End of an Era: Assessing the Success of IC@GHC

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Recommended Citation
Wheeler, Cindy; Hutchins, Teresa; and Vines, Susan, "End of an Era: Assessing the Success of IC@GHC" (2012). Georgia International Conference on Information Literacy. 24.
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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
**FIRST YEAR BUDGET:**

<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>
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<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>
<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
  • 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 was to achieve a 5% increase annually in IC assessment scores of second year students over the five year period
- Data was collected college-wide, by individual campus, and by individual academic division
### Implementation Schedule

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Courses/Courses</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>2007</td>
<td>Fall</td>
<td>(Comm, FCCS)</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Spring</td>
<td>assess</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Fall</td>
<td>Area C (Hum, Eng elect)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sci/PE Div.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nursing, DH &amp; HS Progs</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Spring</td>
<td>assess</td>
<td>assess</td>
</tr>
<tr>
<td>2009</td>
<td>Fall</td>
<td>Area A (Eng 1101/02, Math 1101+)</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Spring</td>
<td></td>
<td>assess</td>
</tr>
<tr>
<td>2010</td>
<td>Fall</td>
<td></td>
<td>Area D (Sci Seq, Math)</td>
</tr>
<tr>
<td>2011</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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
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 led 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
  - Greater breakdown into additional sub-categories for more precise evaluation of each SLO

- Data Collection
  - Reduce paperwork
  - Use electronic transfer of assessment
CHALLENGES

• Validating General Assessment Tool
• Keeping the Program Fresh
• Managing the increased amount of Assessment Data
• Adjusting Budget for Increased Costs and Incentives
Library Support of IC@GHC

- Bibliographic Instruction Classes
- Lib Guides
- IC Exercises
- Additional Reference Support Services
Library Support of IC@GHC

- Bibliographic Instruction Classes
  - Statistics

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Classes Taught</td>
<td>90</td>
<td>150</td>
<td>176</td>
<td>194</td>
<td>199</td>
<td>287</td>
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<tr>
<td>Student Numbers</td>
<td>1778</td>
<td>3384</td>
<td>3677</td>
<td>4540</td>
<td>4362</td>
<td>6866</td>
</tr>
</tbody>
</table>
Library Support of IC@GHC

- Lib Guides

FCCS - Kiser (Floyd)
Guide for IC assignment and Research Project

IC stands for information competency, which is the ability to recognize what type of information is needed, locate that information, evaluate it and use it effectively. The Library IC exercise is located in the box to the right. Make sure that you read the questions closely, understand what is being asked and answer all parts of the question. Good Luck!

IC ASSIGNMENT

IC Exercise (FCCS 1100)
This is a pretest of your research skills prior to the research component for this class. Just answer all you possibly can. You will not receive a grade for the pretest. You will need to submit the pretest answers to me as an attachment using your college email account. Check your Vista page next week for the “Library Orientation” link and the “First Test.”

1. Before Georgia Highlands College existed, it was known as Floyd College. The college archives contain a huge volume of documents pertaining to the history of the college from 1970 up to the present. Did the college ever have any yearbooks? If so, how many?

2. I am taking an English 1102 class and I have to find peer-reviewed, scholarly journal articles that contain criticisms of William Faulkner’s novel, “Sanctuary.” I’ve been told that MLA International Bibliography in GALILEO is a good place to look. Using that database, how many full-text, peer-reviewed articles can I find on the aforementioned topic?

3. If I want to request a book from a library outside the GHC Library System, I have to fill out an interlibrary loan form. According to the online form, what are the four things I have to supply to the library staff about the book I want in order for them to process the request for me?
Library Support of IC@GHC

- Lib Guides

**Abstract Guidelines**

The technique of preparing useful and usable abstracts is a valuable skill. An author submitting an article for publication must submit a condensed version of the article to the editor of the publishing periodical. The same is required of an individual who presents a paper (speech) at a scientific meeting. Practitioners are frequently requested by editors of local and national journals to abstract articles that have appeared in other journals. Students usually write abstracts in preparing research reports. Therefore, mastering standards and form for writing an abstract is a useful skill for the professional to possess.

