

## Bay Area Community Colleges Information Competency Assessment Project Standards, Performance Indicators and Outcomes\*

### Standard One - The information literate student determines the nature and extent of the information needed.

#### Performance Indicators:

1.1 The information literate student defines and articulates the need for information.

#### Outcomes Include:

- 1.1.1 Identifies a research topic or other information need.
- 1.1.2 Formulates appropriate question(s) based on the information need or research topic.
- 1.1.3 Uses general and subject-specific background information sources to increase familiarity with the topic.
- 1.1.4 Modifies the information need or research question to achieve a manageable focus.
- 1.1.5 Identifies key concepts and terms that represent the information need or research topic/question.

P.I. 1.2 The information literate student identifies a variety of types and formats of potential sources of information.

#### Outcomes Include:

- 1.2.1 Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, Web site, data set, audio/visual, book).
- 1.2.2 Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical).
- 1.2.3 Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline.

P.I. 1.3 The information literate student considers the costs and benefits of acquiring the needed information.

#### Outcomes Include:

- 1.3.1 Determines the availability of needed information and makes decisions on broadening the information search beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound).
- 1.3.2 Determines a realistic overall plan and timeline to acquire the needed information.

### Standard Two - The information literate student accesses needed information effectively and efficiently.

#### Performance Indicators:

2.1 The information literate student selects the most appropriate investigative methods and/or information retrieval systems for accessing the needed information.

#### Outcomes Include:

- 2.1.1 Identifies the types of information contained in a particular system (e.g., all branch libraries are included in the catalog) and the types of sources indexed in a particular database/index (e.g. full-text vs. abstract; scholarly vs. popular).
- 2.1.2 Selects appropriate information retrieval system(s) for research question/topic based on investigating the scope, content, organization and help features of such search tools as opac, reference sources, periodical databases, Web.
- 2.1.3 Identifies other investigative methods to obtain needed information not likely to be available via information retrieval systems (e.g., need to survey or interview experts, participant-observation findings, etc.).

\* Based on the *Information Literacy Competency Standards for Higher Education* (ACRL, 2000; endorsed by AAHE) and *Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians* (ACRL, 2001).

Version #5 (10/19/01; updated 6/6/03)

**P.I. 2.2 The information literate student constructs and implements effectively-designed search strategies.****Outcomes Include:**

- 2.2.1 Develops a research plan appropriate to the information retrieval system(s) and/or investigative method.
- 2.2.2 Identifies keywords, phrases, synonyms and related terms for the information needed.
- 2.2.3 Selects controlled vocabulary specific to the search tool and identifies where controlled vocabulary is used in an item record, and then successfully searches for additional information using that vocabulary.
- 2.2.4 Constructs and implements the search strategy using appropriate search features and commands for the information retrieval system selected (e.g., Boolean logic, truncation, field-searching, etc.)
- 2.2.5 Uses help screens and other user aids (e.g., reference librarians) to improve search results.

**P.I. 2.3 The information literate student retrieves information online or in person using a variety of methods.****Outcomes Include:**

- 2.3.1 Uses various search systems to retrieve information in a variety of formats such as online library catalogs, reference sources, periodical databases, Web search tools.
- 2.3.2 Distinguishes among citations to identify various types of materials (e.g., books, periodical articles, essays in anthologies).
- 2.3.3 Uses various classification schemes and other systems (e.g., call number system or indexes) to locate information resources within the library.
- 2.3.4 Uses specialized online or in person services available at the institution to retrieve information needed (e.g., reference service, interlibrary loan).

**P.I. 2.4 The information literate student refines the search strategy if necessary****Outcomes Include:**

- 2.4.1 Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be used.
- 2.4.2 Identifies gaps in information needed from the search results.
- 2.4.3 Revises the search strategy if necessary to obtain more information.

**P.I. 2.5 The information literate student extracts, records, and manages the information and its sources.****Outcomes Include:**

- 2.5.1 Records all pertinent citation information for future reference.
- 2.5.2 Demonstrates an understanding of how to organize information gathered (e.g. cards, file folders, etc.)
- 2.5.3 Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a range of sources.

**Standard Three - The information literate student evaluates information and its sources critically.****Performance Indicators:****3.1. Demonstrates understanding of main ideas from information gathered.****Outcomes Include:**

- 3.1.1 Selects relevant information based on understanding main ideas from sources.
- 3.1.2 Restates concepts in his/her own words.
- 3.1.3 Identifies verbatim information that can be appropriately quoted or paraphrased.

**P.I. 3.2** The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

**Outcomes Include:**

- 3.2.1 Examines and compares information from various sources to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- 3.2.2 Analyzes the logic of arguments in the information gathered.
- 3.2.3 Recognizes and describes various aspects of a source which may impact its value for the research project, such as how prejudice and cultural, geographic, and/or historical bias and/or age of a source may impact the value of the information.
- 3.2.4 Demonstrates the ability to find information about an author's and/or publisher's qualifications and reputation.
- 3.2.5 Demonstrates an awareness and ability to interpret bibliographic references in sources as a means to assess validity and accuracy of information.
- 3.2.6 Demonstrates an awareness of the need to verify or corroborate the accuracy and completeness of data or facts.

**P.I. 3.3** The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

**Outcomes Include:**

- 3.3.1 Determines whether information satisfies the research or other information need.
- 3.3.2 Evaluates if information sources are contradictory.
- 3.3.3 Compares new information with own knowledge and other sources considered authoritative to draw conclusions.
- 3.3.4 Selects information that provides evidence for the research topic/question or other information need.

**Standard Four - The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.**

Most of **Standard Four** contains indicators and outcomes that are best assessed by discipline-based faculty, separately or with librarians, by means of assigned products, such as research papers, speeches, Web pages, and other types of products. The following, however, were determined to be within the purview of IC programs where librarians may teach and assess these outcomes:

**Performance Indicators:**

**4.1.** The information literate student synthesizes information to complete the project or task.

**Outcomes Include:**

- 4.1.1 Organizes information, using outlines and drafts.
- 4.1.2 Demonstrates an understanding of when and how to use quotations and paraphrase to support ideas and/or arguments. (See also 3.1.2. and 3.1.3)

**P.I. 4.2** The information literate student communicates the task or project effectively.

**Outcomes Include:**

- 4.2.1 Uses appropriate style and format for academic project. (See also 5.3.1)

**Standard Five - The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.**

**Performance Indicators:**

5.1 The information literate student demonstrates an understanding of many of the ethical, legal and socio-economic issues surrounding information and information technology.

**Outcomes Include:**

- 5.1.1 Identifies and discusses issues related to free vs. fee-based access to information.
- 5.1.2. Demonstrates an awareness that there are national and international intellectual property and copyright laws; demonstrates an overall understanding of important aspects of U.S. copyright laws.
- 5.1.3 Defines and identifies examples of plagiarism.
- 5.1.4 Demonstrates an understanding of the community college's policy on plagiarism.

P.I. 5.2 The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

**Outcomes Include:**

- 5.2.1 Uses approved passwords for access to information resources.
- 5.2.2 Complies with institutional policies on access to information resources.
- 5.2.3 Preserves the integrity of information resources, equipment, systems and facilities.
- 5.2.4 Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own.
- 5.2.5 Obtains and acknowledges copyright permission for text, images or sounds included in the product.

P.I. 5.3 The information literate student acknowledges the use of information sources in communicating the product or performance.

**Outcomes Include:**

- 5.3.1 Uses an appropriate documentation style consistently and correctly to cite sources.
- 5.3.2 Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).
- 5.3.3 Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology).