Searching for Truth in the Digital Age:
A Quality Enhancement Plan for Digital Literacy

Lord Fairfax Community College

LFCC's Quality Enhancement Plan (QEP) addresses the topic of student success in information literacy (IL). It is based on effective practices, research, and the Association of College and Research Librarians' Framework for Information Literacy for Higher Education. LFCC had broad-based involvement in selecting the QEP topic and developing the plan. The plan is related to the mission of the College and addresses an area of student success needing improvement.

This QEP has two broad student learning outcome (SLO) goals: (1) developing proficiency in finding, understanding, and evaluating information; and (2) developing proficiency in applying, integrating, creating, and sharing information. Under these, nine specific SLOs are identified based on a review of the literature.

Several innovations will be used to improve student success in information literacy. Six high-enrollment, gateway courses will be redesigned to incorporate strategies to improve IL skills and address the QEP SLOs. As part of professional development, a rubric will be developed by faculty to score IL artifacts from these courses and improve teaching and learning through focused discussion of the SLOs. Online instructional modules from the vendor Credo will be used to enhance the teaching of IL skills in selected sections. LFCC's annual Student Research Symposium will be expanded to address IL and include another division of the College. Faculty grants will be used to promote experimentation with teaching IL. The College will become an institutional participant in the Learning Information Lite racy across the Curriculum (LILAC) Project at Georgia Southern University that scores students' online research efforts to understand skill development. Other professional development activities will be held, including conference attendance and faculty-led group work to promote improved IL.

A triangulation of assessment methods are used to document the impact of these innovations. They include (1) pre-/post-testing in sections of targeted courses, using the locally-developed Information Literacy Assessment test; (2) biennial administration of the Critical Thinking Assessment Test (CAT) test with ENG 111/112 courses; and (3) biennial administration of the Information Literacy Test (ILT) with degree graduates, including cross-sectional comparison with entering first-time-in-college students.

For more information, contact Dr. John Milam, Director of Planning and Institutional Effectiveness at jmilam@lfcc.edu.