

10-3-2012

Assessment of QEP Course Revision and New Course Grants, Fall 2008- Spring 2012

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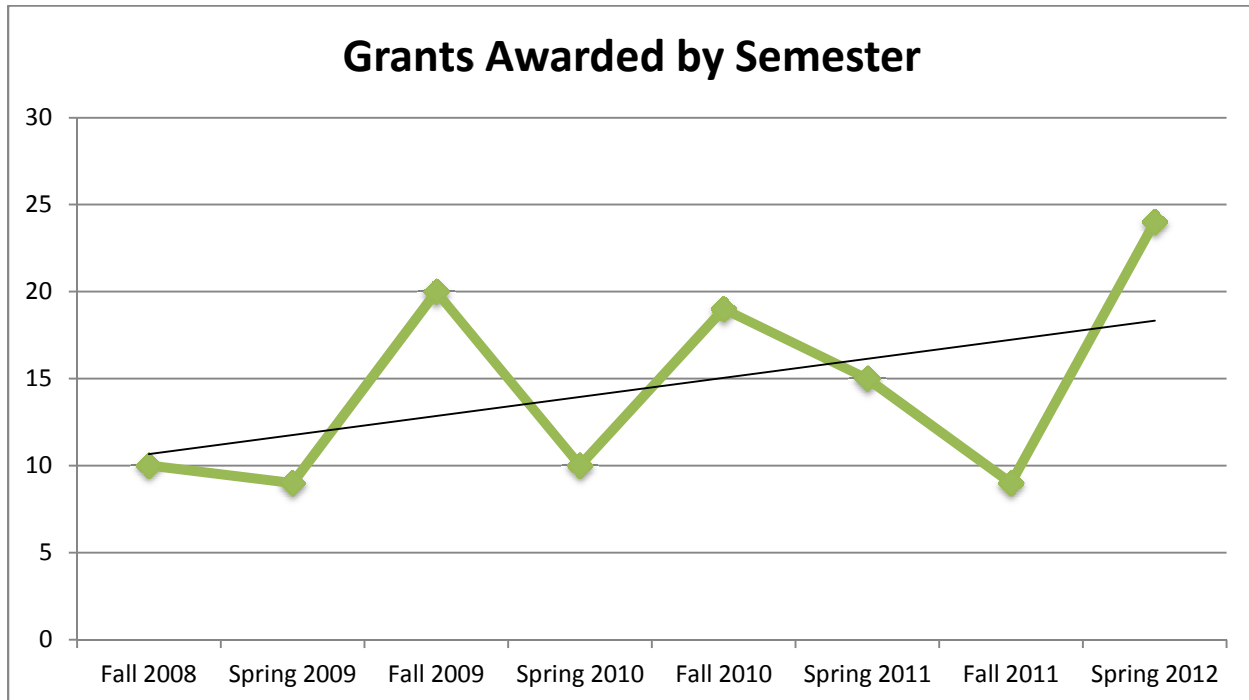
Assessment of QEP Course Revision and New Course Grants, Fall 2008- Spring 2012

Prepared by Anne Jumonville, Information Literacy Librarian

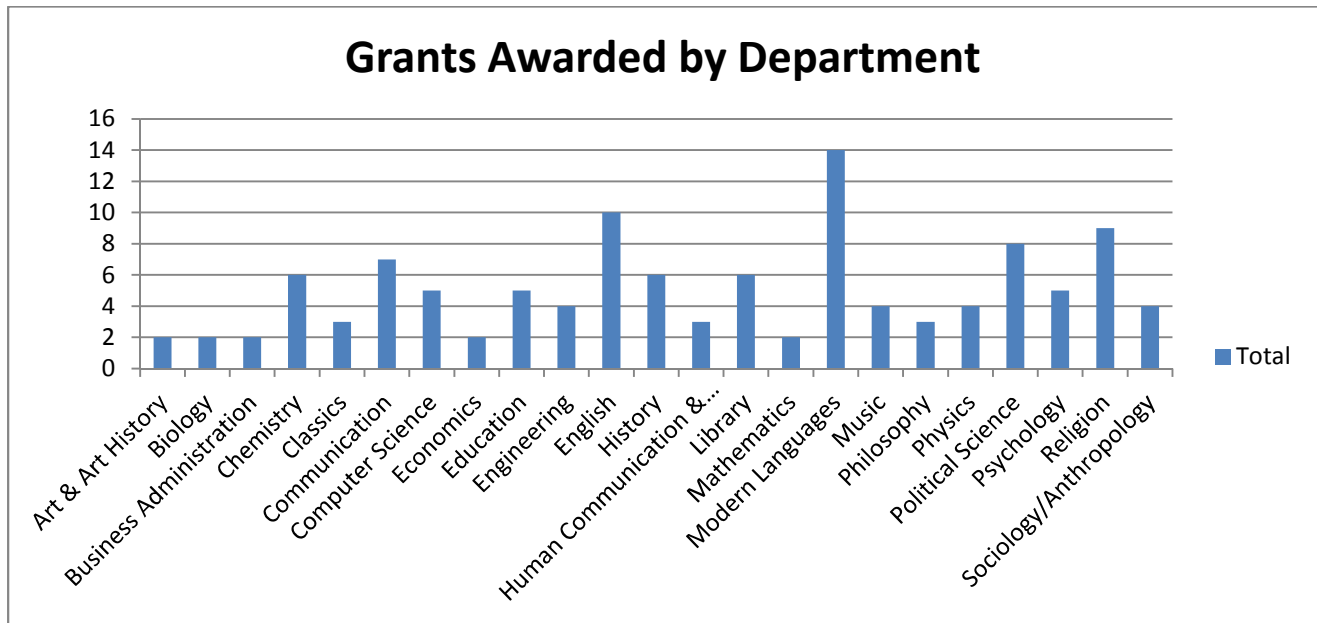
The results of Trinity University's Information Literacy New Course/Revised Course Grant program reveal much about the success of the QEP overall. Faculty members from across the university designed courses at all levels (FY through graduate) with information literacy learning outcomes. Between fall 2008 and spring 2012, 42 new courses and 74 revised courses received grants (116 grants total). Over 50 individual faculty members completed 1 course grant during this period, while 18 faculty completed 2 grants, 8 completed 3 grants, and 1 completed 4.

