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Turabian - Isn't that a Hat?: Increasing Information Competency Of Student

Leslie Johnson  
*Georgia Highlands College*, ljohnson@highlands.edu

Teresa Hutchins  
*Georgia Highlands College*, thutchins@highlands.edu

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Turabian... Isn’t that a hat?

Increasing Information Competency of Students

Presenters:
• Leslie Johnson
• Teresa Hutchins
GROUP ACTIVITY

• What specific skills sets should students possess in order to be considered information competent in today’s society?

• What are the biggest hurdles instructors face when teaching information competency to college students?
Quality Enhancement Plan (QEP) for Georgia Highlands College

• A five year plan which fulfills a need among students

• Concern: Small budget
Teaching and Learning

Achieving Maximum Impact with Minimal Resources
Quality Enhancement Plan (QEP)

Increase the Information Competency (IC) skills of students at Georgia Highlands College (GHC)

Mission Statement:

The mission of the GHC Information Competency Program is to create a curriculum-wide culture of information competency among students, demonstrated through writing or other modes of communication.
STUDENT LEARNING OUTCOMES

- determine the nature and extent of information needed
- access the needed information effectively and efficiently
- evaluate information and its sources critically
- demonstrate IC through writing or other modes of communication

*Adopted from the Association of Colleges and Research Libraries Standards*
TEACHING STRATEGY

**Strategy**

- **Discover**
  - Investigate Student Learning Needs

- **Assess**
  - Craft meaningful assessment tools to measure increased learning

- **Teach**
  - Creating Successful Methods to Meet Student Needs
Discovering Student Needs

- survey taken during the 2005-2006 academic year to assess perceived student needs

- the perceived academic needs from survey were the basis for the discussion of a QEP topic

- there were ten potential candidates for the QEP topic, including writing skills, information literacy, and learning communities
Validate Perceived Needs: FACULTY SURVEY RESULTS

Faculty felt that:

• 16% students have adequate IC skills

• 47% students need help determining nature and extent of information needed (SLO #1)

• 57% - students cannot accurately evaluate credibility (SLO #3)

• 50% - students understand importance of citation (SLO #4)

• 18% - students use citations when needed (SLO #4)
Crafting Successful Assessment Tools
Environmental Context

Two Year College

• Tight Budget Restrictions
• Multiple Campuses
• Rapidly Increasing Enrollment

Student Population

• Traditional and Non-traditional students
• High attrition rate
• Substantial Learning Support Contingent
Think Outside the Box

- Research similar instruments
- Create your own assessment tools
- Tailor it to your needs
IC @ GHC ASSESSMENT PLAN

• College-wide Assessment
  • Created own instrument (see handout)
  • Saved money
  • Tailored to GHC needs

• Course Specific Assessment
  • Faculty buy-in is vital
College-wide Assessment

- IC assessment completed on incoming first-year students
- IC assessment completed on students in a structured sample of second year classes
- goal is to achieve a 5% increase annually in IC assessment scores of second year students over the five year period
- data is collected college-wide, by individual campus, and by individual academic division
- assessment results (please refer to handout)
Core Implementation Plan

- Area B: GHC options: COMM; FCCS
- Area C: Humanities & Fine Arts
- Area A: Essential Skills: English, Math
- Area D: Science & Math
- Area F: Program of Study Courses
- Area E: Social Science

Information Competency
AREA B: INITIAL IMPLEMENTATION

- Communication 1100: Human Communications
- FCCS: Freshmen Computer Studies

Rationale:
- No learning support restrictions
- Students with the weakest IC Skills
- Limited course offerings
- COMM 1100 is a mandatory class for all students
COMM1100: ASSESSMENT STRATEGIES

- Create Assessment Tools which assess the four SLOs

- Create Assessment Tools which allow flexibility in IC instruction

- Assess value added in both IC application and knowledge

- Create Assessment Tools which are easy to administer and analyze
IC Grading Rubric Standards

1. Student fails to use a standard citation style for class assignment; bibliographical information is very limited and stylistic errors are present in formatting. Student uses sources which are lacking in credibility, timeliness, variety, and/or appropriateness for assignment. Student incorporates research into assignment to a limited degree but fails to appropriately reference this research.

2. Student uses a standard citation style for class assignment, but bibliographical information is lacking in content and stylistic errors in formatting are present. Student uses sources which are lacking in credibility, timeliness, variety, and/or appropriateness for the assignment. Student incorporates research into assignment but fails to accurately reference the research.
IC Grading Rubric Standards, cont.

3

- Student uses a standard citation style for class assignment; bibliographical information may be lacking complete information and formatting guidelines may include stylistic errors. Student uses acceptable sources for assignment but sources may possess some deficiencies in credibility, timeliness, variety, or appropriateness for assignment. Student does a good job of incorporating research into assignment and correctly referencing this research.

4

- Student uses the citation style required for class assignment with complete bibliographical information and use of formatting guidelines. Student uses strong sources which are credible, timely, varied, and appropriate for assignment. Student does an excellent job of incorporating research into assignment and correctly referencing this research.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Numerical Score</th>
<th>Course CRN Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>James, T</td>
<td>4</td>
<td>#20554</td>
</tr>
<tr>
<td>Smith, C</td>
<td>2</td>
<td>#20554</td>
</tr>
</tbody>
</table>

Primary Goal: Average Student Score 3 or higher
IC Pre/Post Test

3. In Susan’s speech, she made the following statement: “According to the May issue of the Journal of Pediatrics, nine out of ten children do not get enough sleep.” This is:
   • A use of plagiarism
   • A vocal citation
   • An example
   • An anecdote

(SLO #1 – Determine)
IC Pre/Post Test, cont.

