



Fact Sheet/Draft Revision (April 2012)

Information Competency Graduation Requirement: Requirements for Integrated /Infused Discipline Area Courses

An Information Competency graduation requirement was approved effective Fall 2010. The requirement helps to ensure that the College is meeting accreditation standards' expectations for students to acquire information competency skills.

Students must satisfy the requirement to be eligible for an Associate of Arts (A.A.) or Associate of Science (A.S.) degree. The requirement can be satisfied through a proficiency exam or via library and other discipline area courses that meet specific criteria.

The College of San Mateo requirement is aligned with the American Association of Community Colleges (AACC) Information Literacy Position Statement and the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. More information can be found on the Library's website at http://collegeofsanmateo.edu/library/info_comp.php

Activities Required for Discipline Area Courses to Satisfy the Requirement

- Each course outline must include student learning outcomes (SLOs) that address each statement listed in the American Association of Community Colleges (AACC) position statement on Information Competency. Those statements are:
 - Determine the extent of information needed
 - Access the needed information effectively and efficiently
 - Evaluate information and its sources critically
 - Incorporate selected information into one's knowledge base
 - Use information effectively to accomplish a specific purpose
 - Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

The AACC position statement is very similar to the standards put forward by ACRL. The ACRL site has standards, performance indicators and outcomes that can fully assist in creating the SLOs for the integrated courses.

- Each course must assess for at least information competency student learning outcome during each assessment cycle for the course.
- Each course and/or section of the course must schedule at least one library orientation during the semester.
- It is strongly suggested that course instructors collaborate with librarians on at least one course assignment. That assignment should correspond to the Information Competency student learning outcomes of the course.

AACC POSITION STATEMENTS ON INFORMATION LITERACY

Below are the AACC statements followed immediately by equivalent and where available, more extensive descriptions from the ACRL standards for information literacy competency.

AACC STATEMENT: Determine the extent of information needed

ACRL Standard One:

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

1. The information literate student defines and articulates the need for information.
2. The information literate student identifies a variety of types and formats of potential sources for information.
3. The information literate student considers the costs and benefits of acquiring the needed information.
4. The information literate student reevaluates the nature and extent of the information need.

AACC STATEMENT: Access the needed information effectively and efficiently

ACRL Standard Two:

The information literate student accesses needed information effectively and efficiently.

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
2. The information literate student constructs and implements effectively-designed search strategies.
3. The information literate student retrieves information online or in person using a variety of methods.
4. The information literate student refines the search strategy if necessary.
5. The information literate student extracts, records, and manages the information and its sources.

AACC STATEMENT: Evaluate information and its sources critically

AACC STATEMENT: Incorporate selected information into one's knowledge base

ACRL Standard Three:

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

1. The information literate student summarizes the main ideas to be extracted from the information gathered.
2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

3. The information literate student synthesizes main ideas to construct new concepts.
4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
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.
6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
7. The information literate student determines whether the initial query should be revised.

AACC STATEMENT: Use information effectively to accomplish a specific purpose

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

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.
2. The information literate student revises the development process for the product or performance.
3. The information literate student communicates the product or performance effectively to others.

AACC STATEMENT: Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

ACRL 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.

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
3. The information literate student acknowledges the use of information sources in communicating the product or performance.