INFORMATION LITERACY OUTCOMES

Information Literacy at CCP

Information literacy encompasses the following : identifying an information need; locating, selecting and evaluating information; and effective and ethical use of the information needed. The purpose of information literacy instruction is to prepare CCP students to engage in meaningful academic research in all curricula which requires serious inquiry.

The Library faculty of the Community College of Philadelphia would like to propose the following Information Literacy Outcomes based on the framework provided by the Association of College and Research Libraries(ACRL) (see Appendix A).

These outcomes are established in accordance with the Information Literacy Competency Standards for Higher Education (approved by ACRL in 2000).

After completing information literacy instruction at CCP, a student will be able to:

Outcome 1:

Identify an information need and formulate a research question or thesis statement.

> Formulate a research question and a research strategy that shows an understanding of the depth /extent of topic

> Identify subject specific reference works

> Identify keywords, synonyms, related concepts

> Consider/determine the TYPES of sources appropriate for a specific research assignment (i.e. books, articles, websites, primary, secondary, etc)

Outcome 2:

Demonstrate basic knowledge of how information is organized in order to locate, select, and access resources, using search tools such as databases, search engines, inter-library loan, etc.

> Use the catalog to search for books

> Locate print materials using the Dewey Decimal system and other library classification systems

Define a database and recognize different types(e.g. citation only or full-text)

Use databases to search for and locate articles, including accessing retrieval systems from a remote location

Narrow or broaden searches by use of Boolean operators (AND, OR, NOT)

Use appropriate identified keyword and subject headings in searches

Use internet search engines and directories to access valid information sources including use of advanced search features

Select and find the TYPES of sources appropriate for a specific research assignment (i.e. books, articles, websites, etc)

Distinguish between primary vs. secondary sources

Distinguish between scholarly vs. popular literature

Understand how to make use of inter-library loan or intra-library loan

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Outcome 3:

Evaluate resources based on the purpose of the information and its accuracy, credibility, authority, objectivity, and timeliness/currency

Determine Website integrity based on accuracy, credibility, authority, objectivity, and timeliness/currency

Use bibliographic tools such as citations, abstracts, tables of contents, and bibliographies to determine appropriateness of source

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Outcome 4:

Demonstrate effective use of information and accomplish objectives of a specific purpose (i.e. research project, assignment, etc.)

Review and, if necessary, revise research question and strategy

After identifying, locating and selecting a set of sources, determine the ones that are specifically appropriate to a research assignment

Integrates new knowledge with prior knowledge and is able to make inferences or draw conclusions based on the information gathered

Communicates ideas effectively

Outcome 5:

Use resources ethically and demonstrate understanding of the legal and policy issues associated with the use of information

> Demonstrate knowledge of appropriate citation and documentation, academic honesty, copyright laws, and how citations acknowledge the research efforts of others

> Quote and paraphrase material appropriately and responsibly

> Avoid plagiarism

> Recognize examples of plagiarism

> Identify the parts of a citation

> Create a bibliography utilizing an appropriate citation style

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Assessment Plan

Measuring effectiveness of the outcomes:

Administration of a pre/post test (SAILS or other appropriate instrument) to provide benchmarking of the Information Literacy skills possessed by a sample group of CCP students with other postsecondary students nationally
The Information Literacy Rubric will also be used as a measurement tool to collect data on the Information Literacy learning outcomes of sets of students

Utilizing the Information Literacy Rubric:

The faculty will provide the student with a grade at the conclusion of the research project
The student will/may engage in self-reflection (i.e. maintaining a research journal or log) indicating the degree to which:

> 1. Student was open to, sought out, and accepted assistance when needed, to improve research methods and research project
> 2. Student self-identified strengths and weaknesses, and sought assistance when necessary
> 3. Student used feedback to increase self-awareness , to improve research methods, and enhance student learning