Proposed QEP Structure:

Leadership Team:
- Faculty 1: Miriam Moore
- Faculty 2 (MT): Brenda Wiens
- Faculty 3 (FC): Kim Lewis

Other Participants (Development Team)

- 5-6 additional faculty, with a minimum of 2 from Fauquier
- 5-6 staff, including 2 from FC
- 3 administrators, including one from FC
- At least one of each of the following:
  - Adjunct faculty member,
  - one representative from LPCC,
  - Dual enrollment instructor,
  - Board member
  - Student

Volunteer for the QEP TEAM

TIMELINE

August 15-September 15, 2016	· Build QEP team · Survey for preferred framework and activities
September 15-September 30	· Assign team responsibilities · Use survey results to finalize frame and SLOs
October	· Submit draft of activities and assessments, literature review, and communication/publicity plan
November 11	· Submit feedback on first drafts
December 15	· Submit revisions to drafts
January 2017	· Implement communications plan · By January 30, combine all component drafts and review for potential problems · Finalize assessment plan (and conduct assessment as needed)
February	Edit complete QEP document · QEP document should be ready for college-wide review by March 1
March-April 7	· Disseminate document · Hold open forums for questions · Online survey
April 8-May 1	· Incorporate feedback as needed · Get President's letter · Prepare for final submission to SACS-COC

SURVEY

From August 29 to September 12, the QEP Team will be soliciting your input on two proposed "frames" for our QEP. Each frame approaches our QEP topic from a different angle. Your feedback will help the QEP Team craft a plan that we can all support.

Frame 1: Focus on Undergraduate Research

LFCC's QEP will create a culture of inquiry and research. Through the QEP, we will highlight the role of inquiry in scholarship and professional organizations, and students will participate in research following disciplinary, professional, and ethical parameters.

(SLOs are loosely adapted from both the ACRL "Framework" and the SLOs for the Information Literacy Core Competency Standard of the VCCS)

Goal 1: Students will recognize the role of inquiry and research in the disciplines and in professional preparation.

SLOs:
1. Students will identify recognized sources of authority and accepted methods of inquiry as defined by a discipline or field.

2. Students will situate sources (and their own research) within a larger disciplinary or professional context.

3. Students will identify topics for inquiry by assessing both personal experience and on-going conversations in their chosen field.

Goal 2: Students will participate in disciplinary or professional research, following a process from inquiry through investigation to presentation of results, according to accepted disciplinary or professional standards.

SLOs:
1. Students will use research tools and search strategies appropriate to the discipline/profession to conduct research effectively and efficiently.

2. Students will evaluate the credibility and relevance of a source with reference to the author, context, and genre of the source as well as the needs of the project at hand.

3. Students will integrate and apply source material to address the inquiry at hand.

4. Students will use all source materially ethically, fairly, and legally, with recognition of the economic and social issues underlying the dissemination of knowledge and information.

5. If applicable, students will conduct primary research following disciplinary and institutional guidelines for ethical research.

6. Students will present results of research in formats/genres appropriate to the subject matter and purpose of the inquiry.

Frame 2: Focus on Information Literacy

LFCC's QEP will ensure that graduates are proficient in the "overarching set of abilities" that make up information literacy: they are "consumers and creators of information who can participate successfully in collaborative spaces" (ACRL). Specifically, information literacy "is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning" (ACRL).

Goal #1: LFCC students will develop proficiency in the process of finding, understanding, and evaluating information.

SLOs:
1. Students will identify gaps or problems for which information is needed.
2. Students will limit or qualify research questions according to the context of the investigation
3. Students will "match information needs and search strategies to appropriate search tools."
4. Students will "understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information."

5. Students will revise search strategies as needed, using different types of "searching language" appropriately.
6. Students will "define different types of authority" relevant to their specific discipline or profession.
7. Students will "use research tools and indicators of authority to determine the credibility of sources."
8. Students will read sources carefully and critically for comprehension and analysis.

Goal #2: LFCC students will develop proficiency in the process of applying, integrating, creating, and sharing information.

SLOs
1. Students will organize and integrate multiple sources of information to address problems or to frame an academic debate
2. Students will cite the words and ideas of others through accepted attribution practices
3. Students will recognize the legal, social, and cultural aspects of intellectual property, copyright, fair use, open access, and public domain (common knowledge)
4. Students will "make informed choices regarding their online actions in full awareness of issues related to privacy and commodification of personal information."
5. Students will present information appropriately in a variety of formats.

POSSIBLE ACTIVITIES

After reviewing several QEPs from different schools, the QEP leadership has put together a list of QEP activities which seem to have worked at other places. We'd like your feedback on these ideas. As part of our survey, you will be given a chance to evaluate these activities and suggest ideas of your own. The Development Team will use this data to build our QEP plan.

Faculty Development Ideas

1. Faculty Learning Communities (identify an IL/research problem, propose a solution, pilot the solution as a team). Provide a small stipend/credit of release time for faculty who participate.
2. Support faculty research in IL/undergraduate research (see data gathering ideas below).
3. Institute a formal IRB process for LFCC faculty researchers
4. Host a cross-disciplinary symposium on research/IL
5. Host "what works" brown bags
6. Host workshops with librarians
7. Host faculty peer-review sessions: exchange research based assignments, discuss what these require of students, make changes, assess, and present findings
8. Develop a "Digital Commons" space for faculty to share their own research

Program or Course Activities

1. Enhance partnerships with the library, such as embedded librarians in certain courses, library mentors for Honors courses or capstone courses, or similar options.
2. Define a standard for "research-intensive" courses and identify one such course (sophomore/advanced level) for **each program** to ensure students are exposed to discipline-based research.
3. Work with a faculty/library team to revamp the SDV 100 library component and assess it.
4. Create SUREs (Summer undergraduate research experiences) or CUREs (course-based undergraduate research experiences) or PUREs (program-based undergraduate research experiences) as a competitive program for students in specific disciplines. Fund research experiences for small cohorts of students each year.

College Wide Activities

1. Establish a faculty team to enhance and lead student research symposiums at each campus (science and humanities).
2. Host a joint faculty/student research day.
3. Expand and enhance student symposia with a digital commons space to publish student research.
4. Revisit "Digital Research," a Blackboard-based resource ,for instructors and students. Update the materials, train faculty, and promote use of the resource.
5. Offer a clearing-house for research/IL programs (symposia, courses, activities) for students, perhaps via the library.
6. Find a way to offer incentives for research. Some schools do this through honors credit, while some actually add an additional 1-credit reward for research.

Data Gathering and Research

1. Assess our students' knowledge of library/research terms; faculty use results to revamp research components of courses.
2. Survey faculty to determine types of research and inquiry activities they currently conduct (for themselves) and that they assign for students.
3. Survey employers and curriculum advisory teams to determine what real-world inquiry tasks are required in their field and what information literacy skills they expect.
4. Investigate (via case study) the research practices of our students in response to actual assignments.
5. Implement pre- and post-QEP assessment of students' skills using a nationally vetted test such as Project Sails, the JMU assessment (VCCS core competency testing), or iSkills.
6. Continue using the Faculty-scored CAT test to assess key parts of information literacy.
7. Participate in the CCSSE (Community College Survey of Student Engagement) to assess students' self-reported habits related to information literacy.
8. Add questions about IL/Research to our graduate student survey.