



**PURSUE TRUTH**

READ RESPONSIBLY. THINK CRITICALLY.  
• OLD DOMINION •

# Quality Enhancement Plan 2023



## Reaffirmation of Accreditation

Southern Association of Colleges & Schools  
Commission on Colleges



Submitted 3/6/2023

## Table of Contents

<b>Executive Summary</b>	<b>4</b>
<b>Old Dominion University</b>	<b>5</b>
<i>Overview</i>	5
<i>ODU's Faculty and Students</i>	6
<i>ODU and the QEP</i>	7
<b>ODU's QEP: PURSUE TRUTH: Read Responsibly. Think Critically.</b>	<b>12</b>
<i>Selecting the QEP Topic</i>	13
<i>Table 1. QEP Preparation Timeline</i>	15
<i>Table 2. Top Areas of Student Learning ODU Students Need the Most Improvement</i>	17
<i>Table 3. General Education Results Evidencing Need for QEP</i>	19
<i>Developing the QEP</i>	21
<i>Defining Information Fluency and Critical Reading</i>	21
<i>Literature Review: Information Fluency</i>	22
<i>Literature Review: Critical Reading</i>	23
<i>Literature Review: Best Practices for Teaching Information Literacy and Critical Reading</i>	26
<i>Literature Review: Choosing a Textbook, Making Connections and Mapping QEP Goal</i>	27
<i>Figure 1. Concept Map for Critical Reading Faculty Workshops</i>	29
<i>QEP Goal and Student Learning Outcomes</i>	30
<b>Implementing ODU's QEP</b>	<b>30</b>
<i>Overview of the Implementation Strategy</i>	30
<i>Figure 2. Conceptual Model of the QEP</i>	32
<i>Faculty Workshops</i>	32
<i>Table 4. QEP Goals for Reaching Faculty and Students</i>	35
<i>Administering the QEP: Director, Office, and Advisory Board</i>	36
<i>Figure 3. Academic Affairs' Organizational Chart</i>	38
<i>Progress to Date Implementing the QEP</i>	39
<i>Table 5. QEP Deployment Timeline</i>	40
<b>Assessing the QEP</b>	<b>44</b>
<i>Overview of the QEP Assessment Plan</i>	44
<i>Figure 4. Conceptual Model for Assessing Student Learning and Faculty Use of Best Practices</i>	45
<i>Table 6. QEP Assessment Plan</i>	47

<i>Table 7. Evaluating the Implementation and Effectiveness of the QEP</i>	48
<i>Assessing the Student Learning Outcomes</i>	49
<i>Rubric</i>	50
<i>Figure 5. QEP Rubric -- PURSUE TRUTH: Read Responsibly, Think Critically.</i>	51
<b>Institutional Capacity to Support the QEP</b>	<b>53</b>
<i>Technology Supporting the QEP</i>	53
<i>Technology Resources for Supporting the QEP Workshop Series and Delivery</i>	54
<i>Communication</i>	54
<i>Workshop Content</i>	55
<i>Resources and Support Materials for the QEP Workshop Series</i>	56
<i>Personnel and Labor for the QEP Workshop Series</i>	57
<i>Evaluating the Implementation and Effectiveness of the Faculty Workshops</i>	58
<b>QEP Budget</b>	<b>59</b>
<i>Table 8. Budgeted Allocations Requested for QEP 2023</i>	60
<b>Summary</b>	<b>62</b>
<b>References</b>	<b>64</b>
<b>Additional Resources</b>	<b>67</b>
<b>Appendix A. Subcommittee Charge and Membership</b>	<b>69</b>
<b>Appendix B. PURSUE TRUTH: Read Responsibly. Think Critically. Faculty Workshop Plan</b>	<b>71</b>
<b>Appendix C. PURSUE TRUTH: Read Responsibly. Think Critically. Faculty Workshop Activity Map</b>	<b>76</b>
<b>Appendix D. QEP Faculty Workshop Facilitators &amp; Guest Lecturers</b>	<b>85</b>
<b>Appendix E. Office of Institutional Effectiveness and Assessment (IEA) Staff and Link to QEP</b>	<b>86</b>
<b>Appendix F. Executive Advisory Council for Accreditation Excellence Roster</b>	<b>87</b>

**Old Dominion University's Quality Enhancement Plan (QEP)**  
***PURSUE TRUTH: Read Responsibly. Think Critically.***

**Executive Summary**

Old Dominion University's Quality Enhancement Plan (QEP), *PURSUE TRUTH: Read Responsibly. Think Critically*, is intended to address information fluency by increasing students' ability to read critically. Information fluency is the ability to interpret, communicate, problem-solve, and create across a variety of situations in a media-rich, data-driven, global information ecosystem. Since critical reading is a necessary competency for evaluating information in various formats, solving problems, and creatively integrating knowledge into a wide range of contexts to achieve information fluency, faculty workshops will be launched to cultivate these critical reading abilities in students. Faculty will be engaged in the use of pedagogies and best practices for teaching and assessing critical reading in their courses that, ultimately, will help students produce higher quality products that demonstrate the attainment of the four student learning outcomes:

- Students will be able to analyze information for its purpose and audience and interpret the relevance of the information being presented.
- Students will be able to identify and summarize the main points.
- Students will be able to apply and transfer knowledge to a different setting.
- Students will be able to reflect on or evaluate what was learned.

Efforts to identify the QEP topic and to develop each aspect of the QEP were led by faculty, many of whom had leadership roles across all QEP committees and subcommittees. The Office of Institutional Effectiveness and Assessment (IEA) and ODU's Provost's office provided faculty support. These faculty-led committees identified the QEP topic from an analysis of the University's institutional effectiveness data and from campus and community-wide conversations with faculty, staff, students, and alumni. All sources supported ODU's QEP focusing on improving information fluency through impacting critical reading. In addition, the QEP Committee sought input to maximize interest and involvement across the campus. For example, the Committee reviewed the General Education assessment data and conducted town halls.

Upon implementation of the QEP, the work of assessing the achievement of student learning outcomes will be led by the QEP Director and the Office of Institutional Effectiveness using the QEP Rubric and ODU surveys. The QEP Director will compile an Annual QEP Report that analyzes the assessment data and guides fine tuning, as needed, to assure progress towards meeting the goal and learning outcomes.

In order to manage implementation of the plan and assure sufficient support for all QEP activities, the QEP Director will continue to manage all QEP-related activities. The University has agreed to a \$38,120 increase in annual base funding from 2012 ODU QEP iteration due to increases in participant stipends, GRA stipends (\$8,580), incentives, food costs, and continuance costs of existing positions (\$20,000). Base-budgeted and in-kind resources are expected to support implementation, evaluation, and continuous improvement of its QEP.

# Old Dominion University

## Overview

Old Dominion University (ODU), located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement. Originating in 1930 as a branch campus of The College of William and Mary, it became independent as Old Dominion College in 1962. University status was attained with the first master's degrees in 1964, and doctoral offerings began in 1971. For the fiscal year 2021, the University had an operating budget of \$574 million. In fall 2021 the University had more than 2,400 full-time faculty and staff members.

The University offers 56 baccalaureate, 41 master's, 2 specialist, 21 doctoral programs, and over 50 certificate programs. Academic programs are organized in an Honors College and a Graduate School, and seven different colleges, including the College of Arts & Letters; the Strome College of Business; the Darden College of Education; the Batten College of Engineering and Technology; the College Health Sciences; the College of Sciences; and the College of Continuing Education & Professional Development. The University operates three regional higher education centers in Virginia Beach, Hampton, and Portsmouth. Academic offerings include a broad range of arts, sciences and professional programs, with distinctive curricula in modeling and simulation; coastal physical oceanography; creative writing; allied health; engineering; maritime and supply chain management; community college and educational leadership; and teacher education that serve the military and other second career populations.

The University is a national leader in technology-mediated distance learning. With the 1994 initiation of the University's interactive televised delivery system, a partnership with the Virginia Community College System was established, providing quality higher education to students at a distance. Distance offerings continue to expand as new electronic technologies are incorporated, and programs are taken by students in online formats.

Through moderately selective admissions, the University serves largely Virginia-based native and transfer undergraduate students in equal numbers. Fifty percent of the University's 23,494 students represent students of color. Students hail from 50 states and more than 120 countries. The University houses more than 25 economic development and research centers including its Institute for Innovation & Entrepreneurship; Frank Reidy Research Center for Bioelectrics; Strome Entrepreneurial Center; Virginia Modeling, Analysis and Simulation Center; Social Science Research Center; and Center for Economic Analysis and Policy. Partnerships with government, business, and educational organizations demonstrate the University's broad impact in various communities. Research and sponsored program expenditures were \$78.3 million in FY2021.

### **ODU's Faculty and Students**

The General Education program at Old Dominion University represents the common core of the baccalaureate degree. It prepares students for pursuing a major, for broadening their views of life, and for understanding an increasingly global and diverse world. It equips students with the basic skills and intellectual perspectives to engage in the search for knowledge. The General Education program develops analytical and critical thinking skills and the ability to make reasoned judgments. Students will also discover that learning is a complex, multifaceted, and lifelong endeavor.

Approximately 867 full-time and part-time faculty members bring a wealth of talent and experience to Old Dominion University's instructional programs and students. Teaching, research, and applied expertise of ODU faculty, combined with their commitment to academic excellence, make students' experiences at Old Dominion rewarding and productive. ODU's unique location in the Hampton Roads region and ongoing relationships between local industries and individual research and public service offer university faculty the opportunity to participate in real-world problem-solving and to translate this experience into classroom teaching and coursework.

The students at Old Dominion share a special sense of excitement derived in part from the rich tapestry of backgrounds, cultures, and ages represented here. This environment's academic studies and its guaranteed internship program offer students a true edge after they graduate and begin

to compete for jobs.

## **ODU and the QEP**

Old Dominion University is a large, diverse public institution whose faculty and administration gave considerable thought to the selection of a Quality Enhancement Plan (QEP) on information fluency through critical reading—*PURSUE TRUTH: Read Responsibly. Think Critically*. The institution’s QEP was informed primarily by three factors: 1) the success of the institution’s 2012 QEP: *Improving Disciplinary Writing*, 2) institutional data and input from campus constituents, 3) the COVID-19 pandemic, and 4) availability of resources.

First, the 2012 QEP intended to improve upper-division undergraduate students’ disciplinary writing – that is, writing that demonstrates a reasoning process supported by research and reflection on a problem, topic, or issue – through two faculty development and engagement initiatives. The institution’s 2012 QEP: *Improving Disciplinary Writing*, was a successful endeavor, resulting in more than 432 faculty participants in IDW Workshops. Those faculty reached more than 26,000 ODU students by the end of 2020. An underlying goal of the QEP was to incorporate writing reflection into courses and Workshops on campus to help facilitate substantive personal learning in faculty and students. Several things kept reappearing in reflections about this QEP, which further clarifies why the model works for ODU faculty. Faculty continued to support the endeavor in their post-Workshop reflections, with one commenting: “[T]his endeavor is...essential in the changing university environment...it effectively and enthusiastically leads faculty to a new awareness of their own pedagogic practices, simultaneously letting us produce real work in a supported environment and arming us with the resources and contacts we need to build critical mass and momentum in what I hope is sweeping change at ODU.”

Multidisciplinary exchange leads to faculty learning. Something faculty explicate time and again in reflections is that the original design to include faculty from all disciplines in each iteration of the workshops was very beneficial: “I also enjoyed the opportunity to interact with faculty across the ODU campus. It was great to collaborate on our ideas and see things from all types of perspectives” (Faculty Reflection, Summer 2012 Workshop). Multidisciplinary faculty development opportunities are few

and far between on campus but foster the most substantive feedback and change for all in attendance.

Reflection bolsters students and teachers. Reflection is the qualitative feedback teachers do not get from evaluations, grades, or by any other means. Building it into courses helps teachers and students gauge how well course material translates. It also demonstrates that the effects of teaching students the import of disciplinary writing are long-term and that its real impact remains hidden unless students reach out after leaving the institution. One encouraging example of this was a student reflection that came via email to one of the faculty participants: “When I took all of my classes with you...I thought that you were making us write and explain all of our work and thoughts as a way to make our lives more difficult...but looking back now, I am glad you made us do it. The extra steps that I took in our work are really paying off. I am emailing you to let you know that I am going for an interview this Friday morning at Rolls-Royce as a Manufacturing Systems Engineer. A lot of what I would be doing would be engineering reports so I am...also planning on making copies of some of my work from your classes and taking that in as well. I thank you for all your help throughout my college career in both the short-run and the long-run. Everything you taught me is taking effect now and I look forward to seeing what my future has to offer!” (Student Email, 2016).

Ongoing change continues to occur. After an immersive experience like the QEP workshops, faculty find that change continues to happen over time and it is hard to assess this but helps to further refine courses. Here is what one faculty member had to say after launching the revised course assignments and seeing them through to the end of a semester: “I just wanted to let you know that while I've been teaching the Short Story for years, and it has always gone well, last semester was by far my best class yet. Not just with great papers, but impassioned and involved students, over 80% participation in every class discussion, and this semester--while they haven't turned in their first papers yet-- participation is likewise extremely high, both in quality and quantity. I know it all has to do with the reboot of the class I was able to do during the QEP workshop. The new writing assignments are not only more fun and engaging for the students, they have shaped the way that I approach teaching the classes building up to them, and that has made all the difference” (Faculty E-mail, Post-QEP Workshop)

These five years demonstrated that the QEP Workshop is an excellent



model for faculty development as it has indirect impact on student learning. The institution hopes to continue using it for other ventures, such as Improving Capstone Courses Workshop, piloted in fall 2016 with five faculty members, using the QEP Workshop model. Moving forward, the institution would like to build on the success of QEP models and programs in place while striving to find more effective, innovative ways to support improving student learning at ODU. Overall, the first QEP has set the stage for the next, as the institution works to build on the invaluable knowledge retained and immense progress in faculty development and student learning made during the last QEP.

Second, the QEP design process was a faculty-led initiative from its onset and included the following elements: analysis of survey data collected from faculty, alumni, and students; identification of high-interest topics from a survey correlated with institutional assessment data; faculty mini- and full proposals submitted and reviewed by the QEP Committee; and topic selection with a focus on 100- and 200-level courses. In conjunction with the Office of Institutional Effectiveness & Assessment (IEA), the outcomes used, and data collected when assessing General Education courses were reviewed by the QEP co-directors. Many of the General Education outcomes (e.g., developing critical thinking, reading, and information literacy skills; critically evaluating information and its sources; evaluating and applying critical thinking to texts, etc.) were linked directly to information literacy, critical thinking, and reading, as those topics rose to the top of concerns from faculty and students on the QEP data survey. As this was the case, and since the 2012 QEP focused on upper-division courses, it was decided that the QEP would focus on 100- and 200-level courses to help students develop habits in information fluency through critical reading early on at the institution. Also, the last student learning outcome from the 2012 QEP, reflection, which helped explicitly capture students' measurements of their own learning, was carried over as an outcome for the new QEP: *PURSUE TRUTH*.

Third, the “perfect storm” of circumstances that emerged during the COVID-19 pandemic contributed to the selection of *PURSUE TRUTH* for ODU's QEP. Especially in the earliest stages of the COVID-19 pandemic, students, faculty, and administrators at higher education institutions grappled with multiple challenges as they shifted teaching, learning, and other activities into the virtual environment. The pandemic exacerbated and illuminated significant social and economic disparities, particularly within student populations. Amidst the uncertainty, there was a constant

flood of information of varied quality about COVID, including misinformation and disinformation that the public was required to parse.

Alongside broader societal problems with the dissemination of information to the public, COVID-19 also highlighted institution-specific challenges for inclusive student and faculty learning support systems, given individuals' varied access to reliable internet connections and computers once they were moved off campus. ODU's decision to focus its QEP on information fluency through critical reading, in part, grew out of the need for improved means of navigating the flood of information and the realization that our lives and welfare may depend on our doing so successfully. Our QEP, *PURSUE TRUTH* is designed to enhance faculty's ability to address the ongoing struggle with parsing "fake news" from valid, reliable information and to help students transfer those skills beyond the classroom into the discipline, the workplace, and the world at large.

The content and practices developed and disseminated through faculty participation in IDW have been institutionalized. During the QEP Workshops, faculty are introduced to activities and assignment scaffolding as a means of redesigning or creating class assignments based on the QEP theme. These assignments launched throughout the course must address all QEP SLOs by building in various coursework, activities and pedagogy that helps students practice and demonstrate the SLOs.

Saturation. The institution found that QEP saturation from the 2012 QEP happened in several ways: courses being revised and handed down to new faculty, especially adjunct faculty; most or all faculty in one department participating in QEP, via Action Project grants; QEP faculty further refining courses but resubmitting artifacts for assessment and overachieving faculty intrinsically drawn to this type of initiative, etc. By year five of that project, the QEP Assessment Summit indicated that the pre-courses were getting better or becoming closely aligned with the QEP SLOs. In the first couple of years of implementation, the QEP had reached less than 15% of faculty; therefore, best practices were only incorporated into a few courses. As the QEP matured, faculty workshop participants shared best practices with their colleagues, which led to them being embedded across numerous courses. By year five, 2016-17, saturation of QEP outcomes and course revisions caused the pre-ratings to be nearly the same as those of the post-courses. Saturation indicates that QEP practices have become institutionalized, but also shifts faculty perceptions of the amount of student learning taking place and their understanding of

students reaching or surpassing the standard for each SLO. Thus, there was clear evidence of the effectiveness of the IDW model at ODU, which is why the QEP Committee chose to continue using the IDW Workshop model, which has continued to evolve over the past decade. The new QEP will integrate information fluency through critical reading content and related pedagogies and augment the IDW Workshop model to make it more resilient (e.g., in the face of public health emergencies).

This selection of ODU's new QEP topic focuses on a specific area of need and will marshal the faculty resources essential to improve information fluency through critical reading among the University's diverse undergraduate student body. The QEP targets lower-division, undergraduate courses that are part of the General Education curriculum. Information fluency is the ability to interpret, communicate, problem-solve, and create across a variety of situations in a media-rich, data-driven, global information ecosystem. Critical reading is a necessary competency for evaluating information in various formats, solving problems, and creatively integrating knowledge into a wide range of contexts to achieve information fluency. ODU's QEP includes workshops for faculty designed to help cultivate these abilities in students. Using pedagogies that take advantage of existing and developing technologies, the QEP's activities are designed to improve critical reading and information fluency for students taking courses in both face-to-face and distance learning modes. Faculty workshop participants will design course plans with specific pedagogical interventions and learning activities that align with best practices for teaching critical reading. Ongoing assessment will indicate which critical reading pedagogies are most effective for helping students cultivate critical reading habits they can carry beyond their lower-level General Education courses. In short, ODU students need to learn early on to read information responsibly, so they can think critically about any information they are presented throughout their academic pursuits, professional careers and as active citizens of the world.

Fourth, in conjunction with lessons learned from the COVID-19 pandemic, like most other institutions, ODU is also operating on fewer resources post-pandemic. The original design of the *PURSUE TRUTH* QEP included a virtual Community of Practice (CoP) designed to augment the in-person faculty development workshops and support all ODU's constituents. Among the things that came into sharp relief during the COVID-19 pandemic was the need for alternative modes of delivery for disseminating the valuable content of faculty development workshops.

Even in non-pandemic times, there are interested faculty who are likely to benefit from workshop participation yet unable to attend a 30-hour workshop. A CoP would have allowed us to reach additional categories of faculty (e.g., adjunct faculty, those teaching in programs with no 100- or 200-level courses and those teaching in programs that offer only graduate-level courses) who miss out on multi-day on-campus workshops targeting faculty teaching introductory-level courses. For instance, faculty in graduate-only programs are not primary targets for QEP workshops aimed at improving information fluency through critical reading in introductory-level courses, yet they stand to benefit from resources created for the workshops or developed by workshop participants. The planning committee concluded that creating a virtual CoP would have provided multiple platforms and tools for collaboration (Mavri et al, 2020). However, due to a lack of staffing and other resources, the CoP component of the *PURSUE TRUTH* QEP was removed. Yet, if staffing and other resources were to become available, the CoP would be a welcome addition to the QEP.

### **ODU's QEP: *PURSUE TRUTH*:**

***Read Responsibly. Think Critically.***

#### **Selecting the QEP Topic**

Old Dominion University's QEP was developed from analysis of university institutional effectiveness data and from broad based, inclusive campus and community conversations with faculty, staff, students, and alumni. Institutional General Education data (see Table 3) and faculty input were used to refine the topic. To support this campus initiative fully, in August 2020, President John Broderick appointed Remica Bingham-Risher, Director of QEP Initiatives (hereafter "QEP Director"), and Yvette Pearson, Professor of Philosophy and Faculty Lead, as QEP development Co-Chairs and supplied staff from the Office of Institutional Effectiveness and Assessment (IEA) as well as resources to support the QEP steering committee (hereafter "QEP Committee").

As indicated in Table 1, in fall 2020, the QEP Co-Chairs created and convened the QEP Committee by recruiting faculty from across the University, including colleagues who had participated in workshops related to ODU's first QEP, and hosting virtual monthly meetings via the Zoom web conferencing interface throughout the 2020-2021 academic year. Alongside the QEP Co-Chairs, the QEP Committee comprises faculty and staff from each of the academic colleges, the University

Libraries, IEA, and one student (see Appendix A for membership). The QEP Co-Chairs, along with other members of the SACSCOC Leadership Team, met regularly with the Executive Advisory Council for Accreditation Excellence (Appendix F) to solicit feedback from University leaders across campus, including many who had participated in the development and implementation of ODU's first QEP in 2012.

**Table 1. QEP Preparation Timeline**

Term	Activities
<b>Academic Year (AY) 2020-21</b>	
<b>Fall 2020</b>	<ul style="list-style-type: none"> <li>● Created and convened QEP steering committee ("QEP Committee")</li> <li>● Designed and launched survey of faculty, students, and alumni to identify high-interest topics</li> <li>● Reviewed and analyzed survey data</li> </ul>
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>● Met with the QEP Advisory Board</li> <li>● Issued call for faculty QEP topic proposals</li> <li>● Identified QEP topic through solicitation and evaluation of faculty proposal submissions</li> </ul>
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>● Identified and recruited faculty for eight QEP subcommittees</li> </ul>
<b>AY 2021-22</b>	
<b>Fall 2021</b>	<ul style="list-style-type: none"> <li>● Identified QEP infrastructure and budgetary needs</li> <li>● Planned and hosted Town Hall for input in proposed initiative</li> <li>● Met with the QEP subcommittees to design various aspects of the QEP project</li> </ul>
<b>Spring 2022</b>	<ul style="list-style-type: none"> <li>● Planned and hosted second Town Hall for input in proposed initiative</li> <li>● Developed learning outcomes and rubric, branding material and marketing plan, and budget</li> <li>● Identified QEP Lead Evaluator</li> <li>● Identified QEP style editor</li> <li>● Identified potential QEP external content consultants</li> <li>● Met with the QEP subcommittees to compile preliminary materials for all aspects of the QEP to be used in QEP document draft</li> </ul>
<b>Summer 2022</b>	<ul style="list-style-type: none"> <li>● Drafted full QEP document</li> </ul>

The QEP Committee reviewed SACSCOC standard 7.2 and salient sections of ODU's 2012 QEP report to facilitate brainstorming about topic selection and development. The QEP Committee members functioned as ambassadors to their respective units by raising awareness of the QEP,

soliciting and evaluating potential QEP themes and topics that would address areas of student learning most in need of attention, and encouraging colleagues to submit mini-proposals and full proposals for the QEP. Additionally, the QEP Committee collaborated with IEA in fall 2020 to develop a QEP topic survey, which was distributed via email to faculty, staff, students, administrators across the University and to ODU alumni. Survey respondents were asked to select from among the following themes the top three areas in which they believed students needed the most improvement and in which ODU should invest over five years.

- Thinking Critically
- Communicating effectively in writing
- Reading, analyzing, and interpreting a text
- Understanding money and finances
- Communicating effectively when speaking
- Making connections within and across areas of study
- Using and interpreting numerical information
- Understanding scientific principles
- Service learning and community engagement
- Appreciating cultural differences

The QEP Committee received 781 responses to its surveys. Of those, 46 percent were from faculty, 25 percent from staff and administrators, 24 percent from current students, and 4 percent from alumni. After the results were collected and analyzed, they were presented by IEA staff to the QEP Committee for review. Thinking critically was in the top three for all groups surveyed, as shown in Table 1.

**Table 2. Top Areas of Student Learning ODU Students Need the Most Improvement**

#	Administrators (N=81)	Faculty (N=356)	Staff (N=120)	Students/ Alumni (N=191/33)	No Response (N=20)
1	Thinking Critically	Thinking Critically	Thinking Critically	Understanding Money & Finances	Using and Interpreting Numerical Information
2	Communicating Effectively in Writing	Communicating Effectively in Writing	Communicating Effectively in Writing	Making Connections Within and Across Areas of Study	Thinking Critically
3	Understanding Money & Finances	Reading, Analyzing, & Interpreting a Text	Communicating Effectively when Speaking	Thinking Critically	Reading, Analyzing, and Interpreting a Text* / Making Connections Within and Across Areas of Study*
* Both responses had an equal number of selections					

The QEP Committee followed up the campus-wide survey with a spring 2021 call to faculty members across campus to submit mini-proposals. Funding was provided to individuals and teams who submitted mini-proposals. The QEP Committee received and reviewed five mini-proposals, and subsequently solicited full proposals from two multi-disciplinary teams of faculty. The mini-proposal topics included: improving study skills to increase comprehension; using research and analysis processes to enhance critical thinking; information fluency, critical reading; and technological literacy. From the mini-proposals submitted, two broad themes emerged. The first theme focused on the need to improve students’ critical thinking skills to help them succeed academically, and the other focused on improving students’ ability to consume and critically process information consumed across multimodal platforms. After reviewing the full proposals, including one on information fluency and another on critical reading, the QEP Committee decided to combine the strengths of both proposals to create a single initiative that aimed to improve information fluency *through* critical reading.

The QEP Committee considered relevant assessment data. It reviewed

campus survey data that clearly indicated a continuing concern about student critical thinking skills. It reviewed the University's General Education goals and curriculum. General Education Assessment takes place across a five-year cycle and has four phases: planning, assessing, reporting, and improving. ODU's culture of assessment relies on faculty-driven assessment practices. All assessments are embedded in courses or activities and use rubrics or tests developed in collaboration with faculty. Results are shared with faculty and administrators and discussed to determine how to improve student learning. During the assessment phase of the five-year cycle, student artifacts are collected that align with the General Education and critical thinking student learning outcomes (SLOs). The General Education Assessment Committee (GEAC) then convenes an annual Assessment Summit with the goal of training and calibrating faculty raters to assess student artifacts, rate the artifacts, and draft reports of what is done well and what may need improvement in the competencies.

Table 2 provides a summary of the evidence pointing to the need for intervention that will help students improve their critical reading skills. A standard was classified as unmet for student learning that was either: unacceptable, missing, needing attention, below average, or approaching the standard. The evidence in Table 2 indicates the need for faculty to spend more time focusing directly on critical reading skills, by providing instruction on how to identify the purpose and intended audience of texts, identify and evaluate arguments and their implications, distinguish credible sources of evidence, interpret visual representations of quantitative data, and use information responsibly. Well-developed critical reading skills have the potential to provide a foundation for achieving competency in written and oral communication, evaluation and synthesis of information, assessment of information quality, and students' ability to accurately assess the soundness of arguments. The "Reported Insights" noted on the table are taken directly from faculty reflections offered during the General Education Assessment Summit, after faculty reviewed student artifacts.



**Table 3. General Education Results Evidencing Need for QEP**

General Education Skill	Student Learning Outcome	Most Recent Assessment (AY)	Total Artifacts Assessed (n)	Unmet Standard* (%)	Reported Insights
<b>Written Communication (100-level)</b>	<b>Critical Understanding:</b> Develop critical thinking, reading, and information literacy skills by: (a) composing and reading for inquiry, learning, critical thinking, and communicating (b) Using outside materials in their own writing through techniques such as interpretation, synthesis, response, critique, and design/redesign.	2021-2022	60	18%	
<b>Written Communication (200-level)</b>	<b>Critical Understanding:</b> Develop critical thinking, reading, and information literacy skills by: (a) Locating primary and secondary research materials among library resources and evaluating them for credibility, sufficiency, accuracy, timeliness, and bias, (b) Using strategies to compose texts that integrate the writer's ideas with those from appropriate sources.	2021-2022	60	26%	"Faculty should not assume students know how to find good sources and understand writing for different audiences. Time should be devoted to refreshing students' skills in these areas."
<b>Oral Communication</b>	<b>Research:</b> Upon completing the lower division oral communications course(s), students will be able to: Develop skill in researching a topic for a speech or professional presentation.	2017-2018	35	50%	
<b>Information Literacy &amp; Research</b>	<b>Evaluate Information:</b> Upon completing the lower division information literacy and research course(s), students will be able to: (c) Critically evaluate information and its sources. <b>Synthesize Information:</b> Upon completing the lower division information literacy and research course(s), students will be able to: (d) Synthesize information from multiple perspectives to enhance understanding of a topic or problem.	2021-2022	99	32%	
		2021-2022	99	40%	

	<p><b>Use Information Responsibly:</b> Upon completing the lower division information literacy and research course(s), students will be able to: (e) Use sources of information responsibly, safely, ethically, and legally.</p>	2021-2022	99	50%	"Students demonstrated little understanding of the safe and ethical use of information and rights of others."
<p><b>The Nature of Science</b></p>	<p><b>Evaluate Conclusions:</b> Upon completing the lower division scientific reasoning courses, students will be able to: (d) Evaluate the credibility of conclusions drawn from scientific foundations</p>	2019-2020	100	62%	"Nearly half of the students weakly explained if conclusions were appropriate and reasonable based on results or observations. They provided a cursory, surface level explanation that lacked depth."
<p><b>Mathematics**</b></p>	<p><b>Logical Reasoning:</b> Upon completing the lower division quantitative reasoning course(s), students will be able to: (a) identify appropriate generalizations or trends.</p>	2020-2021	1,654	32%***	"Student performance was weaker in their ability to use deductive reasoning to draw conclusions from a series of statements and to identify appropriate generalizations or trends."
	<p><b>Data Interpretation:</b> Upon completing the lower division quantitative reasoning course(s), students will be able to: (c) read and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables. They will be able to use them to make predictions and draw inferences from the data.</p>	2020-2021	1,654	31%***	
<p>*Unmet standard includes the percent of student artifacts that demonstrate student learning that was either: unacceptable, missing, needing attention, below average, or approaching the standard.</p>					
<p>** Mathematical skills are assessed using a competency-based quiz and are not evaluated using a rubric; students are given scores out of 100.</p>					
<p>***Unmet standard for mathematics is calculated as the difference between average scores and the total (100); percentages indicate percent of responses, rather than percent of student artifacts, which did not demonstrate learning.</p>					

**As a result of its review of these data processes, the QEP Committee selected information fluency through critical reading as ODU's QEP focus.** QEP Committee members from IEA continued to inform the QEP Co-Chairs and committee about ongoing IEA data collection as related to each of the proposed topics. University IEA data provided the context for developing the QEP. Results on the attainment of General Education learning outcomes, and faculty and student surveys informed the initial QEP planning process.

The QEP Committee met monthly throughout the 2020-2021 academic year to review SACSCOC QEP documents, ODU IEA data, and other institutions' QEPs, to learn about quality enhancement planning, and to develop a planning process for identifying a QEP topic. By the end of the spring 2021 semester, the QEP Committee had reviewed two full proposals and merged them to arrive at the QEP topic: information fluency through critical reading. The QEP Committee also linked University assessment data to its exploration of possible QEP topics with the ODU community and found that the University's assessment data emerged as key in this endeavor.

Town Hall presentations, news coverage and other materials related to identifying the topic, topic development and implementation are located on the ODU QEP website (<https://www.odu.edu/assessment/accreditation/qep>).

## **Developing the QEP**

During the 2021-2022 academic year, the QEP Co-Chairs created eight subcommittees to address various facets of QEP development and implementation. Essential projects included topical research on information fluency and critical reading, workshop development, development of student learning outcomes and an assessment program, marketing, integration of technology, and budget planning. To accomplish this work with broader participation, the QEP Co-Chairs created new subcommittees and invited additional faculty members to serve on them. New members included faculty with expertise in Information Literacy, Distance Learning and Multi-Modal Pedagogies, Marketing and Communications. (Appendix A contains a list of all subcommittees, their charge, and membership.)

In October 2021, progress on the QEP was featured in the online

newsletter for faculty and staff, *InsideODU*. This was followed by the first Town Hall organized and hosted by the QEP Co-Chairs and the Marketing subcommittee to introduce the topic and working definition of information fluency to ODU faculty and staff and to solicit feedback for further refinement of the topic, working definitions, and proposed interventions (i.e., faculty workshops and communities of practice). The QEP Co-Chairs hosted a second Town Hall during the spring semester. Because of the ongoing COVID19 pandemic and restrictions on gatherings, Town Halls were held via Zoom in November 2021 and April 2022. The Town Halls opened with brief presentations by the QEP Co-Chairs and members of QEP subcommittees. Following the brief presentations, the floor was opened to questions from participants across campus. The virtual Town Halls were attended by approximately 40-60 faculty, staff, and administrators, who provided excellent feedback and generated significant enthusiasm. Discussions generated several important considerations, including responses to the following:

What are the things students struggle with the most pertaining to information fluency and critical reading?

- *I have seen students struggle with using logic to build arguments.*
- *Students (and others) don't know how to evaluate all of the information they encounter, especially that on the web. They believe falsehoods because they are provocative and frequently repeated.*
- *They don't always know where to go for credible information.*

What are some things you'd like to see addressed in workshops about this topic?

- *How do we help students evaluate the information they encounter? And how do we do it in active learning exercises?*
- *Critical thinking plus how to have crucial conversations.*
- *Separating opinions from evidence.*

Discussions with the Executive Advisory Council for Accreditation Excellence and feedback during the Town Halls helped the QEP Committee refine the working definition of information fluency through

critical reading. These activities also provided additional guidance for developing an implementation plan.

## **Defining Information Fluency and Critical Reading**

The institution ultimately arrived at the following definition of information fluency, which clarifies how critical reading provides a foundation for the cultivation of information fluency. The next two sections illustrate the path to this understanding of information fluency and its relationship to critical reading. Information fluency is the ability to interpret, communicate, problem-solve, and create across a variety of situations in a media-rich, data-driven, global information ecosystem. Critical reading is a necessary competency for evaluating information in various formats, solving problems, and creatively integrating knowledge into a wide range of contexts to achieve information fluency. ODU's QEP includes faculty development initiatives designed to cultivate these abilities in students.

## **Literature Review: Information Fluency**

*Information fluency* is the ability to interpret, communicate, problem-solve and create information in a variety of situations, across formats both analog and digital. Fluency suggests ease and facility in the application of those literacies to solving problems, discerning facts, and participating responsibly in social networks and communities. Information fluency is a core critical thinking skill and fundamental to effective research and creative activity across all disciplines. It requires proficiency in critical thinking, information literacy, and digital literacy. Information fluency is distinguished from information literacy by the ability to move across formats with ease and to accomplish tasks using multiple pathways (Heine & O'Connor, 2014). Critical thinking, defined as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion” and critical reading are among the foundational ways of knowing required to practice information fluency (AACU *Critical Thinking VALUE Rubric*, 2009).

Information fluency is a multidisciplinary topic that crosses technologies

and academic disciplines (Franzen & Sharkey, 2021; Gyuris & Castell, 2013; Janssen & Tsai, 2020). Although information fluency does not focus solely on technology, it differs from information literacy in that it specifically includes digital literacy and centers the necessity to move across formats with ease. Sharkey (2013) points out that “information and technology are no longer separate entities but are inextricably connected” (p. 34). Lai and Hong (2015) note that although students often demonstrate understanding of digital technological skills for everyday use, their abilities are often not applicable to or transferable into “tasks that require synthesis and critical evaluation skills” (p. 728). In an information ecosystem with multifaceted learning, it is essential that students not only apply critical thinking, digital literacy, and information literacy skills to content areas, but be able to apply this knowledge and these skills in any technological environment and to make connections across contexts and disciplines. Information fluent students understand the limits of their knowledge, the need for information to expand that knowledge, and how to find, evaluate, understand, and apply new information. They effectively communicate their understandings through appropriate and responsible use of media and technology. They understand the ways information underpins all areas of their lives from coursework through social media and effective citizenship.

### **Literature Review: Critical Reading**

*Critical reading* is to read deeply, with a clear understanding of disciplinary requirements for text interpretation and evaluation. By this, we define “critical reading” as the ability to actively read by analyzing and assessing the structure, content, and value of readings in an independent, normative, and contextual manner. These skills are just as essential in online instruction as they are in person and can be addressed in distance as well as traditional education. Critical reading skills are foundational to information fluency. According to Manarin et al. (2015), reading for academic purposes involves “identifying patterns of textual elements, distinguishing between main and subordinate ideas, evaluating credibility, making judgments about how a text is argued, [and] making relevant inferences about the text” (p. 4). Critical reading skills, understood in these ways, are essential for student success, including successful engagement with even basic assigned readings in many areas, laying the groundwork for information fluency.

Just as information fluency is multidisciplinary, critical reading is a practice that should occur naturally and with intent across disciplines. As Moje (2015) argues, “Disciplines are, in effect, domains or cultures in which certain kinds of texts are read and written for certain purposes and thus require certain kinds of literacy practice” (p. 255). Similarly, information fluency requires contextual knowledge and the ability to make connections across topics and disciplines. Heine and O’Connor (2014) draw comparisons between the essential elements of information fluency, including search, evaluation, ethical use, and critical reading. For example, information fluency requires a learner to use search strategies and understand how information is organized, and critical reading requires learners to use text features to understand and synthesize sources. Critical reading also requires learners to evaluate textual arguments and how different authors write about similar topics and information fluency requires learners to contextualize and make connections across search results and determine reliability of information (Heine & O’Connor, 2014). Critical reading requires readers to decode visual representations of information, which is a component of information fluency.

Rheingold (2014) drew connections between information fluency and critical reading. Infotention, as an active reading and thinking process, links the concept of information fluency and critical reading (Rheingold, 2014). Rheingold (2014) considered mindfulness and coping with overload, coining the term “infotention” to describe the act of “synching” one’s “attentional habits with . . . information tools” (p. 101), especially in digital spaces. Rheingold’s (2014) expanded definition of infotention included how it is the “mind-machine combination of brainpowered attention skills and computer-powered information filters” comprises three elements: deciding on when and how to react to materials through navigating through information flow; managing responses to the unprecedented amount of digital information through use of filters and other tools; and participating in social media networks (pp. 97-98). Information fluency and critical reading both cross disciplines and are linked to one another.

### **Literature Review: Best Practices for Teaching Information Literacy and Critical Reading**

Successful cultivation of information fluency requires selecting teaching and learning materials that provide students with opportunities to engage

with a variety of information delivery modalities, including digital and printed texts across multiple genres. Teaching reading in multiple formats acknowledges universal design for learning, which optimizes learning based on individual preferences and needs. Cohn (2021) points out, reading materials can and should be made available to students in multiple formats to address accessibility needs as well as student preferences. Undergraduate students have indicated a preference for reading in digital formats; however, they do not always have the skills needed to do so efficiently (Singer & Alexander, 2016, Cohn, 2021). Haddock et al. (2019) determined that format and topic made a difference in reading comprehension for undergraduate students. In an experimental study that examined undergraduate students' reading comprehension in digital and print texts of different genres, comprehension scores were higher for students who read a printed text (Haddock et al, 2019). Therefore, during QEP initiatives, the institution is planning to encourage faculty to provide course materials in multiple formats, to maximize reading comprehension.

Although information fluency and critical reading are not focused solely on technology, there are pedagogies and tools that are specific to the digital environment; therefore, a portion of best practices will focus on digital reading. Digital formats enable use of tools to facilitate critical reading that are not available when reading in print and techniques that are beneficial to print reading may not transfer to a digital context; therefore, specific strategies for teaching digital reading must be developed and used (Cohn, 2021). Cohn (2021) developed a digital reading framework that includes five categories for engagement: curation, connection, creativity, contextualization, and contemplation. Suggested activities for each category include having students create their own online resource guides, use multimedia, employ problem solving, practice slow and close reading, among others. Traester et al. (2021) investigated the use of digital annotation using Hypothes.is, a collaborative reading platform. Use of the tool allowed students to read more flexibly and to make connections through communicating with their classmates, as opposed to independent reading where they solely relied on an internal monologue (Traester et al., 2021).

Downs (2021) argues that educators should consider the screen format as the default for teaching what they describe as "hyperreading," which is the process of navigating elements of the digital reading environment such as hypertext, images, visual grammar, spatial meaning, and more. Downs



(2021) also suggests a shift from traditional focused reading as an independent activity to teaching reading as an interactive and social activity. Caulfield (2017) developed an interactive four-step strategy for evaluating web sources that includes “going upstream” to investigate the original source of the claim, which is typically accomplished by using hyperlinks and multiple windows.

Some critical reading strategies are technology-driven; however, many are applicable to any format. Manarin et al., (2015) note that students should be held accountable and assessed on their reading, and they recommend strategies for supporting students in building critical reading skills. For example, instructors can have students complete activities related to assigned readings, such as participating in group discussions, completing a writing assignment or worksheet to deepen the meaning of a reading, or restructuring a research project to include a presentation or poster session that would be revised after comments from classmates (Manarin et al., 2015). Hoefl’s (2012) study of compliance (why university students may or may not read) concluded that students who were quizzed and wrote journals on readings were not only more likely to read but were more likely to read well. Relatedly, Carillo (2015) proposes a *mindful* reading framework to support students’ “construction of knowledge about reading” and to help them “recognize, understand, and anticipate their relationship to reading in a range of contexts and how that relationship changes” from one context to another (15). This approach aims not only at metacognitive awareness of how one is completing a task but also “learning *to be*” a mindful reader (11).

Techniques to cultivate mindful reading include having students “identify, track, and reflect on their reading practices,” describe their reading experiences in journals, and respond to guiding questions related to their reasons for using a specific approach to the reading and how that affected what they noticed within the text and their ability to construct meanings (18-19). These techniques are valuable because they make reading visible to both students and their instructors, which in turn allows the instructors to support students’ development as critical readers (18).

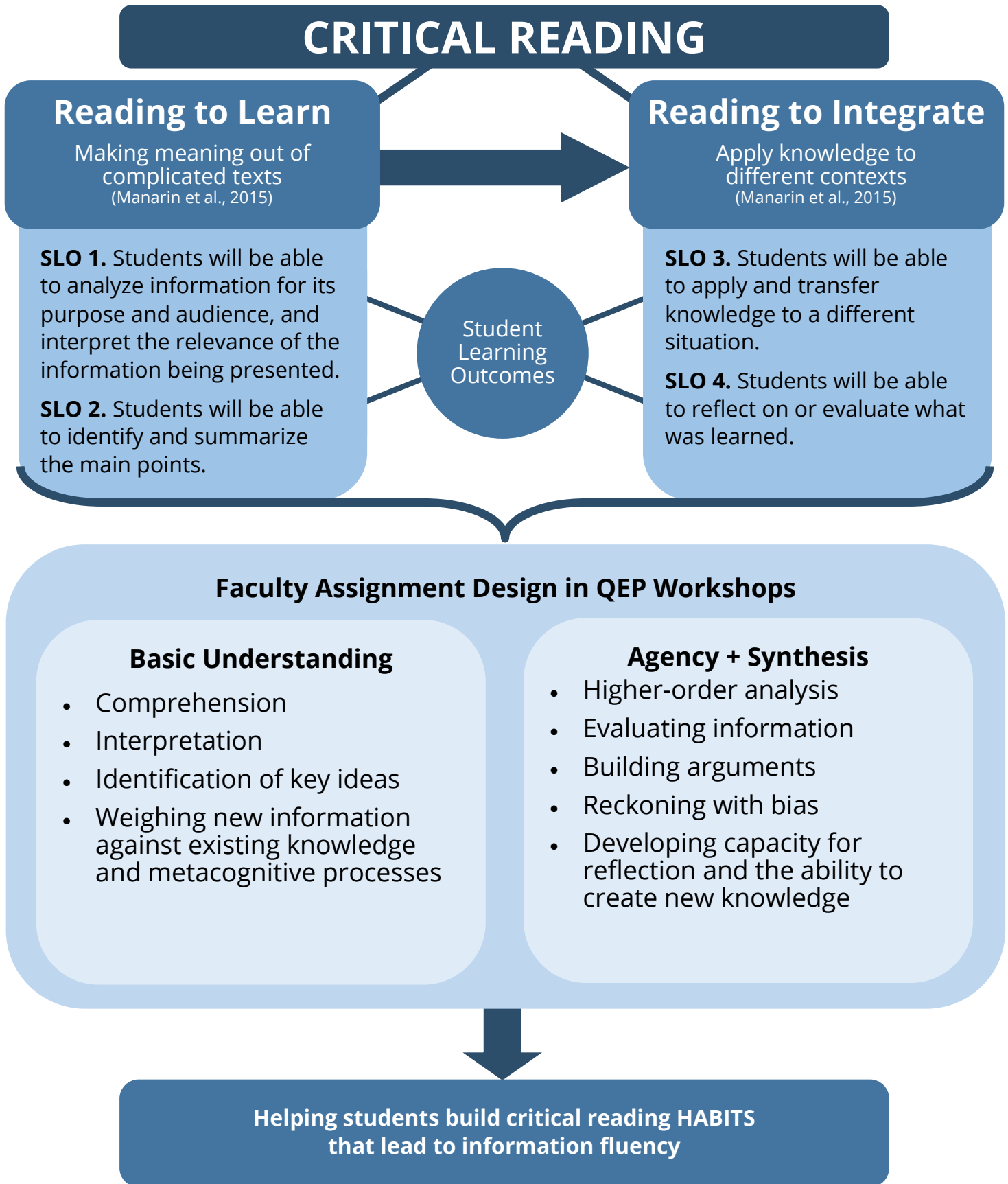
Tenberg and Scheller (2016) recommend using a dialogic strategy for improving the critical reading of argumentative writing. Dialogic strategy instruction (DSI) includes a collaborative examination of ideas and interpretations of the text and could be used when reading print or digital

texts (Tenberg & Scheller, 2016). Wu and Pope (2019) emphasize self-awareness as a tool for critical reflection, noting that when students are taught to use a three-level approach that includes text, author, and self, as well as historical and cultural context, students see themselves as active collaborators in making meaning rather than simply accepting or rejecting ideas. Miller (2015) fosters critical reading in his Reading in Slow Motion course by helping them learn to see reading as an expression of agency and to use it as a tool for discovery. Miller’s rules for Reading in Slow Motion, include reading one book (15-20 pages per week), no reading ahead, meeting once per week, and having no technology in class, which allows for “spontaneity, digression, [and] immersion” to foster “bringing ideas to life” in collaboration with other readers sharing the contemplative space (Miller 2015, 157).

### **Literature Review: Choosing a Textbook, Making Connections and Mapping QEP Goal**

After a thorough review of literature and feedback from our Workshop Development subcommittee—that worked on designing activities for the workshops as well as linking those activities to student learning outcomes—the book, *Critical Reading in Higher Education: Academic Goals and Social Engagement* (2015) by Karen Manarin, Miriam Carey, Melanie Rathburn, and Glen Ryland, was chosen as the textbook for the QEP workshops. Faculty will be given a copy of the text in advance of each iteration of the workshop for their own use during and well after the workshop is complete. While the workshop facilitators will not ask faculty to work from the text during their sessions, the main ideas of the text will be the foundation for faculty learning and provide a link to our QEP goal and student learning outcomes, as illustrated in Figure 1.

**Figure 1. Concept Map for Critical Reading Faculty Workshops**



In short, *Critical Reading in Higher Education: Academic Goals and Social Engagement* helped articulate much of what the Topical Research committee learned from its literature review and how to put that learning into action, namely:

“...critical reading is important beyond the academic context; it is crucial for an engaged, thoughtful, and resilient society. Critical reading is about more than academic success. Developing critical reading skills, we argue, is about developing capabilities for interacting with an increasing[ly] complex world. It is about influencing intellectual, emotional, and moral development—a huge responsibility that all faculty members share” (Manarin et al., 2015).

Critical reading as a skill helps students to do things broadly: 1) “make meaning out of complicated texts” and 2) “apply knowledge in different contexts” (Manarin et al., 2015). As such, these ideas will provide the foundation for the activities deployed in the QEP workshops as well as the assignments faculty create or re-design. Most faculty believe that *if you read well, you think well*, so the goal is to instill critical reading habits in our students to help them learn to critically evaluate the information they encounter in a variety of settings.

There are many potential obstacles to students reading critically and well (e.g., students’ prior knowledge and experience, their framework for encountering and working to decipher a text, faculty bias and barriers to student learning paradigms, technology and its use as a means of affecting cognition, skimming complex information or creating writing that summarizes large swaths of information, etc.). Despite this, when faculty are given pedagogical tools to help students offset (or at least examine) some of these obstacles and engage in “guided practice” (Manarin et al., 2015), they can help students build habits that they’ll carry beyond a single course or degree into their lives as members of our constantly changing society. In the QEP Workshops, “faculty, regardless of discipline, [will be] urged to consider and make explicit the purposes of the readings and the purposes of the assignments” (Manarin et al., 2015) that they offer in their 100- and 200-level courses. Faculty clarity and transparency about their rationale for including specific readings and assignments in their courses will improve alignment between the content,

learning activities, as well as overarching course and QEP goals.

### **QEP Goal and Student Learning Outcomes**

The goal of ODU's proposed QEP is to improve undergraduate students' information fluency through targeted intervention in lower-level (i.e., 100- and 200-level) courses designed to improve students' critical reading abilities. Students taught by faculty who participate in the faculty workshops will be able to attain the following four learning outcomes:

- Students will be able to analyze information for its purpose and audience and interpret the relevance of the information being presented.
- Students will be able to identify and summarize the main points.
- Students will be able to apply and transfer knowledge to a different setting.
- Students will be able to reflect on or evaluate what was learned.

The Outcomes and Assessment subcommittee worked in spring 2022 to discuss and develop an assessment approach, student learning outcomes and rubric definitions based on university data as well as Topical Research subcommittee's findings in the literature pertaining to critical reading and information fluency to help with the *PURSUE TRUTH* workshop design. Coupled with subcommittee discussions about student struggles and needs, university data, a review of the AACU VALUE rubrics (AACU rubrics, 2009b) as well as the previous ODU QEP: *Improving Disciplinary Writing* rubric, the Outcomes and Assessment subcommittee developed four student learning outcomes that mirrored the skills highlighted in *Critical Reading in Higher Education*: "...the four categories that are consistent across our two definitions of critical reading. We believe that regardless of whether individuals are reading critically for academic purposes or for social engagement, they will demonstrate the following abilities:

- Comprehension—the ability to summarize text and recognize its implications
- Analysis—the ability to recognize and use features of a text to support understanding
- Interpretation—the ability to construe meaning from a text and recognize different ways of reading

- Evaluation—the ability to identify and analyze one’s own and others’ assumptions” (Manarin et al. 2015).

Attainment of the student learning outcomes will be assessed through students’ artifacts. These artifacts may be research papers common to nearly all fields, or documents specific to critical reading such as: various summarizing strategies (e.g., brainstorming, briefs, synopses, entrance or exit tickets), visualizations, restatement, descriptions, interpretations, and analysis. All disciplines, even the visual and performing arts, engage in critical reading that demonstrates a reasoning process supported by research and reflection on a problem, topic, or issue.

In Table 2, ODU students’ performance (unmet standards) on various General Education skills that further evidenced the need for the PURSUE TRUTH QEP, showed that significantly less than 60% of students were routinely Meeting or Exceeding standards on the related student learning outcomes. **Therefore, by the end of year five, we have set a goal that 70% of student artifacts will score in the Meeting or Exceeds standard for each of the four outcomes on the *PURSUE TRUTH* rubric** (see Figure 5).

## **Implementing ODU’s QEP**

### **Overview of the Implementation Strategy**

“Critical reading is sometimes defined as reading for academic success” (Manarin et al. 2015). One measure of academic success is degree completion, and one recent study shows that only 64 percent of students who start college manage to complete a degree (National Center for Education Statistics 2022). The inability to read well is surely tied to this abysmal level of degree completion, so to improve student success, the reading problem must be addressed (Horning 2007). Moreover, “research data from the National Center of Educational Statistics (NCES) reveal a declining expertise in reading and the National Endowment for the Arts describes an essential link between reading, socioeconomic opportunity, and civic involvement. Data suggests that the key to unlocking the door to higher education regardless of the student goal, whether work, transfer, graduate degree, personal development or engaged citizenship, is reading” (Fulks 2010).

Because faculty are responsible for guiding their students, ODU's QEP focuses on developing faculty knowledge, skills, and abilities. To that end ODU will provide Faculty Workshops designed to teach faculty who are teaching lower-division undergraduate courses the techniques identified as the best practices for teaching and assessing information fluency through critical reading.

These initiatives will give faculty the time, techniques, tools, and support needed to learn best practices for improving critical reading in their courses and programs. Conversations with faculty during the QEP development process made it clear that many faculty desire the opportunity to learn how best to teach their students. Engaging reading, their students will begin to produce assignments that demonstrate the four student learning outcomes enumerated above.

