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

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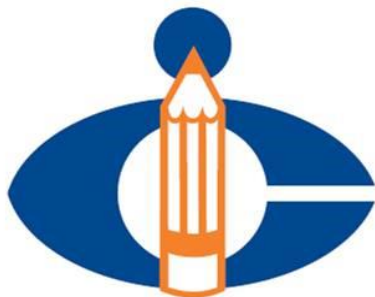
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# IC @ GHC: Increasing Student Informational Competency

*Innovative Strategies  
That Won't  
Break Your Budget!*



INFORMATION  
COMPETENCY

Presenters:

- Meredith Ginn
- Leslie Johnson
- Travice Obas
- Cindy Wheeler



**“IC @ GHC”**



## 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

# ***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***

# ***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

Library Resources		\$2,000
Books, hard copy materials	1,000	
Presentation Software	1,000	
Training		2,000
IC Consultants/trainers	1,000	
Assessment/In-Service speakers	500	
Training materials	500	
Professional development		3,000
SACS QEP conference, July 07	1,000	
Georgia Conference on Information Literacy, October 07	2,000	
Supplies & support materials		1,000
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

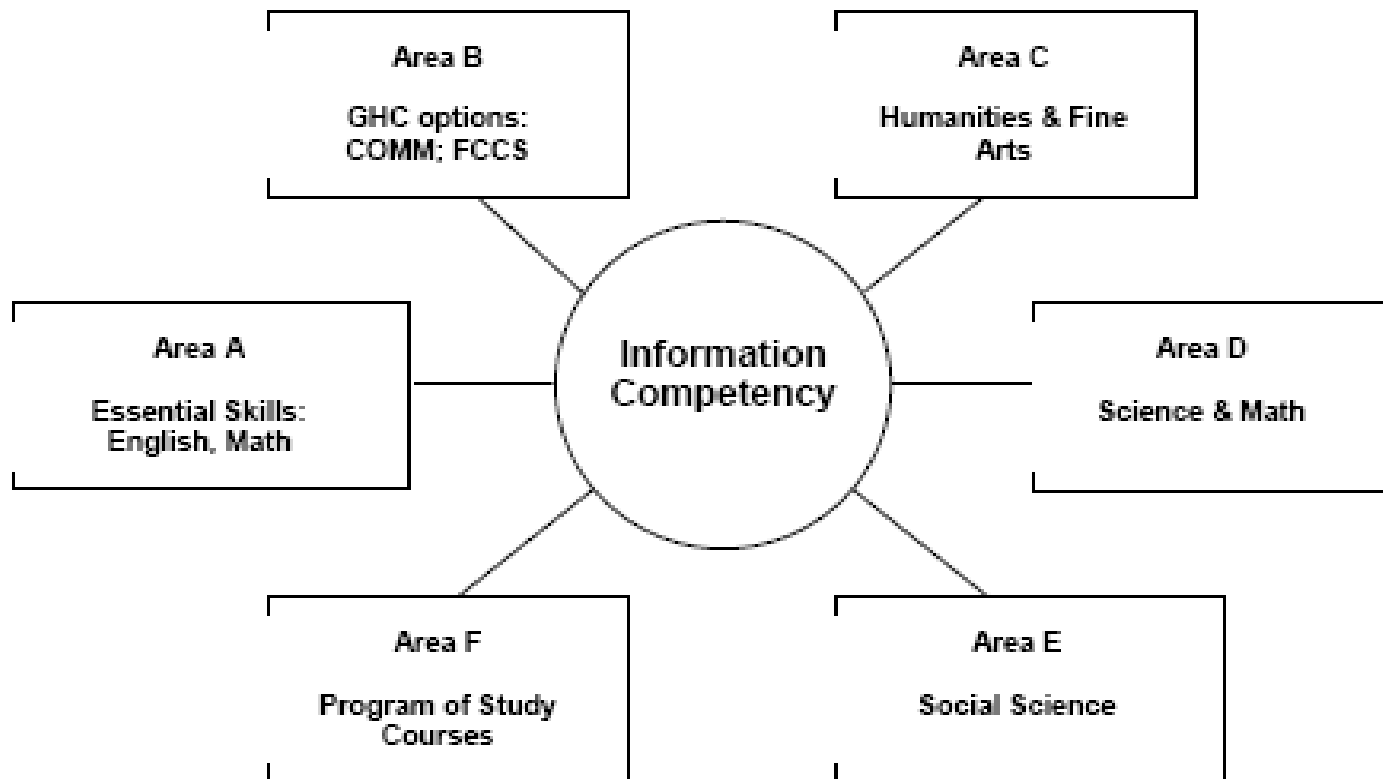
# ***IC @ GHC ASSESSMENT PLAN***

- College-wide Assessment
  - Created own instrument (see handout)
  - Saved money
  - Tailored to GHC needs
  
- Course Specific Assessment
  - Faculty buy-in is vital

# ***COLLEGE-WIDE ASSESSMENT***

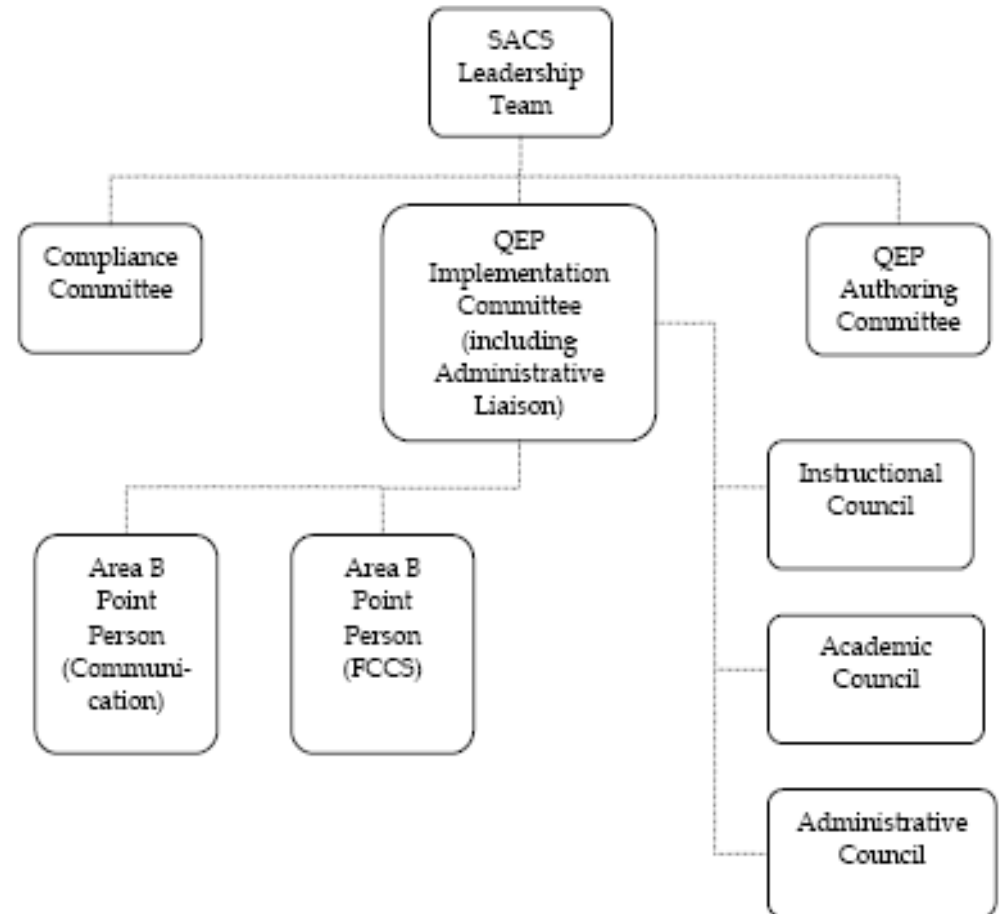
- IC assessment completed on incoming first-year students
- IC assessment completed on students in a structured sample of second year classes
- Goal is to achieve a 5% increase annually in IC assessment scores of second year students over the five year period
- Data is collected college-wide, by individual campus, and by individual academic division

# ***IMPLEMENTATION PLAN***



# LEADERSHIP PLAN

GHC QEP Organizational Chart





# ***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

# ***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.

# ***RUBRIC STANDARDS***

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.

