to-English-1301-to-English 1302 sequence;
- What impact library instruction may or may not have on any increases in IL proficiency; and
- What level of IL proficiency SAC's English 1302 completers achieve.

The test was proctored in-class for SDEV/EDUC students, and offered online as an option for ENGL 1302 students. This resulted in completion of SAILS by all SDEV 170 and EDUC 1300 students, and by a self-selected cohort of 17.9% of ENGL 1302 students. More details about the methodology and the results of the SAILS administration can be found in [Appendix II](#). What the Committee learned was the following:

- **Students whose instructors sent them to the SAC Library for a library instruction session had acquired more information literacy skills than students who did not attend a library instruction session.** English 1302 students and first-term FTICs in SDEV 0170 and EDUC 1300 classes with library instruction sessions scored higher on the end-of-semester independent SAILS test than their counterparts whose English 1302, student development, and learning frameworks classes didn't include library instruction.

This positive correlation between library instruction and higher scores also appears in all SAILS end-of-semester cohort data for FTIC and English 1302 students.

- **The more library instruction sessions a student received, the more proficient they became in key information literacy skills.** When English 1302 cohort test data was disaggregated for the eight IL skills by library instruction activity level, it was revealed that students with library instruction in three classes demonstrated a greater proficiency in Selecting Finding Tools, Retrieving Sources and Evaluating Sources; with two classes they demonstrated greater proficiency in Developing a Research Strategy and Documenting Sources
- **FTIC students receiving library instruction for both ENGL 1301 and EDUC 1300 during the same term outscore the other groups for seven of the eight SAILS skills,** according to the SAILS FTIC cohort test data.
- **The IL proficiency level for completers of the culminating course in the IL-foundational sequence, ENGL 1302, is not as much higher than FTIC proficiency as would be expected.** The score ranges for first-semester FTIC and ENGL 1302 end-of-term cohort data overlap, meaning that they are about the same, for six of the eight SAILS skill sets. This finding was more disturbing because the self-selected respondents from among ENGL 1302 students were found to include a disproportionate number of students who had passed ENGL 1302.

Assessment of faculty knowledge, practices and attitudes:

The QEP Committee also needed to learn more about **faculty members' knowledge, practices and attitudes around information literacy** in courses where it was not an explicit focus. As soon as the first SAILS administration was completed, the QEP Committee distributed a survey to the faculty of all departments except Math and Reading, English and Education, approximately 700 full-and part-time faculty. It asked faculty to respond to questions about their most frequently-taught core class (or first-year courses, since Professional/Technical faculty tend not to teach core courses), including their perception of student proficiency related to a set of five information literacy SLOs, and the curricular and programmatic importance they placed on these SLOs. The committee received 141 responses, a 20% response rate.

The data from 141 faculty survey respondents revealed that Faculty outside English, Reading, and Education Department view the five IL outcomes:

- As relevant skills needed in their core or first-year courses;
- As important skills that graduates of their programs should attain; and
- As skills that their students have not appropriately developed.

Faculty Perception of Student Abilities and Curricular/Programmatic Relevance of English 1302-Based Information Literacy SLOs for Frequently-Taught Core or First-year Classes			
IL Outcomes	Mean Faculty Perception Score (4=Extremely, 3=Very, 2=Somewhat, 1=Not Very, 0=Not at All)		
	Student Proficiency	Importance of IL outcomes to Core Classes	Outcome's Importance to Programs
Research Process	1.8	2.4	2.8
Idea Development & Synthesis of Sources	2.0	2.5	2.8
Evaluation of Sources	1.9	2.5	3.0
Communication that Conveys Meaning, Builds Credibility, and Inspires Belief or Action	2.1	2.9	3.1
Discipline/Profession-Specific Texts with Appropriate Language and Style Conventions	1.9	2.6	2.9

While faculty rated achievement of the five information literacy SLO's as "very" important, (2.8 – 3.1) for graduates of their programs, and between "somewhat and "very" important for the students in their core/first-year classes, they rated student ability in these areas as between "not very" and "somewhat" proficient (± 0.1).

Only 82.9% of surveyed faculty (117 of 141) required students to read and use source material aside from the required textbook, and 31.9% (45 of 141) did not have students complete an assignment or project that required research, despite faculty acknowledgement of the importance of these skills.

Surveyed Faculty's Use of Pedagogical Strategies for Information Literacy SLOs				
IL Outcomes	Use of Strategies that Help Students Acquire Information Literacy SLOs in Courses (duplicated)			
	Highlighting where to independently access relevant resources.	Including relevant tips and instructions in faculty-designed assignment sheets and/or other resources.	Going over relevant tips and strategies in more than one class	Employing active and collaborative class-time activities/exercises
Research Process	61.0% (86 of 141)	42.6% (60 of 141)	38.3% (54 of 141)	33.3% (47 of 141)
Idea Development & Synthesis of Sources	51.1% (72 of 141)	47.5% (67 of 141)	43.3% (61 of 141)	31.2% (44 of 141)
Evaluation of Sources	57.4% (81 of 141)	44.0% (62 of 141)	46.1% (65 of 141)	34.8% (49 of 141)

Communication that Conveys Meaning, Builds Credibility, and Inspires Belief or Action	58.9% (87 of 141)	56.7% (80 of 141)	48.9% (69 of 141)	36.2% (51 of 141)
Discipline/Profession-Specific Writing with Appropriate Language and Style Conventions	55.3% (78 of 141)	47.5% (67 of 141)	43.3% (61 of 141)	38.3% (54 of 141)

The strategy faculty cited most was “highlighting where to access relevant resources,” while “active and collaborative learning” was cited as the least employed of the four strategies, with less than 40% of faculty using this means of helping students develop and practice IL learning outcomes.

The following chart details how many of the four strategies listed on the survey faculty reported employing to support IL SLOs in their most frequently-taught core or first-year classes. Only 15.6% to 28.4% of the survey respondents indicated that they had employed all four of the IL strategies delineated in the chart above in supporting information literacy SLOs.

Number of Strategies Employed by Faculty to Support Information Literacy SLOs					
IL Outcomes	Number of Strategies Employed to Support Information Literacy SLOs in Courses (unduplicated count)				
	Zero	One	Two	Three	Four
Research Process	20.6% (29 of 141)	30.0% (40 of 141)	21.3% (31 of 141)	15.6% (19 of 141)	15.6% (22 of 141)
Idea Development & Synthesis of Sources	27.7% (39 of 141)	22.7% (32 of 141)	18.4% (26 of 141)	11.3% (16 of 141)	19.9% (28 of 141)
Evaluation of Sources	27.0% (38 of 141)	22.0% (31 of 141)	17.0% (24 of 141)	9.9% (14 of 141)	24.1% (34 of 141)
Communication that Conveys Meaning, Builds Credibility, and Inspires Belief or Action	19.1% (27 of 141)	22.7% (32 of 141)	19.1% (27 of 141)	13.5% (19 of 141)	25.5% (36 of 141)
Discipline/Profession-Specific Writing with Appropriate Language and Style Conventions	27.0% (38 of 141)	23.4% (33 of 141)	16.3% (23 of 141)	5.0% (7 of 141)	28.4% (40 of 141)

The survey also included a set of questions about **faculty experience and interest in collaborating with librarians**. Nearly 40% of surveyed faculty (56 of 141) reported bringing their classes to library instruction sessions, and 58.9% (83 of all 141) said they were interested in taking their class to a library-instruction session. However, only 14.2% (20 of 141) had asked a

librarian help them design a research activity or assignment, despite the fact that 38.3% (54 of 141) reported interest in collaboratively designing a research assignment/activity with a librarian.

The QEP Assessment Sub-committee also did an exhaustive search of current scholarship and national trends in best practices related to success of first-year students and identified successful information literacy initiatives at other colleges and universities. They found much discussion and theory, but a scarcity of literature on the concrete results of best practices (see Section V). The research was the catalyst for committee discussions about using Association of College and Research Libraries (ACRL) information literacy standards for higher education as a framework for the QEP's SLOs.

Discussions led by the Assessment Sub-committee also revolved around the development of appropriate performance indicators and appropriate assessment tools that could measure the students' mastery of information literacy (IL) skills, building faculty awareness, and training strategies, including practices that build a better stakeholder perception of the importance information literacy among our faculty, staff and students (see section VI - Actions to be Implemented, below).

Dissemination of QEP Focus:

Once the topic had been selected, the QEP Co-Directors made a number of presentations to SAC stakeholders about the QEP, which had been named "Fearless Learning," to indicate the **empowerment** of our students by improved information literacy. All presentations included information on the topic, the Committee's process for choosing a topic, an update on the QEP's current stage of development, next steps, Q & A, and information about opportunities to learn more and provide feedback and get involved in QEP development or implementation.

Presentations were made at: Fall 2014 Convocation, Employee Development Day and Staff Development Day (Presentations and Breakout Sessions with Q & A), a College Executive Team meeting, a SAC Quality Enhancement Team meeting, every bi-monthly Deans and Directors meeting during this period, a Student Government meeting, a Staff Council meeting, an Adjunct Council meeting, a Faculty Senate meeting, SAC's College Council, an Alamo Community College District Board Student Success Committee meeting, and a Presidents' and Vice Chancellors' (PVC) meeting.

Members of the Committee also hosted third Friday QEP off-campus lunches for faculty, students and staff (students ate free), attended departmental meetings with the SAC Library, English, Reading and Education and Student Development, and had a lunch meeting with the Natural Sciences chair and faculty. They also spent time talking and collaborating with students, tutors and coordinators from SLAC, the Writing Center, WordPlay (English Lab), and the MESA (Math, Engineering and Science Achievement) Center. The SAILS test administration also offered the team many opportunities for conversations with faculty, staff and students.

In order to help our Dual Credit partners understand the QEP, Committee members met with SAC's Dual Credit Coordinator and his staff several times, visited two high schools, and sent an informational email with link to a video presentation to all of the high schools in San Antonio that offer dual credit courses to students via a partnership with SAC. They also visited staff and faculty at the Central Texas Technology Center in New Braunfels, Texas where SAC conducts off-site instruction for dual-credit and traditional students.

IV. Desired Student Learning Outcomes:

After approval of the QEP topic, the Committee used the 2000 Association of College and Research Libraries (ACRL) standards and a selection of SAC's General Education Competencies (critical thinking, communication, and leadership) as a basis, and worked through several iterations of information literacy learning outcomes that would have the most impact in improving student learning across the college.

A new ACRL Framework – a guide for librarians, faculty and other institutional partners to redesign instruction to connect information literacy with student success – was published in February 2015. Members of the QEP Committee also attended the 2015 ACRL conference in Portland, Oregon. These events caused the QEP Committee to take into account the metaliteracy underpinning of the ACRL Information Literacy Frames “Authority is Constructed and Contextual” and “Scholarship as Conversation,” and to revise their goal and objectives to reflect the development of a curriculum and college experience that granted students greater levels of **agency** and **authority** as both consumers and creators of information (See [Appendix I](#) document used by Committee).

The QEP Committee determined that course learning outcomes (CLOs) for English Composition II (ENGL 1302, the last IL foundational class in the college's core curriculum) describe the skills and knowledge of the academically and professionally literate student SAC hopes to produce. ENGL 1302 CLOs include:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).

The QEP Committee therefore used English 1302 CLOs, the SAC Library Instruction program's learning outcomes and the ACRL's Framework for Information Literacy for Higher Education to form the **QEP Student Learning Outcomes** (SLOs) listed below. These SLOs form the basis of the QEP Implementation Plan to improve student learning at SAC. They also further the **college's mission** by encouraging faculty to provide learning experiences that build students' “**effective critical thinking skills, communication proficiency**” and “**leadership ability**.”

QEP Student Learning Outcomes

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

The QEP Committee then determined that the following Implementation activities would be necessary to help students achieve these learning outcomes:

- Development of an IL-enhanced curriculum for first-year core curriculum classes that are required for all FTICs;
- Creation of a Research and Engagement Academy (REA) for professional development activities and opportunities to enhance our faculty’s ability to promote and/or teach IL skills;
- Involvement of all SAC Librarians and SAC Writing Center Tutors as partners to faculty teaching IL-enhanced courses;
- Creation of two three-session IL workshops (LIBR 0001 and 0002) to be embedded in SDEV 0170 or EDUC 1300 classes for first-semester FTICs and ENGL 1302 for FTICs in their second semester;
- Development of a collaborative, rubric-based assessment process of learning artifacts (student work) from IL-enhanced courses to ensure that QEP SLOs are being achieved.

The final QEP goal and its process and outcome objectives will ensure that Implementation Plan components are realized, helping students achieve QEP SLOs to improve student learning across the college.

QEP Goal
<i>FTIC students will have first-year experiences in and out of the classroom that help them develop integrated reading, writing, and research skills needed to succeed as an information literate citizen academically and professionally</i>

Quality Enhancement Plan Outcomes

Process Objective 1: By fall 2016, SAC's first cohort of faculty, librarians and Writing Center tutors will have completed training through the QEP's Research and Engagement Academy (REA).

Process Objective 2: By spring 2017, faculty members from English Reading and Education and Student Development will have developed and piloted IL-enhanced curriculum in at least 30 sections (for 660 students) of five first-year core curriculum classes that are required for all FTICs.

Process Objective 3: By spring 2021, 100% of all fall FTIC students who remain for two semesters will take at least two classes taught by current or past REA Fellows during their first academic year.

Process Objective 4: By spring 2021, 70% of all Fall FTIC students who remain enrolled at SAC for two semesters will take four classes taught by current or past REA Fellows during their first academic year, including one class outside of the English and Student Development departments.

Outcome Objective 1: By Spring 2021, 100% of FTIC-designated sections of Integrated Reading and Writing (INRW 0420), English Composition I and II (ENGL 1301 and 1302), Student Development (SDEV 0170) and Learning Frameworks (EDUC 1300) courses will be taught by REA graduates who will include activities and assignments in their curriculum that are explicitly reverse-engineered from at least one of the QEP's learning outcomes.

Outcome Objective 2: At least 70% of all Fall 2020 FTIC INRW 0420 completers who enroll in ENGL 1301 in Spring of 2021 will earn a "C" or better in English 1301.

(baseline: 65% of Fall 2014 FTIC INRW 0420 completers who enrolled in ENGL 1301 in Spring 2015 earned a "C" or better in English 1301.)

Outcome Objective 3: At least 73% of all Fall 2020 FTIC ENGL 1301 completers who enroll in ENGL 1302 in Spring of 2021 will earn a "C" or better in English 1302. **(baseline:** 68.6% of all Fall 2014 FTIC ENGL 1301 completers who enrolled in ENGL 1302 in Spring 2015 earned a "C" or better in ENGL 1302).

Outcome Objective 4: By spring 2021 and each year thereafter, 70% of all students who are enrolled in courses that emphasize IL skill-building (approximately 2,600 students each year) will demonstrate improved learning by meeting or exceeding information literacy CLOs that map to QEP Student Learning Outcomes. **(baseline:** established in Fall 2015).

Outcome Objective 5: By spring 2021, 70% of students enrolled in ENGL 1302 will either meet or exceed expectations for all five ENGL 1302 course learning outcomes, which map directly to all QEP Student Learning Outcomes **(baseline:** in fall 2014, 69% of all ENGL 1302 students either met or exceeded expectations for all five CLOs in the course).

Outcome Objective 6: By spring 2021, rubric-based assessment of artifacts generated in LIBR and Response Team workshops will show that 90% of students in LIBR workshops are achieving IL learning outcomes.

V. Literature Review and Best Practices:

The need for information literacy:

There is ample evidence that college students need better information literacy skills. A Project Information Literacy study conducted in 2010, which surveyed 8,353 students at 25 college campuses across the U.S. (Head and Eisenberg, 2010), found that students reported **difficulties getting started with research assignments and determining the nature and scope of what was required of them.** A subsequent study by Project Information Literacy, which included interviews with 35 first-term freshmen from six U.S. colleges and universities and an online survey with 1,941 U.S. high school and college student respondents (Head, 2013), found that “a majority of freshmen find it difficult to effectively search academic library portals. To a lesser extent, they struggle with reading and comprehending scholarly materials once they are able to find them and have trouble figuring out faculty expectations for course research assignments.”

Gross and Latham (2011) also found that students **come to college without, or with low level, proficiency in information literacy skills.** They tested over 577 freshmen at two community colleges on their information literacy skills and surveyed them about their self-perception of their information literacy before and after the test. The majority of entering students they tested earned scores in the below-proficient range, and those who tested as proficient tended to score at the bottom of the proficient range. Their study also found a **miscalibration between skills and self-estimates of skill in people who lack skills in certain domains;** below-proficient students significantly overestimated their performance both before and after taking the objective skills test.

In the report “College Learning for the New Global Century” produced for the American Association of Colleges and Universities by Liberal Education and America’s Promise (LEAP) in 2008, researchers found that for the 305 employers interviewed, “In none of twelve skills and areas of knowledge tested—from writing to global knowledge to ethical judgment—do a majority of employers rate recent graduates as ‘very well prepared.’ **Only eighteen percent of employers rate college graduates as ‘very well prepared’ in the area of global knowledge.** More than 45 percent rate them as ‘not well prepared’ at all in this area.” Seventy percent (70%) of employers in this study said that they wanted colleges to place more emphasis on “the ability to locate, organize, and evaluate information from multiple sources”.

A 2011 ACT workforce skills gap study showed that 72% of graduates with a certificate or associates degree required for manufacturing, healthcare, energy, and construction jobs **lack information locating skills** and 30% **lack the reading for information skills** required for these positions.

The effectiveness of library instruction in improving students IL skills:

It is also well-documented that instruction in using the library for research helps students succeed in college. At Richland College in Dallas, Texas, **students who earned a Certificate of Information Literacy** from the college’s library as part of a course requirement during Fall 2000 and Fall 2001 **had a course completion rate of 97%, compared to a course completion rate of only 77% for those who did not earn the certificates.** The student retention rate from the fall to spring semesters was 90.1% for certificate-earners versus 74.3% for non-earners. In the fall semester, 78% of the students who received the certificate earned a “C” or better in their

classes versus 61% for non-certificate earners; in the spring semester, the numbers were 89% versus 59% (Ferguson, J., 2001).

