



## Library Instructional Outcomes

The following is a list of CCAC Library’s instructional outcomes. Included are Association of College and Research Libraries (ACRL) Informational Literacy Competency Standards (1, 2, 3, and 5) and Performance Indicators as they relate to our outcomes.

See the Library’s Information Literacy page [<http://www.ccac.edu/library/infolit>] for links to the original explanations of the ACRL standards and the Library’s Levels of Instruction.

### Levels of Instruction Key

**Level I = LI**

**Level II = LII**

**Special I = E (Evaluation)**

**Special II = C (Citation)**

### Standard 1: FRAMING THE RESEARCH QUESTION (Know)

#### The student will be able to:

	Performance Indicator / Class Level	
1. Develop appropriate search terms and strategies to research a topic.	<b>1</b>	<b>LI, LII</b>
2. Identify and use appropriate general and subject-specific information sources (e.g. for an argumentative topic, explain need for pro/con articles found in specific databases).	<b>1</b>	<b>LI, LII</b>
3. Develop a manageable focus for a topic by narrowing, broadening and refining ideas (e.g. American History is a broad topic, unrest on American campuses during the 1960’s is a narrower topic ).	<b>1</b>	<b>LII</b>
4. List terms and synonyms related to the topic.	<b>1</b>	<b>LI, LII</b>
5. Select and use appropriate general or subject-specific sources to discover specific terminology related to an information need. (Library of Congress [LC] Classification Subject Heading print resources).	<b>1</b>	<b>LII</b>
6. Recognizes how various formats in which information appears may affect its usefulness for a particular information need (i.e. subject encyclopedia).	<b>2</b>	<b>LI, LII, E</b>
7. Identify the audience, intent, and purpose of an information source, like scholarly journals vs. popular magazines (e.g. recognize how advertisements in journals, articles, and web sites can send a certain message, promote a point of view, or even be manipulative).	<b>2</b>	<b>LII, E</b>
8. Differentiate between primary and secondary sources (e.g. interviews and diaries are primary; journal articles are generally secondary).	<b>2</b>	<b>LII, E</b>
9. Determine if material is available immediately or if other services will be needed to obtain desired materials within required time frame (e.g. If material is located at another campus, place a hold, or fax) .	<b>3</b>	<b>LI, LII, E</b>

## Standard 2: ACCESSING SOURCES (Access)

### The student will be able to:

	Performance Indicator / Class Level	
1. Identify what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).	<b>1</b>	<b>LI, LII</b>
2. Differentiate among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.	<b>1</b>	<b>LI, LII</b>
3. Selects and uses appropriate tools (e.g. online databases, online catalogs, encyclopedias) to find different types of information.	<b>1</b>	<b>LI, LII, E</b>
4. Recognize the differences between freely available Internet search tools (e.g. search engines, our librarian-selected web sites) and subscription or fee-based databases (CCAC pays a subscription to our online databases through vendors such as EbscoHost, Gale, etc).	<b>1</b>	<b>LII</b>
5. Select and uses search language and protocols (e.g., Boolean, adjacency, quotation marks, truncation, etc.) appropriate to the retrieval system.	<b>1</b>	<b>LII</b>
6. Determine the period of time covered by a particular resource (e.g. using the "help" feature in a database's description, locate coverage information that is the years of availability of articles).	<b>1</b>	<b>LI, LII, E</b>
7. Identify the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).	<b>1</b>	<b>LII, E</b>
8. Distinguish between full-text and citation only databases (use "research by subject" gateway or any "finding information" link from CCAC Library website to locate database details).	<b>1</b>	<b>LI, LII</b>
9. Select appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need (If information is not available in print or online, a personal interview [primary source] may be necessary if possible).	<b>1</b>	<b>LII, E</b>
10. Identify appropriate keywords, phrases, synonyms, broader and narrower terms that represent a topic (e.g. in AlleyCat, Library of Congress subject headings can show expanded information).	<b>2</b>	<b>LI, LII</b>
11. Use background sources to better understand the topic or to identify related terminology.	<b>2</b>	<b>LI, LII</b>

## Standard 2: ACCESSING SOURCES

### The student will be able to:

	Performance Indicator/Class Level	
12. Explain and identify controlled vocabulary, and then successfully search for additional information using that vocabulary (e.g. online databases suggest additional related topic links within retrieved articles).	2	LII
13. Demonstrate when it is appropriate to search a particular field (e.g., title, author, subject).	2	LI, LII
14. Demonstrate an understanding of Boolean logic and constructs a search statement using Boolean operators (and, or, not).	2	LII
15. Demonstrate an understanding of related-subject browsing and database suggested search terms. (i.e. when accessing an article from an online database, the citation and the article itself may suggest additional search terms).	2	LI, LII
16. Demonstrate an understanding of keyword searching and use it appropriately and effectively.	2	LI, LII
17. Use help screens and other user aids to understand the particular search structures and commands of a database.	2	LI, LII
18. Recognize that there may be basic and advanced searching in databases.	2	LI, LII
19. Use search techniques such as Boolean logic, limiting, field searching, narrowing or broadening search terms to regulate the quantity of information (broadening the topic/subject usually results in more hits, but most may not be relevant; limit by selecting scholarly peer-reviewed journals in online databases).	2	LI, LII, E
20. Recognize that different subject specific databases may use different terminology for similar concepts.	2	LII
21. Match information needs with available resources (e.g., via subject gateways, click most appropriate subject; If argumentative topic, select specific databases dealing with such issues such as Issues and Controversies or Opposing ViewPoints).	2	LI, LII, E
22. Recognize differences in searching for bibliographic records, abstracts, or full text in information sources. Understand why some online databases offer full text articles, why some only offer citations due to licensing agreements, copyright, etc).	2	LI, LII
23. Locate and uses effectively a specialized dictionary, encyclopedia, bibliography, or other common reference tool in print format for a given topic.	2	LI, LII
24. Recognize the format or type of an information source (e.g., book, chapter in a book, periodical article) from its citation.	3, 5	LI, LII, E, C