Participation and Engagement

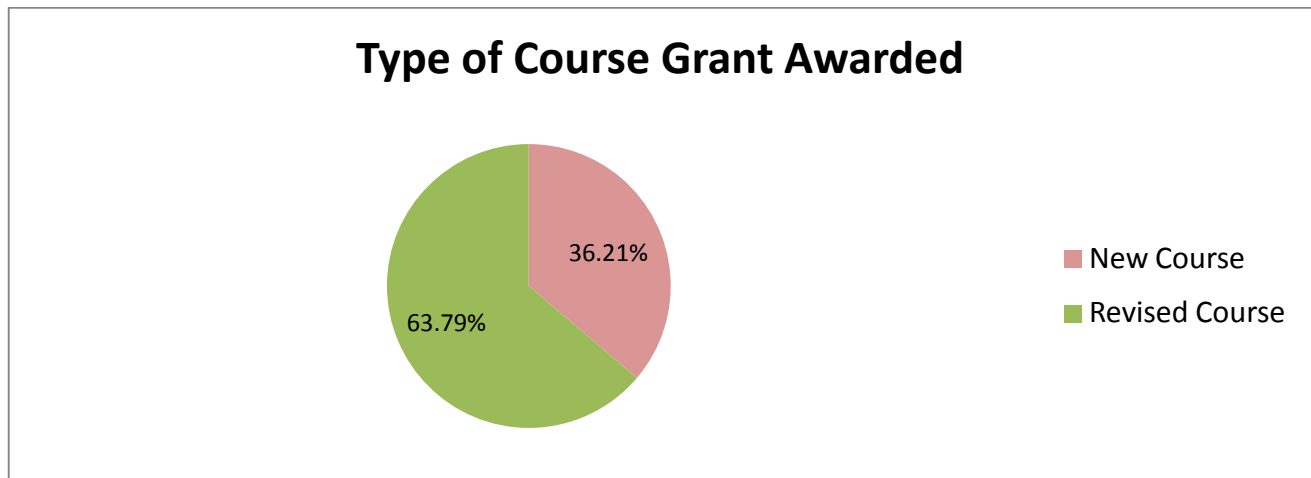
Trinity's information literacy QEP has been an active program since its inception. The number of course grant applications per semester has varied, but with a steady trend toward increased participation:



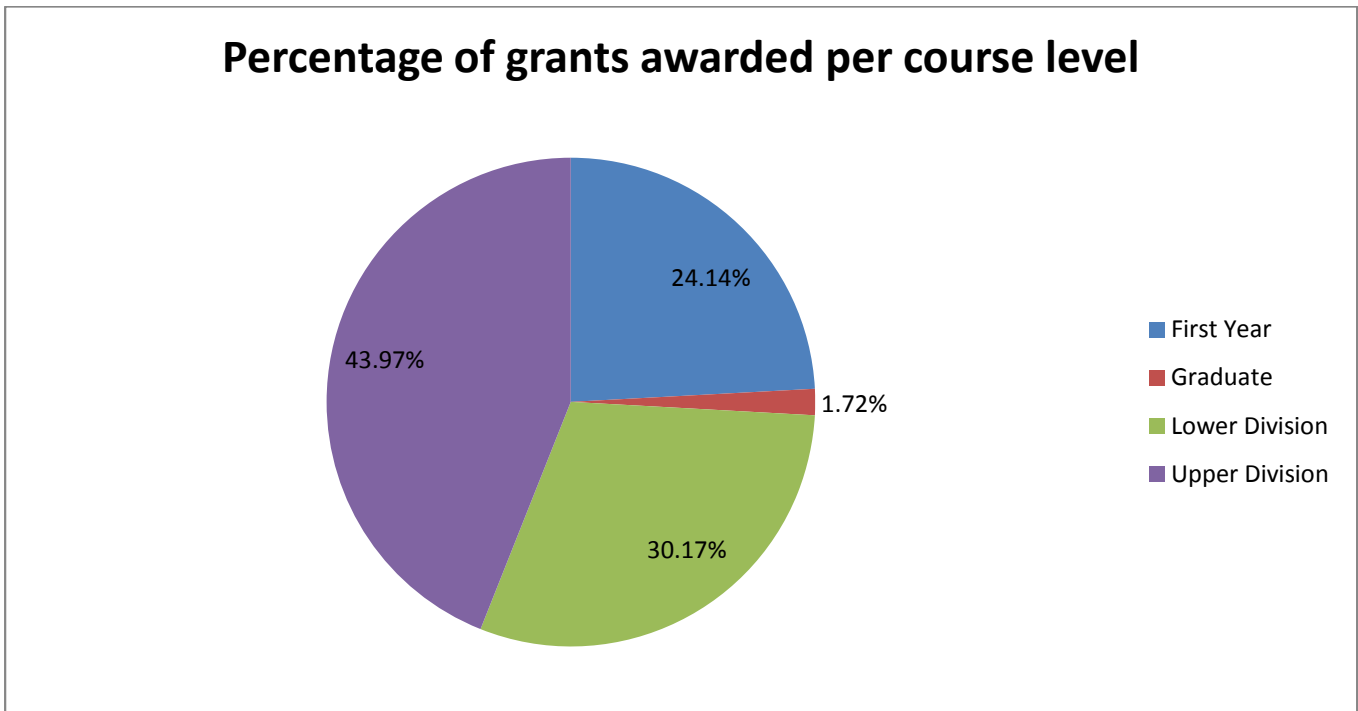
In addition, faculty members from 22 of the 25 departments listed on [Trinity's Academic Departments and Programs website](#) received grants:



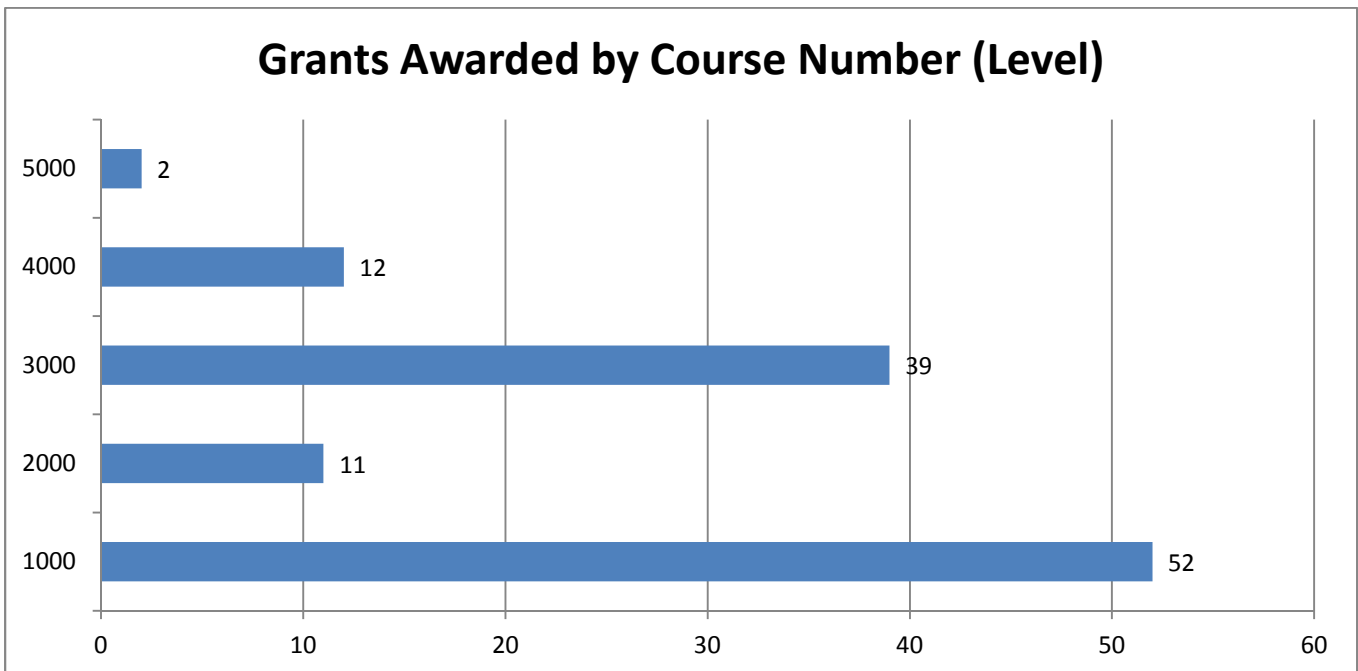
The course grant program proved an effective mechanism for addressing student learning at a variety of levels. Overall, nearly two-thirds of grants went to revised courses and the remaining third to new course proposals:



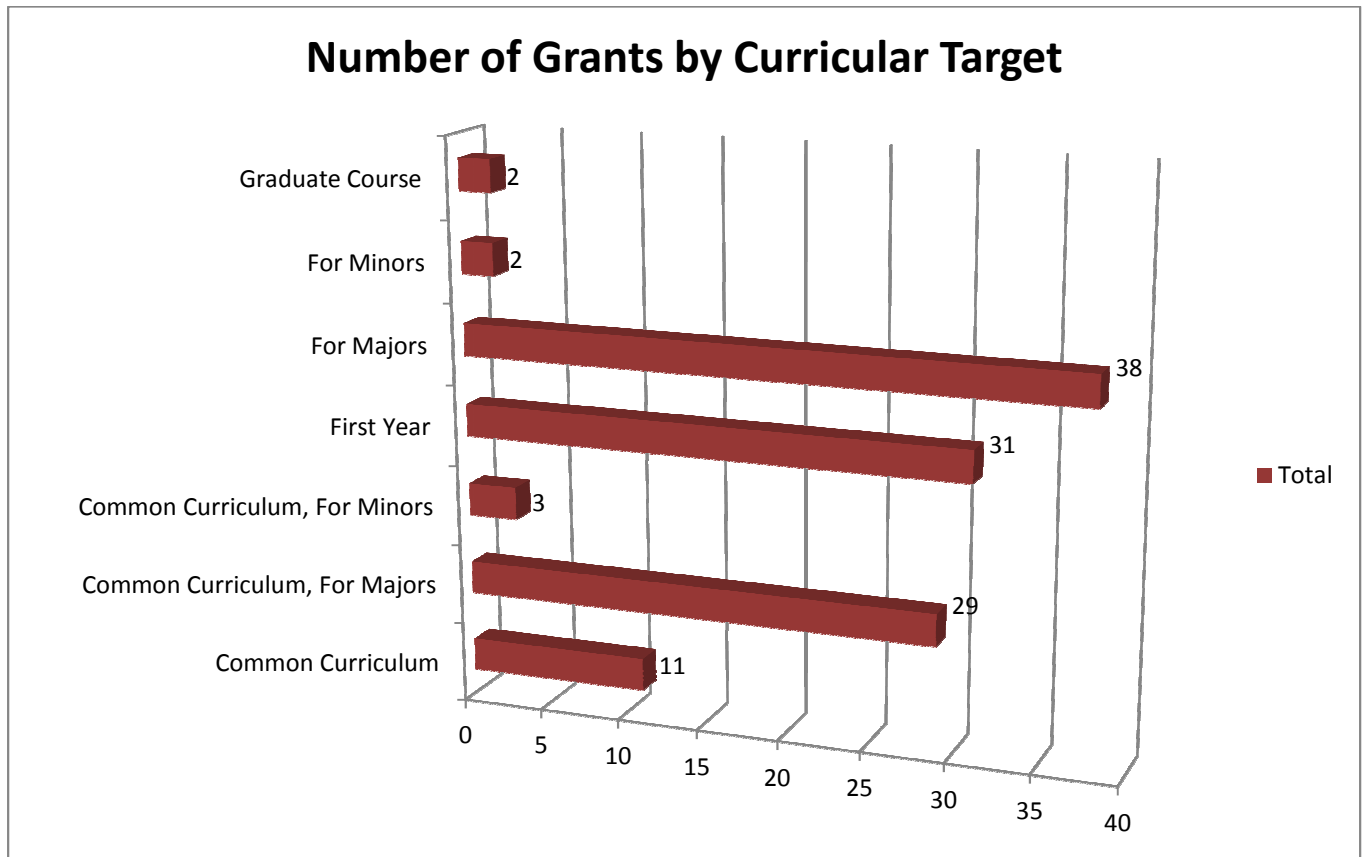
By level, 51 grants were awarded to upper division courses, 35 to lower division courses, 28 to first year courses, and 2 to graduate courses.



Examining the data by course number reveals that the majority of upper division courses awarded grants were 3000 level, and the majority of lower division (as well as first year) courses were 1000 level.