Flynn, C., Gilchrist, D., and Olson, L. (2004) found that at Pierce College in Los Angeles, California, 70% of **students who took a two-hour credit-bearing library research methods course** (20 hours of instruction) **showed improvement in language and written discussion skills** (they included more detail, and identified specific concepts covered in class), and that 90% of library methods course completers rated themselves as having improved in a number of IL skills areas as a result of the course. Wang (2006), studying two groups of students at Central Michigan University, found that **students who had completed a one-credit library credit course obtained higher grades on their papers and final course grades** than the group which had not taken the library course. Wong and Cmor (2011) found that **students at Hong Kong Baptist University who had attended at least two library instruction sessions had a higher GPA than those who had not.**

One of SAC's sister schools, Northeast Lakeview College, has connected information literacy module-based courses to ENGL 1301 and ENGL 1302. The module-based curriculum consists of a class-time orientation session; a sequence of four modules on Defining Topics, Retrieval of Sources, Evaluation of Sources, and Plagiarism; and the completion of an online post-assessment. **Students who completed all LIBR course activities and scored an 80% or higher on the LIBR 0001 post-assessment outperformed students in their host ENGL 1301 classes who failed to master 80% of outcomes on the post-assessment:**

Northeast Lakeview College LIBR 0001 and 0002 Results			
Met Criteria		Did Not Meet Criteria	
Fall 2013	Spring 2014	Fall 2013	Spring 2014
92.2% "C" or better	83.5% "C" or better	71.8% "C" or better	58.4% "C" or better

SAC's successful **Library Instruction Program**, initiated nine years ago, is one of the cornerstones of the QEP's foundation. Library Instruction is conducted as part of academic courses and is tailored to the faculty member's need for specific course assignments. From Fall 2010-Summer 2014, Library faculty taught an average of 8,000 students in 400 library instruction sessions each year.

Faculty members select their own Library Instruction timeslots, and 45-minute sessions are available year-round at any point in the semester. The sessions provide students with an introduction to the research process and to critical evaluation of information within the context of their coursework. Faculty who utilize this service meet with librarians to design Library-related assignments for their courses. Librarians and faculty collaborate to determine learning objectives for each Library instruction session, along with a questioning approach to identify information needs.

Demonstrations held in one of SAC's Library's two computer classrooms teach students how to use the library catalog, databases, and the Internet. Librarians also create "LibGuides" that are tailored to specific assignments in the corresponding academic course, which are sets of web pages that include research assistance, subject guides and useful resources to assist students

in using Library resources. Students and faculty use LibGuides to access resources, complete assessment tasks and take part in interactive polling. LibGuides can be emailed and are smartphone-enabled. LibGuide links can be updated and resources added after a Library instruction session to answer students' questions/enhance their list of learning resources. Students can also e-mail SAC librarians from their LibGuide if they need more in-depth assistance with their research topic.

Library faculty have created a flexible system of in-class student tasks, designed to assess Association of College and Research Libraries (ACRL) information literacy standards, using grading rubrics and Excel spreadsheets. Results from these assessments show that students are learning and applying ACRL information literacy skills and concepts during Library instruction sessions. The chart below illustrates at what level students are performing the in-class tasks assigned by Library faculty using rubrics that assess if students did not attempt the task, need improvement, or performed at a good or excellent level. **From Spring 2010 to Spring 2013, at least 90% of students taking library instruction at SAC performed in-session tasks at an "Excellent" or "Good" level.**

Level of performance of IL skills from in-class tasks performed during Library Instruction classes at SAC 2010-2013						
	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012 – Spring 2013
Not Attempted	9.43%	6.66%	6.90%	7.6%	7.95%	6.46%
Needs Improvement	3.63%	1.77%	2.90%	1.9%	1.5%	2.81%
Good	9.06%	6.34%	9.98%	7.7%	5.53%	8.02%
Excellent	77.75%	85.42%	80.40%	82.66%	85%	82.69%

Starting in Fall 2013, online "Wrap Up" forms were used to collect student learning outcome data at the end of each Library instruction session, standardizing which IL student learning outcomes were addressed in each class. In Fall 2013, 2,556 SAC students who had received library instruction sessions were measured on three IL SLOs:

- 1) Explores general information sources to increase familiarity with the topic;
- 2) Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books); and
- 3) Selects information that provides evidence for the topic.

Nearly one-third (28.75%) of all students who benefitted from the Library Instruction Program scored in the "Excellent" range, 50.93% in the "Good" range and 20.30% scored "Needs Improvement." In Spring 2014, librarians added a fourth learning outcome "Identifies

keywords, synonyms and related terms for the information needed”. The Spring results for 983 students were 25.43% “Excellent,” 42.42% “Good” and 32.14% “Needs Improvement.”

More than 90% of respondents to SAC’s Fall 2014 faculty satisfaction survey administered by Library instructors agreed or strongly agreed that Library instruction classes: 1) helped students understand how to identify and locate relevant resources; 2) covered the subjects related to students' research needs; 3) helped students to successfully complete research assignments for the course; and 4) helped students become more confident about using the Library's resources after attending the instruction session.

Results of a student satisfaction survey administered to nearly 1,000 students participating in library instruction in 2014 showed that more than 90% of students agreed or strongly agreed that: 1) I now have a better understanding of how to organize my search for a topic; 2) I found keywords or phrases which may help me develop or write about this topic; 3) I now have a better understanding of where to look for academic sources on a topic; 4) I had the opportunity to ask questions and participate in hands-on practice; 6) I was able to locate at least one relevant source on a topic and 7) the concepts, skills, and resources I learned about today will help me complete my research assignment.

Faculty Development in Information Literacy

In their 2012 Middle States Self-Study Report, the Fashion Institute of Technology reported that their librarians and faculty collaborate in multiple ways to address information literacy. Their efforts include giving seminars for faculty through the Center for Excellence in Teaching, teaching library instruction classes, embedding librarians into courses where they have access to the college's learning management system, holding student and faculty roundtable discussions, and assessing student learning outcomes at the institutional level. This in-depth partnership has yielded improved student scores on basic research techniques. There has been a 17% decrease in students “not meeting” and a 7% increase in students rated as “meeting” or “exceeding” the college’s standard for locating, evaluating, and synthesizing information.

Rubrics as Assessment and Faculty Development Tools

In designing information literacy assignments and assessing the achievement of information literacy, Gilchrist and Oakleaf, 2012 found that “best practices for library/faculty assessment collaborations focus on both team effort and design of assignments”. Rubric development and use is an effective foundation of those collaborations. Rubrics can spark important conversations about assessment and assignment design during calibration sessions, where faculty collaboratively connect artifacts to outcome criteria (Oakleaf, 2009).

Trinity University’s “Expanding Horizons” information literacy QEP in San Antonio, Texas included extensive professional development for faculty who received curriculum redesign stipends to infuse discipline-appropriate information literacy instruction and support into their redesigned classes. The professional development included faculty and librarian involvement in the collaborative designing of appropriate criteria for information literacy rubrics appropriate to the types of assignments in their disciplines. The rubric criteria in turn guided faculty and librarians’ efforts to produce more information literacy-rich assignments that would achieve their QEP information literacy outcomes. With the guidance of the QEP leadership, faculty from six participating departments used the rubrics to evaluate randomly-selected Spring 2012 senior

papers from redesigned courses and compare them to the rubric-rating of selected senior papers produced for the same courses in 2008. **The comparison showed that papers from the redesigned courses yielded a higher ratings for 11 of 12 information literacy outcomes.**

The effectiveness of writing centers in increasing students' IL skills:

Writing Center tutors engage students in process-based, write-to-learn activities in a non-threatening and highly collaborative space. These activities make thinking as well as gaps in thinking visible (Elmborg, 2006). This basic role of the writing center positions them as vital players in a coordinated effort to give students opportunities to develop as information literate citizens who function as consumers and creators of meaning.

A 2013 study by Coladarci, Willett and Allen showed that students can increase their GPA and double their odds of staying in college after just one 16-week semester of tutoring for three hours each week. This research is supported by SAC's experience with its Writing Center. Students who used SAC's Writing Center during Fall 2012 had success rates (percentage of courses passed with an A, B or C) that were 9.6% higher than the average for all SAC students.

	% of courses A, B, or C	Course Completion	Semester-to- Semester Persistence
Fall 2012 Tutored in Writing Center	77.7%	85.7%	84.1%
All Fall 2012 SAC	68.1%	79.0%	77.5%
Fall 2012 % Difference	+9.6%	+6.7%	+6.6%

These higher success rates were not due to self-selection; while 59% of students tutored that Fall came voluntarily, 41% were required to come, and the effect of Writing Center tutoring on students required to attend was higher than that for the self-selected participants (an 80% success rate vs. 77% for self-selected students). This gap grew more pronounced as required students had multiple tutoring sessions. For non-required students, their passing rates, retention, and persistence remained flat, rising between 1% and 2% from one tutoring session to three. However, **for required students, the increase in passing grades was 13% (to 90% with a "C" or better). The grade point average (GPA) for this group of required students with three or more sessions was also very high at 3.16 (compared to the SAC all student GPA average of 2.72).**

	Grade Point Average
Fall 2012 Students Tutored in Writing Center	2.95
All Fall 2012 All SAC Students	2.72
Difference	+.23
Fall 2012 FTIC Tutored in Writing Center	3.03
All Fall 2012 FTIC SAC Students	2.59
Difference	+.44

Results are even stronger for students in “gatekeeper” (first year core curriculum) courses and FTIC students. There is a very positive correlation between increased FTIC student success and Writing Center activity:

	% of courses A, B, or C	Course Completion	Semester-to-Semester Persistence	#’s of Students
Fall 2012 FTICs Tutored	80.3%	88.1%	91.2%	147
All Fall 2012 FTICs SAC	65.7%	78.4%	71.2%	4286
Increase	+14.6%	+9.7%	+20%	

Students enrolled in “gatekeeper” courses who worked with Writing Center tutors similarly outperformed their peers. Twelve percent (12%) of all English 1301 students received tutoring in the Writing Center in 2012. **ENGL 1301 students who received tutoring did much better than their counterparts who did not receive tutoring (7% better with one session, 11% with two sessions, and 19% with three or more sessions).** The 11% of **History 1302 students who used the Writing Center in 2012 also did much better than their counterparts who did not receive tutoring (8% with one session, 18% with two, and 27% better with three sessions).** This pattern of increase in student success, with results plateauing at the third tutoring session, has consistently been noted at the SAC Writing Center since its initiation as an Achieving the Dream Pilot.

Aligning integrated reading and writing curriculum with English composition curriculum:

Goen-Salter’s (2002) integrated reading and writing redesign of San Francisco State University’s (SFSU’s) remedial program created a two-semester integrated reading and writing course that ended with students getting credit for their freshman composition course. The program involved extensive ongoing training and collaboration of reading and writing teachers. The intervention kept cohorts of students together with the same teacher for two semesters with an integrated reading and writing approach in both the developmental and freshman composition portions of their redesigned class. The curriculum requires students to engage in frequent metacognitive reflections to make explicit connections between the reading and writing processes; to examine the rhetorical features and functions of a variety of texts, including their own, as both readers and writers; and to become more comfortable using texts to synthesize ideas and sources as readers and writers who can understand and enter academic conversations. **Students in the two-term IRW class had a 13% higher pass rate and scored higher on the Gates-MacGinitie Reading test than completers of the traditional remedial sequence, and went on to pass second year composition at a 7% higher than all other SFSU students.**

Katie Hern (2010) reported how she redesigned Chabot College’s existing integrated reading and writing remedial program. Hern’s redesign of the IRW sequence involved curricular alignment between developmental and college-level courses, creation of an accelerated one-semester IRW course option to replace a two-semester IRW sequence, and use of learning communities in 23% of the accelerated sections. The redesigned curriculum relied heavily on metacognition and an inquiry-based approach. To align these developmental classes with the first Freshman English course, Hern made sure students “in both the accelerated and two-

semester tracks . . . engage in the same types of work required in an English 1A class, but in an environment of greater scaffolding and support” (p. 31). **Forty-five percent (45%) of the students from the accelerated track went on to complete English 1A versus 23% of the students who started in the traditional two-semester developmental track.**

In 2013 SAC redesigned its developmental program by replacing four developmental reading classes and two developmental writing classes with two integrated reading and writing courses (INRW 0305 and INRW 0420). However, SAC’s program still lacks features from the SFSU and Chabot models that create a more coordinated curricular experience for students transitioning from integrated reading and writing to freshman composition. The college is still seeking to help these classes function as an appropriately-scaffolded and sequenced learning experience to help students develop into what Gilchrist and Oakleaf (2012) call “critical users and consumers of information.” Fearless Learning will play a crucial part in moving the college toward that goal.

English 1302, the last course in SAC’s INRW/Freshman Composition sequence, requires students to apply their English 1301 skill set in a more intertextual environment that requires more critical reading and researching, areas Writing Center tutors at SAC have identified as challenging. The following comparison of English 1301 and English 1302 Writing Center data shows a greater effect on English 1301 students of Writing Center tutoring than on students in English 1302. This corroborates the struggles Writing Center tutors have reported.

Course	Measure of Student Success	Number of Tutoring Sessions				% Change for None vs. Three	% Change for One vs. Three
		None	One	Two	Three or More		
ENGL 1301	As, Bs or Cs	76.0	83.0	88.4	95.0	+19%	+12%
	Semester GPA	2.72	2.86	3.05	3.28	+.56	+.42
ENGL 1302	As, Bs or Cs	72.4	78.7	76.2	78.1	+5.7%	-.6%
	Semester GPA	2.70	2.96	2.62	2.71	+.1	-.25

Collaborative information literacy initiatives to promote and support integrated reading, writing, and research processes for students:

Writing Center staff and composition teachers who fail to collaborate with librarians and embrace information literacy in the classroom and at the tutoring table neglect one of the two primary means of meaning-making: reading (Haller 2008, Elmborg 2006). In “Reuniting Reading and Writing: Revisiting the Role of the Library,” Haller contends that “If librarians stick solely to the research process and writing centers to the writing process . . . they re-enact the academy’s division of critical literacy into separate processes of reading and writing. Even when librarians and writing centers work very effectively together conjoining reading and writing, the absence of disciplinary faculty in the dynamic perpetuates the academy’s separation of process from content” (p. 208). Elmborg (2006) further justifies this partnership by asserting

that librarians and tutors have a shared professional niche as mediators between students and faculty.

In 2013 Dayton University moved the Writing Center into the Library to form the Knowledge Hub, a research and writing assistance space for students. Writing consultants have librarians close to help consultants and students address any research question that cannot be resolved at the tutoring table. In the Library's cross-training program, writing consultants learn more about the research process. Cross-training includes sessions involving collaborative analysis of sample artifacts using rubrics to train writing consultants how to recognize weak research effort as well as sessions on library skills, tasks and values. Since the initiation of the Knowledge Hub, **the director has documented a significant shift in individual writing consultation topics, as consultants are spending less time focusing on grammar and mechanics and more time on addressing development of ideas, paragraph unity, and thesis statements** (Escobar, 2014).

(See [References](#) below).

VI. Actions to be Implemented:

Fearless Learning Activities - Introduction

The QEP will improve student learning by providing SAC first-time-in-college students with more opportunities to become information literate both inside and outside the classroom. The QEP will deliver a vibrant and engaging first-year experience for FTICs that celebrates, develops and promotes information literacy skills and values. The empowering six Fearless Learning Student Learning Outcomes (SLOs) listed in the chart below, once achieved, will enable students to more easily navigate the recursive and integrated reading, writing, and research processes that are an integral part of learning on-campus, in the workplace and in our community.

Fearless Learning Student Learning Outcomes (SLOs)	
Research	Writing
Students will develop a questioning approach to define and narrow a topic.	Students will develop ideas and synthesize sources within a document or presentation.
Students will create a flexible research strategy for an assignment.	Students will use written or oral communication to convey meaning and build credibility.
Students will evaluate a variety of sources for the ethical and logical uses of evidence.	Students will comprehend how to use the appropriate style and document conventions and the appropriate language to create the types of texts used to shape and share information within a discipline/profession.

The Fearless Learning program will help students attain the above learning outcomes using three major components:

- 1) Enhanced curriculum;
- 2) Professional development; and
- 3) Enhanced and coordinated information literacy support and opportunities outside the classroom.

The **Fearless Learning curriculum** will include four courses taken during the first year of college to give students a more coordinated curricular experience during which they acquire research, reading, and writing strategies of an information literate student. Two of these Fearless Learning classes, a Student Development or Learning Frameworks class and Freshman Composition II, will include an embedded, non-credit bearing Information Literacy class that provides students and faculty with a unique workshop collaboration that is co-facilitated by faculty and Writing Center and Library personnel. When the QEP is at full scale, by academic year 2021, at least 2,500 SAC students will be building their IL skills through first-year curriculum developed through Fearless Learning. (See Component One below.)

Teachers of Fearless Learning classes will join tutors and librarians for professional development in the new Research and Engagement Academy (REA). The REA will help Academy participants gain the pedagogical agility to facilitate engaging activities in various learning environments to help students develop and practice IL skills via a two-semester practicum that relies heavily on cross-training and co-teaching. Academy participants and graduates will teach the IL-enhanced sections of their courses and co-facilitate workshops for the embedded information literacy workshops with Writing Center tutors and librarians. (See Component Two below.)

The strategies and philosophies employed in the embedded information literacy workshops will be threaded throughout the Fearless Learning curriculum and **closely coordinated out-of-classroom programming** will ensure that those IL strategies and values permeate extra-curricular and co-curricular avenues as well. To enhance, connect and support IL services, we will create **a mobile help unit, the Fearless Learning Response team**, which will offer individual and group tutoring to students in several library and tutoring service areas and will offer assistance to faculty with developing/assessing IL-enhanced assignments and with helping a specific class with these assignments. The Fearless Learning Response Team will support library and tutoring services, not replace them, allowing collaboration and sharing to change the operation of these entities to better meet the information literacy needs of our FTIC students.

To further demonstrate the vital importance of information literacy to students, Fearless Learning will also include programming that is focused on **celebrating and sharing** the empowerment an information literate person can attain, and how much of an impact that person can have in the workplace and in their community. An annual Research and Engagement Symposium will give students, faculty, and staff opportunities to present work related to either research or to teaching information literacy. The Symposium will also host the premiering of a film that will document the journeys of students who are coached by the Fearless Learning Response Team as the students employ information literacy practices, strategies, and values to achieve personal, professional, and academic goals. The Research and Engagement Awards announced at the Symposium, which will include conference travel funds for faculty and staff awardees, and scholarships and iPads for student award winners, will send a strong message to the SAC community to keep working and sharing, and to stay connected. (See Component Three below.)

