

PILOT: Promoting Information Literacy over Time
Quality Enhancement Plan
Belmont Abbey College

Information literacy is increasingly important within a modern society dominated by technology and a burgeoning of information resources. Students are faced with copious information choices within increasingly complex information portals that are often supplied unfiltered and unregulated. This has directly influenced pedagogy and curriculum throughout the K-16 school continuum. To address this issue, Belmont Abbey College used a broad-based community process to design a program for enhancing information literacy in our students.

The principal ways in which the QEP will be implemented involve the core curriculum, pilot programs in certain majors, and the shift of library and IT resources towards the creation of a Learning Commons. Plans call for students to acquire the basic elements of information literacy via required courses in the core curriculum, and then to advance to greater levels of mastery through discipline-specific instruction in their majors.

The QEP implementation strategy is based on the information literacy standards and performance indicators developed by the Association of Colleges and Research Libraries. According to the ACRL standards, the information literate student

- determines the nature and extent of information needed;
- accesses needed information effectively and efficiently;
- evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system;
- uses information to accomplish a specific purpose;
- understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

The QEP assessment plan will measure the improvement of information literacy skills of students from the time the students enter the College until graduation using both direct and indirect measures. In addition, the plan will gauge the impact of the QEP on the curriculum by comparing the skills of seniors graduating before the implementation of the QEP to the skills of seniors who experienced the program. Because the Learning Commons is an important component of the QEP, the commons and other areas providing resources to the QEP will be assessed for effectiveness and utilization.

For information on the development and implementation of the QEP, please contact Dr. David Williams, Associate Professor of Religion (davidwilliams@bac.edu) or Mr. Donald Beagle, Director of Library Services (donaldbeagle@bac.edu).