



## IL = IL

### Information Literacy = Informed Leaders

North Georgia College & State University

Quality Enhancement Plan

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The topic of information literacy was selected for North Georgia's Quality Enhancement Plan (QEP) through a broad-based institutional process identifying key issues emerging from two years of intensive and extensive discussion, data and needs analysis, and institutional reflection. Information literacy, with its focus on student learning, is central to the university's mission and general education learning outcomes. The following learning outcomes form the basis for the QEP (ACRL, 2000). The information literate student:

- determines the nature and extent of the 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 effectively 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.

These standards will be woven throughout the curriculum. Introductory concepts and skills will be emphasized in core courses with more advanced concepts added in the majors. Co-curricular activities related to the first-year experience will be particularly targeted for incorporation of information literacy concepts. Additionally, the QEP provides for enhancement of the campus infrastructure to support student learning through increasing classroom technology, streamlining access to electronic resources from on- and off-campus, equipping collaborative spaces for students to gather around technology, offering faculty development workshops on incorporating information literacy outcomes into their courses, adding information literacy tools on the library website, and expanding information literacy programs and presentations by librarians.

*Information literacy is the ability to know when information is needed and to access, evaluate, and use information effectively and ethically.*

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A variety of approaches will be used to assess the five information literacy learning outcomes, including the Standardized Assessment of Information Literacy Skills (SAILS), embedded assessment using assignments in selected courses and co-curricular activities, and the *iSkills*<sup>TM</sup> assessment. Information literacy, with its focus on definable skills and critical thinking, supports and extends the institution's general education learning outcomes. We expect that the incorporation of information literacy throughout the North Georgia educational experience will improve student learning and contribute to the development of informed leaders.