Component One: The Fearless Learning Curriculum

Activity 1 - Curriculum Alignment

Fearless Learning curriculum will impact five courses taken during the first year of college. These courses include a one-hour, non-credit-bearing Student Development (SDEV 0170) course or a three-hour, credit-bearing Learning Frameworks (EDUC 1300) course required for all FTICs who test into the highest level of developmental English (INRW 0420) or college-level English (ENGL 1301). They also include the three courses in SAC's first-year English sequence that are required for all students who wish to complete General Education (core

curriculum) course requirements for graduation or transfer – INRW 0420 and/or ENGL 1301 (depending on students' level of college readiness in English as demonstrated by a college placement exam score) and ENGL 1302.

Before Fearless Learning curricular and co-curricular interventions can be appropriately developed, refined and contextualized, these foundational, first-year information literacy courses the QEP interventions seek to support must become more optimally aligned. These are the required and core courses where students are first exposed to information literacy research and writing concepts. This activity will involve both: 1) vertical alignment of SAC's first-year English sequence, INRW 0420 to/or ENGL 1301 to ENGL 1302; and 2) horizontal alignment of required Student Development courses with co-requisite courses from the INRW to English 1302 sequence.

Sequential course success data for FTIC students in SAC' INRW to ENGL 1302 sequence demonstrate SAC's need to align the curricula of these courses:

FTIC Sequential Course Success INRW 0305 to ENGL 1302 Sequence Fall 2014-to-Spring 2015		
	%	N
Spring INRW 0420 Success Rate for Fall INRW 0305 Completers	65.7	35
Spring ENGL 1301 Success Rate for Fall INRW 0420 Completers	65.5	116
Spring ENGL 1302 Success Rate for Fall ENGL 1301 Completers	68.6	539

All three sequential course success rates fail to reach the 70% target success rate in SAC's Strategic Plan. This data is particularly troubling because 1) completion of the first class should prepare students for success in the next class in the sequence, and 2) since only 22% of Fall 2014 FTICs (690 of 3094) decided to take two classes from this sequence during their first two terms, this self-selection bias may skew/inflate what the actual sequential success rates would be with a fuller participation of this FTIC cohort.

Starting in fall 2015, the ENGL 1301, ENGL 1302 and INRW Course Committees will discuss how to scaffold and better vertically align curriculum of the INRW to ENGL 1302 sequence as the next step in the English, Reading, and Education department's continued work to strengthen its outcome-based assessment and instruction. The Student Development department will then align its Student Development (SDEV 0170) and Learning Frameworks (EDUC 1300) classes accordingly. With the five foundational IL classes aligned, the Fearless Learning Curriculum Design Team will create and contextualize workshop activities for the two embedded information literacy classes that match the information literacy needs and skill level of their host class.

Since the Fearless Learning SLOs closely mirror the ENGL 1302 SLOs (ENGL 1302 will be the culminating class taken in the IL-enhanced Fearless Learning curriculum), the proposed vertical and horizontal alignment, which will enhance prerequisites to ENGL 1302 with Fearless Learning outcomes, will better prepare FTIC students for sequential courses by creating a more interconnected curricular experience.

Vertical Alignment of the INRW to ENGL 1302 sequence:

Since Fall 2014, the English, Reading, and Education department has been assessing student course learning outcome (CLO) attainment using course committees to collaboratively develop assignment templates for instructors to use as guides to craft measurement instruments for each CLO. An initial inventory of assignment templates has been approved by all faculty for INRW, ENGL 1301 and ENGL 1302 classes. However, the three course committees have not yet collaboratively discussed alignment and scaffolding of learning outcomes and measurement instruments (assignments) between courses in the three-course sequence.

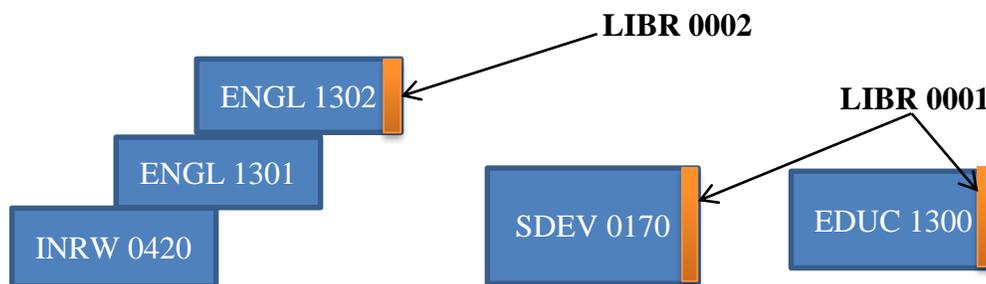
As part of the QEP, starting in Fall 2015 the INRW Committee, the ENGL 1301 Committee, and the ENGL 1302 Committee will collaboratively examine how completion of this sequence can take students through a smartly-scaffolded and sequenced curriculum that deliberately and strategically builds toward students' eventual attainment of the CLOs for ENGL 1302. Recommended changes to assignment templates will go before the department for a vote, and then be revised/finalized and voted on by the department in December 2015. The QEP Co-Directors and representative members of the QEP Curriculum Design Team from the Library, the Writing Center, and the Student Development department will attend these meetings as observers, but the process will be steered by the English, Reading and Education Department and the three course committees.

Horizontal alignment of Student Development courses with co-requisite courses from the INRW to ENGL 1302 sequence:

The Student Development Department will model the English, Reading, and Education's process with the establishment of course committees and the creation of assignment templates to help instructors craft better CLO measurement instruments. In this new ongoing process, Student Development faculty will be able to routinely develop and refine assignments appropriate for the one-credit hour SDEV 0170 and the three-credit hour EDUC 1300 Learning Frameworks class that align with/complement the INRW 0420 or ENGL 1301 being taken concurrently with their class. The Student Development department will determine how to implement this departmental process with the English, Reading, and Education Department, with the QEP Co-Directors serving in an advisory capacity only.

Activity 2 - Development of two information literacy workshops to be embedded into aligned SDEV 0170, EDUC 1300 and ENGL 1302 classes:

A second round of horizontal curriculum alignment will involve development of the LIBR 0001 and LIBR 0002 workshops to be embedded in the SDEV 0170, EDUC 1300 and ENGL 1302 classes. This process will be steered by the LIBR Curriculum Design Team, which includes the QEP Co-Directors, SAC librarians, members of SAC's Writing Center leadership team and representatives from among SAC's Reading and Writing, English, and Student Development faculty.



Embedded information literacy workshops:

Information Literacy I (LIBR 0001) workshops will be imbedded in SAC’s one-hour, non-credit bearing Student Development class (SDEV 0170) and SAC’s three-hour, college-credit-bearing Learning Frameworks course (EDUC 1300) one of which is required for all FTICs. Information Literacy II (LIBR 0002) will be embedded in the last course in SAC’s first-year English sequence, ENGL 1302. The curriculum of each embedded LIBR course will consist of a **scaffolded sequence of three small-group workshops contextualized for students and facilitators to use and discuss IL strategies and values as they complete assignments for their SDEV, EDUC or ENGL course.** Each workshop will be co-facilitated by an instructor, a librarian, and a SAC Writing Center tutor. The first workshop will occur during the class-time of English, Education, and Student Development courses, and the subsequent two workshops out of class.

LIBR 0001 and LIBR 0002 already exist in the Alamo Colleges course catalogue. These classes are connected to ENGL 1301 and ENGL 1302 at Northeast Lakeview College, our sister college in the Alamo Community College District. At Northeast Lakeview the LIBR curriculum consists of a class-time orientation session, a sequence of four modules on Topics, Sources, Evaluating and Plagiarism, and the completion of an online post-assessment. Students who completed all LIBR activities and scored an 80% or higher on the LIBR 0001 post-assessment outperformed students who failed to meet that post-assessment target score in their host ENGL 1301 classes (see above in Literature Review).

Writing Center personnel and librarians co-facilitating LIBR curriculum with faculty:

The foundation of the Fearless Learning QEP is a partnership between writing tutors, faculty and librarians. Therefore the implementation of the embedded curriculum will be highly collaborative, using technologies in ways that reinforce relationships instead of technologies that isolate individual learners. Each embedded LIBR class will be co-facilitated by the host class faculty member, a SAC librarian, and a Writing Center tutor.

SAC’s existing Library Instruction program and the SAC Writing Center are two very successful and popular services that help students improve their information literacy skills (see results for Library Instruction and for the Writing Center above in Section V). However, both librarians and Writing Center tutors have found limitations to the effectiveness of their interventions.

ENGL 1301 students who complete three or more tutoring sessions in the Writing Center have more than a 19% higher success rate than those who didn't visit the Writing Center. However, ENGL 1302 students who worked with the Writing Center tutors had only a 5.7% higher success rate than those who didn't. It would appear that what the Writing Center offers does not have as great an effect on the outcomes for SAC's second freshman composition class, which requires students learners to engage a more intertextual and pluralistic landscape of ideas as a researcher and critical reading.

English 1301 Outcomes	English 1302 Outcomes
Demonstrate knowledge of individual and collaborative writing processes.	Demonstrate knowledge of individual and collaborative research processes.
Develop ideas with appropriate support and attribution.	Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
Write in a style appropriate to audience and purpose.	Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
Read, reflect, and respond critically to a variety of texts.	Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
Use Edited American English in academic essays.	Apply the conventions of style manuals for specific academic disciplines (e.g., APA, handling of a more inter CMS, MLA, etc.).

In an Alamo Colleges INRW Professional Development Needs survey distributed in Summer 2014, and during formal and informal discussions with members of the QEP Development Team, tutors and leaders of tutoring entities named the following concerns related to students' research and reading abilities:

- Addressing English-as-a-Second-Language/English-Language-Learners issues;
- Helping a student with a text the tutor is not familiar with;
- Helping students work with in-process and published documents/papers from an unfamiliar discipline or documents that seem too difficult for the student to understand;
- Developing and refining search strategies for research projects;
- Making students who have an overwhelming amount of work for a project feel good about the small scope of a tutoring session;
- Working with poorly-designed assignments;
- Helping students make progress in spite of an unclear or absent assignment sheet; and
- Helping students who have a huge pile of source material and no idea what to do next.

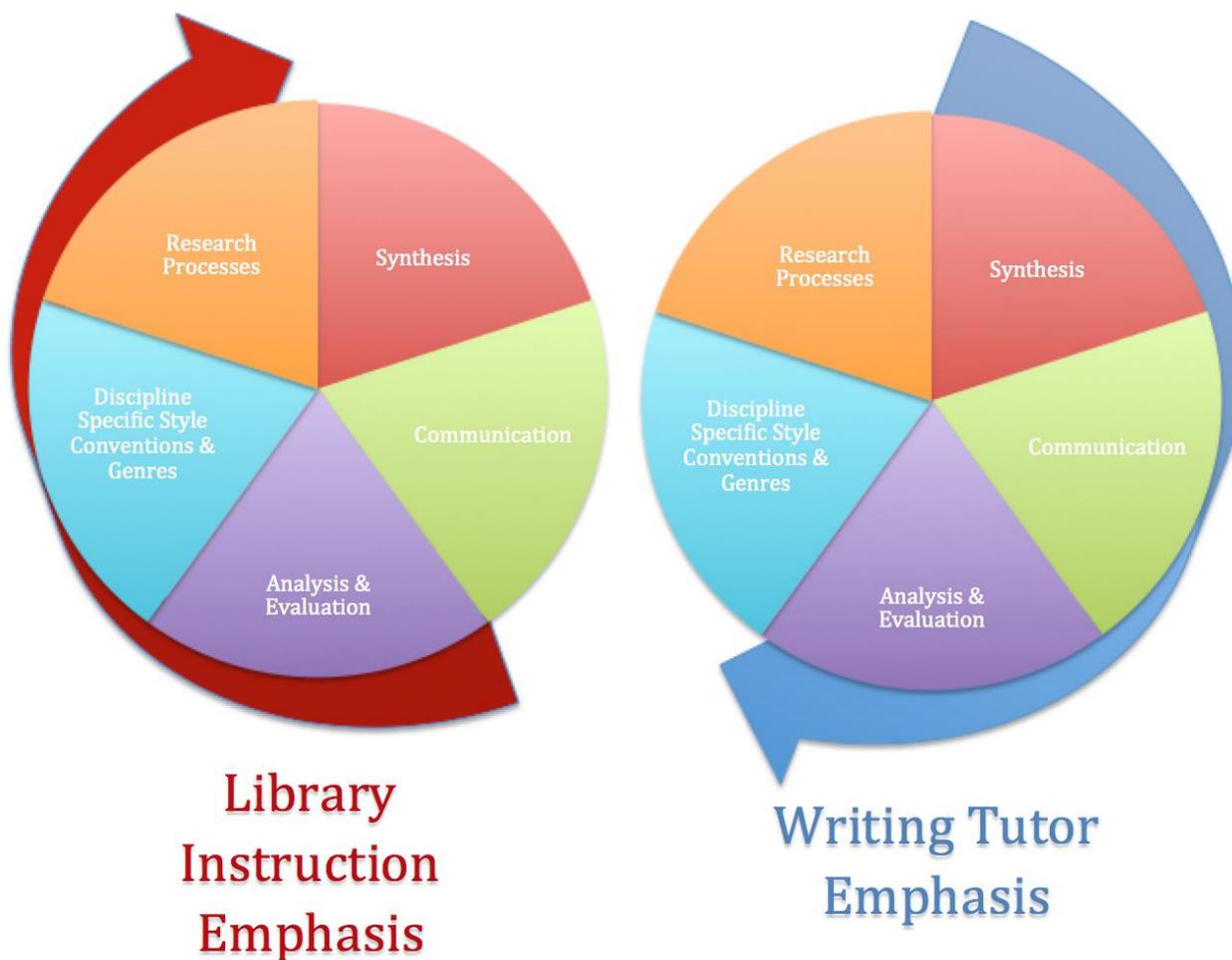
From this list it is obvious that the critical reading and research curricular dimensions required for ENGL 1302 success may not fall within the scope of what Writing Center tutors can

provide. However, some of these areas of concern can be addressed by instructional librarians and/or faculty who are more conscious of how to construct assignments.

All four of SAC's full-time instructional librarians expressed that they do not have a real sense of the entire curricular arc of a course they support with their one-shot library instruction sessions. They rarely get to see the results of their instruction for that class. Librarians also echoed tutor complaints about flawed or missing assignment sheets and indicated that instructors are not designing enough assignments where students get to practice the IL skills taught in the library instruction sessions. The comparison below of Library Instruction SLOs and ENGL 1302 CLOs shows that current Library Instruction directly supports only two of the five ENGL 1302 outcomes (the abilities of the information literate student, as determined by the QEP committee).

English 1302 Outcomes	Library Instruction Learning Outcomes
Demonstrate knowledge of individual and collaborative research processes.	Define Topic: Develop a questioning approach to identify an information need. Devise Strategy: Create a flexible research strategy for an assignment. Search Sources: Locate a variety of quality sources relevant to a topic
Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.	
Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	Devise Strategy: Create a flexible research strategy for an assignment. Search Sources: Locate a variety of quality sources relevant to a topic
Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	
Apply the conventions of style manuals for specific academic disciplines (e.g., APA, handling of a more inter CMS, MLA, etc.).	

The graphic representation below shows that the focus/emphasis of the work of instructional librarians and Writing Center tutors are complementary when it comes to helping students achieve IL learning outcomes. A Writing Center/Library Instruction partnership therefore ensures that, with cross-training and co-teaching, students will be able to receive guidance with all five of the ENGL 1302 CLOs.



Faculty members are the third leg of the IL instructional tripod. Faculty joining a partnership with librarians and tutors creates an opportunity for a deeper collaboration, where all three groups learn from each other to better help students fearlessly navigate all stages of the integrated and recursive research, reading, and writing processes. The writing tutor and librarian's areas of expertise complement each other to fully support the desired IL skill set; the curricular context faculty give tutors and librarians strengthens what they can accomplish; and the librarian and tutor's active and collaborative, low-stakes support of reading, writing, and research gives faculty an opportunity to model some best practices many of them cited as missing from their classroom practices in the Information Literacy Survey administered to faculty this Spring (see above, Section III).

Rationale for embedding Information Literacy I (LIBR 0001) in SDEV 0170 and Learning Frameworks courses:

Northeast Lakeview College embeds its two information literacy classes in ENGL 1301 and ENGL 1302. San Antonio College also wants our information literacy curriculum to be embedded in required core courses with information literacy CLOs, taught by departments that

already have the development of information literacy skills as part of their mission. While the IL link to Integrated Reading and Writing and Freshmen Composition courses is obvious, course syllabi examination indicates that Student Development and Learning Frameworks classes also serve as information literacy courses for FTICs. Seven of the ten learning outcomes in these two classes contain information literacy language and all ten of the listed measurement instruments require the demonstration of some proficiency in information literacy.

More than a decade ago, San Antonio College implemented a special course “Strategies for Success” (SDEV 171) for students who were on academic probation. It included time management, study skills, goal setting, financial literacy and career exploration elements. The positive effect of this course on failing students’ grades and retention led the college to develop a three hour Student Development course (SDEV 0370) required for all students testing into two or more developmental-level courses. SAC had been looking into ways to help students get college credit for this course for several years when the “Learning Frameworks” course began to take the national stage. Reading and Education faculty worked with Student Development faculty to take the best elements of SDEV 0370 and add a theoretical framework about how students learn in order to create a course for college credit. In this way, students could benefit from the soft skills of the extended student development course while developing metacognition skills and earning credit toward their degrees.

In Fall 2014, SAC began offering up 40 sections of EDUC 1300. All students who test at the highest level of developmental Reading and Writing (INRW 0420) or at college-level for English are eligible to take the course instead of a one-hour student development course that yields no college credit (SDEV 0170). Students in EDUC 1300 study “1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies.” Currently, the EDUC 1300 class includes one session of Library Instruction with a Librarian instructor. Assignments for the course include two research summaries, a Career Research Project and a Leadership Style Research Paper. Learning Frameworks faculty (which includes former SAC counselors and former SAC Reading faculty) have students recursively and continually reflect, refine, and apply their learning. The Learning Frameworks textbook lists active reading, critical thinking, and information literacy on its cover.