A conceptual model of the QEP, based on Astin's (1993) Input-Environment- Output (I-E-O) Model, is displayed in Figure 1 below. The QEP Model depicts ODU's plan to move from the Input knowledge and abilities of faculty and students into an environment supporting development of new practices to achieve an Output of improved critical reading. More specifically, Inputs include the knowledge, skills, abilities, and experiences that faculty bring to the University and use to develop their courses and pedagogy. Students also bring knowledge, skills, and abilities to their courses that enable them to learn. The Environment refers to the educational experiences that faculty design to engage students and improve their critical reading abilities and awareness of effective reading practices. The QEP is designed to enhance that Environment through helping faculty learn, develop, and implement better methods for teaching and assessing information fluency through critical reading in their disciplines. The interaction of faculty and students in the Environment results in the Output of improved critical reading by the students.

**Figure 2. Conceptual Model of the QEP**



The faculty development and engagement initiatives are intended to help faculty learn, develop, and implement the best practices to teach and assess information fluency through critical reading in order to improve lower-division undergraduate students' ability to read critically and improve their skills as responsible consumers and creators of information.

### **Faculty Workshops**

Implementation of ODU's QEP will give the faculty the opportunity to learn more about teaching and assessing student critical reading in the lower-division undergraduate courses they teach. The QEP faculty workshops are informed by the recognition that "[r]eframing debates about whether our students can read to focus on particular elements of critical reading provides faculty with a way to move from lamentation to action" (Manarin et al 2015). A supportive, creative, and ongoing community environment will allow faculty to engage meaningfully in new pedagogies.

**The workshop participants will create several assignments for 100- and/or 200-level classes that help students engage in critical reading, build critical reading skills and habits they can transfer to other settings, and evaluate information from multiple sources and perspectives as well as use what they've evaluated to create new products.** These 100- and 200-level General Education courses are the perfect starting point for these ideas because the General Education program at Old Dominion University represents the common core of the baccalaureate degree. It prepares students for pursuing a major, for broadening their views of life, and for understanding an increasingly globally connected and diverse world. It provides students with the basic skills and intellectual perspectives to engage in the search for knowledge.



The General Education program develops analytical and critical thinking skills and the ability to make reasoned judgments. Students will also discover that learning is a complex, multifaceted, and lifelong endeavor” (ODU Catalog, 2022). The faculty workshops will also encourage faculty from all disciplines to embrace the idea that when they teach information fluency through critical reading, they are preparing students in their lower-level courses to succeed in their major courses, professional lives, and the world beyond ODU.

During the fall 2022 semester, the nine-member Workshop Development subcommittee convened weekly, alternating between meetings of the entire committee and separate meetings of three Workshop Development teams, to design and review proposed activities for the QEP Faculty Workshops. Each of the three teams designed five activities for possible use in the pilot and subsequent iterations of the Faculty Workshop curriculum. These activities target one or more of the four student learning outcomes (SLOs). The Workshop Development subcommittee also provided a critical assessment of the initially proposed text, which led to the determination that the *Critical Reading in Higher Education: Academic Goals and Social Engagement* text would be more useful for Faculty Workshop participants insofar as it aligns well with the workshop’s in-depth, multi-disciplinary, and collaborative examination of critical reading practices. The Workshop Development subcommittee’s work aligns with Manarin et al.’s astute observation that although “students value reading,” faculty must grapple with the question of how to encourage students to “value *critical* reading, a more difficult activity, and help them make effective choices about how and why they read” (2015, 46, emphasis added). (Appendix B contains additional details about the Faculty Workshops, including a daily timeline of each meeting.)

The QEP Faculty Workshops developed by the Workshop Development subcommittee will be facilitated by several outstanding ODU faculty members with expertise in their respective fields, pedagogy, information fluency, and/or critical reading. Many of them taught in ODU’s previous QEP’s workshop sessions and understand the inner workings of the five-day, 30-hour model, yet several new facilitators have been asked to participate in the *PURSUE TRUTH* workshops. During the workshops, facilitators will teach the content to participants as well as work with participants throughout the session and during open lab time to help them create their own critical reading assignments to be deployed in the classroom.

In spring 2023, the facilitators will not only review and refine the activities designed for the workshop (see Appendix C) but will also develop modules based on their own areas of expertise (see Appendix D). In addition, the facilitator group will meet in the weeks prior to the May 2023 pilot workshop to revisit and refine the timeline, adjust the teaching schedule, determine the best order of activities, and work to ensure that faculty will be able to successfully meet the workshop objectives.

In the workshops, faculty will have opportunities to explore important questions and concerns, such as:

- How can critical reading help my students get the most out of the course texts?
- What kinds of assignments produce the best learning in lower-division General Education courses?
- How can I use critical reading in distance education or online (asynchronous) classes?
- What types of critical reading prepare students to become fluent in their discipline and for employment?
- How can information fluency help students be/become successful in the academy, their careers, and as citizens?

Faculty Workshops will be piloted in May 2023 and offered in the spring and summer of each year thereafter; the fall of each year will be used to assess artifacts and reflections, refine and revise workshop content as well as the *PURSUE TRUTH* rubric as needed based on that assessment. Summer participants will meet daily for five consecutive days, while those in spring semester workshops will meet on scheduled days over a period of five weeks. Workshops will be held in a comfortable working space in the Learning Commons at Perry Library, and breakfast and lunch will be provided. Each workshop day will include discussion of a variety of topics along with specific strategies for cultivating information fluency through critical reading followed by assignments for the next session's activities. Active learning, including opportunities to practice the reading techniques being taught comprise a key component of the workshops. In this way, faculty are expected to learn how to use reading and reflection as a means of discovery in their classrooms and in terms of low-stakes and high-stakes assignments, as well as why and how critical reading helps students build essential habits that promote student learning. Participants will

develop and share their course plans for selecting, introducing, and assessing critical reading activities, as well as coaching students (See Appendices B and C).

Each workshop will enroll up to 24 full-time faculty teaching lower-division undergraduate courses; having faculty from each of the university colleges will allow for a rich exchange of ideas and experiences across disciplines as well as assure that all colleges are included in QEP development activities. Participants will either express interest in attending the workshops by completing an online application or be nominated by their college dean, department head, the Provost, or the QEP Advisory Board. Each year, 48 faculty members will receive the full training. Over the course of the five-year QEP implementation period, nearly one-third of Old Dominion University’s faculty will have participated in the program (240 faculty). Assuming each faculty member teaches at least three courses with 20 students per course, more than 14,000 students will be reached by the *PURSUE TRUTH* QEP at the end of its initial five-year period (See Table 3).

**Table 4. QEP Goals for Reaching Faculty and Students**

Academic Year (AY)	Academic Period	Faculty Participants	Potential Students Reached*
Year 1 – AY 2023-24	Spring 2024	24	1,440
	Summer 2024	24	1,440
Year 2 – AY 2024-25	Spring 2025	24	1,440
	Summer 2025	24	1,440
Year 3 – AY 2025-26	Spring 2026	24	1,440
	Summer 2026	24	1,440
Year 4 – AY 2026-27	Spring 2027	24	1,440
	Summer 2027	24	1,440
Year 5 – AY 2027-28	Spring 2028	24	1,440
	Summer 2028	24	1,440
<b>TOTAL<sup>+</sup></b>		<b>240</b>	<b>14,400</b>
*Potential Students Reached is based on each faculty teaching at least three 100- to 200-level courses per academic year with an average of 20 students per course.			
<sup>+</sup> Totals projected reflect the institution’s goal to have more than 25% of approx. 867 full-time faculty who will reach 75% of approx. 18,678 undergraduate students over time.			

The skills taught in the Faculty Workshops will be applicable to all modes of instructional delivery including distance learning and traditional face-to-face courses. It is anticipated (and almost a given since the COVID 19

pandemic has encouraged all to implement more asynchronous, hybrid, or online-ready courses) that distance learning students will be among those who take a course with a faculty member who completed a workshop. The assessment measures discussed below will provide evidence regarding the extent to which faculty members have used the best practices in their courses.

Faculty participating in the workshops will receive a \$2,000 stipend upon completion of all the requirements outlined below as well as a \$50 stipend for providing student artifacts for assessment. Compensation for participation in the QEP workshops recognizes the value of investing in development of new teaching practices and demonstrates the value that the University places on this endeavor.

Faculty participating in the workshops will be expected to:

- Participate in all workshop sessions in the series
- Complete all workshop assignments
- Submit student writing samples from the semester prior to their workshop for use in assessment
- Require that students, as part of course requirements, upload artifacts to the learning management system (LMS) for use in assessment
- Complete reflections about their experience in the workshop

Faculty who demonstrate excellence in implementing best practices for teaching and assessing critical reading may be invited as guest speakers or workshop facilitators in subsequent semesters and will be compensated for their participation.

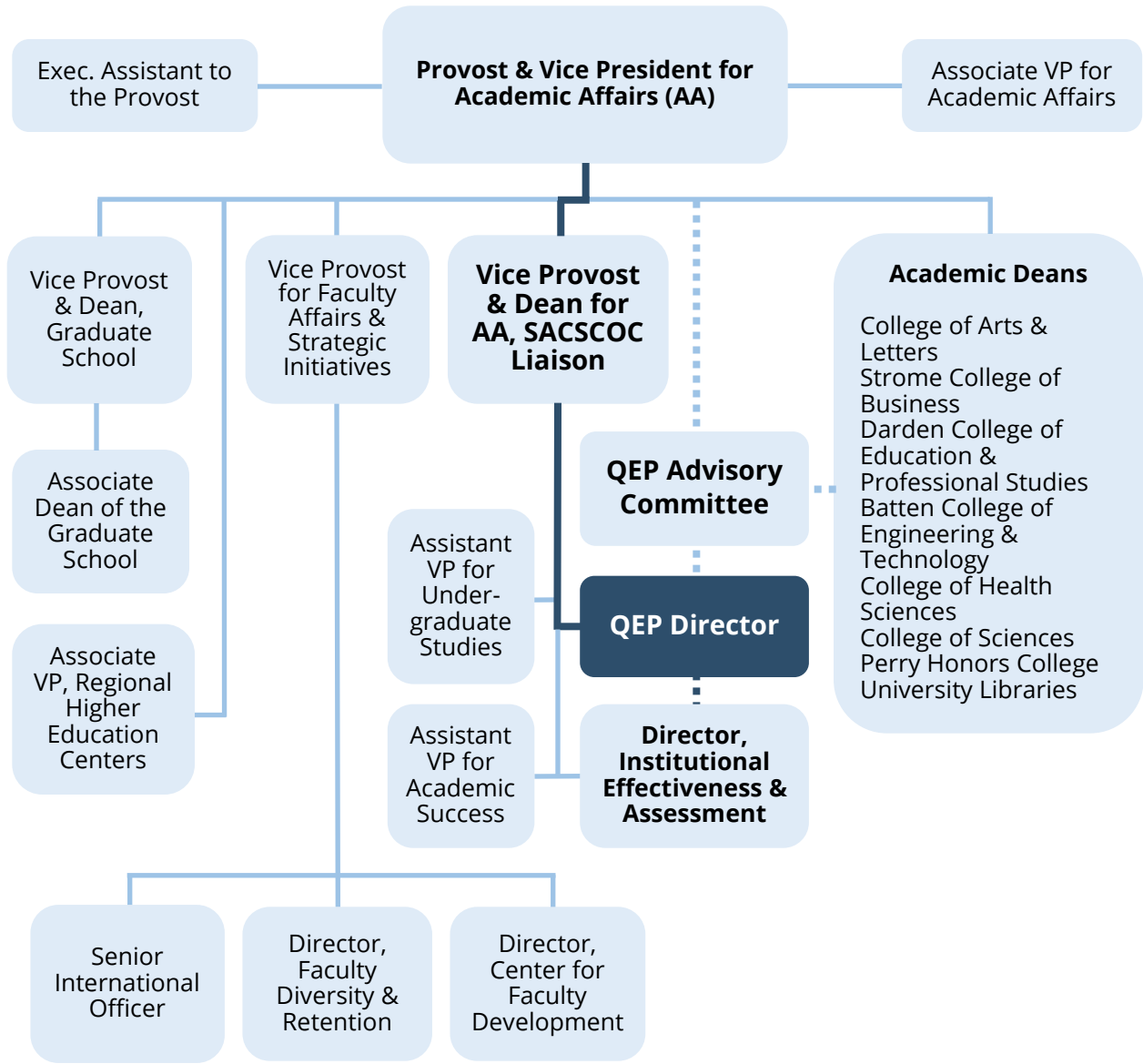
### **Administering the QEP: Director, Office, and Advisory Board**

ODU already has an established QEP Director who will work with offices on campus such as University Publications, the Center for Learning and Teaching, and the Office of Academic Success to meet marketing, faculty outreach, and assessment goals

The QEP Director will appoint and helm a QEP Advisory Board, consisting of at least one faculty member nominated by each college dean,

together with administrators and staff from related areas across campus. The Advisory Board will provide support, advise the QEP Director, and oversee the implementation of the QEP. Figure 3 presents an organizational chart that shows how the QEP fits into the Office of Academic Affairs at ODU.

**Figure 3. Academic Affairs' Organizational Chart**



IEA along with the QEP Director will compile an Annual QEP Assessment Report that analyzes the assessment data collected and makes recommendations for improvements in future years. The Annual Report will be developed in concert with the Advisory Board and the Vice Provost as well as those involved in the Faculty Workshops.

During the fall semesters, the QEP Director, in collaboration with the Advisory Board will identify the most promising recommendations, and taking into consideration budgetary constraints, implement recommendations most likely to enhance the workshops and increase their effectiveness. This level of support will continue as the QEP is implemented and matures and is incorporated into regular institutional effectiveness processes.

### **Progress to Date Implementing the QEP**

The pilot *PURSUE TRUTH* QEP Faculty Workshops will be held in summer 2023. Twenty-four faculty from across ODU's colleges will participate in a pilot test of the Faculty Workshops during summer 2023. Baseline data will be collected as well. Following its assessment, the workshop will be refined as necessary to better meet the QEP goal. The timeline that follows identifies the activities to be completed to cover the development and deployment of the proposed program during academic years 2020-2028. The timeline is presented in accordance with ODU's academic years that run fall, spring, summer. The schedule includes:

- Faculty Workshops – including marketing and conducting the workshops;
- Assessment of all activities; and
- Advisory Board meetings (twice per semester).

The QEP Director, Advisory Board, and IEA are responsible for all activities related to the implementation and assessment of the QEP.

**Table 5. QEP Deployment Timeline**

Semester	Activities
<b>Year 0 – AY 2022-23</b>	
<b>Fall 2022</b>	<ul style="list-style-type: none"> <li>• Developed summer 2023 Faculty Workshop outline, materials and activities</li> <li>• Developed QEP Critical Reading Rubric</li> <li>• Met with the QEP subcommittees</li> <li>• Identified external content expert to serve as QEP and sent consultant full document draft</li> </ul>
<b>Spring 2023</b>	<ul style="list-style-type: none"> <li>• Integrated feedback from external consultant</li> <li>• Submitted QEP document for SACSCOC review</li> <li>• Marketed summer 2023 Faculty Workshop</li> <li>• Pilot tested QEP Critical Reading Rubric and collect baseline data</li> <li>• Selected and trained QEP Workshop faculty facilitators</li> </ul>
<b>Summer 2023</b>	<ul style="list-style-type: none"> <li>• Conduct Summer 2023 Pilot Faculty Workshop</li> <li>• Collect Pre-treatment assessment data from Workshop               <ul style="list-style-type: none"> <li>○ Syllabi with assignments</li> <li>○ Student artifacts from the previous semester</li> </ul> </li> <li>• Administer Faculty Workshop assessment to participants</li> <li>• Analyze pre-treatment data from summer 2023 Faculty Workshops and Student Learning Outcomes (SLOs) using the QEP Critical Reading Rubric</li> </ul>
<b>Year 1- AY 2023-24</b>	
<b>Fall 2023</b>	<ul style="list-style-type: none"> <li>• Revise Faculty Workshops based on assessment data collected from summer 2023</li> <li>• Reconstitute and convene QEP Advisory Board</li> <li>• Market spring 2024 Faculty Workshop</li> </ul>
<b>Spring 2024</b>	<ul style="list-style-type: none"> <li>• Market summer &amp; fall 2024 Faculty Workshops               <ul style="list-style-type: none"> <li>○ Collect Pre-treatment assessment data from Faculty Workshops Syllabi with assignments</li> <li>○ Student artifacts from the previous semester</li> </ul> </li> <li>• Conduct spring 2024 Faculty Workshop</li> <li>• Administer Faculty Workshop assessment to participants</li> <li>• Faculty Workshop Reflections</li> <li>• Collect Post-treatment assessment data from spring and summer 2023 Faculty Workshop participants</li> <li>• Meet with the QEP Advisory Board</li> </ul>
<b>Summer 2024</b>	<ul style="list-style-type: none"> <li>• Collect Pre-treatment assessment data from Faculty Workshops               <ul style="list-style-type: none"> <li>○ Syllabi with assignments</li> <li>○ Student artifacts from the previous semester</li> </ul> </li> <li>• Conduct summer 2024 Faculty Workshop</li> <li>• Administer Workshop assessment to participants</li> <li>○ Faculty Workshop Reflections</li> <li>• Analyze               <ul style="list-style-type: none"> <li>○ Pre-treatment assessment data from spring and summer 2024 Faculty Workshops and SLO using the QEP Critical Reading Rubric</li> </ul> </li> </ul>



- Post-treatment assessment data from spring and summer 2023 Faculty Workshops and SLO using the QEP Critical Reading Rubric
- Meet with the QEP Advisory Board

### Year 2 – AY 2024-25

- Fall 2024**
- Market spring 2025 Faculty Workshop
  - Collect Pre-treatment assessment data from Faculty Workshops
    - Syllabi with assignments
    - Student artifacts from the previous semester
  - Revise Faculty Workshops based on assessment data collected from spring and summer 2024
  - Prepare 2023-24 Annual Report
  - Administer Faculty Workshop assessment to participants
    - Faculty Workshop Reflections
  - Meet with the QEP Advisory Board