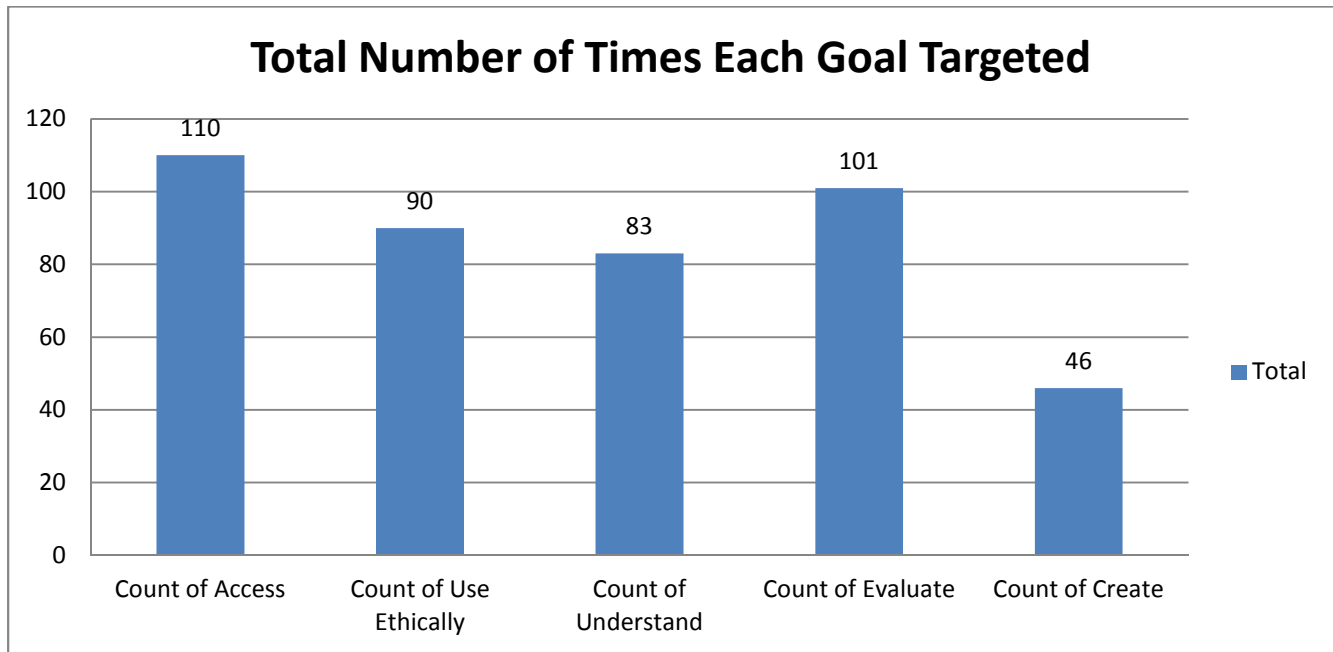
In the current curricular framework, course grants addressed first-year experience courses through the common curriculum and courses in the major/minor. Some courses served as both common curriculum and major or minor requirements, hence the breakdown below:



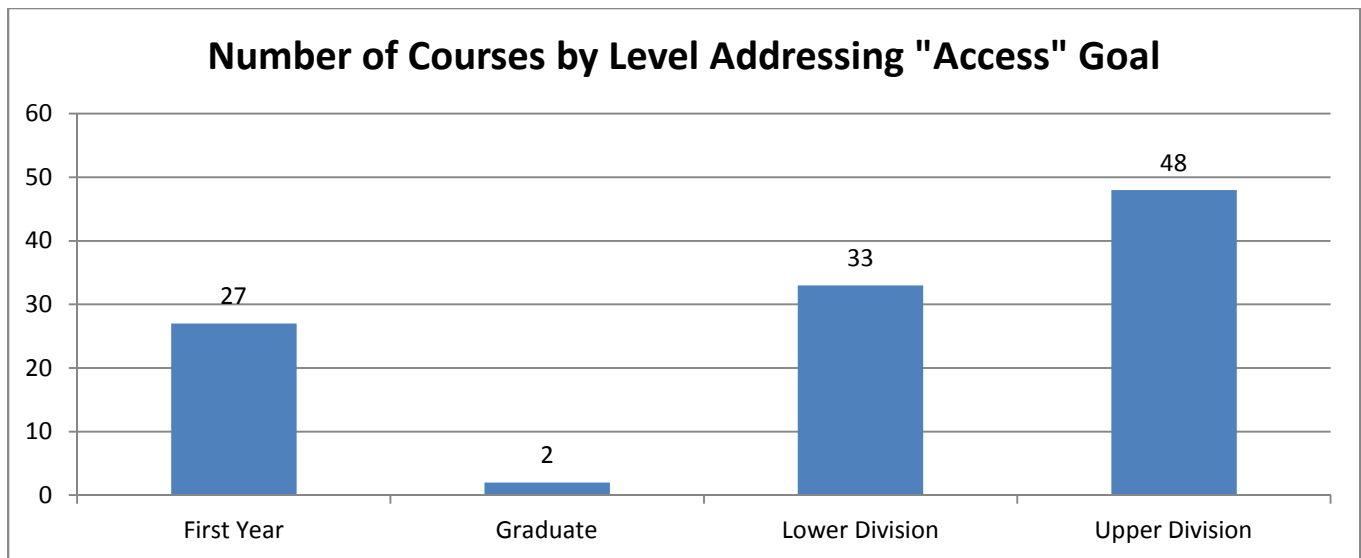
Keeping in mind the potential for overlap, 43 course grants targeted common curriculum classes, 67 targeted courses required for a major and 5 for a minor, 31 were first-year specific, and 2 courses were graduate level. A comprehensive list of all course titles can be found at the end of this document.ⁱ

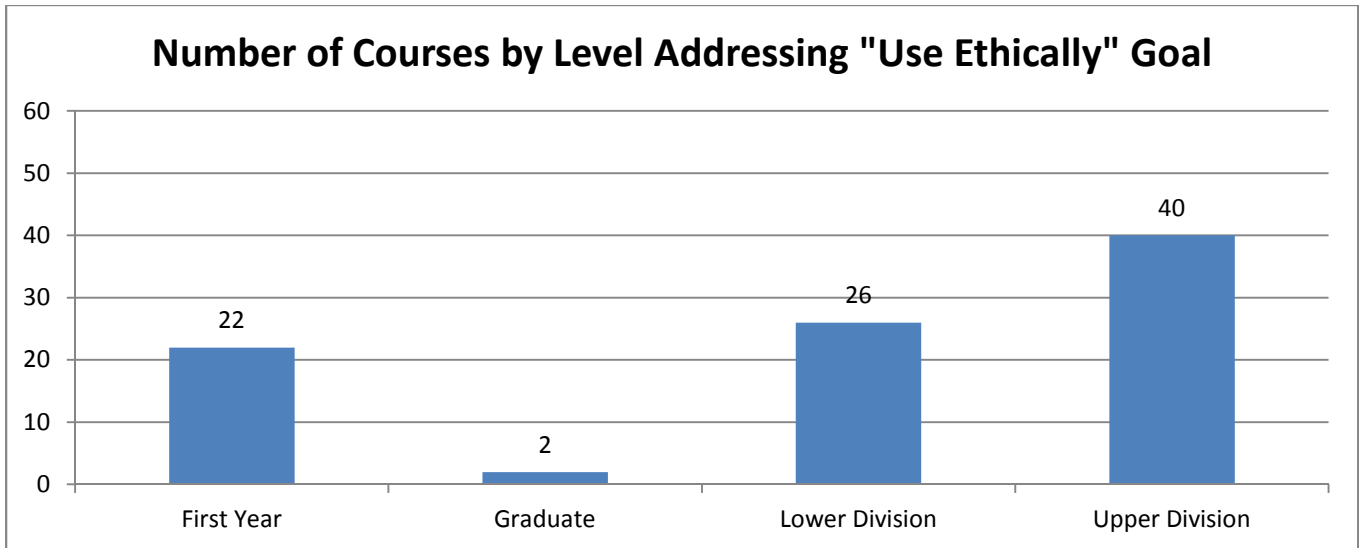
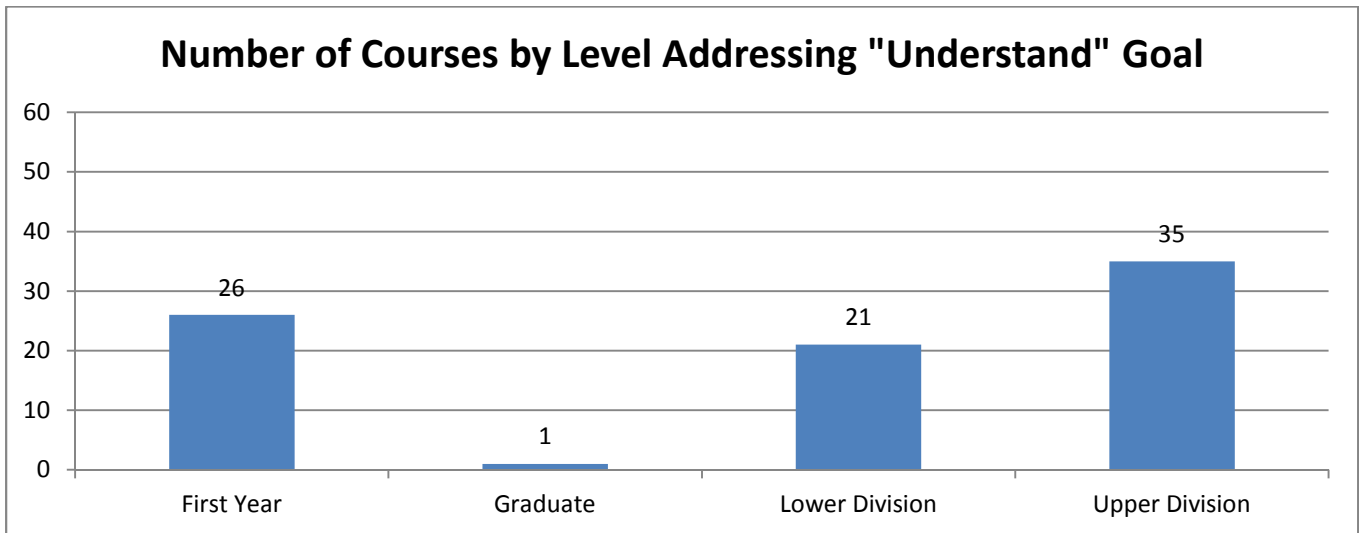
QEP Goals Targeted

