Georgia International Conference on Information Literacy

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IC @ GHC: Assessing Information Literacy Skills across the Curriculum and on a Budget

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IC @ GHC: Assessing Information Literacy Skills Across the Curriculum and On a Budget

Presenters:
• Cindy Wheeler, Assistant Professor of English
• Teresa Hutchins, Assistant Professor of Political Science
Quality Enhancement Plan (QEP) for Georgia Highlands College

• Concern: Small budget

• A five year plan which fulfills a need among students

• Part of SACS process
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 QEP topics, including writing skills, information literacy, and learning communities
VALIDATION OF 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)
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
ENVIROMENTAL 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
AVOID BUDGET BUSTERS

• Encourage intrinsic versus extrinsic rewards

• Take advantage of school-sponsored events

• Find small ways to get everyone involved with minimal cost

• Select promotional items that can be distributed on a wide scale for minimum cost
**FIRST YEAR BUDGET:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Library Resources</td>
<td>$2,000</td>
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<tr>
<td>Books, hard copy materials</td>
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<tr>
<td>Presentation Software</td>
<td>1,000</td>
</tr>
<tr>
<td>Training</td>
<td>$2,000</td>
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<tr>
<td>IC Consultants/trainers</td>
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<tr>
<td>Assessment/in-Service speakers</td>
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<td>Training materials</td>
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<td>Professional development</td>
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<td>SACS QEP conference, July 07</td>
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<tr>
<td>Georgia Conference on Information Literacy, October 07</td>
<td>2,000</td>
</tr>
<tr>
<td>Supplies &amp; support materials</td>
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</tr>
<tr>
<td>Development new Instructional materials</td>
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<tr>
<td>Assessment forms printing</td>
<td>200</td>
</tr>
<tr>
<td>Supplies &amp; printed materials</td>
<td>400</td>
</tr>
<tr>
<td>QEP Assessment coordinator reassigned time</td>
<td>2,000</td>
</tr>
<tr>
<td>Total QEP budget</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

Additional QEP Leadership Support from redirected funds:
- QEP Committee Chair 2 course reassigned time $4,000

**GRAND TOTAL** $14,000
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 @ GHC ASSESSMENT PLAN

- College-wide Assessment
  - Created own instrument (Handout 1)
  - Saved money
  - Tailored to GHC needs

- Course Specific Assessment
  - Faculty buy-in is vital
  - Implemented across the core on a year by year basis (Handout 2)
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
IMPLEMENTATION PLAN

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

GHC QEP Organizational Chart

- SACS Leadership Team
- Compliance Committee
- QEP Implementation Committee (including Administrative Liaison)
- Area B Point Person (Communication)
- Area B Point Person (FCCS)
- QEP Authoring Committee
- Instructional Council
- Academic Council
- Administrative Council
COURSE SPECIFIC WAYS TO ASSESS IC

• Getting faculty of all disciplines to buy into IC
  • Encouraging creativity
  • Tailoring current assignments/projects to fit IC
  • Ending up with unique ways of assessing IC
BIOLOGY

- IC Project
- Grading Rubrics
- Results
CHEMISTRY

• IC Project

• Grading Rubrics
Communication

- Pre-/Post-tests
- Rubric
- Results
INSTITUTIONAL DATA RESULTS

- Handout 3
Brand Recognition = “this must be important!”

- Logo use on syllabi, assignments
- Posters placed strategically on campuses
- Pencils and bookmarks distributed and continually used for in-class assignments
- Website
To Learn More About IC @ GHC

Visit our Website at www.highlands.edu/ic
PROMOTIONAL STRATEGIES

• Games/Booths at campus events
• Video
• Logo Contest
• Song Contest
• Library Scavenger Hunt
• Faculty support
FACULTY TRAINING

- Area Coordinator Training- October
  - Area coordinators lead creation of assessment instruments for the next year’s implementation
  - stipend

- Faculty Workshops- January
  - guest speakers
  - refreshments
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

• Looking beyond the five-year plan
• Keeping the program fresh
• Managing the increased amount of assessment data
• Adjusting budget for increased costs and incentives
AUDIENCE DISCUSSION

What kinds of IC projects could you create?

Questions?