



GEARUP: A QUALITY ENHANCEMENT PLAN, 2019-2024



STUDENT LEARNING

A GEAR rubric was applied to 650+ student artifacts. Gear knowledge increased as students progressed from general education courses to upper-level/graduate courses.

Avg. Scores of GEAR Artifacts, 2018-2023 (4 pt. rubric)

	Gen Ed	Upper-Level/Grad
Gather	1.9	2.3
Evaluate	2.2	2.6
Apply	2.1	2.7
Respect	2.4	2.6

NKU Destination Survey

90% of participating 2023/2024 graduates (n=328) agreed that their IL abilities were enhanced at NKU. What IL skills will be most beneficial? 73% said using information to support their ideas (Apply) and 74% said finding information (Gather).

GEAR GOALS

GEARUP with Information Literacy (IL) was approved as the NKU QEP in 2019. Three goals guided the last 5 years:

Student Learning. Students develop the ability to Gather, Evaluate, Apply, and Respect information.

Faculty/Staff Development. Faculty and staff will increase knowledge of IL and include IL outcomes in courses.

Institutional Change. Offices and programs across campus will integrate IL concepts

Institutional Change

The **IST program** has weaved IL concepts into overarching program goals. **EDD** students read the *Framework for IL* in the first course of the program. **CoB** students engaged in a research question contest in their foundation courses. The **HIS** department is considering new program outcomes that addresses IL.

FACULTY/STAFF GROWTH

Fall 2023 GEAR Impact Survey (Fall 2023)

- 64% of non-ambassador faculty respondents (n=42) reported GEAR had at least some impact on their work; 28% of staff (n=43) reported GEAR had some impact.
- Faculty knowledge of IL increased from 2.8 (n=96) in 2018 to 3.8 (n=58) in 2023.
- Among GEAR ambassadors who responded (n=16), ALL still embed at least one graded assignment aligned to GEAR.

KUDOS

GEARUP enabled the university to organize around an issue that impacts ALL students. THANK YOU to the many who supported this work, including CETI (and formerly CITE), First-Year Experience & Programs, Institutional Research, Student Financial Assistance, Scripps Howard Center for Civic Engagement, Steely Library, and the 30+ faculty members from all colleges who engaged as GEAR ambassadors.



CONTACT

GEAR leadership lives in Steely Library. Librarians are well-versed in teaching and assessing G, E, A, and R. Reach out to Andrea Brooks at brooksa2@nku.edu for questions.

CAMPUS THOUGHTS ON GEAR

The use of AI is especially rich for this discussion... how to use it responsibly as a student or faculty member...to the dangers of AI and how it might detract instead of enhance our literacy about information. -
-NKU Staff

KEY TAKEAWAYS

- More than 30 NKU courses were revised to explicitly integrate IL.
- Student learning increased following many IL interventions—such as online modules and assignments like research journals and article analyses.
- Students most struggle with Gather (becoming effective and efficient searchers).
- FY students enter NKU with a need for IL. Though they demonstrate higher levels of Evaluation and Apply skills and lower levels of Gather skills.

The QEP formalized our approach to IL at NKU but its impact will continue. IL will remain an important foundational skill we teach. --GEAR Ambassador

GEAR is not just for this moment but for future moments as well. --NKU faculty

USING GEAR

- A GEAR rubric has been applied to 650+ student artifacts and can be used by any instructor to assess IL concepts.
- A GEAR Assignment Repository links to more than 40 assignment and activity ideas designed to reinforce GEAR concepts in the classroom
- A GEAR test, with the help of IO Psychology graduate students, is available to assess IL interventions. The test is designed and available for first-year student populations upon request.
- Librarians align instructional content with GEAR concepts to teach library instruction sessions.
- Research guides are embedded in every Canvas course and provide a foundation for Gather skills.

IN CONCLUSION

A new QEP topic will engage campus in a few years. However, GEARUP is not ending; the QEP has enabled a solid foundation for sustainable, programmatic IL. New questions to ask include: How will GEAR integrate AI knowledge and use? How does GEAR enhance experiential learning on campus? How can PD for faculty AND staff continue to build curricular and co-curricular student engagement with IL? We know IL will continue to be an important outcome for NKU students and we are excited for what will come!