- Spring 2025**
- Market summer 2025 Faculty Workshops
  - Collect Pre-treatment assessment data from Faculty Workshops
    - Syllabi with assignments
    - Student artifacts from the previous semester
  - Conduct spring 2025 Faculty Workshop
  - Administer Workshop assessment to participants
    - Faculty Workshop Reflections
  - Collect Post-treatment assessment data from spring and summer 2024 Faculty Workshop participants
  - Meet with the QEP Advisory Board

- Summer 2025**
- Collect Pre-treatment Assessment data from Faculty Workshops
    - Syllabi with assignments
    - Student artifacts from the previous semester
  - Conduct summer 2025 Faculty Workshops
  - Administer Faculty Workshop assessment to participants
    - Faculty Workshop Reflections
  - Analyze
    - Pre-treatment assessment data from spring and summer 2025 Faculty Workshops and SLO using the QEP Critical Reading Rubric
    - Post-treatment assessment data from spring and summer 2024 Faculty Workshops and SLO using the QEP Critical Reading Rubric

### Year 3 – AY 2025-26

- Fall 2025**
- Market spring 2026 Faculty Workshop
  - Collect Pre-treatment Assessment data from Faculty Workshops
    - Syllabi with assignments
    - Student artifacts from the previous semester
  - Revise Faculty Workshops based on assessment data collected from fall, spring, and summer 2024
  - Prepare 2024-25 Annual Report
  - Conduct fall 2025 Faculty Workshop

- Administer Faculty Workshop assessment to participants
  - Faculty Workshop Reflections
- Meet with the QEP Advisory Board

**Spring  
2026**

- Market summer 2026 Faculty Workshops
- Collect Pre-treatment assessment data from Workshops
  - Syllabi with assignments
  - Student artifacts from the previous semester
- Conduct spring 2026 Faculty Workshop
- Administer Faculty Workshop assessment to participants
  - Faculty Workshop Reflections
- Collect Post-treatment assessment data:
  - Fall, spring, and summer 2025 Faculty Workshop participants
- Meet with the QEP Advisory Board

**Summer  
2026**

- Collect Pre-treatment Assessment data from Faculty Workshops
  - Syllabi with assignments
  - Student artifacts from the previous semester
- Conduct summer 2026 Faculty Workshop
- Administer Faculty Workshop assessment to participants
  - Faculty Workshop Reflections
- Analyze
  - Pre-treatment assessment data from fall, spring, and summer 2026 Faculty Workshops and SLOs using the QEP Critical Reading Rubric
  - Post-treatment assessment data from fall, spring, and summer 2025 Faculty Workshops and SLOs using the QEP Critical Reading Rubric

**Year 4 – AY 2026-27**

**Fall 2026**

- Market spring 2027 Faculty Workshop
- Collect Pre-treatment Assessment data from Faculty Workshops
  - Syllabi with assignments
  - Student artifacts from the previous semester
- Prepare 2025-26 Annual Report
- Conduct fall 2026 Faculty Workshop
- Administer Faculty Workshop assessment to participants
  - Faculty Workshop Reflections
- Meet with the QEP Advisory Board

**Spring  
2027**

- Market summer 2027 Faculty Workshop
- Collect Pre-treatment Assessment data from Faculty Workshops
  - Syllabi with assignments
  - Student artifacts from the previous semester
- Conduct spring 2027 Faculty Workshop
- Administer Faculty Workshop assessment to participants
  - Faculty Workshop Reflections
- Collect Post-treatment assessment data:

---

**Summer 2027**

- Collect Pre-treatment Assessment data from Faculty Workshops
  - Syllabi with assignments
  - Student artifacts from the previous semester
- Conduct summer 2027 Faculty Workshops
- Administer Faculty Workshop assessment to participants
  - Faculty Workshop Reflections
- Analyze
  - Pre-treatment assessment data from fall, spring, and summer 2027 Faculty Workshops and SLOs using the QEP Critical Reading Rubric
  - Post-treatment assessment data from fall, spring, and summer 2026 Faculty Workshops and SLO using the QEP Critical Reading Rubric
- Prepare 2026-27 Annual Report

---

**Year 5 – AY 2027-28**

---

**Fall 2027**

- Market spring 2028 Faculty Workshop
- Collect Pre-treatment Assessment data from Faculty Workshops
  - Syllabi with assignments
  - Student artifacts from the previous semester
- Administer Faculty Workshop assessment to participants
  - Faculty Workshop Reflections
- Meet with the QEP Advisory Board

**Spring 2028**

- Market summer and fall 2028 Faculty Workshop
  - Collect Pre-treatment assessment data from Faculty Workshops Syllabi with assignments
  - Student artifacts from the previous semester
- Conduct spring 2028 Faculty Workshop
- Administer Faculty Workshop assessment to participants
  - Faculty Workshop Reflections
- Collect Post-treatment assessment data:
  - Spring and summer 2027 Faculty Workshop participants

**Summer 2028**

- Collect Pre-treatment Assessment data from Faculty Workshops
  - Syllabi with assignments
  - Student artifacts from the previous semester
- Conduct summer 2028 Faculty Workshops
- Administer Faculty Workshop assessment to participants
  - Faculty Workshop Reflections
- Analyze
  - Pre-treatment assessment data from fall, spring, and summer 2028 Faculty Workshops and SLOs using the QEP Critical Reading Rubric
  - Post-treatment assessment data from fall, spring, and summer 2027 Faculty Workshops and SLO using the QEP Critical Reading Rubric
- Prepare 2027-28 Annual Report and submit Fifth-Year Report to SACSCOC

---

**NOTE:** Additional iterations of the *PURSUE TRUTH* QEP are likely and will follow the same pattern as above for Faculty Workshops: Market, pre-treatment data collection, treatment, assistance, check-in, post-treatment data collection, assessment, and analysis.

---

## Assessing the QEP

### Overview of the QEP Assessment Plan

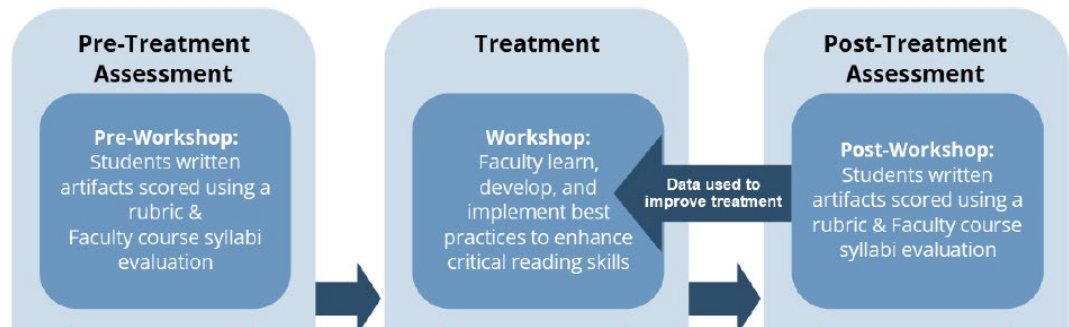
Old Dominion University's Quality Enhancement Plan, *PURSUE TRUTH*, is intended to address information fluency, which is the ability to interpret, communicate, problem-solve, and create across a variety of situations in a media-rich, data-driven, global information ecosystem. Critical reading is a necessary competency for evaluating information in various formats, solving problems, and creatively integrating knowledge into a wide range of contexts to achieve information fluency. ODU's QEP includes workshops for faculty designed to help cultivate these abilities in students by engaging faculty in the use of pedagogies and best practices for teaching and assessing critical reading in their courses that will ultimately help students produce higher quality products that demonstrate the attainment of the four student learning outcomes.

Old Dominion University is committed to a process of assessment and continuous improvement to reach the goal of the QEP to improve lower-division undergraduate students' critical reading. As demonstrated by its long-standing institutional effectiveness process, ODU has been engaged in building a culture of evidence-based decision making and assessment for more than 35 years. The IEA provides analytic and technical support for institutional effectiveness activities, including support for executive decision making, compliance with external reporting requirements, and completion of reputational surveys. IEA also manages the University's assessment process through which all academic programs and administrative units complete assessment plans and reports (including improvements), and collects, analyzes, and reports assessment data. Several IEA staff members serve on the QEP Committee and will continue to provide support as the QEP is implemented, matures, and is incorporated into ongoing institutional effectiveness processes (see Appendix E).

Student artifacts from courses taught by participants following the Faculty Workshops will be assessed to measure the success of the QEP and make improvements. The QEP Director and IEA are responsible for assessing artifacts and the progress of faculty development and engagement actions to determine the extent to which the QEP is being implemented as planned and to determine its impact. They will compile an Annual QEP

Assessment Report analyzing the data collected and making recommendations for improvements in future years. Recommendations from the Annual QEP Assessment Report will be used to enhance the workshops and increase their effectiveness to improve students' critical reading and information fluency.

**Figure 4. Conceptual Model for Assessing Student Learning and Faculty Use of Best Practices**



Results obtained from a variety of assessment instruments will be used to evaluate the success of the QEP's implementation and adjust it as needed to modify activities and increase its effectiveness. Figure 6 is a conceptual model for assessing student learning and assessing faculty use of best practices in teaching and assessing critical reading. As demonstrated in Figure 6, faculty participating in the Faculty Workshops will provide students' artifacts, if possible, from the course they taught prior to the workshops/projects as well as students' artifacts from the same course taught after participation in the workshop. This will enable pre and post assessments of the students' writing skills through a cross-sectional research design.

Faculty Workshop participants will learn about teaching and assessing critical reading. Their learning and implementation will be assessed according to the conceptual model presented in Figure 6. Faculty will provide their syllabi from the course before participating in the Faculty Workshop and for the same course after participating.

Table 6 outlines how and when the student learning outcomes and the use of best practices will be assessed; in brief:

- the student learning outcomes will be assessed by scoring student artifacts using the QEP *PURSUE TRUTH* Rubric

- the use of best practices in teaching critical reading by faculty will be assessed using:
  - faculty course syllabi (including course matrix) and assignments

**Table 6. QEP Assessment Plan**

Assessment Instruments	Purpose	Data Collection Procedures	Measure (Direct/Indirect)
<b>Assessing Student Learning Outcomes (SLOs)</b>			
QEP Critical Reading and Information Fluency Rubric applied to student artifacts	Assess Information fluency as defined by the SLOs	Student artifacts collected from participating faculty/ programs courses (1) before, and (2) after the faculty workshop/Action Project	Direct
<b>Assessing Students' Perceptions Related to Critical Reading</b>			
Graduating Senior Satisfaction Survey	Assess students' satisfaction with opportunities to critically read throughout their studies	Administered to all graduating senior students annually	Indirect
Graduating Senior Satisfaction Survey	Assess students' perception of abilities related to critical reading	Administered to all graduating senior students annually	Indirect
<b>Assessing Faculty's Use of Best Practices in Teaching and Assessing Critical Reading</b>			
Evaluation of course syllabi and critical reading assignment instructions	Assess faculty's use of best practices in teaching and assessing information fluency through critical reading	Collected at the (1) beginning of, and (2) after implementation of the Faculty Workshop	Indirect
<p><b>NOTE:</b> The QEP Director and the Office of Institutional Effectiveness and Assessment (IEA) are responsible for all assessment and evaluation activities, including Annual QEP Assessment Report.</p>			

Table 6 outlines how and when the implementation and effectiveness of the Faculty Workshops will be evaluated; in brief:

- Implementation and perceived success of the Faculty Workshops will be evaluated using:
  - the number of workshops, faculty participating, and students enrolled in courses taught by faculty who completed the faculty workshops
  - written evaluations by faculty workshop participants

This body of assessment data will allow the QEP Director and Advisory Board to evaluate the progress of the QEP and its impact on student learning, and make changes as needed each year.

**Table 7. Evaluating the Implementation and Effectiveness of the QEP**

Measure	Purpose	Schedule
Number of Workshops	Demonstrate implementation of QEP Faculty Workshops	Annually
Number and Disciplines of faculty participants	Demonstrate broad-based representation across disciplines	Annually
Number and disciplines of students in courses taught by Faculty Workshop participants	Demonstrate the reach and diversity of disciplines impacted by Faculty Workshop participants	Annually
Faculty Workshop evaluations	Investigate achievement of Faculty Workshop objectives and suggested improvements	End of workshop & Term following implementation
Focus groups with Faculty Workshop participants	Investigate achievement of Faculty Workshop objectives and suggested improvements	Annually



## **Assessing the Student Learning Outcomes**

Faculty Workshop participants will provide pre-workshop baseline data, if possible, in the form of artifacts from students enrolled in the most recent semester they taught the course identified for enhancement. Following their participation in the Faculty Workshop, faculty will require students, as part of the course requirements, to upload artifacts into the Learning Management System (LMS). At the end of the term, faculty will give the QEP Director access to the course and the student artifacts will be downloaded by the QEP graduate assistant for assessment purposes, thus providing post-workshop data.

Student artifacts will be assessed for attainment of the student learning outcomes using the QEP *PURSUE TRUTH* Rubric (Figure 5). The QEP will be considered to have improved lower- division undergraduate courses if students enrolled in the courses taught by faculty participating in either the Faculty Workshop demonstrate the attainment of the four learning outcomes at a level higher than those students enrolled prior to the faculty member's participation.

Achievement of the student learning outcomes will be demonstrated in artifacts that:

- Analyze information for its purpose and audience, and interpret the relevance of the information being presented;
- Identify and summarize the main points;
- Apply and transfer knowledge to a different setting; and
- Reflect on or evaluate what was learned.

The attainment of the student learning outcomes will be assessed using the QEP *PURSUE TRUTH* Rubric.

## Rubric

The QEP *PURSUE TRUTH* Rubric was developed by the QEP Outcomes and Assessment subcommittee in spring 2022. The subcommittee met weekly as well as worked asynchronously in collaborative documents to create, refine and define four student learning outcomes pertaining to the *PURSUE TRUTH* QEP topic. During their rubric development, the subcommittee considered such questions as:

- Can one be fluent with information without critical reading?
- What is the difference between literacy and fluency?
- How do we know if a student is literate vs. fluent in something? If a student is fluent, what do we expect they will be able to do? (e.g., emerging fluency v. fluency v. literacy)
- If a student is reading critically, what do we expect they will be able to do?
- How do we scale the outcomes for first-year General Education, second-year General Education, and up?
- How do we ensure applicability across courses and disciplines?
- How do we address the quality and appropriateness of the information that is used? Its acceptability, relevancy, and adequacy?
- How do we help students to change their reading habits?
- How do we help students understand that texts aren't neutral and encourage them to question the text, consider publisher/author, motives, funding?

**Figure 5. QEP Rubric -- PURSUE TRUTH: Read Responsibly, Think Critically. \***

Student Learning Outcomes (SLOs)	4 Exceeds Standard	3 Meets Standard	2 Approaches Standard	1 Needs Attention
1. Students will be able to <b>analyze information for its purpose and audience, and interpret the relevance of the information being presented.</b>	Describes with nuance the intent, function, and intended audience of the information.  Describes with skillfully selected evidence (e.g. examples, details, quotes) how the text is related to the field and the broader context; may make larger connections.	Describes the intent, function, and intended audience of the information.  Describes with evidence (e.g. examples, details, quotes) how the text is related to the field and the broader context.	Describes an intent that is too broad or too narrow and function of the information is addressed superficially; may miss the larger message of the text.  Provides a superficial description of how the text is related to the field and the broader context.	Fails to or narrowly describes an intent that is inaccurate and function of the information is inaccurate or missing; misses the larger message of the text.  Fails to or narrowly describes how the text is related to the field and the broader context.
2. Students will be able to <b>identify and summarize the main points.</b>	Precisely identifies and thoroughly summarizes in their own words the major and overarching points with skillfully selected evidence.	Correctly identifies and summarizes in their own words the major and overarching points with evidence.	Partially correctly identifies and summarizes some of the points of the text may include evidence that is too broad or too narrow.	Fails to or inaccurately identifies and summarizes the points of the text.
3. Students will be able to <b>apply and transfer knowledge to a different situation.</b>	Adapts and skillfully applies what was learned (e.g. knowledge, skills, abilities, theories, or methodologies) in one situation to a different situation to solve complex problems, explore issues, or develop ideas.	Applies what was learned (e.g. knowledge, skills, abilities, theories, or methodologies) in one situation to a different situation to solve problems, explore issues, or develop ideas.	Begins to apply what was learned (e.g., knowledge, skills, abilities, theories, or methodologies) in a new situation, but does so in a vague, surface level, or incomplete way.	Fails to or inaccurately applies what was learned (e.g., knowledge, skills, abilities, theories, or methodologies) in a new situation.
4. Students will be able to <b>reflect on or evaluate what was learned.</b>	Reflection of results shows a strong relationship among content, experiences, lessons learned, and/or changes in personal perspective.	Reflection of results shows a relationship among content, experiences, lessons learned, and/or changes in personal perspective.	Reflection of results shows a minimal relationship among content, experiences, lessons learned, and/or changes in personal perspective.	Reflection of results shows a weak or no relationship among content, experiences, lessons learned, and/or changes in personal perspective (or is missing).

*PURSUE TRUTH* Rubric v.13 --\*Rubric based on ODU General Education Assessment and Improving Disciplinary Writing Rubrics; Reading, Critical Thinking, and Written Communication VALUE Rubrics presented in Rhodes, T. L. (ed.). (2022, 2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, D.C.: Association of American Colleges and Universities. Also available online at <https://www.aacu.org/initiatives/value-initiative/value-rubrics>

## **QEP Rubric -- PURSUE TRUTH: Read Responsibly, Think Critically.**

SLO 1: Analyze information for its purpose and audience, and interpret the relevance of the information being presented — *Analyzing presented information involves examining the material for what is beyond the surface*

### **What does it mean?**

Students will be able to identify and determine the source of the information, who it was intended for, why it was created, how it relates to the subject material and contributes to the broader conversation in the field. The analysis considers the purpose of the form and medium of the information. Often, this analysis involves more than a surface level skimming and requires reading between the lines. We want to help students recognize when images and information have been manipulated, or get them to take into account that this can be the case. We want to help students recognize biased language and to think critically about the intended purpose of the information they're encountering.

