Georgia International Conference on Information Literacy

(Formerly known as the Georgia Conference on Information Literacy)

Sep 26th, 11:00 AM - 12:30 PM

IC @ GHC: Innovative Strategies for Increasing Student Information Competency without Breaking the Budget

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IC @ GHC: Increasing Student Informational Competency

Innovative Strategies That Won’t Break Your Budget!

Presenters:
• Meredith Ginn
• Leslie Johnson
• Travice Obas
• Cindy Wheeler
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 candidates for the QEP topic, 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
THINK OUTSIDE THE BOX!

• Research similar instruments
• Create your own assessment tools
• Tailor it to your needs
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:

**Georgia Highlands College**  
**QEP Budget 2007-08**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Resources</td>
<td>$2,000</td>
</tr>
<tr>
<td>Books, hard copy materials</td>
<td>1,000</td>
</tr>
<tr>
<td>Presentation Software</td>
<td>1,000</td>
</tr>
<tr>
<td>Training</td>
<td>$2,000</td>
</tr>
<tr>
<td>IC Consultants/trainers</td>
<td>1,000</td>
</tr>
<tr>
<td>Assessment/in-Service speakers</td>
<td>500</td>
</tr>
<tr>
<td>Training materials</td>
<td>500</td>
</tr>
<tr>
<td>Professional development</td>
<td>$3,000</td>
</tr>
<tr>
<td>SACS QEP conference, July 07</td>
<td>1,000</td>
</tr>
<tr>
<td>Georgia Conference on Information Literacy, October 07</td>
<td>2,000</td>
</tr>
<tr>
<td>Supplies &amp; support materials</td>
<td>$1,000</td>
</tr>
<tr>
<td>Development new Instructional materials</td>
<td>400</td>
</tr>
<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>
</tbody>
</table>

**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 (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
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)
- QEP Authoring Committee

Area B Point Person (Communication)
Area B Point Person (FCCS)

Instructional Council
Academic Council
Administrative Council
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
PRE-TEST/POST-TEST

• 10 Item Questionnaire

• Administered before and after material was covered

• Scantron
<table>
<thead>
<tr>
<th>RUBRIC STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>
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
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
COMMUNICATION: ASSESSMENT RESULTS

<table>
<thead>
<tr>
<th>COMM 1100 – Pre/Post Test</th>
<th>Fall 07</th>
<th>Spring 08</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td><strong>Result</strong></td>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td>70% gain</td>
<td>52.2%</td>
<td>70% gain</td>
</tr>
<tr>
<td>70% post</td>
<td>87.6%</td>
<td>70% post</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.
PROMOTIONAL STRATEGIES

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
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
• Adjusting Budget for Increased Costs and Incentives
What kinds of IC projects could you create?

Questions?