In their first semester, FTIC students will take either ENGL 1301 or INRW 0420 concurrently with either SDEV 0170 or EDUC 1300. SDEV 0170 and EDUC 1300 will contain the embedded information literacy course. Attaching LIBR 0001 to SDEV 0170 and EDUC 1300 instead of ENGL 1301 creates more opportunities for students to practice transferring information literacy skills to multiple academic and professional situations during LIBR workshops and for them to view IL skills as life skills rather than just English class skills.

LIBR workshop schedule and locations:

The first of the three required workshops for LIBR 0001 and LIBR 0002 will occur during class-time, co-facilitated by the SDEV 0170/EDUC 1300/ENGL 1302 faculty member, an Information Literacy Specialist Librarian and a Writing Center tutor. For the second and third LIBR workshops, which will occur outside of class in computer classrooms, students will get to choose between Tuesday, Wednesday, or Thursday sessions open to students from all sections of

the host class. Since SDEV 0170 is a one-hour, eight-week class, only the first two workshops will be required for these students, with the third workshop available to students to help them with INRW or ENGL 1301 assignments.

To ensure that the times of workshops meet student needs, students will indicate preferred times on a Fearless Learning Orientation Survey during the first workshop. Student Development; the Library; the Writing Center; and English, Reading, and Education will each provide computer classroom space for LIBR 0001 and LIBR 0002 workshops.

LIBR workshops will use *process-based* activities that can be applied to any assignment that requires some research and analysis of sources. For this reason, instructors in the targeted courses will not have to come up with new or special assignments for Fearless Learning, but will re-design existing assignments.

Each workshop will address two Fearless Learning SLOs. For example, the third LIBR 0001 workshop for SDEV 0170/EDUC 1300 will focus on SLO #1: “Students will develop a questioning approach to narrow define a topic” and SLO #5: “Students will use written or oral communication to convey meaning and build credibility.” In their LIBR session students will take the questioning approach they already used to begin their research and then to refine their thesis statements. Then they will be guided to use the questioning approach as a revision strategy, as they assume the role of the target reader and ask *who, what, when, where, and how* of each other’s workshop drafts to identify means of making their writing specific and focused with audience and purpose in mind.

Every workshop will be co-facilitated by a host course faculty member, a librarian and a writing center tutor, with faculty for each host class section committing themselves to co-facilitate three out-of-class workshops a semester. In addition to the host faculty, Writing Center tutors and SAC librarians, QEP staff (who are faculty and librarians) will be co-facilitators for workshops. Research and Engagement Academy (REA) participants (see Component Two below) will also help staff with the co-facilitation teams as part of their training.

Students will sign up for the second and third LIBR workshops during the first workshop and Fearless Learning staff will make classroom visits with the LIBR workshop schedule on an iPad, to remind students of the schedule. Students may also sign up for other help/tutoring sessions when a Fearless Learning representative visits their class. They will be able to access the schedule by visiting the Fearless Learning website or by looking for posted schedules in the host departments, the Library, or the Writing Center.

Students are not being asked to commit extra time to their course, since the second and third workshops will be time they spend completing assignments required for the host class. Librarians will now share their library instruction duties with QEP staff and collaborators, and since between 70% and 72% of existing Library Instruction classes are currently presented to SDEV 0170, EDUC 1300, INRW 0420 and ENGL 1301 and 1302 classes, some of LIBR workshop instruction will be conducted as part of librarians’ current workload. For Writing Center tutors, increased IL instruction capacity and better familiarity with faculty and

assignments will enhance their roles in the Writing Center. Both librarians and Writing Center tutors will be assisted by QEP staff in conducting QEP activities and in their normal roles.

LIBR 0001 and LIBR 0002 instruction for distance learners and Dual Credit high school students:

Six modules in Canvas (SAC's online learning management system that is used to post syllabi, assignments, study guides and grades for all courses) will be developed for the three workshops for LIBR 0001 and 0002. These will be offered as online options for distance education students and any other students who can't attend face-to-face workshops.

Students in face-to-face sections of LIBR-enhanced host courses who opt to use online options for two or more of the three required workshops must also attend one face-to-face Research and Engagement Help Session to receive full LIBR credit. Thus all face-to-face students who receive LIBR credit will complete the workshops or corresponding modules, including a minimum two of two face-to-face sessions for each LIBR course.

QEP Co-Directors are meeting with SAC's school district partners to explore ways in which to provide LIBR 0002 sessions to dual credit students taking ENGL 1302, which we expect to include the use of the online modules. However, the logistics of the implementation of Fearless Learning for Dual Credit students have not yet been ironed out.

Activity 3: FTIC Registration in Fearless Learning Curriculum

Once the Fearless Learning Curriculum is at full scale, all SAC FTICs (approximately 3,000 FTICs enroll each Fall) who remain for more than one semester will enroll in at least three of the five LIBR-enhanced courses (SDEV 0170 or EDUC 1300; INRW 0420 or ENGL 1301; and ENGL 1302) during their first year in college. Ideally, they will also enroll in another first-year course taught by a Fearless Learning-trained faculty member, in order to attend at least two Fearless Learning classes during each of their first 16-week fall and spring semesters. For most FTICs, two of those four classes will include a non-credit-bearing embedded information literacy course (some students may not enroll in ENGL 1302 by the end of their second semester).

SAC's newly-implemented "AlamoAdvise" academic advising model allows students to sustain relationships with a single advisor throughout their academic career at SAC, to obtain appropriate course advising and consistent guidance along their academic/career pathway. Advisors use a caseload management approach to connect with students at "touchpoints," predetermined moments in a student's academic career when email notices and registration holds are employed to let students know it is time to see their advisor. The QEP will coordinate with the Advising Center and the Student Development Department to ensure that the Fearless Learning program is appropriately marketed to students and faculty, that FTICs are enrolled in appropriate Fearless Learning classes in their sequence, and that students in Fearless Learning sections complete a required information literacy survey during their second semester at SAC.

The first touchpoint in the AlamoAdvise process, New Student Orientation (NSO), is where students learn about the SAC culture and experience and attend group academic advising sessions, co-facilitated by advisors and faculty, where they are guided into appropriate coursework for their degree plan. Members of the QEP staff will join the Advising Team during NSO to help promote the Fearless Learning program and ensure that all Fearless Learning sections for FTICs are the first sections to be fully enrolled. Advisors and QEP staff participating in NSO will have a list of Fearless Learning first-year course offerings and updated lists of open Fearless Learning sections weekly, with current enrollment numbers.

Starting in Fall 2015, advisors will require all FTIC students to take an INRW or Freshman Composition class and a Math class during their first semester, regardless of their placement. This new policy has been implemented to address the data below concerning first-term enrollment in Integrated Reading and Writing and English, which was uncovered during the QEP Committee's research:

First Term INRW/Freshman Composition Enrollment for FTIC Students		
	Fall 2014	Spring 2015
INRW 0305	94	55
INRW 0420	238	97
ENGL 1301	1408	362
ENGL 1302	22	2
Total FTIC	3094	987
Total Enrolled	1762	516
Percentage Enrolled	56.95%	52.28%

During the first years of the QEP, instructors for SDEV 0170 or EDUC 1300 will be given a list of open Fearless Learning offerings, and all students in the Fearless Learning Pilot SDEV 0170 or EDUC 1300 courses will have to take a concurrent INRW 0420 or ENGL 1301 class during their first semester. Registering for second semester classes is part of an FTIC student's SDEV 0170 or EDUC 1300 course, so that students in Fearless Learning sections will be steered into Fearless Learning ENGL 1302 sections and any other first-year courses taught by REA graduates (see below). Registration for FTIC students' third semester and completion of a second semester information literacy survey will occur as part of a student's advising "touchpoints" during their second term at SAC.

Information literacy across disciplines

The Fearless Learning curriculum includes one first-year, core-curriculum class from **outside** the Student Development and English, Reading, and Education departments, as indicated above. This other class will also employ and promote the information literacy practices and values taught in the QEP's Research and Engagement Academy (REA). To staff these sections and ensure Fearless Learning course offerings include a variety of choices from across the curriculum, the REA will reserve slots (See Component Two below) for instructors from other departments to engage in the cross-training and course redesign activities required to teach IL-enhanced sections of their first-year courses.

IL-enhanced sections of first-year core courses outside English, Reading and Education taught by Academy participants and graduates will be noted in the course catalog as part of the Fearless Learning curriculum that is reserved primarily for FTICs. The curriculum of these classes will be enhanced to include:

- One in-class workshop co-facilitated by Academy participants and/or graduates
- Activities and lessons in at least one class before and one class after the in-class workshop that appropriately scaffold, build, or thread IL skills and values through at least that unit of the course.
- Access to all Fearless Learning Response Team Help Sessions (see below)

Additional benefits of enhancing other first-year core courses with IL will be that: 1) staff in the Writing Center and Library will be familiar with student assignments for this course that might require their assistance, 2) faculty and students in these courses will be notified of all Fearless Learning events and 3) faculty and students in these courses will be eligible to enter a course assignment in the annual Research and Engagement Award competition.

Component Two: Professional Development

Activity – Establishment of the Research and Engagement Academy

The QEP will partner two existing successful programs – SAC’s Writing Center and the Library Instruction program – with Fearless Learning faculty to provide practicum-based professional development that involves cross-training and co-teaching in various learning environments. Instructors, librarians, and Writing Center tutors will learn to support information literacy practices and values by:

1. Joining a diverse network of faculty and staff in the facilitation of LIBR workshops;
2. Developing, practicing, studying, and guiding constructivist and metacognitive reading and writing activities across the curriculum;
3. Learning how to contextualize assignments and to use assignments to advance important student dialogues and possibly impact change;
4. Redesigning activities and assignments; and
5. Creating and using IL rubrics to design and assess lessons/activities.

Academy stipends, activities, and deliverables:

Full-time and part-time faculty who participate in the Research and Engagement Academy (REA) in addition to their regular job duties will receive a stipend for a 51-hour commitment over a fall and spring semester. REA participation will be voluntary and will require a 27-hour fall commitment and a 24-hour spring commitment. Academy participants will be required to participate in roundtable sessions and teaching demonstrations, co-facilitate four LIBR workshops, and assist with an annual Academy-led, rubric-based information literacy assessment of artifacts from first-year IL-enhanced courses. Faculty participants will also submit an IL-enhanced lesson plan and assignment sheet for their host class. Participation will be

voluntary, but if there are not enough volunteers from the English, Reading, and Education department and the Student Development department to fill their department's designated REA slots, Department Chairs will assign Academy participants.

	Fall	Spring	Total
Time Commitment	27 Hours	24 Hours	51 hours
LIBR Workshops	3 Sessions	3 sessions	6 sessions
Orientation	1 Session		1 Session
REA Training	9 Sessions	9 Sessions	18 Sessions
Full-Time Faculty Stipend	\$1,009 (\$37.37/hour)	\$897 (\$37.37/hour)	\$1,906
Adjunct Faculty Stipend	\$594 (\$22/hour)	\$528 (\$22/hour)	\$1,122
Staff Stipend	NA	NA	0

The Writing Center and SLAC Lab already agreed to cycle employees through the Academy. Since full- and part-time staff will attend the Academy as part of their 40- or 19-hour work week, they will not receive a stipend. Faculty librarians will receive the stipend for completing Academy duties in addition to their full-time duties for the college. Since staff librarians will attend the Academy as part of their 40- or 19-hour work week, they will not receive a stipend.

Cross-Training:

Part of the Academy experience will be an opportunity to broaden individuals pedagogically and academically to become more agile and fearless in different learning environments through cross-training. For example, Writing Center tutors will become more conversant with the use of Boolean operators and truncation to design specific search strategies; Learning Frameworks faculty may see how to fold more low-stakes write-to-learn activities into daily sessions; faculty and librarians can test possible reference area and classroom applications of minimalist tutoring; and all participants will learn about the integrated reading and writing strategy of reading rhetorically as a means of accessing and engaging difficult and/or foreign texts.

Dynamic and diverse collaborations in practicum settings:

SAC's previous QEP, the Murguía Learning Institute for Professional Development, brought together groups of faculty from across campus to learn about best practices to improve student engagement and learning by increasing active and collaborative learning in the classroom. MLI classes engaged faculty from different disciplines in hands-on learning that required them to "think-pair-share," and do teaching demonstrations for one another around best practices. In addition to the positive intended outcomes of the MLI, which included many more best practices being used in our classrooms, a very positive unintended outcome of the MLI was the creation of cross-disciplinary communities of practice and friendships between faculty from different departments. Some of these relationships continued well after faculty completion of the MLI, and from these collaborations have emerged some of SAC's best new leaders.

Therefore, a key element of this QEP will be to create a community of practice around improved student learning and empowerment through increased information literacy. This will be achieved not only in Academy roundtables and workshops and during working group sessions to develop learning materials for information literacy, but also during **a learning practicum period where the Academy participant will be part of the co-facilitation team for LIBR 0001 and 0002 workshops.**

Adjunct faculty who worked for the Writing Center and provided tutoring for grant funded Senior Summer and Summer Bridge programs in 2007 received invaluable teacher preparation. The programs required that they perform various roles – classroom tutor, Writing Center tutor, small-group workshop facilitator, and faculty-member-partnering-with-a-peer to design workshops – and required them to work in several environments. **The percentage of students who passed with a “C” or better in these adjunct faculty members’ classes went up by an average of 14.7 percentage points after working one full semester in the Writing Center and 78% of adjunct participants found full-time positions in secondary or higher education.**

As part of the REA experience, Academy participants will co-facilitate a workshop for their own class with two of their peers from the Academy. They will also co-facilitate information literacy workshops for courses from outside their department, and they will get to work individually with students as a tutor in both the Writing Center and the library. Because of these practica, Academy discussions of how to tailor/design activities and assignments that lead up to and follow each LIBR workshop will occur between groups of peers with tangible shared teaching and tutoring experiences.

Inclusion of faculty from additional disciplines:

In early 2014, SAC’s Quality Enhancement Team (SQET) asked its Institutional Research Task Team to review select Fall 2013 data, excluding Math courses, to identify courses with an enrollment of 100 or more students that had less than a 70% productive grade rate (PGR = rate of As, Bs and Cs). The team identified 24 of these at-risk courses (See [Appendix VI](#) for a list). The QEP Committee decided that SAC should include the faculty of the high-risk courses most often taken by FTICs in the Fearless Learning information literacy activities. Therefore, REA cohorts will have slots set aside for faculty from these high-risk courses who wish to incorporate IL skills-building activities into their curricula.

Designing/re-designing assignments and activities for IL-enhanced courses:

All REA faculty participants will redesign three assignments and activities for their own class, using best practices to focus on the learning outcomes connected to a specific LIBR workshop. REA instructors who are not teaching an LIBR workshop “host” class will also create IL-skills-building assignments and lessons. To have the same learning effect as the LIBR workshops, these instructors will facilitate LIBR-styled workshops during class-time on their own or with the assistance of the Fearless Learning Response Team. In this way all Fearless Learning classes, whether they include LIBR workshops or not, will have similar workshop

activities and assignments, with shared characteristics and shared language about the strategies related to the QEP learning outcomes.

Peer Assessment of LIBR artifacts as a learning tool:

Student Development, Learning Frameworks and ENGL 1302 faculty who participate in the REA will have co-developed process-based LIBR workshop activities that can support any assignment from across the curriculum that requires research. Faculty will revise their assignments and handouts to include the process-based strategies and language that will be practiced in each upcoming workshop. When assignments are being re-designed for LIBR workshops, the REA group will check one another's assignment sheets to ensure that the common criteria and language are present. Therefore students in any LIBR-enhanced Fearless Learning class will produce workshop artifacts (metacognitive reflection notes and/or draft assignment sections) during each designated LIBR workshop week that can be evaluated for the attainment of specific Fearless Learning SLOs.

Each Fall and Spring semester, three REA sessions will focus on peer assessment of these artifacts, both as a knowledge-building tool for faculty, librarians and tutors and as a way of measuring student achievement of Fearless Learning IL outcomes. Fearless Learning faculty for these courses will bring artifacts from LIBR workshops to their REA assessment workshop.

REA participants will then use a rubric with criteria they have collaboratively developed (in conjunction with External Evaluator Megan Oakleaf) to measure whether these artifacts reflect student achievement of IL learning outcomes. The artifacts for each LIBR workshop will focus directly on the student learning outcomes the workshop intervention is intended to impact. The shared language of written workshop instructions and assignment sheet will connect directly to the rubric-stated criteria for assignments that demonstrate outcome attainment.

The REA will then conduct a group norming and evaluating session using a protocol for the rating of artifacts prescribed by the External Evaluator. They will establish inter-rater reliability and conduct a double-blind assessment of artifacts (these protocols are described in Section X-Assessment). The results will be discussed and used by the group to improve both the design of assignments and the assessment of learning outcomes. Rubric criteria will be also used in subsequent development of assignments for the next LIBR workshops.

The results of the rubric assessments for LIBR 0002, which is linked to ENGL 1302, will be compared to CLO measurements in e-Lumen for ENGL 1302, since the QEP's Learning Outcomes align with ENGL 1302 CLOs. This will provide corroboration of the assessment of the achievement of learning outcomes for the culminating course in the IL-enhanced sequence, while at the same time assisting faculty in their understanding of outcomes assessment and of the use of rubrics to evaluate student learning. (See more in Section X-Assessment.)

The QEP Co-Directors will use the same process to help REA participants rate their own and one another's redesigned assignments, using an IL instructional quality rubric they develop as a group. The IL instructional quality rubric, once developed, will also be used to assess assignments and results of pre- and post-faculty surveys generated by REA participants before and after their REA experience.

Component Three: Fearless Learning Experiences Outside of the Classroom

Activity 1 - Fearless Learning Response Team:

QEP staff – including the Co-Directors, Information Literacy Specialists, librarians and super tutors – will partner with academy participants and graduates to work as an information literacy mobile help unit for FTIC students. The “Fearless Learning Response Team” will consist of three to five helpers, including at least one librarian or IL Specialist, one faculty member, and one tutor. The Response Team will host IL help sessions in student service areas like the SLAC tutoring and study lab, the SAC Library Reference Desk, and the Writing Center. The Response Team will also hold help sessions and facilitate workshops for REA participants who don’t have LIBR workshops embedded in their courses. Response Team help sessions will be hosted, at an instructor’s request, next door or across the hall from participating Fearless Learning classes just before or after class-time, when feasible.

