

Standard I

The information literate student determines the nature and extent of the information needed.

Goals:

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

Outcomes

- Identifies a research topic or other information need by conferring with instructors and peers, and exploring online and print resources.
- Explores in greater detail general information sources to increase familiarity with key concepts and terms that describe the information need.
- Understands how existing information can be combined with original thought, experimentation, and/or analysis to produce new information.
- Defines or modifies the information need to achieve a manageable focus and to develop a thesis statement or appropriate research question.

2. The information literate student identifies a variety of types and formats of potential sources for information

Outcomes

- Distinguishes among publication formats commonly found in academic libraries (e.g., journal, multimedia, database, website, data set, audio/visual, book)
- Distinguishes the purposes of different types of resources (e.g., popular vs. scholarly, current vs. historical, primary vs. secondary)
- Recognizes how different formats and types of resources vary in use and importance with each discipline.
- Recognizes that knowledge is organized into disciplines that influence the way information is produced, organized, disseminated, and accessed.

3. The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes

- Defines a realistic overall plan and timeline to acquire the needed information.
- Determines the availability of needed information and makes prudent decisions between using local and off-site resources.
- Assesses one's existing skills and knowledge in relation to the information available, and determines the feasibility of acquiring new skills and knowledge in order to use the information.
- Recognizes and exploits the efficiencies of research tools such as indexes, library catalogs, etc.

4. The information literate student reevaluates the nature and extent of the information need.

Outcomes

- Uses acquired information to redefine the research topic or question.

Standard II

The information literate student accesses needed information effectively and efficiently.

Goals:

1. The information literate student selects the most appropriate investigative methods and information resources for accessing the needed information.

Outcomes

- Identifies various investigative methods (e.g., laboratory experiments, simulation, fieldwork) and information resources.
- Determines the scope, content, and organization of information resources.
- Evaluates benefits and applicability of appropriate investigative methods and information resources.

2. The information literate student constructs and implements effectively designed search strategies.

Outcomes

- Sequences the steps necessary for completing the research goal.
- Identifies keywords, synonyms, and related terms and selects controlled vocabulary, for the information needed.
- Constructs and implements a search strategy using accurate commands for the information retrieval system(s) selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)

3. The information literate student retrieves information in a variety of formats using a variety of methods.

Outcomes

- Understands and uses various classification schemes and other organizing systems (e.g., call number systems, catalogs, or indexes) to locate information resources.
- Uses specialized services available to retrieve information needed (e.g., interlibrary loan, document delivery, community resources, experts and practitioners).
- Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information.

4. The information literate student refines the search strategy if necessary.

Outcomes

- Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be used.
 - Identifies gaps in the information retrieved and determines if the search strategy should be revised.
 - Examines footnotes and bibliographies from retrieved sources to locate additional sources.
 - Repeats the search using the revised strategy as necessary.
5. The information literate student extracts, records, and manages the information and its sources.

Outcomes

- Creates an efficient and useful system for extracting, recording and organizing the needed information.
- Recognizes the elements of a citation and records all pertinent citation information for a wide range of resources.
- Uses various technologies to manage the information selected and organized.

Standard III

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Goals:

1. The information literate student extracts main ideas from the information gathered.

Outcomes

- Reads the text and identifies main ideas.
 - Restates main ideas and concepts in his/her own words and selects data accurately.
 - Identifies appropriate verbatim material that can then be properly quoted.
2. The information literate student understands, articulates, and applies relevant criteria for evaluating both the information and its sources.

Outcomes

- Examines information from various external sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias of each text.
- Analyzes the structure and logic of supporting arguments or methods.
- Recognizes prejudice, deception, or manipulation within texts.
- Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information.

3. The information literate student synthesizes main ideas to construct new concepts.

Outcomes

- Recognizes interrelationships among concepts and combines them into potentially useful original statements with supporting evidence.
- Extends initial synthesis, when possible, to construct new hypotheses that may require additional information.
- Uses computer and other technologies (e.g., spreadsheets, databases, multimedia) for studying the interaction of ideas, data, and other phenomena.

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

Outcomes

- Determines whether the information contributes to the achievement of the research goal.
- Consciously avoiding bias, determines whether the information contradicts or verifies information used from other sources.
- Draws conclusions based upon information gathered.
- Tests conclusions with discipline appropriate techniques (e.g., simulators, critical theory, experiments).
- Determines probable accuracy and the reasonableness of the conclusions by questioning the source of the data, the limitations of the information gathering tools or strategies.

5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

Outcomes

- Investigates differing viewpoints encountered in the literature.
- Determines whether to incorporate or reject viewpoints encountered.

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject area experts, and/or practitioners.

Outcomes

- Participates in classroom and other discussions, either online or in person.
- Seeks informed opinions through a variety of methods.

Standard IV

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

Goals:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes

- Organizes the content in a manner that supports the purposes and format of the product or performance (e.g., outlines, drafts, storyboards)
 - Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance.
2. The information literate student communicates the product or performance effectively to others.

Outcomes

- Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience.
- Uses a range of information technology applications in creating the product or performance.
- Incorporates principles of design and communication.
- Communicates clearly and with a style that supports the purposes of the intended audience.

Standard V

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.

Goals:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

Outcomes

- Identifies and understands issues related to privacy and security in both the print and electronic environments.
 - Identifies and understands issues related to free vs. fee-based access to information.
 - Identifies and understands issues related to censorship and freedom of speech.
 - Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material.
2. The information literate student understands and acknowledges laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes

- Follows accepted institutional practices when participating in electronic discussions.
 - Complies with institutional policies and practices on access to information resources.
 - Preserves the integrity of information resources, equipment, systems and facilities.
 - Legally obtains, stores, and disseminates text, data, images, or sounds.
 - Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own.
 - Demonstrates an understanding of institutional policies related to human subjects research.
3. The information literate student attributes proper credit to information sources used to further scholarly communication.

Outcomes

- Selects an appropriate documentation style and uses it consistently to cite sources.
- Acquires and posts permission granted notices, as needed, for copyrighted material.