All five QEP goals were addressed through the course grant program: Access, Understand, Use Ethically, Evaluate, and Create. Some courses were redesigned to target multiple goals, while others focused on student learning in one or two goal areas. The most frequently addressed goal was Access, followed by Evaluate and Use Ethically.

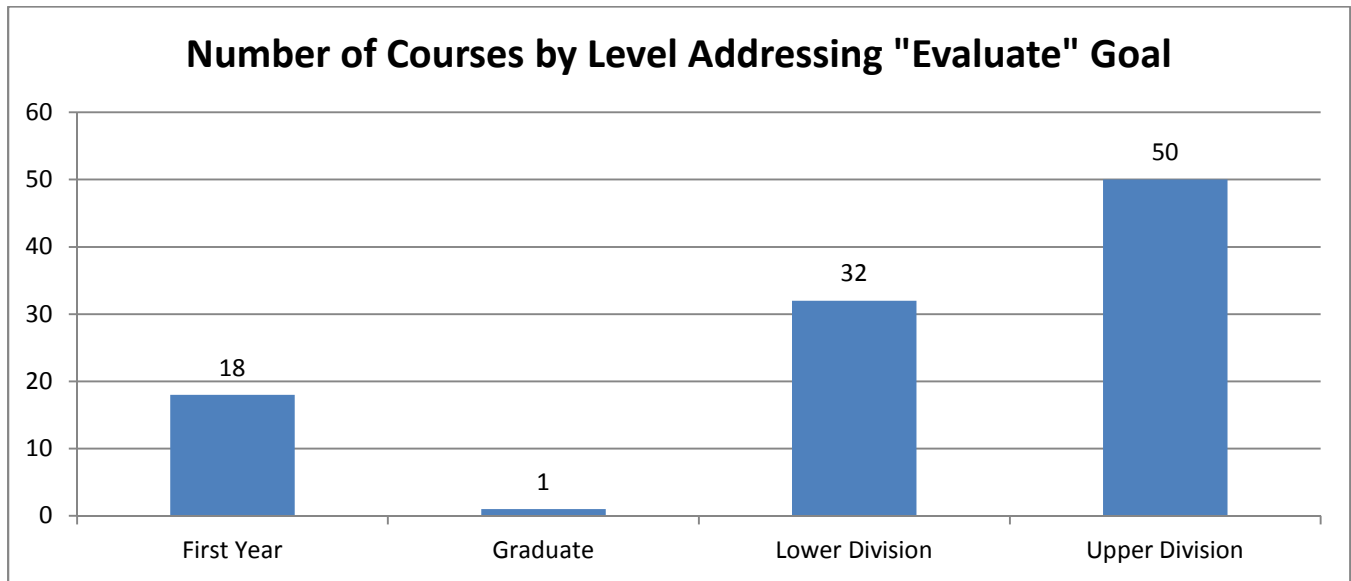


Looking at QEP Goals by course level reveals additional patterns. In courses specifically at the first-year level (FYS and Writing Workshop), 27 of 28 and 26 of 28 addressed Access and Understand, respectively, while 22 of 28 addressed "Use Ethically." This is good news, as these are the goals the QEP document identified for first-year experience courses integrating information literacy.