The Response Team’s presence will raise awareness of the Fearless Learning project while helping students. It will also increase dialogue between the employees of the Library, SLAC and Writing Center and Fearless Learner Responders, which will function as informal professional development/IL culture development.

Activity 2 - Annual Research and Engagement Symposium:

Every Fall, starting in Fall 2017, the Fearless Learning Response Team will host a Research and Engagement Symposium. This event will: 1) celebrate and recognize the researching excellence of faculty, staff, and students; 2) give these researchers a platform upon which to engage their community, and 3) inspire the SAC community to see that we can push fearlessly and reflectively forward as information literate individuals who create change. Poster sessions and panel discussions will give faculty, staff, and students opportunities to showcase their work. The Symposium will feature a keynote speaker, presentations by faculty and staff Research and Engagement Award winners, recognition of student Research and Engagement Award winners, and a premiering of film shorts documenting the teaching and application of information literacy.

Activity 3 - Research and Engagement Awards:

A faculty award will be given to the faculty REA graduate who produces the most innovative work to promote research and engagement in the classroom, and a second faculty award will go to a SAC faculty member for their own research excellence during the previous academic year. Awards will also be made to the staff Academy participant who develops the most innovative means of promoting research and engagement in an extra-curricular or co-curricular setting, and a second staff member who is recognized for research excellence during the previous academic year. Student awards will be made for exemplary research. Research and Engagement Award winners will be invited to present and be recognized at the Symposium. Student presenters at the Symposium will compete for four Student Research and Engagement Awards. Faculty and staff award recipients will receive up to \$1,000 to go to a professional conference of their choice. Student award recipients will receive a \$500 scholarship and an iPad.

Activity 4 - Documentary of Fearless Learning practices:

QEP staff will work with the department of Electronic Multimedia Services to put together film(s) documenting the Fearless Learning Response Team's coaching of two students as they use information literacy practices and values to try and achieve specific goals each spring. Program application and selection processes for the students will begin in Fall 2016 and the coaching and filming of the first pair of participants will begin in Spring 2017. Films will be edited over the summer for a fall premier and future use in the classroom. Over three years three films featuring six students will be produced:

1. **Scholarship Edition:** The Fearless Learning Response Team gives two students intensive help searching and applying for scholarships by employing appropriate information literacy practices, strategies, and values.
2. **Job Hunt Edition:** The Response Team gives two students intensive help searching and applying for jobs/internships.
3. **Advocacy Edition:** The Response Team gives two students intensive help searching and shaping a solution to enable them to advocate for themselves and/or others.

Activity 5 - Enhanced tutoring and library services:

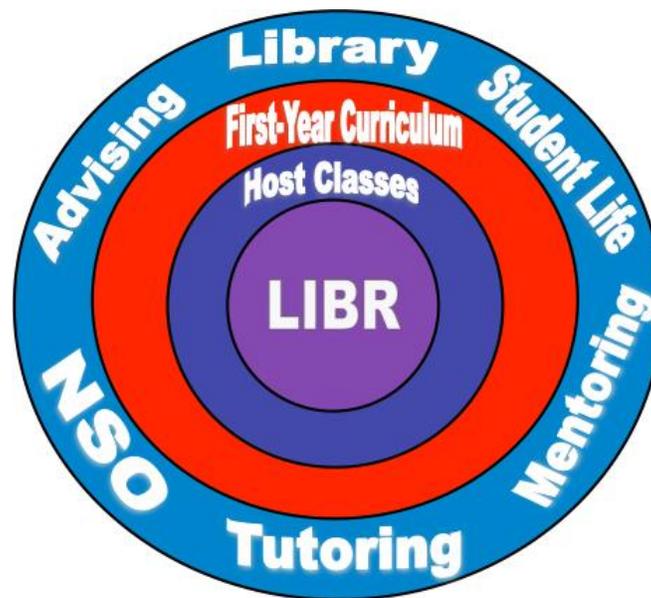
The QEP's Co-Directors, the part-time librarians, the super tutors and the full-time information literacy specialists will have "dual residency" insofar as they will work both as a member of the QEP team and as a part of the Writing Center or the Library. In their second function QEP staff members can disseminate Fearless Learning's information strategies and values to transform key day-to-day tutoring and library services. After these areas of the college have shared significant personnel and ideas with the Fearless Learning project and after their participation in the assessment of QEP activities, Library and Writing Center leadership will be able to fold what they have learned into changes in the following programs:

- College Reading and Learning Association (CRLA)-Certified Writing Center and Cross-Campus Tutor Training
- Cross-Campus Integrated Tracking and Assessment for Tutoring and Library Services
- Writing Center Workshop and Group Session Protocol
- Library Instruction Program
- Library Liaison Program
- Reference Area Protocol

In addition, as REA graduates take information literacy strategies into their classes, the curricular, co-curricular, and extra-curricular influence of embedded curriculum and Fearless Learning's central interventions will be disseminated further across the campus culture.

The QEP as a community-building initiative

The broad-based collaboration achieved during the development of the QEP has created enthusiasm and intellectual synergy throughout the SAC community. We have recognized that the Writing Center, the Library and the Learning Frameworks/Student Development and English Reading and Education departments have the capacity to fill one another's gaps as they work toward a shared goal of improving learning across by increasing students' IL skills. Representatives from these groups are excited and appreciative about gaining new personnel and professional development support from the QEP. The engagement and expressed appreciation of one another's voices and beliefs, and the sharing of knowledge across disciplines has been extremely productive, and we expect this productivity to multiply as we bring in more faculty and staff from the identified disciplines and eventually from new disciplines not yet represented.



Preparation for the QEP:

The Implementation Team has identified and is currently preparing the physical space for the Fearless Learning offices and the Research and Engagement Academy. They are also researching IL assessment tools to form the basis for the development of our own assessment rubric and qualitative surveys when the QEP has been approved by SACSCOC and External Evaluator Megan Oakleaf (see Section X, Assessment) has been contracted to assist us in this endeavor.

Between September 2015 and the end of Spring 2016, faculty in INRW 0420, SDEV 0170, EDUC 1300 and ENGL 1301 and 1302 will undertake the planned curricular alignment that must precede the development of Information Literacy I and II (LIBR 0001 and 0002).

During the Fall of 2015, the QEP Co-Directors will begin a more deliberate cross-training around CLOs and information literacy instruction content. The QEP Co-Directors will complete the following cross-training activities by the end of Fall 2015: 1) Writing Center CRLA Level-1

Tutor Training, 2) two Library Instruction sessions, 3) an ACRL Frameworks session hosted by the Library; and 4) observing class sessions in each of the five information literacy foundational classes during Fall or Spring.

The Co-Directors will also finalize a list of LIBR activities and begin testing them in classroom and tutoring environments. Students enrolled in any of the five classes in this pre-pilot will complete a pre- and post- survey and a brief post-assessment survey modeled after the library instruction program's current "wrap up" assessment tool.

Upon SACSCOC approval in Summer 2016, the Co-Directors will be officially appointed as leads of the QEP and will begin the process of hiring the first QEP staff, an Information Literacy Specialist and the Administrative Assistant. The Information Literacy Specialist will obtain cross-training as described above, and the Co-Directors will finalize the Academy Curriculum by the end of the Summer and coordinate with Advising to ensure Fearless Learning pilot sections fill when they are first offered to FTICs in Fall 2016.

In Fall 2016 the Curriculum Design Team will be cross-trained, and will develop and pilot the first LIBR workshops. Assessment activities will begin immediately. Megan Oakleaf from the Rubric Assessment of Information Literacy program at Syracuse University will visit the Team and REA participants for a full-day session in Spring 2017 to help Fearless Learning collaboratively establish rubrics, a norming process, and an assessment protocol for use of rubrics to measure artifacts from Fearless Learning courses. She will also help design qualitative surveys for Fearless Learning. The team will continue with the assessment processes Ms. Oakleaf initiates for the duration of the QEP. (Activities related to the extensive assessment of the Fearless Learning QEP are described in Section X-Assessment, below.)

Bringing Fearless Learning to scale

The table below details how the information literacy pilots will be institutionalized as Fearless Learning hires more staff over time. The number of REA participants will increase correspondingly to furnish enough teachers of record for these sections. **By spring 2021, the program will have enough Academy graduates to offer the required four Fearless Learning classes to all FTIC students**, approximately 3,000 students each Fall.

Starting in Fall 2017, SAC's GradesFirst software will be used to track, report, and collect assessment data for all QEP activities. We will seek to have the system generate Course Learning Outcome data of pilot students with the data disaggregated by activity level and activity types. In Spring 2018 the QEP Co-Directors will begin planning more Fearless Learning activities to promote/develop information literacy outcomes outside of the classroom.

By Fall 2018, the QEP will be fully staffed to handle more interventions and to take the Academy and LIBR pilots fully to scale. By this time the QEP staff will include three full-time employees, two co-directors at half-time release each, and six half-time employees. In the Fall of 2018, the QEP will also finish planning for the documentary coaching and filming, the Research Symposium to celebrate and bring attention to faculty, student, and staff researchers, and the Research and Engagement Awards that recognize faculty and staff information literacy activities and research excellence.

Research and Engagement Academy and QEP Staff trained to Bring LIBR Pilot to Scale			
	QEP Staffing	Academy Participants (not including QEP Staff)	Sections of LIBR Classes
2016-2017 (Year One)	Two Co-Directors One information literacy specialist (ft) One administrative assistant (pt)		Fall Three LIBR 0001 sections Spring Six LIBR 0001 sections Two LIBR 0002 sections
2017-2018 (Year Two)	Two Co-Directors One Administrative Assistant (pt) Two Information Literacy Specialist (ft) One Academic Program Specialist (pt)	Five SDEV/EDUC Instructors Four English Instructors One Instructor from other Disciplines Two Librarians Two Tutoring Coordinators & Senior Tutor	Fall Six LIBR 0001 sections Four LIBR 0002 sections Spring Twenty LIBR 0001 sections Ten LIBR 0002 sections
2018-2019 (Year Three)	Two Co-Directors One Administrative Assistant (pt) Two Information Literacy Specialists (ft) Three Academic Program Specialist (pt) Two information literacy librarians (pt)	Six SDEV/EDUC Instructors Three English Instructors One Instructor from other Disciplines Two Librarians Four Senior Tutors or Tutoring Coordinator	Fall Thirty LIBR 0001 sections Twelve LIBR 0002 sections Spring Forty-Two LIBR 0001 sections Fifteen LIBR 0002 sections
2019-2020 (Year Four)	Two Co-Directors One Administrative Assistant (pt) Two Information Literacy Specialists (ft) Three Academic Program Specialist (pt) Two Information Literacy Librarians (pt)	Six SDEV/EDUC Instructors Four English Instructors Two Instructors from other Disciplines Four Senior Tutors or other Staff Members	Fall Sixty-five LIBR 0001 sections Eighteen LIBR 0002 sections Spring Forty-two LIBR 0001 sections Twenty LIBR 0002 sections
2020-2021 (Year Five)	Two Co-Directors One Administrative Assistant (pt) Two Information Literacy Specialists (ft) Three Academic Program Specialist (pt) Two Information Literacy Librarians (pt)	Six SDEV/EDUC Instructors Four English Instructors Two Instructors from other Disciplines Four Senior Tutors or other Staff Members	Fall Eighty-five LIBR 0001 sections Twenty-two LIBR 0002 sections Spring Forty-two LIBR 0001 sections Twenty-four LIBR 0002 sections

VII. Fearless Learning Quality Enhancement Plan Timeline:

<i>Quality Enhancement Plan Timeline</i>	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	F	Sp	Su															
Curriculum																		
Coordinate with Advising and New Student Orientation to set up Fearless Learning enrollment process	X	X	X															
The Writing Center—a college-level support service—and WordPlay—a developmental reading and writing support service—merge into a single center. QEP leadership helps facilitate this integration of services.	X	X																
ENGL 1302, ENGL 1301 and Integrated Reading and Writing course committees scaffold learning outcomes and curriculum of INRW 0420 to ENGL 1302 sequence; QEP leadership participates in process.	X																	
SDEVE 0170 and EDUC 1300 course committees align learning outcomes and curriculum to INRW 0420 to ENGL 1302 sequence; QEP leadership participates in process.		X																
Membership of LIBR Curriculum Design Team established.	X																	
Co-Directors cross-trained and curriculum design process established.	X	X	X															
Initial list of possible LIBR 0001 and LIBR 002 activities and assignments designed and tested in various learning environments.		X	X															
Curriculum Design Team tests, designs, and refines LIBR 0001 face-to-face activities/assignments.				X	X													
LIBR 0001 and 0002 online modules developed.						X					X							
Curriculum Design Team tests, designs, and refines face-to-face activities/assignments for LIBR 0002 curriculum.						X					X							
Linked LIBR 0001 and SDEV 0170 or EDUC 1300 host classes piloted.				X	X													
Linked LIBR 0002 and ENGL 1302 host classes piloted.					X	X												
Linked LIBR and ENGL, SDEV or EDUC classes listed in course catalog.						X					X	X	X					

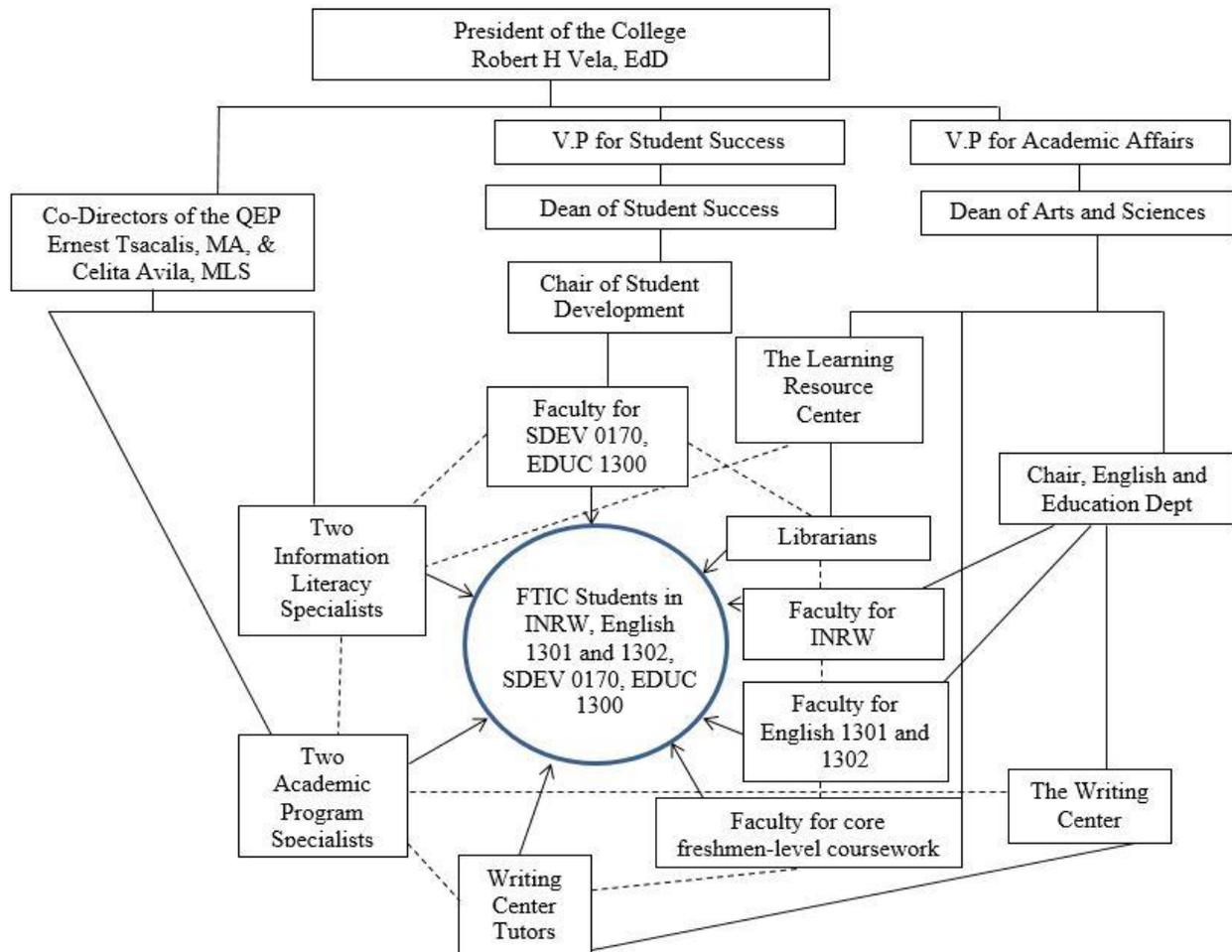
Quality Enhancement Plan Timetable- continued	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	F	Sp	Su															
Process established to advise and enroll FTIC students into linked LIBR and ENGL, SDEV, or EDUC host classes.						X												
Linked LIBR 0001 and SDEV 0170 or EDUC 1300 host classes and linked LIBR 0002 and ENGL 1302 host classes offered							X	X		X	X		X	X	X	X	X	X
All other first-year classes taught by REA participants/graduates listed in course catalogue with a special FTIC designation.								X		X	X		X	X		X	X	
FTIC students advised and enrolled in FTIC designated first-year classes taught by Academy graduates and participants.							X	X		X	X		X	X		X	X	
Personnel																		
One part-time administrative assistant hired and trained			X															
One full-time information literacy specialist hired and trained.				X														
Second full-time information literacy specialist hired and trained.							X											
One part-time academic program specialist hired and trained							X											
Two more part-time academic program specialist hired and trained.										X								
Two part-time IL librarians hired and trained.										X								
Professional Development																		
QEP office and Research and Engagement Academy collaborative space furnished and equipped.	X																	
QEP Leadership and Academy Participants present and learn at conferences		X			X		X	X		X	X		X	X		X	X	
Research and Engagement Academy professional development curriculum and plan established.			X	X	X	X												
Send Co-Director or one IL Specialist to ACRL Immersion Program			X			X			X									
Research and Engagement Academy Annual Cohorts participates in two-term practicum.							X	X		X	X		X	X		X	X	
Research and Engagement Academy participants and graduates join QEP staff to co-facilitate LIBR sessions							X	X		X	X		X	X		X	X	
IL component of campus-wide, CRLA-certified tutor training designed									X									

Quality Enhancement Plan Timetable- continued	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	F	Sp	Su															
Engagement Outside of the Classroom																		
Research and Engagement Academy participants and graduates join QEP staff to participate in the Fearless Learners Response Team							X	X		X	X		X	X		X	X	
Plan and Award Research and Engagement Awards								X	X		X	X		X	X		X	X
Plan and host Research and Engagement Symposium											X	X		X	X		X	X
Plan and film documentary of IL students											X	X		X	X		X	X
Assessment																		
External Evaluator helps QEP establish and refine faculty-driven information-literacy rubric assessment.					X						X							
Academy participants create and use information literacy rubrics to design, assess, and refine lessons/activities.			X	X	X		X	X		X	X		X	X		X	X	
GradesFirst’s integrated tracking, reporting and assessment set up for all LIBR activities to examine possible correlations between IL development and LIBR activity levels and types.						X	X	X	X	X	X	X	X	X	X	X	X	X
Administer Fearless Learning Pre-and Post-Surveys to Students					X		X	X		X	X		X	X		X	X	
Administer REA pre and post-surveys				X	X		X	X		X	X		X	X		X	X	
Implement Rubric-based assessment of LIBR artifacts								X	X		X	X		X	X		X	X
Maintain and audit GradesFirst Tracking data for all activities					X	X	X	X	X	X	X	X	X	X	X	X	X	X
Receive and Evaluate GradesFirst/eLumen for CLOs and QEP Activities					X	X	X	X	X	X	X	X	X	X	X	X	X	X
Analyze data, surveys, and formative documentation to Prepare Annual Reports					X	X	X	X	X	X	X	X	X	X	X	X	X	X
Adjust/Change plan as a result of data analysis					X	X	X	X	X	X	X	X	X	X	X	X	X	X

VIII. Organizational Structure

The Co-Directors for the Fearless Learning Quality Enhancement Plan, a librarian and an English professor, will work directly for the College President in their roles as leaders of the QEP. Each will dedicate approximately half of their time to the implementation of the QEP (60% to 80% in the first years), arranging their schedules to give the program full-time leadership. They will meet monthly with the President to report QEP activities and progress toward accomplishment of objectives.

