

Institution: Lincoln Memorial University
QEP Title: LINC-on: Learning is Now Connected (Information Literacy)
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The Lincoln Memorial University (LMU) Quality Enhancement Plan (QEP) aims to make information literacy a fundamental aspect of the institution's academic culture. To that end, the five-year plan calls for integration of information literacy instruction into classes in every discipline, at every level, university-wide.

The QEP is a *tiered* integration plan and introduces different phases of information literacy in successive years. In the first year of the plan, fundamental, conceptual aspects of information literacy has been integrated into the first-year composition course, English 110, as well as in the campus secondary school, the J. Frank White Academy. In the QEP's second year, basic skills (with a focus on research) will be taught in the sophomore English 210 course. In the third year, discipline-specific information literacy instruction will be coordinated with the university's Sequenced Enhancement of Writing Skills (SEWS) program. This SEWS program requires students to write a competent paper in a junior- and senior-level class within their major. In the third and fourth years of the QEP, discipline-specific information literacy instruction will be integrated into these junior and senior classes in every major. Additionally, the QEP calls for information literacy instruction to be implemented into each of the university's graduate programs during the third and fourth years. In the fifth year of the plan, the university should have achieved its goal of establishing integrated information literacy instruction throughout the university; the fifth year, then, will be devoted to a review of the program's strengths and weaknesses in order to make recommendations towards continued institutional support of information literacy initiatives.

The actual instruction of the QEP is being complemented by a number of support programs. These are some key examples of such services. An annual workshop is being offered to assist teaching faculty and librarians in developing new curricula and pedagogy. An awards program for student excellence in source-based writing has been established. Online information literacy resources will be made available through the university's Center for Teaching & Learning Excellence webpage. Furthermore, a peer tutor service is being established so that students can help other students with research projects and skills.

Assessment of program success is crucial. Student learning outcomes assessments must be of varied types. Therefore, the QEP stipulates a combination of standardized tests and institutionally developed assessment tools. Students will be tested in their freshman and senior years with the SAILS test, and a cohort of students will be tested in all four years of their undergraduate tenure using the James Madison ILT test. These standardized tests will be complemented by data collected from research assignments graded with institutionally created rubrics, tests and quizzes of students' knowledge of information literacy concepts, and online skills assignments. Additionally, the support services will be evaluated by use statistics and user/participant satisfaction surveys.

By the end of this five-year QEP, program assessment should reveal that information literacy has become a core, organic part of Lincoln Memorial University's academic culture.