

January 2020

# SEEKING TRUTH

*A Monthly QEP Newsletter*



## ILA PRE/POST TEST

The Information Literacy Assessment, is an LFCC developed pre/post test used to assess knowledge obtained over the course of the semester. ENG 111, ENG 112, ITE 119, CST 100, and BIO 102 courses are administering the ILA. Many thanks to faculty that have helped with the ILA designs.



## IL CONFERENCE

The QEP Leadership faculty team will be attending Georgia Southern's International Conference on Information Literacy in February. The team is excited to bring back new ideas to share with the LFCC teaching and learning community in an effort to further promote student information literacy knowledge and skills.



## LUNCH N'LEARN

Mark your calendar for March 17 at 12:30pm to attend a Peer to Peer Brown Bag session hosted by the Teaching Excellence Committee. The session will delve deeper into the QEP data and how we can use the data to continue to improve on student information literacy skills. All are welcome!

## INFORMATION LITERACY LINKS AND RESOURCES

### Citation Project

[www.citationproject.net](http://www.citationproject.net)

The Citation Project website has a host of research articles focused on citations, plagiarism, information literacy, etc.

### QEP Implementation Plan

[www.lfcc.edu/qep](http://www.lfcc.edu/qep)

### Georgia Southern's International Conference on Information Literacy

<https://academics.georgiasouthern.edu/ce/conferences/infolit/>



## QEP Data Review, cont.

### Course Re-Design IL Assessment

The ILA pre-/post-tests were administered in spring 2019 in BIO 102 (7 sections), CST 100 (16 sections), and ITE 119 (1 section). ENG 111 piloted the ILA (14 sections) in Fall 2017. ILA questions, for each discipline, are now fully mapped to the QEP Student Learning Outcomes. All ILAs are now being administered in an increased number of sections as a means to obtain further data on information literacy course redesign and intervention efforts.

### Critical Thinking Assessment (CAT)

The CAT was given to two CTE sections (NSG 152) and two transfer sections (ENG 241/242), w/82 valid results. The total score 13.84 is above national norm (13.48), but below LFCC 2017 results (14.50). The 2018 administration of the test was online and was scored via artificial intelligence, as opposed to hand scoring, via LFCC professors in past administrations. The CAT is administered biennially.

### Student Survey

In the Fall 2018 student survey, self-assessments, using the Likert scale, of two QEP goals were included. 94%/95% of students rated their information literacy skills as good/very good.

### Learning Information Literacy Across the Curriculum (LILAC)

LFCC is waiting on final results from the national research study.

## QEP Data Review

In an effort to identify trends across courses and develop information literacy interventions that are cross-disciplinary, data is being collected in a variety of forms. This article will briefly describe the data collected, as of date of publication. Ongoing information literacy assessments will continue as outlined in the QEP Implementation Plan.

### Madison Information Literacy Test (ILT)

The ILT is required for all degree-seeking, incoming, first-time-in-college students and was administered in fall 2018 (352 subjects) & graduating students (184 subjects) in spring 2019. Cross-sectional analysis showed a significant difference in total ILT scores & subscales between entering & graduating ( $p=.0001$ ). Entering = 59.7 vs. graduating = 70.4. Differences among sub-groups, including low income/pell grant eligible students were noted. The ILT is administered biennially.

