

QEP Executive Summary – Howard Payne University

Information Literacy: Navigation for the Information Age

The 2014 QEP for Howard Payne University is an instructional program in information literacy that will replace the current process of library instruction: *Information Literacy: Navigation for the Information Age*.

The decision upon information literacy as the topic for the new QEP began with consideration of Institutional Research data from recent years, under the leadership of the University's Deans Council. Broad input was solicited from the primary constituencies; students, trustees, but especially the faculty.

This broad faculty involvement was especially important in the formulation of the desired student learning outcomes for the program, particularly recognizing the desire to create an instructional program that would extend over the years of the student's career and involve all academic majors in which students would be enrolled.

The plan involves a three phased instructional experience for all undergraduate students that examines information literacy in the Freshman Seminar, in early courses in each major, and in the Senior Seminar. The first of these experiences is general in nature, and the second and third are discipline specific. All are based on an integrated set of learning outcomes developed by the QEP Implementation Committee through broad involvement of the University faculty.

The publications of the Association of College and Research Libraries, plus an extensive bibliography of faculty-submitted discipline specific resources gave the QEP Implementation Committee a rich "best practice" set of literature and instructional practices upon which to draw both inspiration and pedagogy.

The planning and projected actions of the University in implementing its plan have resulted in a timeline, organizational structure, and set of planned resources upon which the QEP will be based. These elements will culminate in a planned assessment process that will examine both the achievement of the desired student learning outcomes over the normal four years of a student's enrollment, but also evaluate the three phases of the instructional plan, providing detailed information for the preparation of the University's 5th Year Report and Impact Report of the Quality Enhancement Plan.

Howard Payne University anticipates that, as was the case with its first QEP, that the *Information Literacy: Navigation for the Information Age* plan will be fully integrated as an ongoing aspect of the University's education for its students.

Contact for information regarding the QEP development or implementation:

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