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

Cindy Wheeler  
*Georgia Highlands College, Rome, GA, cwheeler@highlands.edu*

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

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**Recommended Citation**

Wheeler, Cindy and Hutchins, Teresa, "IC @ GHC: Assessing Information Literacy Skills across the Curriculum and on a Budget" (2010). *Georgia International Conference on Information Literacy*. 2.  

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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
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 Information Competence (IC) through writing or other modes of communication

*Adopted from the Association of Colleges and Research Libraries Standards*
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
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
Georgia Highlands College
QEP Budget 2007-08

Library Resources
- Books, hard copy materials: $1,000
- Presentation Software: $1,000

Training
- IC Consultants/trainers: $1,000
- Assessment/In-Service speakers: $500
- Training materials: $500

Professional development
- SACS QEP conference, July 07: $1,000
- Georgia Conference on Information Literacy, October 07: $2,000

Supplies & support materials
- Development new Instructional materials: $400
- Assessment forms printing: $200
- Supplies & printed materials: $400

QEP Assessment coordinator reassigned time: $2,000

Total QEP budget: $10,000

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

Information Competency
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?