SLO 2: Identify and summarize the main points — *Identifying and summarizing main points includes thinking about why the information was compiled, the author's intent and what those who encounter it are supposed to understand after examining it*

### **What does it mean?**

Students will be able to pick out and describe the big ideas from a text in their own words. We want to help students discern main ideas of content they're presented with and determine whether those ideas are factual. We want them to consider if a piece of information is accurate, appropriate, and relevant for the situation or assignment.

SLO 3: Apply and transfer knowledge to a different setting — *Applying knowledge or skill in another (often brand new) context, signaling a learner's retention and comprehension of the subject being examined*

### **What does it mean?**

Now that students have internalized the information, we want students to be able to do something with it. We want to help students assimilate new information that connects with or revises their existing knowledge. Students will be able to synthesize the information in such a way that they can now apply it to larger arguments or formulate new ideas. Part of the skill set we want to provide at ODU is to help students think critically about any and all information they receive, then continue to use the knowledge they've garnered and apply it in other settings; hence, we are moving students from information literacy to information fluency.

SLO 4: Reflect on or evaluate what was learned — *Reflection of results shows a strong relationship among content, experiences, lessons learned, and/or changes in personal perspective*

### **What does it mean?**

More than surface regurgitation of information or even complex summary—reflection is the demonstration of critical thinking, personal inquiry, utilizing research or acquired knowledge to create individual awareness, meaning and knowledge; a shift in one's personal ideas, challenges or triumphs during the process, careful consideration, determining or setting the value, significance or worth of what has been ascertained. Depending on the genre or task, reflection can be individual or communal; pre-reflection (completed in the planning stages), in-action (completed as the project is happening) or on-action (completed after the project has concluded). It can be integral (i.e. as a part of the actual writing assignment, when synthesizing and making judgments about research) or auxiliary, (i.e. can be built as a separate/distinct section outside of the assignment and can include reflection of the research as well as on the writing process, assignment or discipline in context often a discussion of the various complexities of the task) though personal, it doesn't necessarily have to be written in first person point of view.

## **Institutional Capacity to Support the QEP**

### **Technology Supporting the QEP**

The QEP will model emerging pedagogical and administrative practices in its delivery of the workshop series and data collection strategies.

Therefore, the QEP has considered technology both in terms of supporting the QEP logistics as well as increasing the participants' experience and knowledge of relevant tools.

The QEP will incorporate technologies that demonstrate an increased attention to the use of institutional platforms, provide diverse modalities and access, and incorporate flexible design, demonstrating to the ODU community how such tools and strategies may be used within a changing educational environment.

The tools selected for the QEP's use meet the following criteria:

- Institutionally owned and supported;
- Available to all members of the intended community;
- Universally accessible using standard web accessibility guidelines;
- Accessible across devices and user preferences;
- User friendly with low learning curve;
- Adaptable and responsive to emerging community needs;
- Structured in nature and easily navigable;
- Synchronous and asynchronous options available; and
- Social and interactive options available.

This builds upon ODU's existing commitment to active learning via the judicious use of digital technologies and considers the lasting impact of the shift to emergency remote instruction on teaching practices and course delivery. Thus, the QEP will introduce faculty to institutional platforms, and allow for ongoing interactions within easily shareable and adaptable spaces.

## **Technology Resources for Supporting the QEP Workshop Series and Delivery**

The QEP workshop series will demonstrate strategies for effectively using institutionally licensed and supported platforms. During the QEP workshop series, facilitators and participants will generate and share materials via the University's Learning Management System (LMS). Notably, ODU shifted from Blackboard to Canvas in 2022, marking the need to support faculty engagement with the new system. As such, the QEP workshop series offers an ideal opportunity to demonstrate the new LMS's capabilities as well as showcase effective practices for using the platform to create and share materials, generate archives, and foster social interactions.

Canvas integrates with Google Drive, further increasing the LMS's ability to foster collaboration and sharing. Facilitators will generate Google Drive spaces for each workshop cohort, training participants to engage with materials stored in these shared spaces. Furthermore, participants will be guided to create and share their own materials within the Drive spaces, such as course plans, active learning exercises, and proposed assignment redesigns. Finally, the cohort folders can serve as an evolving archive of models for subsequent QEP workshop participants.

## **Communication**

Information pertaining to the QEP workshop series will be communicated via targeted contact lists generated and maintained within ODU's Microsoft Outlook platform. These cohort-specific lists will allow facilitators to target information appropriately, providing workshop information to the most current cohort. Such lists will then be useful for future efforts to continue engaging participants after the workshop series concludes.

The QEP will also demonstrate the use of alternative modes of fostering community and communicating with peers and students, with a particular focus on the use of a messaging platform. During the workshop series, facilitators will add participants to a QEP Microsoft Teams Channel, generated within Canvas. The messaging platform will enable synchronous and asynchronous discussions, forums for addressing frequently asked questions in real time, workshop reminders, and so on.

This way, participants can experience an increasingly common means of communicating while learning more about the affordances of an institutionally supported platform. In addition, participants can receive and share information in a common space while fostering more social interactions than typically emerge from email exchanges.

## **Workshop Content**

With its focus on information fluency and critical reading, the QEP workshop series will also incorporate technology to demonstrate the concepts it explores or offer tools that students might use to engage with related concepts.

For example, the workshop includes demonstrations of online annotation tools such as: Powernotes, Hypothes.is, Diigo, Perusall, OneNote, Notion, Notability, Obsidian, and Markup.io. These tools offer users means to highlight, comment upon, save, and share online reading materials. Another focus might be tools that increase the effectiveness of a learner's online reading practices. Such tools and resources include: Virtual Readability Lab, OneNote (provides affordances for multilingual readers in particular), and Copywritely (tests readability level in terms of design). Tools that support textual analysis may also prove useful, allowing learners to identify trends in individual writing, corpora, and connections between works. Such tools include: Voyant Tools, Connected Papers, and JSTOR Text Analyzer.

Finally, tools that draw on or point to the impact of artificial intelligence (AI) on the information subsequently made available to the public may be helpful additions to the workshop series. In addition to ChatGPT, which can produce a wide variety of written texts and provide multiple levels and types of writing assistance, examples of other AI systems used to create information include: Thispersondoesnotexist.com and Which Face is Real, both of which train viewers of online content how to recognize artificially created images; Teachable Machine (demonstrating how one can train AI); and Image to Text (an accessibility tool).

While QEP workshop facilitators may not use all these possible tools, such programs allow workshop participants to put into practice concepts and strategies the series will explore. Workshop facilitators should, however, consistently engage and interact within the designated platform (i.e.,

Google Drive, Canvas-generated Microsoft TEAMS channel) so that faculty participants see it as an active learning space. This will also help set the stage for the technology being an imperative tool for assignment design, modeling and sharing best practices and reflection that will be an integral part of the QEP as well. For the first day of the workshops, faculty participants will be responsible for adding content and working with groups within the technology space that has been created, which will model how the repository will continue to be used well after the 30-hour workshop is completed.

### **Resources and Support Materials for the QEP Workshop Series**

While the various technologies presented here are useful, most will need to be accompanied by training (for the faculty and students) if the technologies are to be used well and help enhance student learning. During the workshop series, time will be allotted during each day of the five-day session to help faculty develop materials in Canvas. These materials will be linked to assignment design, will help students with uploading artifacts created in response to assignments, and will help with the assessment process designed to review these artifacts annually.

Tutorials related to Canvas and Google Drive should be taken from the distributors of these products whenever possible. ODU's Information Technology Services (ITS) and its Center for Learning and Teaching (CLT) should be involved to ensure that tutorials are up to date prior to each QEP workshop. Ideally the tutorials will be available both in video and written form, to ensure they are universally accessible and mobile-friendly. Additional considerations for tutorials include ensuring that they are designed in such a way that they are inclusive of multilingual users.

Furthermore, there is a need for in-workshop support to provide guidance for faculty creating digital materials and/or using digital tools that are accessible for all students, including multilingual students and students with accessibility needs.

To help ensure that materials are used during and after the workshops, training and materials that are continually updated by ITS or Distance Learning on Canvas and other technology platforms will be needed. If resource constraints allow, this might be the responsibility of a designated member of ODU's ITS team or another related support unit, with in-kind



work time dedicated to the QEP project.

## **Personnel and Labor for the QEP Workshop Series**

In keeping with the University's commitment to diversity inclusion, the labor required for successful execution of the QEP must be the product of a diverse team of individuals rather than the product of a single individual's labor. This work should be done through intentional and institutionally acknowledged collaboration. Teams from units such as the Office of Academic Success Initiatives & Support (ASIS) (such as the ePortfolio and Digital Initiatives team), the Office of Educational Accessibility, the Graduate School, Perry Library, and the English Language Center (ELC), to name a few, should be called upon to help in this effort. QEP-related labor should be considered part of their role, and should be compensated accordingly, accounting for the time and effort required versus becoming additional invisible labor. Some of the required work could also provide valuable experience for multiple graduate assistants. However, graduate assistant training, onboarding, and turnover (due to graduation) should be considered in the personnel assignments to this project.

Technological support will be a key component of the design and delivery of the workshops. Information Technology Services (ITS) support is needed for providing access to collaborative workspaces in Canvas, as well as with troubleshooting and general Q&A support. ITS support is required for managing access issues for Google Drive during the workshops.

Workshop development requires personnel time and labor for planning, delivery, follow-up, and assessment, including resources from multiple units, such as Academic Affairs, IEA, CLT, and the Office of Academic Success Initiatives and Support (ASIS), etc. The above listed resources and materials require experts from multiple areas to ensure standards of access and design are met (as noted in *Technology Supporting the QEP*).

Examples of labor include:

- Developing and maintaining cohort contact list;
- Developing and maintaining a variety of tutorials for each platform in multiple modes;
- Designing cohort communication in workshop workspaces

- (Canvas, Google Drive, and Teams);
- Supporting faculty during the on-boarding process for platforms such as Canvas, Google Drive, and Teams;
  - Initiating, modeling, and maintaining social interaction via Canvas, Outlook, and Teams;
  - Ensuring facilitators and participants can easily generate and share materials for data collection;
  - Overseeing and maintaining a high level of organization for digital content produced for and during the workshop series, including identifying new or updated materials for returning faculty across platforms;
  - On-going application and technical question support; and
  - Ensuring workshop materials across platforms are universally accessible and inclusive of diverse audiences.

### **Evaluating the Implementation and Effectiveness of the Faculty Workshops**

The Faculty Workshops are designed to help faculty learn about and use the best practices to teach and assess critical reading in their courses. Table 5 above outlines how the implementation and success of the Faculty Workshops will be evaluated, in addition to the assessment of the student learning outcomes using the *PURSUE TRUTH* Rubric.

Tracking the number of workshops, disciplines, participating faculty, and affected students, will allow the QEP Director and Advisory Board to determine sufficiency initiative's reach in terms of raw numbers and multiple disciplines. This data will allow the QEP Director to redirect Faculty Workshop marketing efforts as needed.

Evaluations by Faculty Workshop participants will be conducted immediately after the workshop is completed and at the end of courses enhanced by workshop participation. Evaluations will assess the extent to which the workshops achieved their objectives. The feedback on evaluations will be used to inform workshop developers and facilitators to make necessary improvements permitted within the bounds of resource constraints.

The Office of Institutional Effectiveness and Assessment (IEA) and the

QEP Director will oversee all assessment activities and the analysis of the data and compile them into an Annual QEP Assessment Report to be presented to the Advisory Board, the Vice Provost, and the Provost. The Annual Assessment Report will serve as the basis for the development of recommendations for improvements in the Faculty Workshops.

### **QEP Budget**

The QEP budget, presented in Table 8, demonstrates Old Dominion University's commitment to improving lower-division undergraduate students' information fluency through critical reading.

ODU's QEP includes Faculty Workshops designed to help cultivate these abilities in students by engaging faculty in the use of pedagogies and best practices for teaching and assessing critical reading in their courses. These workshops will ultimately help students produce higher quality products that demonstrate the attainment of the four student learning outcomes. All financial resources either are existing (in-kind) or are base budgeted. The budget identifies four major areas.

**Table 8. Budgeted Allocations Requested for QEP 2023**

		Fiscal Year Base Funding*					
Expense		Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26	Year 4: 2026-27	Year 5: 2027-28	5-year Total
Faculty Workshops	<b>Participant Stipends</b> (\$2,100/participant, 48 participants/year)	\$100,800	\$100,800	\$100,800	\$100,800	\$100,800	<b>\$504,000</b>
	<b>Facilitator Stipends</b> (\$1,500 for 10 faculty facilitators to attend several sessions of each of the two workshops to present modules related to critical reading and to assist participants with the assignment revision and development)	\$31,500	\$31,500	\$31,500	\$31,500	\$31,500	<b>\$157,500</b>
	<b>Guest Lecturer Stipends</b> (\$250/lecturers for two workshop sessions/year)	\$500	\$500	\$500	\$500	\$500	<b>\$2,500</b>
	<b>Benefits</b> (Taxes paid based on stipends)	\$39,840	\$39,840	\$39,840	\$39,840	\$39,840	<b>\$199,200</b>
	<b>Catering</b> (Breakfast, lunch and coffee service for all facilitators, participants, and guest lecturers for two workshop sessions/year)	\$8,672	\$8,672	\$8,672	\$8,672	\$8,672	<b>\$43,360</b>
	<b>Materials and Supplies</b>	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	<b>\$6,000</b>
	<b>Books</b> (Copies of <i>Critical Reading in Higher Education: Academic Goals and Social Engagement</i> to be given to all facilitators and participants prior to the workshop session)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	<b>\$15,000</b>
	<b>Faculty Workshops Subtotal</b>	<b>\$185,512</b>	<b>\$185,512</b>	<b>\$185,512</b>	<b>\$185,512</b>	<b>\$185,512</b>	<b>\$927,560</b>
	<b>ODU Monarch Points</b> (\$50 to be added to ID cards for 48 faculty each academic year to provide student artifacts to be rated during the assessment summit)	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	<b>\$12,000</b>
	<b>Faculty Rater Stipends</b>	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	<b>\$52,500</b>

(\$750/faculty rater, 14 raters/year; to rate student artifacts from courses with redesigned assignments based on QEP workshops)						
<b>Benefits</b>						
(Taxes paid based on stipends)	\$3,150	\$3,150	\$3,150	\$3,150	\$3,150	\$15,750
<b>Catering</b>						
(Breakfast, lunch and coffee service for all raters and IEA staff who oversee the annual two-day assessment summit)	\$1,156	\$1,156	\$1,156	\$1,156	\$1,156	\$5,780
	<b>Assessment Subtotal</b>	<b>\$17,206</b>	<b>\$17,206</b>	<b>\$17,206</b>	<b>\$17,206</b>	<b>\$86,030</b>
<b>QEP Director Salary</b>	\$107,698	\$107,698	\$107,698	\$107,698	\$107,698	\$538,490
<b>QEP Administrative Support</b>						
(In-kind funds—50% of existing full-time administrative assistant salary; shared position in IEA)	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000	\$130,000
<b>Benefits</b>						
(Taxes paid based on stipends)	\$40,516	\$40,516	\$40,516	\$40,516	\$40,516	\$202,580
<b>QEP Director Development and Travel</b>						
(\$1,500/conference, 2/year)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
<b>Supplies</b> (Administrative, Marketing and Office)	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550	\$12,750
<b>Graduate Research Assistant Stipend</b>						
(Based on university salary standards: full tuition reimbursement provided by university college, \$20,000 academic year + \$6,698 summer stipend)	\$26,698	\$26,698	\$26,698	\$26,698	\$26,698	\$133,490
	<b>Program Administration Subtotal</b>	<b>\$206,462</b>	<b>\$206,462</b>	<b>\$206,462</b>	<b>\$206,462</b>	<b>\$1,032,310</b>
	<b>Annual Total</b>	<b>\$409,180</b>	<b>\$409,180</b>	<b>\$409,180</b>	<b>\$409,180</b>	<b>\$2,045,900</b>

**Program Administration**

Funds are also identified in the budget to assess student attainment of the student learning outcomes using the QEP *PURSUE TRUTH* Rubric. A group of faculty will be trained to assess student writing using the QEP Critical Reading Rubric. Funds are committed for faculty stipends for assessment activities. We will provide 50 Monarch points for use with ODU- affiliated vendors (roughly equivalent to \$50) to compensate faculty for designing and implementing new QEP-related content in their courses. This incentive will be provided to ensure a higher level of faculty participation and thereby enhance the evaluation of the QEP's impact via assessment. Finally, the budget includes the in-kind contribution of the time of the Assistant Vice President for IEA and IEA data analysts, who will oversee all assessment activities, maintain the database, and analyze the data. Ongoing assessment of the QEP goal and student learning outcomes will enable the QEP Director and the Advisory Board to adjust the budget as needed.

## Summary

Old Dominion University's Quality Enhancement Plan, *PURSUE TRUTH*, is intended to address information fluency, which is the ability to interpret, communicate, problem-solve, and create across a variety of situations in a media-rich, data-driven, global information ecosystem. Critical reading is a necessary competency for evaluating information in various formats, solving problems, and creatively integrating knowledge into a wide range of contexts to achieve information fluency. ODU's QEP includes faculty workshops designed to help cultivate these abilities in students.

ODU's ability to implement and sustain the QEP is supported by its history and commitment to assessing reading and critical thinking, the on-campus presence of several faculty with significant expertise and experience teaching faculty about critical reading and information fluency, a faculty workshop model that has proved effective, as well as a funding commitment. Four student learning outcomes were identified and ODU's QEP *PURSUE TRUTH* Rubric was developed to assess the outcomes based on the AACU VALUE rubrics and our previous QEP's Writing Rubric. The student learning outcomes and ODU's QEP *PURSUE TRUTH* Rubric were vetted across disciplines in the University. The QEP *PURSUE TRUTH* Rubric will be pilot tested in March 2023. One faculty engagement action was developed to improve students' critical reading

and information fluency – Faculty Workshops. Faculty from across ODU’s colleges will participate in a pilot test of the Faculty Workshops during summer 2023. Baseline data will be collected from these faculty to assess student critical reading from previous semesters and faculty’s use of the best practices to teach and assess critical reading, as well as to assess the Faculty Workshop itself.