# ***STUDENT SCORE SHEET***

Student Name	Numerical Score	Course CRN Number
<ul style="list-style-type: none"><li>• James, T</li><li>• Smith, C</li></ul>	<ul style="list-style-type: none"><li>• 4</li><li>• 2</li></ul>	<ul style="list-style-type: none"><li>• #20554</li><li>• #20554</li></ul>

**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**

COMM 1100 – Pre/Post Test				
Fall 07			Spring 08	
Goal	Result		Goal	Result
70% gain	52.2%		70% gain	58.3%
70% post	87.6%		70% post	87.7%

Rubric Goal: Average Score of **3** or higher

**Fall 2007 :** IC presentation score was **2.82**.

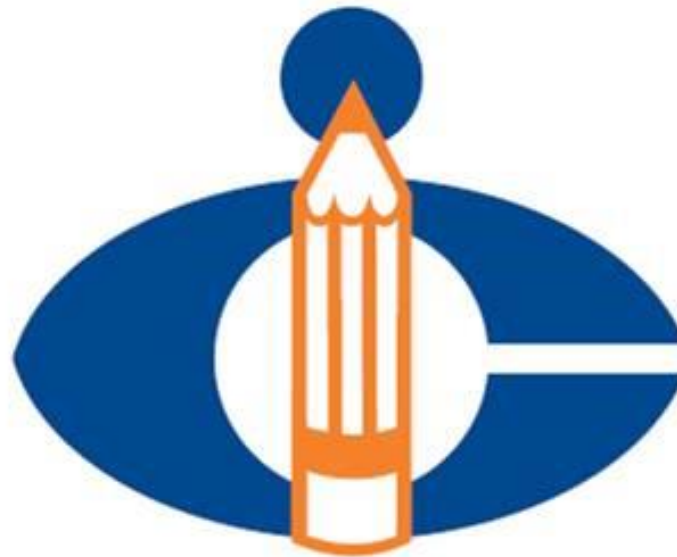
**Spring 2008:** IC presentation score was **3.07**.

# ***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





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*To Learn More About IC @ GHC*

**Visit our Website at [www.highlands.edu/ic](http://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***



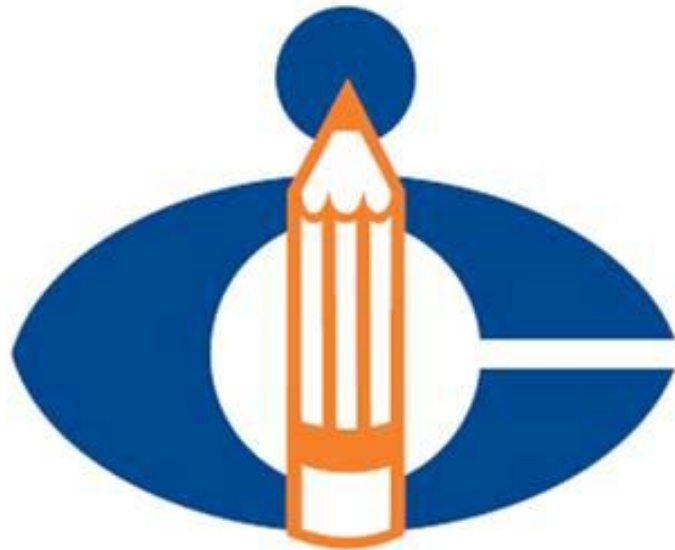
- Validating General Assessment Tool
- Keeping the Program Fresh
- Managing the increased amount of Assessment Data
- Adjusting Budget for Increased Costs and Incentives



# ***AUDIENCE DISCUSSION***

What kinds of IC  
projects could you  
create?

Questions?



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