4. The Online Library Tutorial at GHC can help the student with all of the following except:
   • Learning about citation styles
   • Locating admission information
   • Locating research sources
   • Understanding the concept of plagiarism
   (SLO #2 – Access)

6. Which of the following internet websites is generally considered to be the MOST reliable?
   • .edu
   • .com
   • .net
   • .tv
   (SLO# 3 – Evaluate)
7. Which of the following is the BEST way to incorporate statistics regarding obesity in the U.S. into a speech?
   • “According to the New England Journal of Medicine, eighty percent of Americans are considered obese.”
   • “unbelievably a whopping eighty percent of Americans are obese and the number continues to increase.”
   • There are many obese people in the U.S. today.”
   • “My brother works at the gym and he sees a lot of obese customers every day.”

(SLO #4 – Demonstrate)
**IC Pre/Post Test Data Entry Sheet**

<table>
<thead>
<tr>
<th>CRN #20045</th>
<th>CAMPUS</th>
<th>CLASS TIME</th>
<th>TERM</th>
<th>TEACHER</th>
<th>Student Name</th>
<th>Pre-Test #Correct</th>
<th>Post-Test #Correct</th>
<th>Answer Gain</th>
<th>Answer Loss</th>
<th>Post-Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Melton, J</td>
<td>8</td>
<td>10</td>
<td>+2</td>
<td>-</td>
<td>100</td>
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<tr>
<td></td>
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<td></td>
<td>Jones, T</td>
<td>7</td>
<td>6</td>
<td>-</td>
<td>1</td>
<td>60</td>
</tr>
</tbody>
</table>
IC Pre/Post Test Data Entry, cont.

**Primary Goal**

- Percentage of students scoring higher on the post-test _______________________
  (Divide # of respondents who scored higher on the post-test by # of respondents. Example: 16 students, 12 scored higher on post-test. 12/16=.75 or 75%)

**Secondary Goal**

- Percentage of students scoring 70%+ on the post-test _______________________
- (Divide # of respondents scoring 70 or above on the post-test by # of respondents. Example: 16 students, 14 scored 75+ on post-test. 14/16=.875 or 87.5%)
CRAFTING SUCCESSFUL TEACHING METHODS

• Evaluate current assignments to identify ones which already address IC skill sets

• Craft new assignments to address specific IC skill sets

• Use varied instructional approaches to increase the potential for learning success
VARIED APPROACHES: “LIBRARY 101”

• Librarians invited to classes to give overview of available resources, contact information, etc.

• Vital contact, since many first-semester and learning support students are enrolled in COMM 1100

• Teaching/Learning Lesson:
  • Use Immediate implementation of instruction.
VARIED APPROACHES: TUTORIALS

- Allowed us to utilize a resource that was already in place

- New Assignment: Encouraged students to sharpen research skills by becoming active participants

Teaching/Learning Lesson:

- Provide the student with motivation: homework, quiz, extra credit
VARIED APPROACHES: SPEECHES

• Gave students the opportunity to incorporate IC skills in both oral and written communication

• Through preparatory activities, students could better understand how to apply IC knowledge into presentations (handouts, sample speech clips)

• Teaching/Learning Lesson:
  • Make knowledge relevant to the student
VARIED APPROACHES…THE SAME GOAL!

• Brand Recognition
  “this must be important!”
• Logo use on syllabus, assignments, etc.
• Posters placed strategically on campuses
• Pencils and bookmarks distributed and continually used for in-class assignments
• Although our approaches may vary somewhat, our goal is the same - to improve IC @ GHC!
## ASSESSMENT RESULTS

### COMM 1100 – Pre/Post Test

<table>
<thead>
<tr>
<th></th>
<th>Fall 07</th>
<th></th>
<th>Spring 08</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td><strong>Result</strong></td>
<td></td>
<td><strong>Goal</strong></td>
<td><strong>Result</strong></td>
</tr>
<tr>
<td>70% gain</td>
<td>52.2%</td>
<td></td>
<td>70% gain</td>
<td>58.3%</td>
</tr>
<tr>
<td>70% post</td>
<td>87.6%</td>
<td></td>
<td>70% post</td>
<td>87.7%</td>
</tr>
</tbody>
</table>

Rubric Goal: Average Score of 3 or higher

- **Fall 2007**: IC presentation score was 2.82.
- **Spring 2008**: IC presentation score was 3.07.
Lessons Learned: Assessment

- Pre/Post Test Modifications
  - Analyze results per question
  - High pre-test scores

- Rubric
  - Possibly greater breakdown into additional sub-categories for more precise evaluation of each SLO

- Data Collection:
  - Reduce paperwork
  - Use electronic transfer of assessment
FUTURE PLANS AND CHALLENGES

• Validating General Assessment Tool

• Keeping the Program Fresh

• Managing the increased amount of Assessment Data
IC ASSESSMENT IDEAS

What kinds of IC projects could you create?