The original QEP funds base budgeted in 2012 will continue to be used for the 2023 *PURSUE TRUTH* QEP and some new resources were allocated as well. A comprehensive plan was developed to collect baseline data and to assess both the student learning outcomes and the implementation of the QEP. In addition to the QEP *PURSUE TRUTH* Rubric, faculty reflections will be collected and included in post-treatment data. The QEP Director will work with the IEA and the QEP Advisory Board to assess the student learning outcomes and to evaluate the implementation and effectiveness of *PURSUE TRUTH*. This process of continual assessment will result in an Annual QEP Assessment Report that will allow ODU to fine-tune the QEP as needed to ensure progress towards meeting the goal.

As the QEP is implemented and matures, it is anticipated that all activities related to the QEP will be incorporated into the ongoing mission of the University and expanded to meet the need to improve critical reading and information fluency at other levels, such as in graduate programs, as long as the assessments demonstrate their effectiveness. ODU’s commitment to advancing information fluency through critical reading is demonstrated by the fact that the QEP budget is base-funded. Assuming that the assessments provide evidence of effectiveness, the sustainability of the activities—including the QEP Office, QEP Director, Faculty Workshops—is ensured beyond the five-year plan.

Activities that work best will be promoted while those that are less effective will be modified to improve effectiveness or discontinued. It is impossible to know exactly how the QEP will unfold and what it will look like six years from now. Yet as the QEP journey continues, Old Dominion University looks forward to improving lower-division undergraduates’ critical reading and information fluency.

## References

- Association of American Colleges and Universities (AACU). (2009a). Critical thinking VALUE rubric. Retrieved from <https://www.aacu.org/value/rubrics/critical-thinking>
- Association of American Colleges and Universities (AACU). (2009b). *Valid Assessment of Learning in Undergraduate Education (VALUE)*. Author. <https://www.aacu.org/initiatives/value>
- Caulfield, M. (2017). *Web literacy for student fact-checkers*. <https://webliteracy.pressbooks.com/front-matter/web-strategies-for-student-fact-checkers/>
- Cohn, J. (2021). *Skim, dive, surface: Teaching digital reading*. West Virginia University Press. Corrigan, P. T. (2012). Painting as a reading practice. *Pedagogy, 12*(1): 168–175. <https://doi.org/10.1215/15314200-1425065>
- Downs, D. (2021). Critical Reading in a Screen Paradigm: From Deficit to Default. *Pedagogy 21* (2): 205–224. <https://doi.org/10.1215/15314200-8811398>
- Franzen, S. R. & Sharkey, J. (2021). Impact of embedded librarianship on undergraduate students' nursing skills. *Journal of the Medical Library Association, 109*(2), 311-16. <https://dx.doi.org/10.5195%2Fjmla.2021.913>
- Fulks, Janet (2010). Reading May Be the Key to Unlocking Basic Skills Success. *Academic Senate for California Community Colleges*. <https://asccc.org/content/reading-may-be-key-unlocking-basic-skills-success>
- Gyuris, E. & Castell, L. (2013). Tell them or show them? How to improve science students' skills of critical reading. *International Journal of Innovation in Science and Mathematics Education, 2*(1), 70-80. <https://openjournals.library.sydney.edu.au/index.php/CAL/article/view/6713>



- Haddock, G., Foad, C., Saul, V., Brown, W., & Thompson, R. (2019). The medium can influence the message: Print-based versus digital reading influences how people process different types of written information. *British Journal of Psychology*, 111(3), 443-59.
- Heine, C., & O'Connor, D. (2014). *Teaching Information Fluency: How to Teach Students to be Efficient, Ethical, and Critical Information Consumers*. Scarecrow Press.
- Hoefl, Mary E. (2012) "Why University Students Don't Read: What Professors Can Do To Increase Compliance," *International Journal for the Scholarship of Teaching and Learning*: Vol. 6: No. 2, Article 12.
- Horning, Alice S. (2007) "Reading Across the Curriculum as the Key to Student Success," *Across the Disciplines: A Journal of Language, Learning, and Academic Writing* 4 (December): <https://wac.colostate.edu/atd/archives/volume4/>
- Lai, K. W., & Hong, K. S. (2015). Technology use and learning characteristics of students in higher education: Do generational differences exist?. *British Journal of Educational Technology*, 46(4), 725-738.
- Manarin, K., Carey, M., Rathburn, M., Ryland, G., & Hutchings, P. (2015). *Critical Reading in Higher Education: Academic goals and social engagement*. Indiana University Press.
- Mavri, A., Ioannoua, A., & Loizidesb, F. (2020). Design students meet industry players: Feedback and creativity in communities of practice. *Thinking Skills and Creativity*, 37, 1-17. <https://doi.org/10.1016/j.tsc.2020.100684>
- Miller, R. (2016). On digital reading. *Pedagogy*, 16(1), 153-64.
- Moje, E. B. (2015). Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise. *Harvard Educational Review*, 85(2), 254-278.
- National Center for Education Statistics. (2022). Undergraduate Retention and Graduation Rates. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved [date], from <https://nces.ed.gov/programs/coe/indicator/ctr>.

- Old Dominion University *2022-2023 Undergraduate Catalog* (2022).  
<https://catalog.odu.edu/undergraduate/>
- Old Dominion University (2022). *University Facts and Figures*. Retrieved 23 February 2023. <https://www.odu.edu/about/facts-and-figures>
- Rheingold, H. (2012). *Net smart: How to thrive online*. MIT Press.
- Sharkey, J. (2013). Establishing twenty-first century information fluency. *Reference & User Services Quarterly*, 53(1), 33-39.  
<https://doi.org/10.5860/rusq.53n1.33>
- Singer, L. M. & Alexander, P. A. (2016). Reading across mediums: Effects of reading digital and print texts on comprehension and calibration. *Learning, Instruction, and Cognition*, 155-72.  
<https://doi.org/10.1080/00220973.2016.1143794>
- Traester, Mary, Chris Kervina, and Noel Holton Brathwaite (2021). Pedagogy to Disrupt the Echo Chamber: Digital Annotation as Critical Community to Promote Active Reading. *Pedagogy* 21 (2): 329–349.  
<https://doi.org/10.1215/15314200-8811517>
- Tsai, W. W., Janssen, A. (2021). Information fluency instruction as a continuous improvement activity. Conference proceedings of the *2021 ASEE Annual Conference*.

## Additional Resources

- Armour-Gemmen, M. G., Hensel, R. A. M., & Strife, M. L. (2014). The 360 of information fluency delivery to freshman engineering students. *American Society for Engineering Education Annual Conference*.
- Borst, A., & DiYanni, R. (2017). *Critical reading across the curriculum* (Vol. 1). Wiley-Blackwell.
- Carillo, E. C. (2018). *Teaching readers in post-truth America*. Utah State University Press.
- Carter, Michael. 2007. "Ways of Knowing, Doing, and Writing in the Disciplines." *College Composition and Communication*, 58: 385-418.
- Cohn, J. (2021). *Skim, dive, surface: Teaching digital reading*. West Virginia University Press.
- Giordano, Joanne. B. & Hassel, H. (2021). Developing critical readers in the age of literacy acceleration. *Pedagogy*, 21(2), 241–58.  
<https://doi.org/10.1215/15314200-8811432>
- Janssen, A. & Tsai, W. W. (2019). Measuring information fluency instruction: Ethical uses of images in engineering student presentations. *American Society for Engineering Education Annual Conference*.
- Janssen, A. & Tsai, W. W. (2020). Using a faceted taxonomy to investigate student selection of information sources in an engineering lab course. *Association for the Advancement of Science & Engineering Education Annual Conference*.
- Keller, D. (2014). *Chasing literacy reading and writing in an age of acceleration*. Utah State University Press.
- King-O'Brien, Kelly (2021). Writing back to fake news. *Pedagogy*, 21(2), 295-309. <https://doi.org/10.1215/15314200-8811483>
- Miller, Richard. 2016. On digital reading. *Pedagogy*, 16(1), 153 – 64.
- National Center for Education Statistics. (2022). Undergraduate Retention and

Graduation Rates. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved [date], from <https://nces.ed.gov/programs/coe/indicator/ctr>.

Richardson, J. S., Morgan, R. F., & Fleener, C. (2012). *Reading to learn in the content areas*. Cengage Learning.

Sullivan, P., Tinberg, H., Blau, S., Eds. (2017). *Deep reading: Teaching reading in the writing classroom*. National Council of Teachers of English.

Taraban, R. (2011). Information fluency growth through engineering curricula: Analysis of students' text-processing skills and beliefs. *Journal of Engineering Education*, 100(2), 397-416.

Thurston, T. N., Lundstrom, K., González, C., Stommel, J., Masland, L. C., Buyserie, B., & Eason, A. (2021). *Resilient pedagogy: Practical teaching Strategies to overcome distance, disruption, and distraction*. Utah State University.

Tsai, W. W. & Janssen, A. (2018). Reinforcing information fluency: Instruction collaboration in senior capstone laboratory course. *American Society for Engineering Education Annual Conference*.

Wolf, M. (2008). *Reader, come home: The reading brain in the digital world*. Harper Publishing.

## Appendix A. Subcommittee Charge and Membership

Committee	Charge	Members
<b>Topical Research</b> <ol style="list-style-type: none"> <li>Identify disciplinary definitions of Information Fluency (IF) and Critical Reading (CR)</li> <li>Clarify the relationship between IF and CR, specifically how CR contributes to/facilitates IF</li> <li>Identify top experts in IF and CR and assist in identifying potential QEP consultants in these areas</li> <li>Write QEP document section pertaining to topical research</li> </ol>		<p><b>Lucy Wittkower (Chair)</b>, Library</p> <p><b>Joleen McInnis</b>, Library</p> <p><b>Elizabeth Vincelette</b>, English</p> <p><b>Stacie Ringleb</b>, Mechanical and Aerospace Engineering</p> <p><b>Vic Colaizzi</b>, Art</p> <p>*<b>Yvette Pearson</b>, Philosophy &amp; Religious Studies</p>
<b>Community of Practice (CoP)**</b> <ol style="list-style-type: none"> <li>Identify other communities of practice</li> <li>Identify resources needed to develop an IF-CR-related CoP</li> <li>Identify assessment plan(s) for determining effectiveness of CoPs</li> <li>Develop interactive online resource to facilitate collaboration</li> </ol>		<p><b>Cheryl Honeycutt (Chair)</b>, QEP Team, Nursing</p> <p><b>Karen Sanzo</b>, Education</p> <p><b>Jaewan Yoon</b>, QEP Team, Civil &amp; Environmental Engineering</p> <p>*<b>Yvette Pearson</b>, Philosophy &amp; Religious Studies</p>
<b>Marketing</b> <ol style="list-style-type: none"> <li>Host faculty forums to introduce QEP topic to university stakeholders and gather feedback during forums</li> <li>Find and review similar QEPs at other institutions to assist in determining potential QEP evaluator</li> <li>Share findings with Topical Research committee</li> <li>Review workshop and CoP committee proposals</li> </ol>		<p><b>Brendan O'Hallarn (2021 Chair)</b>, Public Affairs &amp; Media Relations</p> <p><b>Yuping Liu-Thompkins (2022 Chair)</b>, Marketing</p> <p><b>Rod Graham</b>, Sociology &amp; Criminal Justice</p> <p><b>David Gauthier</b>, Biology</p> <p><b>Marissa Jimenez</b>, QEP Advisory Board</p> <p><b>Caitlin Chandler</b>, University Communications</p> <p><b>Tyler Miller-Gordon</b>, Institutional Effectiveness &amp; Assessment</p> <p><b>Amy Matzke-Fawcett</b>, Arts &amp; Letters Communications</p> <p>**<b>Remica Bingham-Risher</b>, Institutional Effectiveness &amp; Assessment</p>
<b>Technology</b> <ol style="list-style-type: none"> <li>Determine tech needs specific to QEP</li> <li>Write QEP document section pertaining to uses of technology to facilitate successful deployment of QEP</li> </ol>		<p><b>Megan Mize (Chair)</b>, Center for High Impact Practices</p> <p><b>Alison Lietzenmayer</b>, Communications</p> <p><b>Ann Kumm</b>, English Language Center</p> <p><b>Helen Crompton</b>, Teaching &amp; Learning</p> <p><b>Christine Nickel</b>, Center for Learning &amp; Teaching</p> <p><b>Rachel Crockett</b>, Information Technology Services</p> <p><b>Vukica Jovanovic</b>, Engineering Technology</p> <p><b>Noah Glaser</b>, STEM Education &amp; Professional Studies</p> <p>**<b>Remica Bingham-Risher</b>, Institutional Effectiveness &amp; Assessment</p>

<p><b>Outcomes and Assessment</b></p>	<ol style="list-style-type: none"> <li>1. Develop Student Learning Outcomes (SLOs)</li> <li>2. Develop university assessment plan for QEP implementation</li> </ol>	<p><b>Daniel Richards (Chair)</b>, English  <b>Kelsey Orsini</b>, Graduate Student Representative  <b>Kelsey Kirland</b>, Institutional Effectiveness &amp; Assessment  <b>Lauren Eichler</b>, Philosophy &amp; Religious Studies  <b>Wie Yusuf</b>, Public Service  <b>David Shirley</b>, Institutional Effectiveness &amp; Assessment  <b>**Remica Bingham-Risher</b>, Institutional Effectiveness &amp; Assessment</p>
<p><b>Workshop Development</b></p>	<ol style="list-style-type: none"> <li>1. Review and analyze institutional data</li> <li>2. Review findings and conclusions from Topical Research and Outcomes and Assessment committees</li> <li>3. Assist in development of rollout and structure of faculty workshops</li> <li>4. Review budget and resource needs to support workshops (e.g., faculty stipends)</li> </ol>	<p><b>Elko Klijn (Chair)</b>, Management  <b>Jennifer Kidd</b>, Education  <b>Anne Perrotti</b>, Communication Disorders &amp; Special Education  <b>Kristi Costello</b>, English  <b>**Remica Bingham-Risher</b>, Institutional Effectiveness &amp; Assessment  <b>*Yvette Pearson</b>, Philosophy &amp; Religious Studies  <b>Ann Kumm</b>, English Language Center  <b>Laura Buchholz</b>, English  <b>Mary Beth Pennington</b>, English</p>
<p><b>Budget</b></p>	<ol style="list-style-type: none"> <li>1. Research similar QEP projects at comparable institutions</li> <li>2. Write QEP document section pertaining to budget and related resource needs</li> </ol>	<p><b>*Yvette Pearson (Chair)</b>, Philosophy &amp; Religious Studies  <b>**Remica Bingham-Risher</b>, Institutional Effectiveness &amp; Assessment  <b>Megan Corbett</b>, Institutional Effectiveness &amp; Assessment  <b>David Shirley</b>, Institutional Effectiveness &amp; Assessment</p>
<p><b>QEP Document Writing and Editing</b></p>	<ol style="list-style-type: none"> <li>1. Compose the final QEP narrative</li> <li>2. Compile component narratives provided by other QEP committees</li> </ol>	<p><b>*Yvette Pearson (Chair)</b>, Philosophy &amp; Religious Studies  <b>Kelsey Orsini</b>, Graduate Student Representative  <b>**Remica Bingham-Risher</b>, Institutional Effectiveness &amp; Assessment  <b>David Shirley</b>, Institutional Effectiveness &amp; Assessment  <b>Megan Corbett</b>, Institutional Effectiveness &amp; Assessment</p>
<p>* Quality Enhancement Plan (QEP) Faculty Lead  **Director, Quality Enhancement Plan Initiatives  *** Community of Practice (CoP) indicates a collaborative community to enhance skills for teaching Information Fluency and Critical Reading</p>		

## **Appendix B. *PURSUE TRUTH: Read Responsibly. Think Critically.* Faculty Workshop Plan**

Old Dominion University's 2023 QEP is *PURSUE TRUTH* QEP. Workshops will help faculty redesign their 100-200-level courses (or create several activities that emphasize the principles of critical reading that leads to information fluency). Faculty from all disciplines will take part in a rigorous, informative 30-hour workshop and will be paid a stipend of \$2,000 for their redesign efforts. The pilot workshop will be launched in May 2023.

### **Faculty Workshop Objectives**

- To explore connections between reading and information fluency
- To develop assignments that help students achieve course objectives
- To explore pedagogies that promote learning and transfer
- To strengthen teaching and learning communities
- To contribute to the ODU QEP

### **Workshop Requirements**

Participants will:

- Participate in all workshop sessions
- Complete all workshop assignments
  - Re-vamped 100- or 200-level Gen Ed course material to include:
    - a variety of (but at least three) critical reading assignments that help students begin to demonstrate information fluency
    - Syllabus statement on the importance of critical reading
    - *PURSUE TRUTH* SLO course matrix that outlines faculty plans for implementing assignments linked to each of the four SLOs during the class and addresses:
      - **When** (during what week or timeframe) and **how** (using which assignment/activity) do you **TEACH** the outcome to students?
      - **When** and **how** do students get to **PRACTICE** performing the outcomes to your expectations?
      - **When** and **how** do students get to **DEMONSTRATE**

their learning of the outcome?

- Submit a final reflection after completing the workshops
- Submit student writing samples from the semester prior to their workshop for use in assessment
- Require their students to upload artifacts to the learning management system (LMS) for use in assessment
- Participate in at least one of three gatherings of workshop participants over the following year to discuss their experiences using best practices in their courses
- Complete assessments as follows:
  - Pre-treatment at beginning of first workshop: Critical reading implementation survey questions for faculty
  - Post-treatment annually: Critical reading implementation survey questions for faculty
  - Pre-treatment at beginning of first workshop: Syllabi with writing assignment instructions
  - Post-treatment annually: Syllabi with writing assignment instructions



## **Workshop Series Structure**

DAY 1: Monday, May 8, 2023

8:30 AM – Breakfast

9:00 AM - **Introductory Activity**

- What is critical reading?
- Why is it necessary? /How do students learn?
- How can it help lead to information fluency and why do we want this?

