General Education Assessment CCC #5 Intended Outcomes

Core Curriculum Competency # 5:

Apply appropriate information literacy skills to locate, evaluate and use information effectively.

Measurable Intended Outcomes:

1. Identify and access information resources, such as library databases, collections, or Web sites appropriate to the field.
2. Demonstrate effective search strategies that yield specific information sources, such as articles, books, Web pages, etc., appropriate to the subject being researched.
3. Evaluate the specific information sources in order to use the most relevant ones for the project/assignment.
4. Analyze and interpret technical and non-technical information/data from reliable sources using critical thinking strategies.
5. Organize and use appropriate and credible information/data to support the purposes of a project or assignment.

The General Education Assessment rubric below can be used to assess student progress toward information literacy and can be revised to support many types of assignments. The information literacy components of the rubric that pertain to the General Education Assessment CCC #5 Intended Outcomes were extracted from a more complete rubric that contains all of the components of information literacy. This rubric can be found at http://www.library.dtcc.edu/wilmlib/infolitguide.pdf.

INFORMATION LITERACY COMPONENTS	ADVANCED (4 PTS)	PROFICIENT (3 PTS)	SATISFACTORY (2 PTS)	DEVELOPING (1 PT)
Access Resources (Gen Ed CCC#5 – intended outcomes 1 & 2)	Selects and accesses various discipline-specific resources for the field or research topic; develops and applies various effective search strategies using keywords, synonyms, and subject searches.	Selects and accesses various quality resources for the field or research topic; develops and applies search strategies using keywords, synonyms and subject searches.	Selects and accesses general resources appropriate for the field or research topic; develops and applies search strategies using basic keywords and synonyms.	Selects and accesses general resources; develops and applies search strategies using basic keywords.
Evaluate Sources (Gen Ed CCC#5 – intended outcomes 3, 4 & 5)	Identifies various discipline-specific information sources by evaluating them for authority, accuracy, objectivity, currency and coverage; reviews sources and revises search strategy to incorporate additional concepts or sources as necessary.	Identifies various quality information sources by evaluating them for authority, accuracy, objectivity, currency and coverage; reviews and revises search strategy to incorporate additional concepts as necessary.	Identifies general information sources by evaluating them for authority, accuracy, objectivity, currency and coverage; reviews search strategy but has difficulty revising strategy to include additional concepts.	Shows minimal evaluation of information sources; demonstrates difficulty determining if original information need has been satisfied.
Analyze Information (Gen Ed CCC#5 – intended outcome 4)	Critically analyzes relevant information or data; synthesizes main ideas to create new concepts; draws conclusions based on the information gathered.	Critically analyzes relevant information or data; synthesizes main ideas to create new concepts.	Analyzes relevant information or data; synthesizes main ideas.	Identifies relevant information or data.
Organize & Use Information (Gen Ed CCC#5 – intended outcome 5)	Effectively organizes and uses various discipline-specific information sources to support the purposes and format of the assignment; reviews, revises, and strengthens thesis statement or research question; communicates ideas cogently.	Effectively organizes and uses various quality information sources to support the purposes and format of the assignment; reviews, revises, and strengthens thesis statement or research question; communicates ideas well.	Effectively organizes and uses general information sources to support the purposes and format of the assignment; reviews and revises thesis statement or research question; communicates ideas satisfactorily.	Organizes and uses little new information from sources to support the purposes and format of the assignment; poorly revises thesis statement or research question; weakly communicates ideas.