The Co-Directors will supervise a part-time Administrative Assistant, two full-time Information Literacy Specialists, one hired in year one and one in year two, two part-time Information Literacy Librarians hired in year three, and three part-time academic program specialists, one hired in year two and two additional in year three. QEP personnel will grow as the number of IL-infused courses expands to serve all FTIC students, and as QEP assessment tasks grow.



Fearless Learning's **Faculty Co-Director** Ernest Tsacalis, MFA, will be responsible for: supervising and training QEP staff; leading Response Team and LIBR workshop activities; developing and implementing the QEP's communication plan; and overseeing QEP assessment

and reporting. Mr. Tsacalis is an Assistant Professor of English at SAC and has taught English for 18 years, including 13 years at SAC. He directed the Writing Center at St. Philip's College, one of SAC's four sister colleges in our community college district, helped establish SAC's Writing Center, and has 14 years of writing center experience as both a tutor and a director. He also developed and assessed the tutoring component of SAC's Senior Summer program and the Summer Bridge program for high school students, which won the 2007 Texas Higher Education Coordinating Board Star Award. He has chaired the English, Reading, and Education Unit Review Committee, and served as the college's Gatekeeper English Data Coordinator. He recently served on the college district's Integrated Reading and Writing Curriculum Design Team and helped coordinate Integrated Reading and Writing professional development for our college district.

All of these activities will take place in collaboration with the **Librarian Co-Director**, Celita Ávila, MLIS who will be responsible for: leading curriculum development efforts; steering Research and Engagement Academy activities, including rubric-based assessment sessions; supervising and training/cross-training the QEP team; providing Library and Writing Center leadership guidance concerning possible service or policy changes; overseeing the Research and Engagement Symposium and the Research and Engagement Awards; and overseeing the creation of documentaries about student IL learning. Celita Ávila is an Instructor and serves as the Distance Learning Librarian and Library Instruction Coordinator at SAC. Her specialties include distance learning librarianship, assessment of library services and information literacy. She has given presentations at Library Orientation Exchange (LOEX) and Texas Library Association conferences on topics such as problem-based learning, curriculum mapping and rubrics-based assessment of information literacy outcomes. She is a graduate of the Association of College and Research Libraries (ACRL) Immersion Program.

The part-time **Administrative Assistant** will be responsible for: assisting in the hiring for new QEP staff; budget accounting and purchases; coordinating and scheduling of events and activities; supporting key components of the QEP communication plan; and arranging for resources to meet the program's technology and facility needs.

Academic Program Specialists (Super Tutors) will be responsible for: co-facilitating LIBR and Fearless Learning Response Team workshops; offering small-group and individual tutoring sessions during Response Team visits; supporting and enhancing Writing Center services; participating in all REA activities; facilitating professional development sessions at the Research and Engagement Symposium; and coaching documentary participants. The Academic Program specialists will be graduate students or adjuncts early in their careers, with significant tutoring experience.

The two full-time **Information Literacy Outreach Specialists** and two part-time **Librarians** will be responsible for co-facilitating LIBR and Response Team workshops, offering small-group and individual tutoring during Response Team visits; supporting and enhancing library outreach services; participating in all REA activities; facilitating professional development sessions at the Research and Engagement Symposium; and coaching Documentary participants. These individuals will have master's degrees in library or information science and at least one year of experience with information literacy-related work.

The Information Literacy Specialists and part-time librarians who are part of the QEP staff will have “dual residency” since they will be part of the library team, also. The QEP’s Academic Program Specialists will have the same type of “dual residency” arrangement with the Writing Center. In exchange, the Fearless Learning QEP will use the Learning Resource Center’s librarians and Writing Center tutors as REA participants and Fearless Learning Response Team members. Since the goals and objectives of each of the three programs support and accomplish some of the goals and objectives of the others, the programs will be interwoven and support one another. **This will be the primary strategy for the institutionalization of the QEP** (see more on institutionalization below).

All Fearless Learning staff will attend bi-monthly staff meetings with the entire team, to which Library and Writing Center staff will also be invited. At these meetings they will discuss implementation strategies and their progress toward achievement of the QEP’s objectives. All QEP staff will also assist, as needed and appropriate, in the collection of QEP data and administration of surveys for QEP assessment.

IX. Resources:

Resource Allocation:

San Antonio College has committed itself to a considerable outlay of funds to implement this Quality Enhancement Plan. The funds will come from resources which have been set aside for “New Initiatives” in the President’s budget. All QEP staff will be paid from the Fearless Learning budget. SAC will also use credit toward advancement as incentive for faculty and staff to participate in the Research and Engagement Academy. The college will also supply in-kind space, overhead and administrative oversight by the President.

As is made clear in the detailed budget below, the bulk of QEP funds will pay for staff to provide information literacy instruction to students. Additional costs will be stipends for professional development and curriculum development, travel to information literacy-related conferences for QEP Co-Directors and faculty, the Annual Research and Engagement Symposium, and student, staff and faculty Fearless Learner recognition events and awards.

Institutionalization of the QEP:

The concept of Fearless Learning radically changes the culture and operation of FTIC instruction at SAC. Its vision is that English and Reading and Student Development faculty will become partners with one another and with librarians and Writing Center staff to prepare students to research and write at a college level. Each of the partners in this effort will add work to subtract work:

- Faculty in IL-enhanced courses may need to engage in more preparation and collaboration activities, and/or be part of out-of-class IL workshops for four hours a month, but they will also receive assistance in instruction and assessment of assignments;
- Librarians will participate in more instructional workshops, but they will be part of a team in these efforts, and will have more assistance from better-trained faculty and tutors in explaining library functions and resources to students;
- Writing Center tutors will have additional duties as part of Fearless Learning workshops and Response Teams, but their day-to-day tutoring tasks should be made easier by better-prepared students, better-crafted assignments and more explicit assignment sheets, and their new working relationships with more faculty will allow them to help specific faculty to emphasize specific skills in their instruction.

Therefore, if at the end of five years the QEP has achieved its goals of improving student learning by providing information literacy instruction and assistance to all of SAC's FTIC students and of improving information literacy related learning outcomes for FTICs, Fearless Learning will be institutionalized. QEP information literacy specialists and librarians will be absorbed into the library staff, and Academic Program Specialist Super Tutors into the Writing Center staff. Budgets will be changed to accommodate these staff members. Fearless Learning will have become a part of the library's methodology for providing information literacy instruction. The Writing Center will coordinate closely with the Library to continue to use IL strategies in its tutoring. The coordination of LIBR workshops will be taken on by the Library and the Writing Center with assistance from a Fearless Learning Faculty Coordinator.

Fearless Learning Quality Enhancement Plan Budget - San Antonio College						
	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	Year 5 2020-2021	Total
Personnel						
Faculty QEP Co-Director: Co-hires, supervises and trains QEP staff; leads Response Team and LIBR workshop activities; develops and implements QEP communication plan; oversees QEP assessment and reporting, including data collection. 80% Fall & Spring course release Year 1; 70%, Year 2; 60% release/ea in Years 3, 4 & 5	\$28,400.00	\$25,750.00	\$25,750.00	\$23,400.00	\$23,400.00	\$126,700.00
Librarian Co-Director: Manages QEP budget; co-hires, supervises and trains QEP staff; leads curriculum development efforts; steers Research and Engagement Academy activities, including rubric-based assessment sessions and cross-training; provides Library and Writing Center IL Leadership around service or policy, organizes Research Symposium, REA Awards, and documentary. 40% release Year 1; 50% release Years 2-5.	\$24,900.00	\$30,100.00	\$30,100.00	\$30,100.00	\$30,100.00	\$145,300.00
2 Full-Time IL Outreach Specialist: Co-facilitates LIBR course and Response Team workshops, offers small-group and individual tutoring during Response Team visits; supports and enhances library outreach services; participates in all REA activities; facilitates professional development sessions at the Research and Engagement Symposium. (2 nd hired in Yr 2)	\$42,000.00	\$84,000.00	\$84,000.00	\$84,000.00	\$84,000.00	\$378,000.00

Fearless Learning Quality Enhancement Plan Budget – cont.						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
2 Part-Time IL Librarians: leads/co-facilitates LIBR course and Response Team workshops, offering small-group and individual tutoring during Response Team visits; supports and enhances library outreach services; participates in all REA activities; facilitates professional development sessions at the Research and Engagement Symposium	\$0	\$0	\$29,575.40	\$29,575.40	\$29,575.40	\$88,726.20
3 Part-Time Academic Program Specialists: “Super Tutors” co-facilitate LIBR and Response Team workshops, offering small-group and individual tutoring sessions/coaching; support and enhance Writing Center services; participate in all REA activities, including Research and Engagement Symposium.	\$0	\$14,387.37	\$43,162.11	\$43,162.11	\$43,162.11	\$143,873.70
1 Part-Time Administrative Assistant: handles QEP budget accounting and purchases; coordinates /scheduling events and activities; assists with promotion and communications; purchases/schedules program’s technology and facility needs; assists with data collection for assessment.	\$12,047.14	\$12,047.14	\$12,047.14	\$12,047.14	\$12,047.14	\$60,235.70
Total Personnel	\$107,347.14	\$166,284.51	\$224,634.65	\$222,284.65	\$222,284.65	\$942,835.60
Fringe Benefits - Full-Time (39.3%)	\$16,464.00	\$16,512.00	\$16,512.00	\$16,512.00	\$16,512.00	\$82,512.00
Fringe Benefits - Part-Time (9.33%)	\$1,087.00	\$2,374.00	\$3,839.00	\$3,839.00	\$3,839.00	\$14,978.00
Total Fringe	\$17,551.00	\$18,886.00	\$20,351.00	\$20,351.00	\$20,351.00	\$97,490.00
Total Personnel and Fringe Costs	\$124,898	\$185,170	\$244,985	\$242,635	\$242,635	\$1,040,323

Fearless Learning Quality Enhancement Plan Budget – cont.						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Stipends						
Faculty stipends to participate in SAC’s REA and to enhance their existing curriculum with IL skill-building assignments and activities @ \$1,906/FT faculty & \$1,122/Adjunct x eight full-time faculty and four adjuncts/yr (staff REA participants not paid)	\$0	\$19,736.00	\$19,736.00	\$19,736.00	\$19,736.00	\$78,944.00
IL Curriculum Design Team: @ \$1,000/ea for six team members	\$6,000.00					\$6,000.00
Marketing						
QEP Advertisement/Awareness campaign for faculty, staff, students and the community	\$4,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$16,000.00
Recognition						
Student, Faculty & Staff Awards for research excellence or excellence in teaching Information literacy		\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$24,000.00

Fearless Learning Quality Enhancement Plan Budget – cont.						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Travel						
QEP Library Co-Director and Fearless Learning faculty/staff to ACRL or Library Orientation Exchange Conferences	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$37,500.00
QEP Faculty Co-Director and FL faculty/staff to Conferences on College Composition & Communication (CCCC), International Writing Centers Association (IWCA) or College Reading & Learning Association (CRLA) Conferences	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$37,500.00
General Supplies						
Office supplies	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$6,000.00
Webinars, Books, Speakers/Trainers, including Symposium speakers	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$6,500.00	\$32,500.00
REA Breakfasts	\$750.00	\$750.00	\$750.00	\$1,000.00	\$1,500.00	\$4,750.00
Socials, marketing events and IL banquet	\$4,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$24,000.00
Grand Totals	\$167,748.14	\$242,156.51	\$306,571.65	\$299,871.65	\$300,371.65	\$1,316,719.60

X. Assessment:

Fearless Learning's comprehensive evaluation plan is integrated into SAC's assessment cycle which is overseen by the Office of Integrated Planning and Performance Effectiveness (IPPE), a new division charged with leading, guiding, monitoring, tracking and supporting institutional effectiveness and quality enhancement efforts across the college. Our QEP assessment focuses on a set of six Student Learning Outcomes (SLOs) that will improve the quality of student learning campus-wide and that support SAC's mission of producing graduates with well-developed critical thinking, communication and leadership skills.

The structure and characteristics of the QEP's annual and five-year review cycle purposefully mirrors the institution's Unit Review process, which is also under the purview of IPPE, so that the QEP can function as a unit in the college and IPPE can help guide the QEP leadership's examination of Fearless Learning's success in improving the quality of student learning across the college. QEP Co-Directors will have primary responsibility for evaluation of Fearless Learning, assisted in data collection and documentation by the Administrative Assistant, one of the part time Academic Program Specialists, and the college's Office of Institutional Research and Effectiveness (IRES). An External Evaluator will help ensure the QEP's assessment is appropriate and rigorous.

Megan Oakleaf, who has agreed to be the External Evaluator for Fearless Learning, is an Associate Professor in the iSchool at Syracuse University, where she teaches "Reference and Information Literacy Services" and "Planning, Marketing, and Assessing Library Services." Her research interests include outcomes assessment, evidence-based decision making, information literacy instruction, information services, and digital librarianship. She is the author of the *Value of Academic Libraries Comprehensive Review and Report* and *Academic Library Value: The Impact Starter Kit*. She also serves on the faculty of the ACRL Immersion Program. She will help faculty develop criteria that describe different levels of student proficiency for each Fearless Learning SLO and will use criteria to assist faculty with designing CLOs, course assignments, and assessments. She will also help QEP staff to design qualitative surveys for students, faculty and staff. (See more below.)

Quantitative Evaluation:

Quantitative evaluation of how Fearless Learning has improved the quality of student learning at SAC will be informed by:

- The number of students who met or exceed information literacy CLOs in IL-enhanced courses each year;
- The number of students participating in LIBR workshops who demonstrate increased IL skills by passing ENGL 1301 with a "C" or better each year;
- The number of students participating in LIBR workshops who demonstrate mastery of IL skills by passing ENGL 1302 with a "C" or better each year; and

- The assessment of IL-enhanced workshop assignments through peer examination of artifacts using the IL assessment rubric to be developed by the Fearless Learning team and the external evaluator.

SAC Institutional Research staff will assist the Fearless Learning Co-Directors with querying the Banner database for end-of-semester and end-of-year reports on SAC students' rates of enrollment in IL-enhanced courses and ENGL 1301 and 1302 course passing rates. The IPPE office will provide the QEP team with reports from SAC's eLumen database, which holds information on what percentage of students met or exceeded CLOs for each course the college offers each semester.

End-of-semester and annual reports on quantitative measures, along with Fearless Learning's formative evaluation, will be presented to the SAC's Quality Enhancement Team (SQET) and to the 65-member College Council, which includes all of SAC's Chairs, Directors and the Executive Team, as well as students and staff leadership, to ensure that benchmarks are being met for faculty and staff training, course enrollment and objective completion.