According to Journal of Dental Hygiene Guidelines for Preparation of Abstracts, "Abstracts published in the Journal of Dental Hygiene should be a summary of the article. They should contain enough detail to allow the reader to understand and use the information, yet provide incentive to secure and read the original article. Material taken verbatim from the original article must be placed in quotation marks."
Library Support of IC@GHC

- IC Exercises
  - FCST: “Scavenger Hunt” using GALILEO databases
  - Communications: Speech Sources
  - Dental Hygiene: Article searching, Abstracts, culminating in Table Clinics
  - Sciences, Social Sciences: Annotated Bibliographies in various forms
  - Humanities: Essays and Research Papers
Library Support of IC@GHC

- Additional Reference Support Services
  - Chat
  - Twitter
  - SMS
  - Text a Librarian
  - Embedded Librarian
Assessment Data: Faculty Survey

By Description

<table>
<thead>
<tr>
<th>Description</th>
<th>Sum of 2007 Total</th>
<th>Sum of 2008 Total</th>
<th>Sum of 2009 Total</th>
<th>Sum of 2010 Total</th>
<th>Sum of 2011 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-appropriate type info</td>
<td>-0.13</td>
<td>0.4</td>
<td>0.42</td>
<td>0.51</td>
<td>0.61</td>
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<tr>
<td>2-effectively locate info</td>
<td>0.06</td>
<td>0.56</td>
<td>0.6</td>
<td>0.55</td>
<td>0.67</td>
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<tr>
<td>3-know about Galileo,</td>
<td>-0.54</td>
<td>0.36</td>
<td>0.42</td>
<td>0.54</td>
<td>0.64</td>
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<tr>
<td>4-efficiently locate info</td>
<td>-0.41</td>
<td>0.21</td>
<td>0.35</td>
<td>0.41</td>
<td>0.44</td>
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<tr>
<td>5-evaluate credibility</td>
<td>-0.81</td>
<td>-0.31</td>
<td>0.02</td>
<td>0.1</td>
<td>0.07</td>
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<tr>
<td>6-evaluate usefulness</td>
<td>-0.17</td>
<td>0.22</td>
<td>0.29</td>
<td>0.4</td>
<td>0.45</td>
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<tr>
<td>7-use info in assignment</td>
<td>-0.19</td>
<td>0.26</td>
<td>0.45</td>
<td>0.5</td>
<td>0.43</td>
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<tr>
<td>8-understand and citing sources</td>
<td>-0.31</td>
<td>0.09</td>
<td>0.17</td>
<td>0.37</td>
<td>0.26</td>
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<tr>
<td>9-use citations as needed</td>
<td>-0.38</td>
<td>0.02</td>
<td>0.14</td>
<td>0.16</td>
<td>0.19</td>
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<tr>
<td>10-use appropriate citation style</td>
<td>-0.44</td>
<td>0.02</td>
<td>0.16</td>
<td>0.29</td>
<td>0.14</td>
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<tr>
<td>11-have adequate IC skills</td>
<td>-0.5</td>
<td>0.12</td>
<td>0.28</td>
<td>0.39</td>
<td>0.41</td>
</tr>
</tbody>
</table>
Assessment Data: General Info

- General Information
  - 79.51% of goals met
    - Area F Math: 100% goals met
    - Area C Literature and Fine Arts: 100% goals met
    - ENGL 1102: 25% of goals met
## Assessment Data: Orientation Results

<table>
<thead>
<tr>
<th>Objective</th>
<th>2007 by SLO</th>
<th>2008 by SLO</th>
<th>2009 by SLO</th>
<th>2010 by SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - nature of info needed</td>
<td>60.2</td>
<td>57.7</td>
<td>56.3</td>
<td>38.7</td>
</tr>
<tr>
<td>2 - access info effectively+</td>
<td>53.3</td>
<td>52.7</td>
<td>44.3</td>
<td>37.2</td>
</tr>
<tr>
<td>3 - evaluate info critically</td>
<td>54.8</td>
<td>48.3</td>
<td>54.7</td>
<td>42.8</td>
</tr>
<tr>
<td>4 - good IC communication</td>
<td>68.4</td>
<td>66</td>
<td>69.3</td>
<td>60.9</td>
</tr>
<tr>
<td>overall IC</td>
<td>59.2</td>
<td>56.2</td>
<td>56.2</td>
<td>44.9</td>
</tr>
</tbody>
</table>
Assessment Data: 2nd Year Results