

## What I.F.? Enhancing the Information Fluency of Seminary Students

The focus of Union Presbyterian Seminary's Quality Enhancement Plan (QEP) is the improvement of students' information fluency. Our student learning goal is that students will graduate with: a) the ability to use digital tools to support the recognition and gathering of information from a variety of sources, and b) to critically assess the value of this information for use in diverse ministry contexts in an increasingly technological and pluralistic world.

Three student learning outcomes (SLOs) were identified. At the end of their graduate-level theological studies, participating students will be able to:

1. Recognize relevant sources
2. Evaluate information critically
3. Translate their research for purposeful ministry

Entering students in two graduate degree programs will participate: Master of Divinity and Master of Arts in Christian Education. These two degrees are offered on the Richmond and Charlotte campuses. Students will be engaged with the QEP at four intentional points: 1) Orientation, 2) First Semester, 3) Mid-Degree, and 4) Graduation. The QEP implementation will begin at the orientations for students matriculating in Fall 2022.

At Orientation, students will complete a set of tutorials and quizzes that measure knowledge of digital resources and research skills. The crux of the information fluency intervention is then delivered by the faculty at First Semester and Mid-Degree. Participating faculty will integrate a common core assignment into their existing course for first semester students and mid-degree students.

Faculty also have the option of inviting a librarian to present in-class and/or of recommending librarian instruction to students during the semester. Instruction can be in the form of library research labs conducted by our librarians; short information videos on literacy/fluency produced by our librarians; and/or library research guides prepared by our librarians.

Indirect and direct methods will be used to measure student performance and the overall success of the QEP. Student perceptions of their level of information fluency will be captured at Orientation and Graduation and compared for change over time. The common core assignments' results at First Semester and Mid-Degree will be compared to assess the level of student improvement in information fluency. A rubric is used by the faculty to assess student performance at the two points. The artifacts assessed are: 1) a research bibliography; 2) an annotated bibliography, 3) a critical reflection on the research criteria used to evaluate resources, and 4) a contextual ministry component on how the work might be applied to practical ministry.

*For questions about this QEP, please contact:*

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