SAC QEP data collection plan:

The chart below summarizes the data collection plan for the QEP:

Fearless Learning Data Collection Plan			
QEP Goal: All SAC FTICs 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 an information literate citizen academically and professionally.			
Objective	Data Collected	Collection Times	Responsible
1) By Spring 2021, 100% of FTIC-designated sections of developmental English/reading, college-level Composition I and II, Student Development and Learning Frameworks courses will be taught by REA graduates who intentionally embed IL skill-building in their curriculum.	Names of REA graduates	End of each spring	QEP Co-Directors Admin Assistant
	Course schedules by discipline	Beginning of each fall and spring	QEP Co-Directors Admin Assistant
	REA faculty generated artifacts: assignments, syllabi, assessments, and surveys	beginning of each fall and end of each spring	QEP Co-Directors Fearless Learning Faculty
	Results of assessment of instructional artifacts using IL instructional quality rubric to be developed by REA in collaboration with external evaluator	at the beginning of each fall and the end of each spring	QEP Co-Directors / External Evaluator
2) At least 70% of all Fall 2020 FTIC INRW 0420 completers who enroll in ENGL 1301 in Spring of 2021 will earn a “C” or better in English 1301.	Names/student IDs of all Fall 2020 FTIC INRW 0420 completers who attempt ENGL 1301 in Spring 2021	Beginning of each Fall	QEP Co-Directors Institutional Research Office
	Spring 2021 ENGL 1301 grades for Fall 2020 FTIC INRW 0420 completers	End of each Spring	QEP Co-Directors Institutional Research Office
3) 3. At least 73% of all Fall 2020 FTIC ENGL 1301 completers who enroll in ENGL 1302 in Spring of 2021 will earn a “C” or better in English 1302.	Names/student IDs of all Fall 2020 FTIC ENGL 1301 completers who attempt ENGL 1302 in Spring 2021	Beginning of each Fall	QEP Co-Directors Institutional Research Office
	Spring 2021 ENGL 1302 grades for Fall 2020 FTIC ENGL 1301 completers	End of each Spring	QEP Co-Directors Institutional Research Office

4) Objective Four--By Spring 2021 and each year thereafter, at least 70% of all students enrolled in Fearless Learning courses (n= approximately 3,000 students each year) will meet or exceed expectations for CLOs that correspond to specific Fearless Learning SLOs	Course enrollment records	Beginning of each fall, spring and summer semester	QEP Co-Directors Institutional Research Office
	eLumen reports on the number of students in IL enhanced courses who met or exceed IL CLOs	end of each fall, spring, and summer	Integrated Planning and Performance Effectiveness (IPPE) Office
5) By spring 2021, 70% of students enrolled in ENGL 1302 will either meet or exceed expectations for all five ENGL 1302 CLOs, which map directly to all Fearless Learning SLOs	Course enrollment records	Beginning of each fall, spring and summer semester	QEP Co-Directors Institutional Research Office
	eLumen reports on the number of students in ENGL 1302 who met or exceeded all IL CLOs	end of each fall, spring, and summer	QEP Co-Directors IPPE
6) By spring 2021 and each year thereafter, rubric-based assessment of artifacts from courses with embedded IL workshops by REA participants will show that students in these foundational courses are achieving Fearless Learning SLOs	Student-generated artifacts started in LIBR and Response Team workshops	End of each fall, spring and summer semester	QEP Co-Directors Fearless Learning faculty
	Reports discussing results of assessment of workshop artifacts using an IL rubric to be developed by SAC in collaboration with the QEP external evaluator	End of each academic year	QEP Co-Directors External Evaluator

The chart below summarizes the plan to evaluate our progress in implementing Fearless Learning's Components:

Fearless Learning Formative Evaluation			
Implementation Plan Component	Benchmarks	Data Source/ Collection Times	Responsible
1) Development of an IL-enhanced curriculum for first-year core curriculum classes that are required for all FTICs.	By spring 2016, English and INRW faculty align INRW 0420 CLOs to English 1302; membership of LIBR Curriculum Design Team established.	Source: Revised CLOs, course syllabi; stipend payment (payroll) records; LIBR Curriculum Team meeting minutes/curricula Collected: Spring 2016	QEP Co-Directors Admin Assistant
	By fall 2016, a process to enroll FTICs in SDEV, EDUC, ENGL and INRW courses linked to LIBR courses is in place.	Source: Meeting minutes; protocols for Registrar, Academic Advisors, Counselors, Dept. Chairs, students Collected: Spring and summer 2016	QEP Co-Directors Dean of Student Success
	By spring 2017, at least 180 FTICs are enrolled in pilots of LIBR 0001 courses that are linked to SDEV 0170 and EDUC 1300.	Source: Course enrollment records Collected: Fall 2016 and spring 2017, each semester thereafter	QEP Co-Directors IR Office
	By fall 2017, at least 90 students are enrolled in pilots of LIBR 0002 courses that are linked to ENGL 1302.	Source: Course enrollment records Collected: Spring and summer 2017, each semester thereafter	QEP Co-Directors IR Office
	By spring 2018, at least 800 students will be enrolled in courses taught by REA graduates who have embedded IL CLOs in their curriculum.	Source: Course enrollment records, REA graduate records Collected: Fall 2017 and spring 2018, each semester thereafter	QEP Co-Directors IR Office
2) Involvement of all SAC Librarians and SAC Writing Center Tutors as partners to faculty.	By fall 2017, teams of SAC Librarians and Writing Center tutors will be assigned and trained in the REA to team teach LIBR 0001 and LIBR 0002 courses with SDEV, ENGL and EDUC and INRW faculty.	Source: Attendance rosters from REA sessions; LIBR workshop attendance records Collected: Fall 2017	QEP Co-Directors Admin Assistant
	By spring 2019, all SAC Writing Center tutors and librarians will have graduated from the REA.	Source: REA graduate records Collected: Summer and fall 2018	QEP Co-Directors Admin Assistant

3) Creation of a Research and Engagement Academy (REA) to enhance our faculty's ability to promote and/or teach IL skills.	By spring 2016, QEP budget account established; QEP office and Research and Engagement Academy (REA) space furnished and equipped.	Source: Banner Finance records; purchasing receipts; QEP website Collected: Fall 2015	QEP Co-Directors Admin Assistant
	By fall 2016, Co-Directors, 1 full-time IL specialist and 1 part-time admin. Assistant placed, trained.	Source: HR, payroll records; committee meeting minutes/agendas Collected: Spring, summer 2016	QEP Co-Directors
	By spring 2017, REA training materials developed.	Source: Training materials/agendas Collected: Summer, fall 2016	QEP Co-Directors
	By fall 2017, 1 additional full-time IL Specialist and 1 part-time Academic Program Specialist hired, trained; 1 st cohort of REA trainees enrolled.	Source: HR, payroll records Collected: Spring, summer 2017	Admin Assistant
	By spring 2018, 1 st cohort of REA trainees graduates from the Academy.	Source: Stipend payment records, Attendance sheets Collected: Fall 2017, spring 2018	Admin Assistant
	By fall 2018, additional part-time Academic Specialist, 2 part-time IL Specialists hired, trained.	Source: HR, payroll records Collected: Spring, summer 2018	Admin Assistant
	By summer 2019, the 1 st Annual REA Symposium and Awards ceremony will be held.	Source: Agenda, Attendees, names of award winners, photos, examples of IL best practices from award winners Collected: Spring 2019	QEP Co-Directors Admin Assistant
4) Rubric-based assessment of IL-enhanced curriculum to ensure that QEP SLOs are being achieved.	By spring 2016, external evaluator engaged to help faculty develop IL-rich assignments, assessments and CLOs and develop faculty-driven IL assessment rubric to measure student achievement of IL-related CLOs.	Source: Evaluator contract for services; copies of revised CLOs, assignments, assessments; drafts of IL rubric Collected: Fall 2015 and spring 2016	QEP Co-Directors Admin Assistant
	By spring 2017, IL rubric is finalized.	Source: Copy of finalized IL rubric Collected: Summer and fall 2016	QEP Co-Directors
	By spring 2018, IL rubric is used by REA's 1 st cohort of faculty.	Source: Copies of rubric rating of artifacts from LIBR workshops, including IL-based assignments and assessments Collected: Fall 2017, each fall thereafter	QEP Co-Directors

The chart below summarizes evaluation of SAC's progress in achieving Fearless Learning's outcome objectives:

Fearless Learning Summative Evaluation Plan			
Goal: All SAC FTICs 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 an information literate citizen academically and professionally.			
Outcome	Benchmarks	Data Source	Responsible
1. By Spring 2021, 100% of FTIC-designated sections of developmental English/reading, Composition I and II, Student Development and Learning Frameworks courses will be taught by REA graduates who intentionally imbed IL skill-building in their curriculum. (Baseline: No courses in fall '15).	By spring 2018, at least 30% of sections taught by REA graduates. By spring 2019, at least 50%. By spring 2020, at least 80%.	Course enrollment records	QEP Co-Directors IR Office
2. At least 70% of all Fall 2020 FTIC INRW 0420 completers who enroll in ENGL 1301 in Spring of 2021 will earn a "C" or better in English 1301. (Baseline: 65% Spring 2015).	By spring 2017, at least 66%. By spring 2018, at least 67%. By spring 2019, at least 68%. By spring 2020, at least 69%.	College Unit Review Pivot Table grade reports	QEP Co-Directors IR Office
3. At least 73% of all Fall 2020 FTIC ENGL 1301 completers who enroll in ENGL 1302 in Spring of 2021 will earn a "C" or better in English 1302. (Baseline: 68.6% Spring 2015).	By spring 2017, at least 69%. By spring 2018, at least 70%. By spring 2019, at least 71%. By spring 2020, at least 72%.	College Unit Review Pivot Table grade reports	QEP Co-Directors IR Office
4. By spring 2021 and each year thereafter, the percentage of students who are enrolled in courses that emphasize IL skill-building who demonstrate improved learning by meeting or exceeding IL-related CLOs will increase by at least 5 percentage points. (Baseline: to be established Fall 2015).	By spr 2017, increase 1% pt By spr 2018, increase 2% pts By spr 2019, increase 3% pts By spr 2020, increase 4% pts	eLumen reports on the number of students who met or exceed IL CLOs	QEP Co-Directors IPPE
5. By spring 2021, 74% of students enrolled in ENGL 1302 will either meet or exceed expectations for all five ENGL 1302 course learning outcomes, which map directly to all Fearless Learning SLOs. (Baseline: 69% Spring 2015).	By spring 2018, at least 70%. By spring 2019, at least 72%. By spring 2020, at least 73%.	eLumen reports on # of students who met or exceed IL CLOs	QEP Co-Directors IPPE
6. By spring 2021, rubric-based assessment of artifacts generated in LIBR and Response Team workshops will show that 90% of students in LIBR workshops are achieving Fearless Learning SLOs	By spring 2018, at least 75%. By spring 2019, at least 80%. By spring 2020, at least 85%.	Grade reports from artifact assessments using IL rubric	QEP Directors External Evaluator

Establishment of a faculty-led, rubric-based assessment of IL-related artifacts:

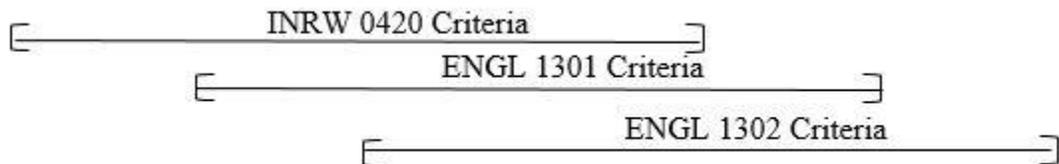
The achievement of IL student learning outcomes will be measured two ways. As indicated, all faculty at SAC measure CLOs in every section of every class, using eLumen, every semester. However, in order to assure that Fearless Learning faculty are measuring the achievement of information literacy using common criteria and standards, the QEP team will add a **peer assessment of a sample of course artifacts** to the college-wide CLO measurement methodology for IL-enhanced courses.

Student Development, Learning Frameworks and ENGL 1302 faculty participating in the REA will have co-developed process-based workshop activities supported by LIBR workshops for each of their IL-foundational courses that have an embedded LIBR course. Therefore, students in each section of a Fearless Learning course with an LIBR section will produce artifacts (metacognitive reflection notes and/or draft assignment sections) during each of the three designated LIBR workshop weeks which are identical across all the IL-enhanced sections of that course. Fearless Learning faculty for these courses will bring artifacts from LIBR workshops to their REA assessment workshop. The REA participants will then conduct a **group norming and grading session that will function both as a knowledge-building tool for REA participants, and as a triangulation of the assessment of CLOs related to information literacy.**

Rubric Development:

A protocol for the grading and scoring of artifacts using a rubric will be developed by External Evaluator Megan Oakleaf in conjunction with a Fearless Learning faculty rubric development team. For each Fearless Learning student learning outcome on the rubric, there will be six criteria with corresponding scores of zero-to-five (criteria will be developed by the rubric development team).

Outcomes	Criteria					
Fearless Learning SLO #1	0	1	2	3	4	5



Each course level in the INRW 0420 to ENGL 1302 sequence will have a four-criteria scoring range (range shown above) on the rubric that corresponds with the outcome attainment levels on the outcome attainment rubric scoring table below:

Fearless Learning Student Learning Outcome Attainment Rubric Scoring			
INRW 0420 to ENGL 1302			
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
INRW 0420	0 or 1	2	3 or more
ENGL 1301	2 or less	3	4 or more
ENGL 1302	3 or less	4	5

The artifacts for each LIBR workshop will focus directly on the student learning outcomes the workshop intervention is intended to impact. The shared language of written workshop instructions and assignment sheet will connect directly to the rubric-stated criteria for assignments that demonstrate outcome attainment. When assignments are being re-designed for LIBR workshops, the REA group will check one another's assignment sheets to ensure that the common criteria and language are present.

Inter-rater calibration and artifact evaluation:

REA faculty participants will bring in the designated artifacts produced during or both during and after the current LIBR workshop, and all REA participants, including tutors and librarians, will take part in an inter-rater reliability norming session, which follows a protocol established by Ms. Oakleaf. The group will grade, compare, and discuss a small number of examples of the artifacts the group will assess that day. Each learning object will receive a rubric score from one rater and then it will be passed to a second rater who will independently score it without seeing the first score. If the scores are different, the object will go to a third rater, with this process ending when each object receives two identical scores.

Once the group's rubric evaluation standards have been calibrated to increase inter-rater reliability, the entire group of artifacts will be evaluated by the REA participants, using a double-blind grading system in which student and instructor/section names are covered and learning objects are randomly distributed amongst REA participants. The results will be discussed and used by the group to improve both the design of assignments and the assessment of learning outcomes. Rubric criteria will be used in subsequent development of assignments for the next LIBR workshops.

The results of the rubric assessments for LIBR 0002, which is linked to ENGL 1302, will be compared to CLO measurements in e-Lumen for ENGL 1302, since the QEP's Learning Outcomes align with ENGL 1302 learning outcomes. This will provide triangulation in the assessment of the achievement of learning outcomes for Fearless Learning, and also strengthen SAC's eLumen-based CLO measurement through faculty involvement in the peer assessment.

The same rubric-based assessment process will be utilized by the QEP Co-Directors to help REA participants rate their own and one another's redesigned assignments. The team will collaboratively develop an IL instructional quality rubric to drive this process. In addition, as part of the QEP's evaluation of the REA, the Co-Directors will use the IL instructional quality

rubric to assess instructional artifacts that instructors generated before and after their REA experience, including assignments and results of pre- and post-faculty surveys.

Qualitative Evaluation:

Surveys will be collected at the end of each fall and spring from all faculty, staff and students who benefit from Fearless Learning training or curriculum. Program effectiveness surveys will measure faculty and staff's increased knowledge of IL skills and how to teach and/or promote these skills, their opinion of the quality of training they receive through the QEP, barriers encountered with team teaching and/or integrating IL skill-building into their existing curriculum, and their perception of students' increased quality of learning as a result of exposure to IL skill-building, as FTICs and beyond.

All students in IL-enhanced sections and a sample of their peers who are not enrolled in IL-enhanced sections of the same course will be surveyed. These surveys will allow QEP stakeholders to compare: students' level of awareness and appreciation of IL skills; their level of engagement with IL-enhanced vs. traditional curriculum in different sections of the same course; and their opinion of the quality of their learning experience.

Use of assessment to make improvements:

QEP Co-Directors will meet weekly to review their activities calendar and to conduct planning activities. They will generate monthly, end-of-semester and annual reports on quantitative measures from Banner and/or eLumen to show if benchmarks are being met for IL course enrollment and outcome completion. Reports will also include results of qualitative surveys and feedback from the Fearless Learning evaluator and faculty and staff who have benefitted from training through the program.

The Directors will share report results with the President at monthly meetings and with the SAC's Quality Enhancement Team (SQET), which includes the College President and all other administrators, at the beginning of each fall and spring. Results of all reports will also be shared with the External Evaluator as they are completed. The Co-Directors will also have a standing QEP report at the College's monthly College Council meeting. The President, the External Evaluator, SQET members and College Council members will help the Co-Directors analyze results and suggest changes.

The President and the Chairs of Fearless Learning departments will assist the Directors in implementing any necessary changes to program implementation immediately. If data shows that a change in the implementation plan is necessary, the change will be implemented immediately and will continue to be implemented throughout the life of the QEP, or as long as the change proves effective through analysis of quantitative and qualitative data.

XI. Appendices:

[Appendix I: References](#)

[Appendix II: ACLR Frameworks for QEP Discussion](#)

[Appendix III: SAILS Survey Results](#)

[Appendix IV: Faculty Survey](#)

[Appendix V: List of At-Risk Courses](#)

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Appendix II:

Thinking about QEP Learning Outcomes

Old ACRL Higher Education Standards for Information Literacy

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

New ACRL Framework for Information Literacy

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

Current English 1302 Course Learning Outcomes

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Current QEP Survey Questions

1. How effectively can your students identify, narrow and develop a topic for research?
2. How confident are you in your students' ability to locate relevant academic sources of information?
3. How confident are you in your students' ability to use relevant academic sources to provide evidence for a particular topic or viewpoint?
4. How effectively can your students compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias?
5. How confident are you in your students' ability to critically analyze information from a variety of viewpoints?

Appendix III: Report on Results for the Administration of the Standardized Assessment of Information Literacy Skills (SAILS) Test in Foundational Information Literacy Courses at San Antonio College in Spring 2015

The QEP Team recognized that the INRW to English 1302 sequence and the Learning Frameworks and Student Development classes are the college's main curricular means of developing students' information literacy skills. The team also established that the ACRL Standards for Information Literacy are rooted in the college's general education competencies: critical thinking, communication, and leadership and the college's commitment to developing these competencies in the curriculum is evidenced by the prevalence of key action verbs in course learning outcomes across the curriculum that correspond with both the college competencies and the ACRL Standards.

Before examining how broadly the development of these skills is shouldered across the curriculum, the team sought to focus on students in the five classes the team identified as SAC's five foundational information literacy classes: SDEV 0170, EDUC 1300, and the INRW 0420 to ENGL 1302 sequence. To supplement the team's examination of institutional data of these classes and the formal and informal means of gaining qualitative information from various stakeholders, the team administered the Standardized Assessment of Information Literacy Skills (SAILS) test to all FTIC students taking EDUC 1300 and SDEV 0170 at the beginning and end of Spring 2015 semester and to 35% of the English 1302 sections at the end of that same term. SAILS is a multiple-choice knowledge test that addresses eight information literacy skill sets that Kent State librarians derived from the outcomes and objectives of four of the five ACRL Information Literacy Standards:

SAILS Skill Sets	ACRL Higher Education Standards for Information Literacy
1. Developing a Research Strategy	Standard 1: Determines the nature and extent of the information needed.
2. Selecting Finding Tools	Standard 2: Accesses needed information effectively and efficiently.
3. Searching	
4. Using Finding Tool Features	Standard 3: Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
5. Retrieving Sources	
6. Evaluating Sources	
7. Documenting Sources	Standard 4: Not tested by SAILS
8. Economic, Social, and Legal Issues	Standard 5: Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

Goals

The team used this external direct measure to better understand:

1. how information literate SAC FTIC students are;
2. what increases in information literacy skill sets students make in the INRW to English 1302 sequence;
3. what impact library instruction may or may not have on any increases in IL proficiency; and
4. the level of IL proficiency our English 1302 completers achieve.