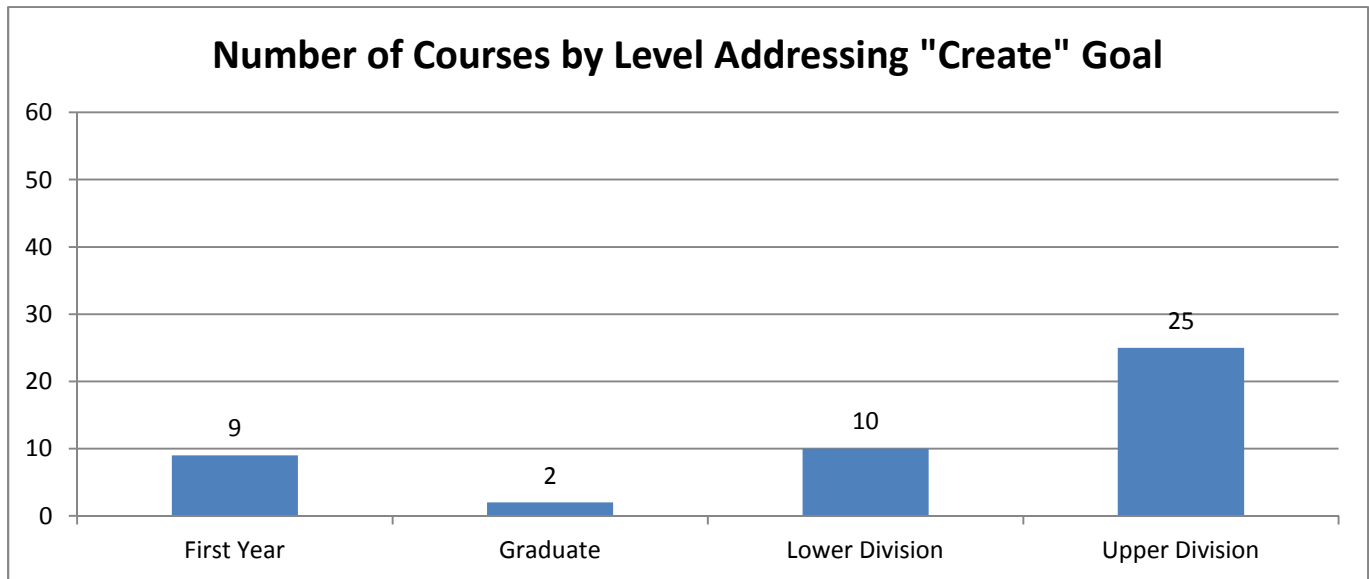




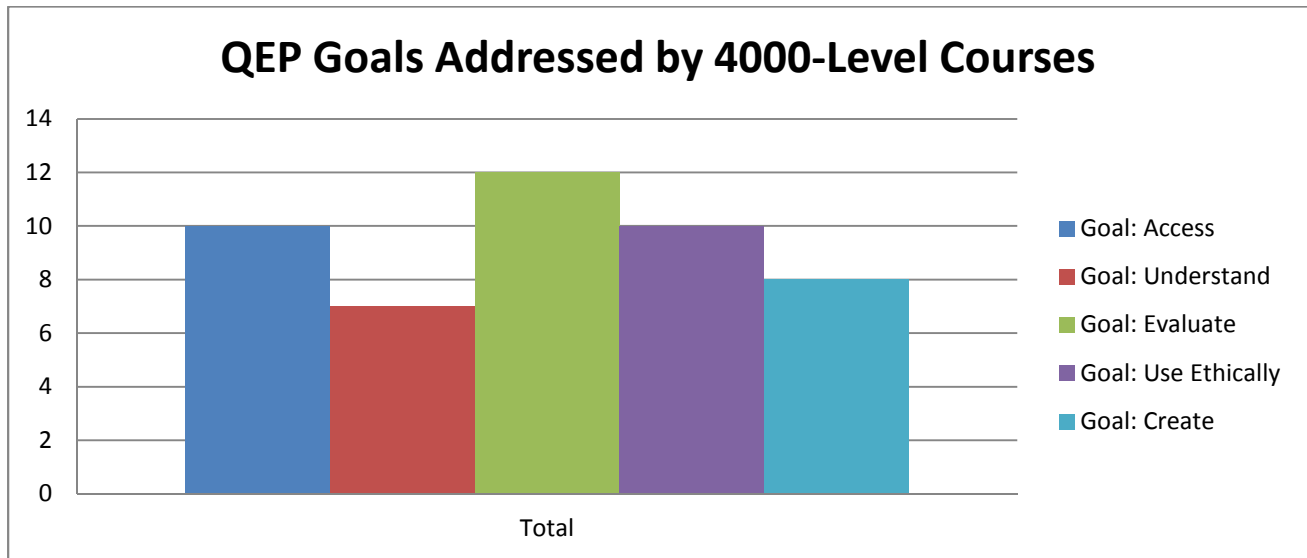
Almost all (50 of 51) Upper Division courses addressed the "Evaluate" goal, as originally intended. A greater percentage of upper division courses addressed multiple goals.



It proved difficult to assess whether or not senior-level courses addressed the "Create" goal as originally intended, since during the course of implementation the senior experience requirement was removed from the curriculum. However, most of the courses addressing "Create" were Upper Division:

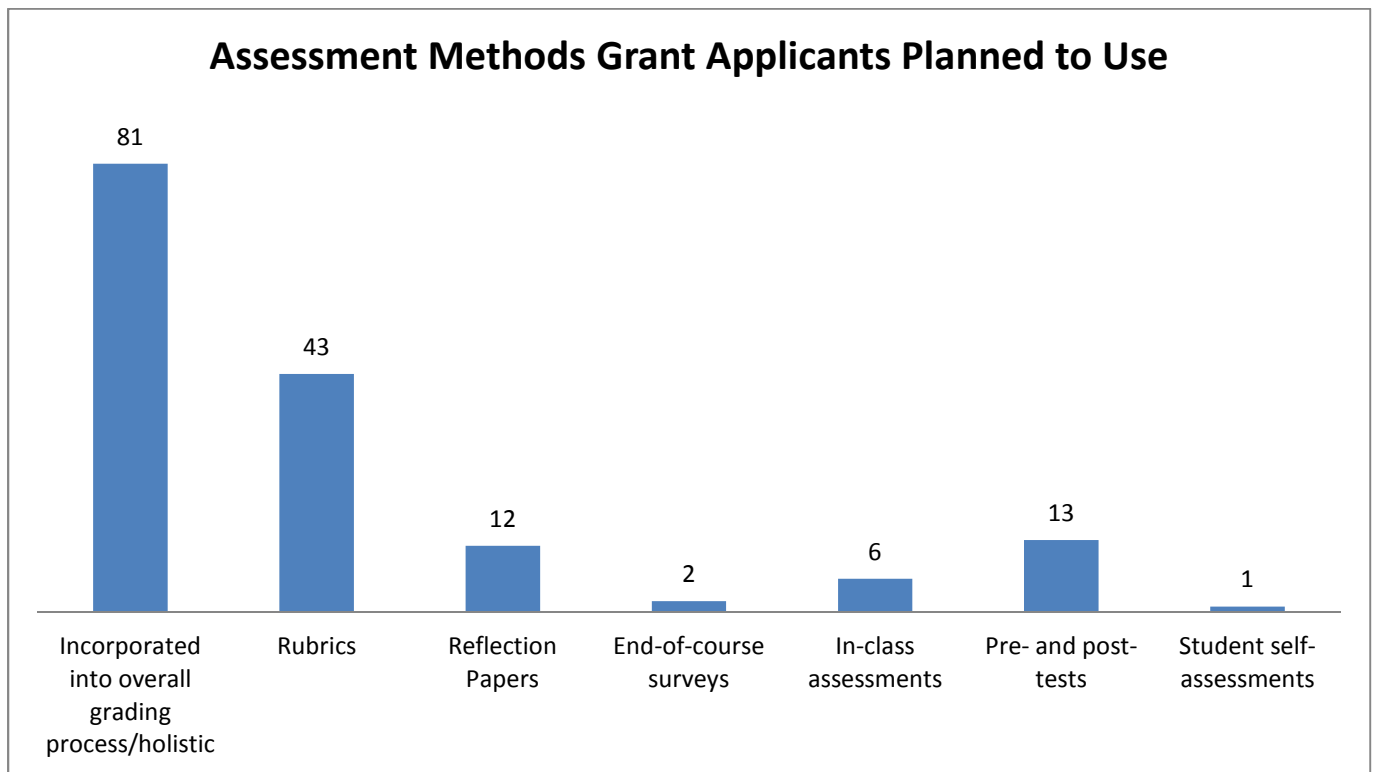


In addition, looking only at 4000 level courses reveals an even stronger focus on the "Create" goal. Of the 12 courses at the level that received grants, 8 (75%) targeted "Create."



