SACS-COC Four Evaluation Areas for the QEP

I. "***Focus***: The institution identified one or more critical issues related to student learning and **justifies** its use for the QEP."
   a. The university completed extensive background research to find what level of skills and knowledge faculty and employers want students to attain (students, faculty, student services, administrators and staff)
   b. One of the most highly rated elements for a potential QEP converged on the finding that students need critical skills for the 21st century-including the ability to gather, evaluate, and use information in meaningful and ethical ways
   c. Association of Colleges and Research Libraries Standards (desired student learning outcomes) served as the basis for identifying information fluency
   d. All projects have student learning outcomes

II. "***Institutional Capability and the Initiation/Continuation of the Plan***: The institution provided evidence that it has sufficient resources to implement, sustain, and complete the QEP."
   a. Dedicated almost $3 million in new funding and $1 million in-kind for the next five years
   b. Previous successful initiatives—FCTL, Online@UCF show that UCF has the capability to initiate and sustain value added programs
   c. Plan for sustainability

III. "***Assessment of the Plan***: The institution demonstrated that it has means for determining the success of its QEP."
   a. Two levels of assessment: student learning outcomes and the plan itself
   b. Information Communication Technology Assessment/Educational Testing Service to establish baseline in August 2006
   c. The QEP staff organized a national advisory committee to provide guidance and feedback for improving the information fluency initiative

IV. "***Broad-based Involvement of the Community***: The institution demonstrated that all aspects of the institution's community, including faculty, staff, students, board members, administrators, were involved in the development of the QEP."
   a. QEP planning team included representatives from all university constituencies
   b. Planning team solicited proposals from the whole university community
   c. University-wide survey to collect perceptions of students' current abilities
   d. Leadership team chose Information Fluency as Topic
   e. Development team included representatives from all university constituencies
   f. Final plan includes all the appropriate academic and library faculty, student support professionals, technical staff, and others as project leaders or resources
   g. The UCF business community, as potential employers, provided input about their needs with respect to information fluency and UCF graduates as potential employees

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What UCF Students need to know for the SACS Review

What is the Quality Enhancement Plan (QEP)?

The QEP is part of the university's reaffirmation of accreditation process. In 2001, the Commission on Colleges introduced a new approach to the accreditation process: the QEP. Colleges and universities are charged with developing a campus-wide project that focuses on student learning and enhances the campus environment. UCF chose Information Fluency as its QEP topic.

What is Information Fluency?

The QEP Development Team defined information fluency as "the ability to perform effectively in an information-rich and technology-intensive environment." Simply put, information fluency is the ability to **gather, evaluate, and use information in legal and ethical ways.** Information fluency encompasses and integrates three important skills: information literacy, technology literacy, and critical thinking. These three skills are not mutually exclusive but overlap in nature, and they are mediated by communication.
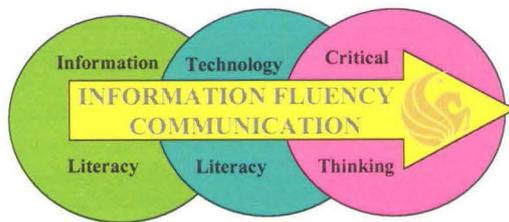
Why do I need to be information fluent?

Information fluency is vital to university students' academic achievements and professional successes and will contribute to their lifelong learning processes. Information fluent students are valuable to employers and corporations as they move beyond the university environment into the workplace. The ability to extrapolate useful concepts and ideas from existing information into new applications continues to be a crucial skill in the 21st century work place.

What will I be able to do when I learn these skills?

The QEP Development Team concluded that an information-fluent graduate of UCF will be able to

- articulate the problem in a selected context
- recognize the need for information to address the problem
- identify the available information sources (domain)
- iteratively collect, analyze, and assess (evaluate critically) the relevant information
- integrate new information with pre-existing knowledge and context
- draw conclusions
- effectively communicate results and decisions
- follow up on actions

What do we need from you?

On April 18, 19, and 20 the onsite SACS team will be conducting their campus review. We need you to be able to articulate the QEP topic and definition of information fluency if asked by a reviewer. Just think: gather, evaluate, use. You should see posters, banners, and cards that further explain information fluency and the QEP process.

You can also check our web site http://www.if.ucf.edu

Thank you for your support!