Methodology

Half of the EDUC 1300 and SDEV 0170 sections were randomly selected to take the independent SAILS test and the other half took the cohort test. The Director of Institutional Research used the same methodology to randomly select 35% half of the English 1302 section and to then assign half the selected sections to take the independent SAILS test and half to take the cohort SAILS test.

All EDUC 1300 and SDEV 0170 exams were proctored during class-time by members of the QEP team. To accommodate the many English 1302 instructors who felt they could not sacrifice class-time at the end of the semester for the test, the Team had the Office of Technical Services create an application that sends SAILS test links to the students and gives both teachers and the QEP co-directors means of tracking student completion of the test. In spite of our coordinated efforts with instructors, some of whom even awarded extra credit made completion of the SAILS test to help the team, the combined cohort and independent English 1302 tests included only 17.9% of all SAC English students with a clear self-selection bias of the test-takers.

Results

English 1302 students and first-term FTIC students in student development and learning frameworks classes with library instruction sessions scored higher on the end-of-semester independent SAILS test than their counterparts whose English 1302, student development, and learning frameworks classes didn't include library instruction.

End-of-Semester SAILS Independent Test Scores For First-Semester Students in Student Development and Learning Frameworks Courses Disaggregated by Library Instruction Activity Level		
Number of Courses taken with Library Instruction.	Average SAILS Score	Number of Students
Zero	43.4%	85 of 343
One	48.2%	212 of 343
Two	46.7%	46 of 343
Total	46.8%	343 of 343

End-of-Semester SAILS Independent Test Scores For English 1302 Students Disaggregated by Library Instruction Activity Level		
Number of Courses taken with Library Instruction.	Average SAILS Score	Number of Students
Zero	26.1%	19 of 138
One	47.7%	46 of 138
Two	45.6%	53 of 138
Three or more	50.6%	17 of 138
Total		138 of 138

This positive correlation between library instruction and higher scores also appears in all SAILS end-of-semester cohort data for FTIC and English 1302 students. SAILS data also indicates that students completing multiple courses with library instruction sessions may become more proficient in key information literacy skills. Disaggregating English 1302 cohort test data for the eight IL skills by library instruction activity level reveals that students with more library instruction exposure demonstrate a greater proficiency in key information literacy skills.

End-of-Semester SAILS Cohort Test Information Literacy Scores For English 1302 Students Disaggregated by Library Instruction Activity Level				
SAILS Skills	# of Courses Completed that included Library Instruction			
	Zero	One	Two	Three
Developing a Research Strategy	467 ±16	485 ±15	492 ±19	487 ±16
Selecting Finding Tools	477 ±17	464 ±16	488 ±18	521 ±29
Searching	458 ±14	481 ±16	477 ±18	478 ±16
Using Finding Tool Features	468 ±22	528 ±21	486 ±24	525 ±32
Retrieving Sources	483 ±19	472 ±18	473 ±23	508 ±31
Evaluating Sources	448 ±16	476 ±15	444 ±16	476 ±25
Documenting Sources	471 ±20	459 ±21	506 ±24	491 ±38
Economic, Social, and Legal Issues	427 ±17	448 ±20	437 ±19	443 ±33

Students who had completed two or three courses enhanced by library instruction are the highest scoring group for five of the eight SAILS skills. Four of those five skills correspond directly to the library instruction program's student learning outcomes.

FTIC SAILS cohort test data also reveals that FTIC students receiving library instruction for both ENGL 1301 and EDUC 1300 during the same term outscore the other groups for seven of the eight SAILS skills.

End-of-Semester SAILS Cohort Test Scores For First-Semester FTIC Students in Student Development and Learning Frameworks Courses Disaggregated by Library Instruction Activity Level							
	Courses Completed including Library Instruction during First-Term at SAC						
SAILS Skills	SDEV 0170	EDUC 1300	ENGL 1301	SDEV 0170 And ENGL 1301	EDUC 1300 And ENGL 1301	Other	None
Developing a Research Strategy	473 ±9	482 ±11	464 ±17	473 ±28	549 ±30	494 ±25	500 ±13
Selecting Finding Tools	477 ±12	458 ±14	458 ±12	507 ±31	506 ±31	487 ±44	486 ±15
Searching	453 ±10	475 ±10	440 ±24	469 ±31	504 ±32	469 ±38	480 ±13
Using Finding Tool Features	495 ±15	514 ±15	506 ±26	463 ±53	557 ±31	469 ±55	537 ±17
Retrieving Sources	459 ±14	479 ±16	407 ±28	403 ±37	487 ±34	486 ±45	474 ±18
Evaluating Sources	446 ±11	426 ±13	414 ±23	426 ±30	479 ±22	462 ±32	453 ±15
Documenting Sources	442 ±19	425 ±17	425 ±26	411 ±34	513 ±49	474 ±50	429 ±19
Economic, Social, and Legal Issues	427 ±17	448 ±20	437 ±19	443 ±33	454 ±25	392 ±39	433 ±16

End-of-Semester SAILS Skill Sets Proficiency for First-Term FTIC Students

Upon completing of their first semester at San Antonio College, FTIC students performed about the same as the institution-type benchmark on the following SAILS Skill Sets:

- Developing a Research Strategy
- Searching
- Using Finding Tool Features

and performed worse than the institution-type benchmark on the following SAILS Skill Sets:

- Selecting Finding Tools
- Retrieving Sources
- Evaluating Sources
- Documenting Sources
- Understanding Economic, Legal, and Social Issues

End-of-Semester SAILS Skill Sets Proficiency of English 1302 Students

English 1302 students at San Antonio College performed better than the institution-type benchmark on the following SAILS Skill Sets:

- Documenting Sources

English 1302 students at San Antonio College performed about the same as the institution-type benchmark on the following SAILS Skill Sets:

- Developing a Research Strategy
- Selecting Finding Tools
- Searching
- Evaluating Sources
- Understanding Economic, Legal, and Social Issues

English 1302 students at San Antonio College performed worse than the institution-type benchmark on the following SAILS Skill Sets:

- Using Finding Tool Features
- Retrieving Sources

Comparing FTIC and English 1302 End-of-Semester Cohort Data

SAILS compares the FTIC and English 1302 cohorts to the same Associate-granting, institution-type benchmark. While the above summary of results seems to indicate a higher level of achievement for the 1302 cohort, the following chart reveals that the End-of-First-Term FTIC cohort already compared more favorably with the institution benchmark, but the IL proficiency for ENGL 1302 completers is not that different from the IL proficiency of students who are still one or two classes away from finishing the INRW to ENGL 1302 sequence.

End-of-Semester SAILS Cohort Test Scores and Institution Benchmarks For SAC First-Semester FTIC and English 1302 Students					
SAILS Skill Sets	San Antonio College FTIC Post	San Antonio College ENGL 1302 Post	Institution Type: Associates	U.S. Institutions	All Institutions
Developing a Research Strategy	482 ±6	481 ±6	483 ±2	507 ±0	507 ±0
Selecting Finding Tools	475 ±7	481 ±7	485 ±2	511 ±1	511 ±1
Searching	465 ±6	471 ±6	464 ±2	486 ±0	486 ±0
Using Finding Tool Features	514 ±8	499 ±8	515 ±2	532 ±1	532 ±1
Retrieving Sources	463 ±8	479 ±8	492 ±2	519 ±1	519 ±1
Evaluating Sources	439 ±6	460 ±6	450 ±2	470 ±0	470 ±0
Documenting Sources	435 ±8	476 ±8	457 ±2	487 ±1	487 ±1
Economic, Social, and Legal Issues	430 ±7	438 ±7	444 ±2	471 ±1	471 ±1

The score ranges for first-semester FTIC and ENGL 1302 end-of-term cohort data overlap, meaning they are about the same, for six of the eight SAILS skill sets. So the English 1302 completers largely failed to outperform an FTIC cohort, 90.8% of whom have yet to take ENGL 1302. Moreover, since the English 1302 cohort test includes a disproportionate number of students who passed ENGL 1302, the actual results for a fuller English 1302 end-of-term cohort that also includes a representative number of the students who fail to earn at least a “C”, might be even lower.

Analysis of institutional data already revealed that outcome attainment rate for IL-related course learning outcomes across the INRW to ENGL 1302 sequence are all under the 70% college goal. This statistic coupled with the low sequential course success, productive grade, and enrollment rates across all the classes of this sequence contributes to a smaller number of students taking and completing the sequence that is designed to make the development of information literacy skills a key part of students’ first-year curriculum. With such a small number of students completing this sequence, the QEP team assumed English 1302 completers would show evidence of greater IL gains. The SAILS data proved that assumption to be incorrect.

To better understand how frequently offered core and other first curriculum more broadly supports the development of information literacy skills, the QEP team designed and distributed an information literacy survey to the faculty from outside the English, Reading, and Education department.

Appendix IV: Faculty Information Literacy Survey

Information Literacy Faculty Survey

Spring 2015

Name the class you most frequently teach:					
Please answer all the following questions about the class you listed in the line above.					
				Yes	No
1. Is your course on Canvas?					
2. Are your students required to read and use source material besides the required textbook?					
3. Do you have your students complete an assignment or project that requires research?					
4. Are you familiar with the SAC library instruction program?					
5. Have you ever had one of your classes attend a librarian facilitated instruction session specifically designed to address the learning outcomes for one of your assignments?					
6. Are you interested in having your class attend a librarian facilitated instruction session?					
7. Has a librarian ever helped you design a research assignment or activity?					
8. Are you interested in collaborating with a librarian to design a research assignment or activity?					
	Extremely	Very	Somewhat	Not very	Not at all
9. How confident do you feel about your own research skills?					
10. How effectively can your students engage in individual and collaborative research processes?					
11. How important are these skills in your class?					
12. How important is it for graduates of your program to have these skills?					
13. Do you help students develop and understand these skills in your class? Put a check by all appropriate answers.					
No. I don't have enough class time to address these skills as well.					
No. I don't feel comfortable and/or qualified to address these skills in class.					
No. Helping students acquire these skills is not part of my job.					
No. Students should have already developed these skills in courses they must take before entering this class.					
Yes. I highlight where students can independently access relevant resources.					
Yes. I include relevant tips and instructions in assignment sheets and/or resources/materials I developed for this class.					
Yes. I discuss relevant strategies and tips in more than one class session.					
Yes. I employ active and collaborative class-time exercises/activities to help them develop and understand these skills.					
	Extremely	Very	Somewhat	Not very	Not at all
14. How effectively can your students develop ideas and synthesize sources for a paper or project?					
15. How important are these skills in your class?					
16. How important is it for graduates of your program to these skills?					
17. Do you help students develop and understand this skill in your class? Put a check by all appropriate answers.					
No. I don't have enough class time to address these skills as well.					
No. I don't feel comfortable and/or qualified to address these skills in class.					
No. Helping students acquire these skills is not part of my job.					
No. Students should have already developed these skills in the courses they must take before entering this class.					
Yes. I highlight where students can independently access relevant resources.					
Yes. I include relevant tips and instructions in assignment sheets and/or resources/materials I developed for this class.					
Yes. I go over relevant strategies and tips in more than one class session.					
Yes. I employ active and collaborative class-time exercises/activities to help them develop and understand these skills.					

Information Literacy Faculty Survey

Spring 2015

	Extremely	Very	Somewhat	Not very	Not at all
18. How effectively can your students analyze, interpret, and evaluate a variety of sources for the ethical and logical uses of evidence?					
19. How important are these skills in your class?					
20. How important is it for graduates of your program to these skills?					
21. Do you help students develop / understand these skills in your class? Please check all appropriate answers.					
No. I don't have enough class time to address these skills as well.					
No. I don't feel comfortable and/or qualified to address these skills in class.					
No. Helping students acquire these skills is not part of my job.					
No. Students should have already developed these skills in the courses they must take before entering this class.					
Yes. I highlight where students can independently access relevant resources.					
Yes. I include relevant tips and instructions in assignment sheets and/or resources/materials I developed for this class.					
Yes. I go over relevant strategies and tips in more than one class session.					
Yes. I employ active and collaborative class-time exercises/activities to help them develop and understand these skills.					
	Extremely	Very	Somewhat	Not very	Not at all
22. How effectively can your students use written and oral communication to convey meaning, build credibility, and inspire belief or action?					
23. How important are these skills in your class?					
24. How important is it for graduates of your program to have these skills?					
25. Do you help students develop / understand these skills in your class? Please check all appropriate answers.					
No. I don't have enough class time to address these skills as well.					
No. I don't feel comfortable and/or qualified to address these skills in class.					
No. Helping students acquire these skills is not part of my job.					
No. Students should have already developed these skills in the courses they must take before entering this class.					
Yes. I highlight where students can independently access relevant resources.					
Yes. I include relevant tips and instructions in assignment sheets and/or resources/materials I developed for this class.					
Yes. I go over relevant strategies and tips in more than one class session.					
Yes. I employ active and collaborative class-time exercises/activities to help them develop and understand these skills.					
	Extremely	Very	Somewhat	Not very	Not at all
26. How effectively can your students employ discipline/profession appropriate style conventions and language to create the types of texts used to shape and share information in your field?					
27. How important are these skills in your class?					
28. How important is it for graduates of your program to have these skills?					
29. Do you help students develop / understand these skills in your class? Please check all appropriate answers.					
No. I don't have enough class time to address these skills as well.					
No. I don't feel comfortable and/or qualified to address these skills in class.					
No. Helping students acquire this skill is not part of my job.					
No. Students should have already developed these skills in the courses they must take before entering this class.					
Yes. I highlight where students can independently access relevant resources.					
Yes. I include relevant tips and instructions in assignment sheets and/or resources/materials I developed for this class.					
Yes. I go over relevant strategies and tips in more than one class session.					
Yes. I employ active and collaborative class-time exercises/activities to help them develop and understand these skills.					

**Appendix V:
Course Descriptions for FTIC Courses at SAC
To be Targeted by Fearless Learning**

SDEV 0170: One of three college orientation courses for FTICs that informs them about college resources, time management, note-taking, degree plans and transfer strategies, campus culture, career exploration, and college policies and procedures. Familiarization with these topics contributes to students' personal and academic success. Required of students having fewer than 15 college level credit hours (not to include dual credit) who demonstrate college readiness on a college placement exam or who test into only one remedial math or English course. Student must receive a grade of “C” or better to successfully complete this course.

EDUC 1300: A combination of SDEV 0170 curriculum and curriculum that improves students' ability to learn, including instruction in different learning strategies and how to apply them throughout college. All students who test at the highest level of developmental Reading and Writing (INRW 0420) or at college-level for English are eligible to take the three-hour, credit-bearing course. Students in EDUC 1300 study “1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies.” Currently, the EDUC 1300 class includes one session of Library Instruction with a Librarian instructor. Assignments for the course include two research summaries, a Career Research Project and a Leadership Style Research Paper. Learning Frameworks faculty, which includes former SAC counselors and former SAC Reading faculty, have students recursively and continually reflect, refine, and apply their learning. The Learning Frameworks textbook lists active reading, critical thinking, and information literacy on its cover. Students must receive a grade of “C” or better to successfully complete this course.

INRW 0420: This developmental (remedial) combined English and Reading course is designed for students who need to improve reading and writing effectiveness with multi-paragraph, college-level texts. Students will give oral and written responses to texts representative of a variety of disciplines and genres. Strong emphasis is placed on critical reading and writing skills. A one-hour INRW lab supplements class instruction. Successful completion of this four-semester-credit-hour, non-credit-bearing college-prep course with a grade of “C” or better fulfills requirements to enroll in ENGL 1301, the first of two freshman college-level English courses that part of SAC's General Education (core curriculum) requirements in all of its AA and AS degrees and many of its Associate of Applied Arts and Sciences (AAS) degrees.

ENGL 1301: The first of two three-hour, college-credit-bearing Freshman Composition courses that provides an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. ENGL 1301 emphasizes effective rhetorical choices, including audience, purpose, arrangement, and style and focuses on writing the academic essay as a vehicle for learning, communicating, and critical analysis. This course fulfills the Communication foundational component area of the core and has CLOs for critical thinking, communication, teamwork, and personal responsibility.

ENGL 1302: The second of two three-hour, college-credit-bearing Freshman Composition courses that provides an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. This course fulfills the Communication foundational component area of the core and has CLOs for critical thinking, communication, teamwork, and personal responsibility.

**Appendix VI:
List of At Risk Courses**

(Courses with an enrollment of 100 or more students that had less than a 70% rate of
As, Bs and Cs)

At Risk Course	Rubric
History of Architecture I	ARCH1301
Stars and Galaxies	ASTR1303
Solar System	ASTR1304
Business Computer Applications	BCIS1305
Biology for Non-Science Majors	BIOL1308
Biology for Science Majors I	BIOL1406
Human Anatomy and Physiology	BIOL2401
Principals of Management	BMGT1327
Introductory Chemistry I	CHEM1405
General Chemistry I	CHEM1411
Introduction to Economics	ECON1301
Principals of Macroeconomics	ECON2301
Principals of Microeconomics	ECON2302
Composition I	ENGL1301
Physical Geography	GEOG1301
Earth Sciences Lecture I	GEOL1301
United States History I	HIST1301
Integrated Reading and Writing I	INRW305
Integrated Reading and Writing II	INRW420
Cisco Exploration I-Network Fundamentals	ITCC1401
Pre-Algebra	MATH0305
Elementary Algebra	MATH0310
Intermediate Algebra	MATH0320
College Algebra	MATH1314
Math for Business and Social Sciences	MATH1324
Calculus for Business and Social Sciences	MATH1325
Contemporary Math I	MATH1332
College Algebra for STEM majors	MATH1414
Elementary Statistical Methods	MATH1442
Precalculus	MATH2412
Calculus I	MATH2413
Elementary Spanish	SPAN1300