



## Carolinus College of Health Sciences

### The QUEST for Information Literacy

The focus of the Carolinas College of Health Sciences (Carolinus College) Quality Enhancement Plan (QEP) is to prepare students to excel in the expanding information and technology-based health care environment by improving their ability to effectively access and use information, skills that have become identified as *information literacy*. Five student learning goals were identified and approved by College stakeholders based on the Association of College and Research Libraries Information Literacy Standards. These goals are that each Carolinas College graduate will be able to:

1. Determine the nature and extent of the information needed;
2. Retrieve needed information effectively;
3. Evaluate information and its sources for currency, relevancy, and reliability;
4. Use information to accomplish a specific purpose; and
5. Use information ethically and legally.

The topic of information literacy emerged for the College's QEP through analysis of results from a series of campus-wide assessments and surveys of student learning needs and the Community College Survey of Student Engagement (CCSSE). The topic of information literacy was an excellent fit for the College's Strategic Plan and the College's Mission Statement that emphasizes striving for excellence in educating health care practitioners. In addition,

The QEP Committee includes representatives from all major programs and divisions of the College and reports to the provost. The College's QEP promotes the achievement of the five identified information literacy student learning goals through implementation of a three-phased plan. The three phases of the plan include:

1. faculty development -- this phase will include an assessment of faculty competence in technology and information literacy skills with the goal that faculty will achieve 100% competence in both assessments. Workshops and tutorials will be developed and implemented based on assessment results.
2. college-wide student activities – this phase will focus on college-wide student activities. This phase includes a technology and information literacy pre- and post- test that will be administered to all academic program students as they enter and graduate from the College. Tutorials will be developed and instruction will be provided that corresponds to each student's developmental needs.
3. program-specific activities – in this phase academic program-specific activities will build on the five student learning goals and will include course assignments designed to develop and reinforce information literacy skills. Curriculum mapping will ensure that curriculum is designed to help students meet information literacy goals. A standard rubric will be used to assess student performance in individual course and program assignments relating to information literacy.

Assessment of the effectiveness of each QEP component and the overall success of the QEP are scheduled on an annual basis to ensure achievement of the mission and goals of the plan. QEP goals and resources are provided through inclusion in the College's annual planning and budgeting process.

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