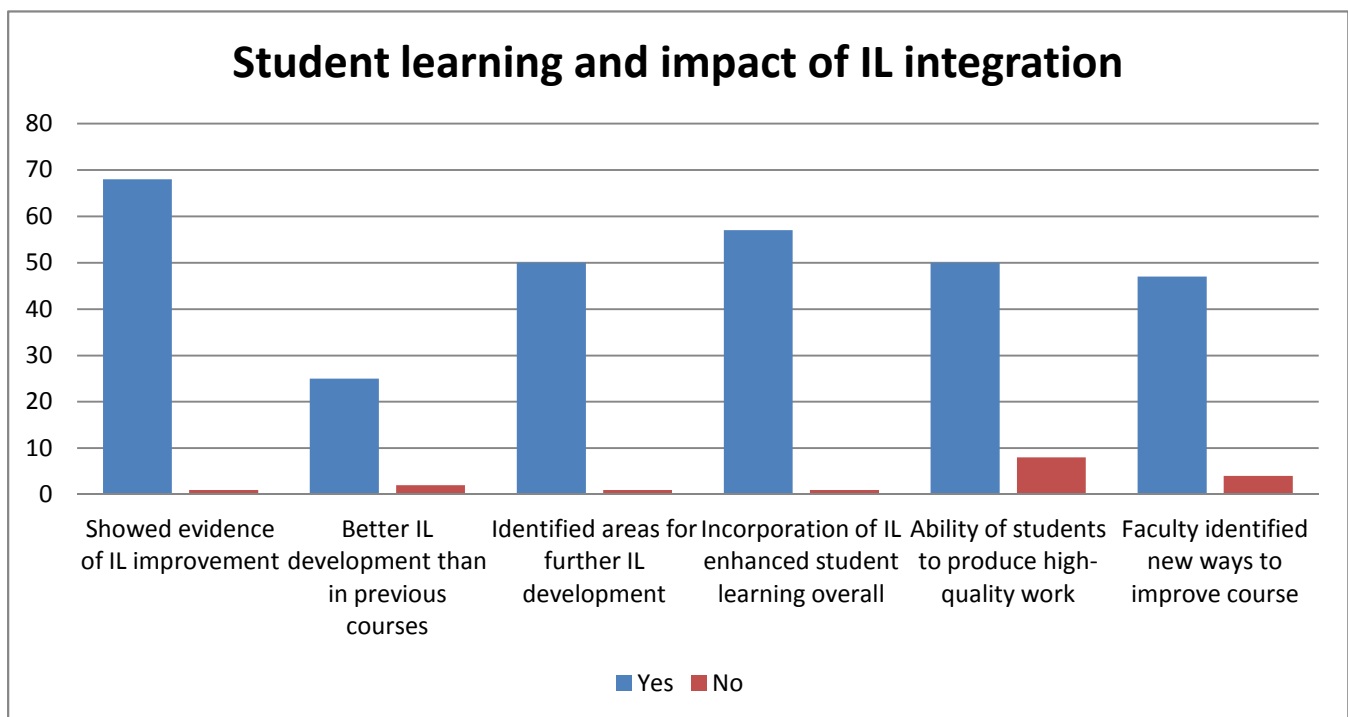
Impact on Student Learning

Faculty members were required to submit a proposed assessment method in their grant application. The majority intended to use a holistic/integrated format, in which assessment of information literacy was incorporated into the overall grading criteria for the course/assignment. Others developed rubrics or relied on reflection papers that accompanied other course work to evaluate the extent and quality of student learning. Many faculty members planned to use more than one assessment method.



Given the variety of assessment instruments, grant recipients provided a range of assessment data at the end of the course. 83 submitted aggregated assessments of student learning, 7 shared revised course materials, and 7 others provided samples of student work for future assessment. Of those who assessed student learning, 45 performed qualitative assessments only, 35 performed both qualitative and quantitative assessment, and 3, quantitative assessment only.

From the assessment data on student learning, results show that 82% saw improvement in student information literacy abilities and 69% reported that the incorporation of information literacy enhanced student learning overall. In addition, the course grant program provided a means for faculty to 1) identify additional areas for student information literacy development (61%), 2) recognize that information literacy learning contributed to higher-quality student work (60%), and 3) note ideas and opportunities for improving future courses to enhance learning (57%). Depending on the assessment instrument, most faculty members concentrated on demonstrating impact in one or two of the areas of impact below; those that weren't addressed are not represented here.



Although the assessment data shared above only tells a part of the QEP story, it demonstrates convincingly that, as of this writing, the QEP program has “assist[ed] faculty members by ensuring that basic information literacy goals are met in the first year, addressed in the Common Curriculum, and integrated into majors” (“Expanding Horizons” 2008, 14). Furthermore, assessment of the course grant results confirms that incorporating information literacy enhances overall student learning. In the words of the faculty themselves:

“I believe students’ information literacy competency has improved by examining databases and sources, by commenting [on] articles/books and by using them to write their short essays, which have improved in content and format compared to past essays. I immediately noticed that students followed in their citations the MLA

norms (which was required; they have a brief compendium of these norms in the Libguide) and compiled pertinent critical bibliographies that supported the arguments developed in their essays."

"The discussions were quite lively showed (at least to me) that students had developed a new appreciation for how scientific 'truth' intersected with legal 'justice'."

"Over the course of the semester, the quality of the papers that the students chose increased dramatically. They clearly learned how to search the scientific literature more effectively to find papers that were both interesting to them and incorporated elements of what we were discussing in class. Additionally, they learned a great deal about the nominal hierarchy of scientific journals as the papers they found towards the end of the semester were generally better scientific papers than those at the beginning. From a pedagogy standpoint, the information literature assignment really helped students maintain an interest in the lecture material."

"Other ways student learning was enhanced: depth of content, use of disciplinary and non-disciplinary databases, evaluating journal quality, referencing software, presentation skills, reading skills (skimming abstracts), compiling primary research."