10:00 AM - Activity: Demonstrating Critical Reading (visualization)

11:00 AM - **Activity: Designing Outcomes (Bloom’s Taxonomy, reflection and freewrite)**

12:00 PM - Lunch and Learn: QEP Assessment Talk

1:00 PM - Activity: SQ3R Reading Method (surveying, questioning, reviewing and reading)

2:00 PM - **Activity: Reading Relay (note-taking and accurate summarizing)**

2:45 PM - Ticket Out

DAY 2: Tuesday, May 9, 2023

8:30 - Breakfast 9:00 - Ticket in

9:15 - Activity: Reading Relay (Cont.)

10:00 - Break

10:15 - Activity: Think Aloud (categorizing elements of the reading process)/Revisit–Reflect–Refine–Report

**11:00 - Activity: Mental Process Roadmap (making implicit processes visible)**

12:00 - Lunch and Learn: Guest Speaker (Former QEP Workshop Participant)

1:00 - Activity: Creating Ethical Hypotheticals (situational response, freewrite, reading and reflection)

2:00 PM - Open lab time: **Activity: Curating What You've Learned/Creating syllabus statement** on the importance of critical reading along with **one low-stakes critical reading assignment** (linked to workshop models as well as individual course content) to be included in the students' critical reading notebooks

2:45 PM - Ticket Out

### DAY 3: Wednesday, May 10, 2023

8:30 AM - Breakfast

9:00 AM - Ticket in

9:15 AM - Activity: Reading Carousel Bingo (They Say, I Say Templates; summarizing, synthesizing)

10:00 AM - Break

**10:15 AM - Activity: Deliverable Activity/Creating two critical reading assignments** (linked to workshop models as well as individual course content) to be included in the students' critical reading notebooks

11:00 AM - Activity: SLO Matrix (begin mapping course assignments and timeline with *PURSUE TRUTH* SLOs)

12:00 PM - Lunch and Learn: Guest Speaker (Former QEP Workshop Participant)

1:00 PM - Open lab time: **Work on finalizing syllabus statement, reviewing assignments, and continue creating**

2:00 PM - Peer Review

2:45 PM - Ticket Out

### DAY 4: Thursday, May 11, 2023

8:30 AM- Breakfast

9:00 AM - Ticket in

9:15 AM - Activity: Solution Fluency: A Model of the 9D Process in a Jigsaw

10:00 AM - Break

10:15 AM - Activity: Solution Fluency: A Model of the 9D Process in a Jigsaw (cont.)

11:30 AM - Open Lab time

12:00 PM - Lunch and Learn: Writing Center/ePortfolio Office

1:00 PM - Activity: What? So What? Now What?

**1:30 PM - Activity: Remix Activity (wider application of ‘So what? Now what?’)**

2:00 PM - Open lab time: Creating/revising final **critical reading assignment** (linked to workshop models as well as individual course content) to be included in the students’ critical reading notebooks

2:45 PM - Ticket Out

DAY 5: Friday, May 12, 2023

8:30 AM - Breakfast

9:00 AM - Ticket in

9:15 AM - Activity: Reading for Nuance: Pivot & POV

10:00 AM - Break

10:15 AM - Activity: Reviewing Canvas/Creating assignments and rubrics in LMS

11:00 AM - Open lab time

12:00 PM - Lunch and Learn: Presentation Example

1:00 PM – Presentations

2:30 PM - Ticket Out and Reflections

**Appendix C. PURSUE TRUTH: Read Responsibly. Think Critically.**

**Faculty Workshop Activity Map**

	<b>ACTIVITY 1</b>	<b>ACTIVITY 2</b>	<b>ACTIVITY 3</b>
<b>Activity Title</b>	SQ3R	Reading Relay	Think Aloud
<b>Brief Summary of activity</b>	A reading activity to teach how to skim and retain ideas from texts.	An activity that asks students (and QEP participants) to read and accurately relay information they've read and acknowledge how different background/perspectives color our interpretations of what we read.	Reading activity to generate awareness of one's metacognitive processes while reading texts.
<b>How does this activity help participants engage in active learning?</b>	Practice and develop strategies in approaching reading assignments	It gets participants moving around the room and outside the room, it gets people working together, and will hopefully get them laughing.	Requires engagement with text, one's metacognitive processes, and fellow readers
<b>How does this activity model the critical reading and/or information fluency principles?</b>	"Learning to Read and Write"	It creates awareness of Note taking, provides practice (and awareness) of accurately summarizing texts, and serves as a reminder of how easily meaning can be construed and misinterpreted.	"Author of one's own understanding"; "analysis of choices, content, language, and structure;" "reading as an act of inquiry;" "how we discuss a text related to how we read a text;"
<b>Which student learning outcome is this activity explicitly linked to?</b>	1. Students will be able to <b>analyze information for its purpose and</b>	Student Learning Outcome 2: Students will be able to identify and	SLOs 1, 3, 4: Analysis, Knowledge Transfer, & Reflection

	<p><b>audience, and interpret the relevance of the information being presented.</b></p> <p>2. Students will be able to identify and summarize the main points.</p>	summarize the main points.	
--	--	----------------------------	--

	<b>ACTIVITY 4</b>	<b>ACTIVITY 5</b>	<b><u>ACTIVITY 6</u></b>
<b>Activity Title</b>	Creating Ethical Hypotheticals	Reading Carousel Bingo	My Mental Process Roadmap
<b>Brief Summary of activity</b>	Posing ethical questions to let participants (and, ultimately, students) begin with personal opinion and knowledge, then read critical to broaden argument/identify blind spots and reflect on their learning.	Participants will pose a question to their peers based on QEP topics and discussions. Folks create a bingo sheet (or use example on slide). They have to search for folks who meet one of these characteristics (like has a dog or likes to teach at 8 a.m.) to respond to their question and sign their sheet. The first person to get bingo (4 in a row or four corners) and summarize/ synthesize the responses they got shares their summary/synthesis with the group, and if those who responded agree that the summary/synthesis is accurate, they win!	Extend understanding and use of Think Alouds to purposefully identify and verbalize the metacognitive script.

		End with discussion (what kinds of questions promoted the best discussion?). Move into next activity: developing a strategy.	
<b>How does this activity help participants engage in active learning?</b>	Active learning helps students reflect on their understanding by encouraging them to make connections between their prior knowledge and new concepts. Often, active learning tasks ask students to make their thinking explicit, which also allows instructors to gauge student learning.	It gets folks developing questions, moving around the room, and talking with one another.	During this activity, participants will be required to intentionally verbalize content knowledge and conclusions based on the ways the content knowledge was applied. The work product will include a verbal script representing implicit mental processes.
<b>How does this activity model the critical reading and/or information fluency principles?</b>	All writers rely on their skills as readers. They must realize not only what they have said, but what they have done. And they must evaluate how what they have done will get them where they want to go. What additional ingredients are required? What other aspects must be considered? What misunderstandings must be prevented?  <a href="http://www.criticalreading.com/learn_read_write.htm">http://www.criticalreading.com/learn_read_write.htm</a>	It gets them gathering, summarizing and synthesizing information.	<p><u>“In the end, readers must take control of the text, not just repeat its assertions. At its core, critical reading involves becoming the author of one's own understanding.”</u></p> <p><u>“The language we learned first, the spoken language, remains our base throughout life. We use the model of spoken communication as the basis for much of our inferences when we read.”</u></p> <p><u>“Readers draw on</u></p>

			<p><u>prior knowledge and past experience to infer the appropriate meaning.”</u></p> <p><u>“How we discuss a text is directly related to how we read that text.”</u></p>
<p><b>Which student learning outcome is this activity explicitly linked to?</b></p>	<p>SLO 4 Students will be able to reflect on or evaluate what was learned.</p>	<p>1. Students will be able to analyze information for its purpose and audience, and interpret the relevance of the information being presented.</p> <p>Student Learning Outcome 2: Students will be able to identify and summarize the main points.</p>	<p>SLO 3 - apply and transfer knowledge</p>

	<b>ACTIVITY 7</b>	<b>ACTIVITY 8</b>	<b>ACTIVITY 9</b>
<b>Activity Title</b>	Curating What You’ve Learned	Deliverable Activity (linked with previous group 2 activity)	Revisit–Reflect–Refine–Report
<b>Brief Summary of activity</b>	<p>Before meaningful reflection it is often important to have something to look back to as a reminder and to see growth. If we are providing a folder with all of the information from the workshop, a productive activity could be to lead faculty through a</p>	<p>Have participants read through this handout and pick 1-2 ideas to develop into classroom activities/assignments related to specific texts. Then, share in small groups or as a large group.</p>	<p>After identifying and reflecting on your script, use “dialectical journal” coding to refine the script that can be used in the future by you or your students</p>

	“curation” process where they are asked to pick 3-4 resources, activities, pedagogical practices, frames, etc. and select out what they most want to take away.		
<b>How does this activity help participants engage in active learning?</b>	Participants must go back and review material for purposeful reflection and classroom planning.	Faculty will create their own activities	Invites participants to discover, take ownership, and think about how to actively apply their reading process
<b>How does this activity model the critical reading and/or information fluency principles?</b>	They can then think about how to help students do this during midterms or at the end of the semester while curating an ePortfolio or other assignment.	They will be choosing, analyzing, and applying the concepts from the handout in relation to their own contexts	Revisit, reflect, and revise the script to clarify the process used as well as modifications necessary to make it a useful pedagogical tool
<b>Which student learning outcome is this activity explicitly linked to?</b>	SLO 4 Students will be able to reflect on or evaluate what was learned.	3. Students will be able to apply and transfer knowledge to a different situation.	3. Students will be able to apply and transfer knowledge to a different situation.  4. Students will be able to reflect on or evaluate what was learned.

	<b>ACTIVITY 10</b>	<b>ACTIVITY 11</b>	<b>ACTIVITY 12</b>
<b>Activity Title</b>	What? So What? Now What?  (What do you think? Why do you think that? Why is it important? How will	<u>Solution Fluency Puzzle: A Model of the 9D Process in a Jigsaw</u>	Evaluative-Descriptive Distinction



	you use it?)	Solution Fluency: A Model of the 9D Process in a Jigsaw	
<b>Brief Summary of activity</b>	<p>PART 1 - Brainstorming helps students avoid procrastination, so have them use the What? So What? Now What? technique to begin mulling their ideas for a larger project. To sift through their ideas in class, students should ask, “What do I want to explore?” and write about that topic for a page or more. Then, they read what they’ve written and ask “So what?” of the ideas expressed and write for a page or more. Finally they should ask, “Now what?” to write about what else they might consider or where they might go next with an idea.</p> <p>PART 2 - Have faculty consider how they might use this critical thinking technique to help students re-examine larger issues outside of the course (they can do this as a simulation or a larger part of a project)</p>	Using the Jigsaw strategy, this activity has participants meet in their Expert groups to define and research a problem	This activity engages reading to generate author perspective with regard to content. Given definitions of types of written claims, participants are asked to apply and evaluate different sentences as either evaluative or descriptive.

<b>How does this activity help participants engage in active learning?</b>	Helps foster open-ended thinking.		Provides an opportunity for practice and application of knowledge.
<b>How does this activity model the critical reading and/or information fluency principles?</b>	Helping students think about their own role as learners and critical thinkers is an important step to information fluency.		Engages readers using meta-cognitive strategies necessary for interpreting text.
<b>Which student learning outcome is this activity explicitly linked to?</b>	SLO 3 Students will be able to apply and transfer knowledge to a different situation.	SLO 3 (Particularly Steps 8, 9)	SLO 1: Students will be able to <b>analyze information for its purpose and audience, and interpret the relevance of the information being presented.</b>

	<b>ACTIVITY 13</b>		<b>ACTIVITY 14</b>
<b>Activity Title</b>	Remix Activity (Variation -- can be applied to course content and/or different gen ed. courses a student is taking!)		Reading for Nuance: Pivot & POV
<b>Brief Summary of activity</b>	Think about overlap and relevance in other disciplines.  Identify a concept from your class.  Look at broader Gen Ed curriculum and		Participants are asked to read several brief passages and to identify pivots that distinguish or clarify the writers' point of view. This activity demonstrates how to read for nuance, as

	<p>how your course is characterized.</p> <p>Consider how the concept you picked from your course is relevant to another course.</p> <p>Try to pair with a faculty member in the field you are relating your concept to- give a 5 minute elevator pitch- get feedback</p>		<p>well as why it is important to distinguish your point of view from others in academic writing (often through the use of transitions).</p>
<p><b>How does this activity help participants engage in active learning?</b></p>	<p>Students must take the information out of the context in which it was originally presented and apply it to a context they know or design. They can let their creative juices flow during this assignments, use their own language for application and design as well as use a context that they (and often their peers) are familiar with.</p>		<p>The activity invites participants to provide evidence from the text at a very fine (word) level to explain how they came to understand the author's point of view. In this way, participants are discovering something about their own reading habits/processes and can see how this process of discovery could work for their own students.</p>
<p><b>How does this activity model the critical reading and/or information fluency principles?</b></p>	<p>It asks students to think about the material they've learned, then find a way to move it into the real world.</p>		<p>If we think about it, we have been told a lot in general about how to approach reading a text, and surprisingly little about how exactly to find meaning in a text.</p> <p>Just as authors must choose what to say,</p>

			<p>they must choose how to say it</p> <p>To make sense of the whole, we try to break it into more manageable, and hopefully more meaningful, parts.</p> <p>We read with attention to both the content and the structure of the sentences, to both the thought expressed and the grammatical structure. Each informs the other.</p> <p>Much of what we understand—whether when listening or reading—we understand indirectly, by inference.</p>
<p><b>Which student learning outcome is this activity explicitly linked to?</b></p>	<p>SLO 3 Students will be able to apply and transfer knowledge to a different situation.</p>		<p>SLO 1: Students will be able to <b>analyze information for its purpose and audience, and interpret the relevance of the information being presented.</b></p>

## Appendix D. QEP Faculty Workshop Facilitators & Guest Lecturers

Name	Title	Area(s) of Expertise*
Ann Kumm	Lecturer of English as a Second Language, English Language Center	<ul style="list-style-type: none"> <li>• Critical Reading</li> <li>• English Language Studies</li> </ul>
Daniel Richards	Associate Professor and Associate Chair of English	<ul style="list-style-type: none"> <li>• Technical writing</li> <li>• Rhetoric</li> </ul>
Elizabeth Vincelette	Master Lecturer in English	<ul style="list-style-type: none"> <li>• Formative feedback</li> <li>• Reading strategies (Perusall)</li> </ul>
Helen Crompton	Executive Director of the Research Institute of Digital Innovation in Learning	<ul style="list-style-type: none"> <li>• Classroom technology integration (ChatGPT)</li> </ul>
Jennifer Kidd	Master Lecturer in the Department of Teaching and Learning	<ul style="list-style-type: none"> <li>• Foundational education</li> <li>• Educational technology</li> <li>• Student peer review</li> </ul>
Laura Buchholz	Senior Lecturer in English/Director of General Education Literature	<ul style="list-style-type: none"> <li>• General Education</li> <li>• Narrative studies</li> <li>• Relationship between narrative structure and media delivery</li> </ul>
Megan Mize	Director, ePortfolios & Digital Initiatives	<ul style="list-style-type: none"> <li>• ePortfolio</li> <li>• Assignment design</li> </ul>
Vanessa Panfil	Associate Professor in the Department of Sociology and Criminal Justice	<ul style="list-style-type: none"> <li>• Sociology</li> <li>• Critical reflection</li> </ul>
Wie Yusuf	Professor of Public Service in the Strome College of Business	<ul style="list-style-type: none"> <li>• Public administration and policy</li> </ul>
*Area(s) of Expertise limited to those relevant to the 2023 <i>PURSUE TRUTH</i> QEP		

## Appendix E. Office of Institutional Effectiveness and Assessment (IEA)

### Staff and Link to QEP

IEA Assignment	Name	Title	% Worktime dedicated to QEP
<b>Full-time</b>	David Shirley	Director	20%
	Remica Bingham-Risher	Director of QEP Initiatives	100%
	Megan Corbett	Institutional Effectiveness & Accreditation Analyst	10%
	Samantha Palmucci	Associate Director of Assessment	5%
	Kelsey Orsini	Assessment Coordinator	5%
	Tyler Miller- Gordon	Senior Research Associate	10%
	Sierra Crocker	Academic Program Development Coordinator	0%
<b>Part-time</b>	Tiffany Cummings	Operations Assessment Analyst	10%
	Vegas Fetterly	Administrative Assistant	30%
	Samantha New	Graduate Research Assistant	100%

## Appendix F. Executive Advisory Council for Accreditation Excellence Roster

Name	Position/Department
Austin Agho	Provost and Vice President for Academic Affairs
Greg DuBois	Vice President for Administration and Finance
Brian Payne*	Vice Provost for Academic Affairs
Jing He	Computer Science, College of Sciences
Lea Lee	Teaching & Learning, College of Education and Professional Studies
Sam Brown	School of Public Service, Strome College of Business
Pilar Pazos-Lago	Engineering Management & Systems Engineering
Mona Danner	Sociology and Criminal Justice
Janice Hawkins	Nursing, College of Health Sciences
Nina Brown	Counseling & Human Services
David Shirley*	Director, Institutional Effectiveness & Assessment
Johnny Young	Associate Vice President for Student Engagement & Enrollment Services
Ariana Wright	Director for Equity in Department of Human Resources
Karen Eck	Associate Vice President in Office of Research
Karen Vaughn	University Libraries
Bryan Porter	Associate Dean for the Graduate School
Orlando Ayala*	Faculty Lead for Compliance Audit, Engineering Technology
Yvette Pearson*	Faculty Lead for Quality Enhancement Plan, Philosophy and Religious Studies
Remica Bingham-Risher*	Director of Quality Enhancement Plan Initiatives
Megan Corbett*	Institutional Effectiveness & Accreditation Analyst

**\*Members of the SACS Leadership Team**