"Although there was some arm twisting involved, overall we were pleased with the way in which first-year students in this class approached, understood and used information literacy concepts."

"The general student trend over the course of the semester (as demonstrated by their assignments) was a greater sensitivity to contextualizing their research materials and always questioning the legitimacy of the source. In early assignments, the students were more apt to base their musical interpretations firmly on what other conductors had done previously through recordings. As they developed more confidence in their research methods and musical analyses, the students began to base their interpretation on their own gained insights. Not only did classroom discussion and written commentary regarding the interpretation of various choral recordings provide evidence of more discriminating evaluation by the students, but they began to provide thoughtful conjectures on why certain conductors may have followed subtle interpretative trends."

"That all of the students used credible, peer-reviewed sources and avoided popular websites was a real improvement over the previous time I offered the course."

Comments such as these as well as specific plans for future course and assignment improvements suggest that Trinity has made great gains in integrating information literacy outcomes, and that the coming years will bring even more opportunities to build upon that success.

ⁱ Courses Awarded Revised or New Course Grants (courses listed twice received more than one grant):

Art 2305: Art for Chemists 1 & 2

ARTH 1310: Introduction to Asian Art: China

BIOL 3342: Vertebrate Physiology

BIOL 3391: Brain Metabolism

BUSN 4362: International Branding
CHEM 1301: The Chemistry of Crime
CHEM 1305: The Chemistry of Art
CHEM 2305: Chemistry for the Visual Artist
CHEM 3321: Inorganic Chemistry
CHEM 3432: Analytical Chemistry
CHEM 4242: Advanced Analytical Chemistry
CLAS 1304: Intro to Classical Archaeology
CLAS 1310: Daily Life in Ancient Greece
CLAS 3309: Epic Journeys
COMM 2302: Media Audiences
COMM 2302: Media Interpretation and Criticism
COMM 2303: Media Audiences
COMM 3344: Games for the Web
COMM 3360: Principles of Public Relations
CSCI 1300: Computer Skills
CSCI 1303: Essential Computer Skills: Technology in Education
CSCI 1304: Computers & Society
CSCI 3394: Multi-Agent Systems
DRAM 1314: Intro to Drama
ECON 1312: Principles of Economics
EDUC 1110: Service Learning in Education
EDUC 1210: Seminar on Urban Education Policy and Practice
EDUC 3320: Growing Up in America
EDUC 5339: Teaching Diverse Learners
EDUC 5681: Advanced Clinical Practice
ENGL 1302: Writing Workshop
ENGL 1302: Writing Workshop
ENGL 3301: Writing Creative Nonfiction
ENGL 3303: Poetry Writing
ENGL 3371: Literature of the Antebellum Era: The 1850s
ENGL 4305: Special Topics in Creative Writing: The Contemporary Long Poem
ENGR 3181: Engineering Design V
ENGR 3182: Engineering Design VI
ENGR 4381: Engineering Design VII
ENGR 4391: High-Frequency and Microwave Engineering
FILM 1301: Intro to Film Studies
FILM 2301: International Cinema
FREN 3306: Intro to French Literature I
FREN 4307: French Cinema
GNED 1300: Art and Life
GNED 1300: Don't Follow Me, I'm Lost Too: Reflections on the United States in 2010

GNED 1300: Dude Where's my Cape: Reading and Understanding Graphic Novels
GNED 1300: From the Transcendental Club to the Continental Club: Situating the Self between High and Low Culture
GNED 1300: FYS Code Book Lost
GNED 1300: FYS Confronting Xenophobia: Toward a Politics of Otherness
GNED 1300: FYS Do Animals Think
GNED 1300: FYS Energy, Climate, and Gardening
GNED 1300: FYS Exploring Developmental Disabilities
GNED 1300: FYS Forever Young: The Life and Times of Bob Dylan
GNED 1300: FYS Gender, Identity, and Sexuality in Popular Culture
GNED 1300: FYS Gods, Scientists, and Monsters
GNED 1300: FYS Human Rights and Social Justice
GNED 1300: FYS Images as Information: Visuality Across the University
GNED 1300: FYS Making a Difference for a Livable Planet
GNED 1300: FYS Mexican American Popular Culture
GNED 1300: FYS Migratory Cultures in the Americas
GNED 1300: FYS Pursuing Love
GNED 1300: FYS Re-reading Children's Literature
GNED 1300: FYS The Meaningful Life
GNED 1300: FYS The Science of Happiness
GNED 1300: FYS The University: Past, Present, and Future
GNED 1300: Genocide and Evil
GNED 1300: Native Americans in the American Imagination
GNED 1300: Reading Harry Potter: The Hero's Journey
GNED 1300: The Cuban-Americans
HIST 1333: Medieval Christianity
HIST 3304: Religion in African History
HIST 3392: Viking, Saxons, and Franks: The Barbarian North
HIST 3392: Viking, Saxons, and Franks: The Barbarian North, 1300-1500
HIST 4460: Seminar in U.S. History: The Cold War
HIST 4460: Seminar in United States History (Modern America)
MATH 2094: Majors' Seminar
MATH 3326: Intro to Abstract Mathematics
MDRS 2301: Intro to Medieval Studies: Power and Gender in the Late Middle Ages
MUSC 3225: Advanced Choral Conducting
MUSC 3341: Music History I
MUSC 4361: Elementary Music Instructional Practices
PHIL 3354: Philosophy of Gender
PHIL 3358: Philosophy of Music
PHIL 3358: Philosophy of Music
PHYS 1307: Introduction to Nanotechnology
PHYS 3323: Intro to Physics
Physics 1303: The Earth's Changing Environment

PLSI 1301: American Politics
PLSI 1331: Comparing Countries
PLSI 1332: Film, Literature, and Politics of the Third World
PLSI 1341: Individual in World Politics
PLSI 3329: GIS and Demographics in Political Science
PLSI 3333: Latin American Politics
PLSI 3372: Research Methods in Political Science
PSYC 1300: Principles of Psychology
PSYC 3321: Cognitive Development
RELI 1320: Ethical Issues in Religious Perspective
RELI 2355: The New Testament
RELI 2356: The Qur'an
RELI 3303: Death and Beyond
RELI 3332: The Buddhist Tradition
RELI 3341: Jewish Tradition
RELI 3355: Non-Canonical Early Christian Literature
SOC1 1301: Intro to Sociology
SOC1 2328: Social Inequality
SOC1 4394: Sex in the City
SPAN 3312: Latin American Civilization
SPAN 3321: Spanish Cinema
SPAN 3331: Intro to Spanish Lit Since 1700
SPAN 3391: Afrolatinos: the other Latin America
SPAN 3391: Special Topic, Chicano Short Story
SPAN 4348: Spanish American Women Writers
SPCH 4391: Nonverbal Communication
SPMT 3314: History of American Sport
THTR 3311: History of Dress and Style