## Standard 2: ACCESSING SOURCES

### The student will be able to:

	Performance Indicator/Class Level	
25. Identify search functionality common to most databases regardless of differences in the search interface (e.g., Boolean logic capability, field structure, keyword searching, relevancy ranking).	<b>3</b>	<b>LII</b>
26. Demonstrate an understanding of the Library of Congress classification system (e.g. its purpose in locating materials in the Library; how LC headings can narrow searches and topics).	<b>3</b>	<b>LI, LII</b>
27. Explain the difference between the library catalog and a periodical index.	<b>3</b>	<b>LI, LII</b>
28. Retrieve a document in print or electronic form.	<b>3</b>	<b>LI, LII</b>
29. Identify various retrieval methods for information whether available locally or not (e.g., on shelf, intra-campus fax, Interlibrary Loan, PALINET agreement, placing hold on book).	<b>3</b>	<b>LI, LII</b>
30. Use the web site of the CCAC library, organization or community to locate information about specific services (e.g. from the CCAC Library web site, click any link under "Services").	<b>3</b>	<b>LI, LII</b>
31. Select appropriate retrieval technologies for needed information (e.g., email or save results; selecting PDF or html formats, printing marked records).	<b>5</b>	<b>LI, LII</b>
32. Organize retrieval results (e.g. make a list of those retrieved resources in AlleyCat in chronological order, limit to one campus library, etc.).	<b>5</b>	<b>LI, LII</b>
33. Demonstrate an understanding that different disciplines may use different citation styles.	<b>5</b>	<b>LII, C</b>
34. Locate and collect appropriate information required for a complete citation.	<b>5</b>	<b>LI, LII, C</b>

### Standard 3: EVALUATING SOURCES AND CONTENT (Evaluate)

#### The student will be able to:

	Performance Indicator/Class Level	
1. Determine publication date and recognizes importance of timeliness or date of publication.	2	LI, LII, E
2. Demonstrate an understanding that other <b>online</b> resources may provide additional information to either confirm or question point of view (take into consideration those resources may be commercial, and/or bias) when evaluating.	2	LII, E
3. Demonstrate an understanding that information reflects author's, sponsor's, publisher's point of view, which may be one-sided or express opinions rather than facts.	2	LII, E
4. Identify information resources (such as advertisements in print and electronic magazines, articles, and web sites) that may be designed to manipulate emotions, promote stereotypes or support for a particular viewpoint or group.	2	LII, E
5. Search for independent verification or corroboration of the accuracy and completeness of the data or representation of the facts presented in an information resource.	2	LII, E
6. Distinguish between popular vs. scholarly (academic, peer-reviewed), primary vs. secondary, print vs. online only resources, etc.	2	LII, E
7. Describe how the reputation of the author or publisher affects the quality of the information resource.	4	LII, E
8. Determine when some topics may be too recent to be covered by some standard tools and when information on the topic retrieved by less authoritative tools may not be reliable.	4	LII, E
9. Recognize why not all information sources are appropriate for all purposes (e.g., ERIC is not appropriate for all topics; the Web may not be appropriate for local history topic).	4	LI, LII, E
10. Differentiate among various information sources (e.g., web sites vs. journal articles) in terms of evaluation criteria (e.g., content, authority and currency).	4	LII, E
11. Recognize and evaluate additional sources using footnotes and bibliographies and relevant online links from retrieved items.	7	LII, E, C
12. Revise the search strategy to incorporate knowledge gained in the initial search (e.g. online databases suggest additional related topic links within retrieved articles; finding narrower topic within resources).	7	LII, E

## **Standard 5: UNDERSTANDING ISSUES AFFECTING USE OF INFORMATION (Ethical/Legal)**

### **The student will be able to:**

**Performance Indicator/Class Level**

1. Recognize the need for and use of passwords and usernames to access library electronic resources (e.g. to access online databases remotely, an updated NetID [CCAC Network ID] account is necessary for security purposes.	<b>1</b>	<b>LI, LII</b>
2. Distinguishes the difference between fee-based web information including access to library online databases and other resources and licensing issues and materials freely available on the Web.	<b>1</b>	<b>LI, LII, E</b>
3. Understands issues regarding intellectual property and copyright such as the purpose and use of citations, licensed databases, interlibrary loans, and other resources (i.e. why some articles are not available online full text; why are some articles available html or PDF, etc. due to publisher limitations, licensing).	<b>1</b>	<b>LI, LII, C</b>
4. Understands the concept of plagiarism and how to avoid it by incorporating proper credit within citations when using techniques such as paraphrasing, quotations, etc.	<b>1</b>	<b>LI, LII, C</b>
5. Recognize that there are different citation styles within various disciplines and how to locate them; identify citation elements for different sources (book, print/electronic article, website, etc.), and realize when the format of the sources may require a certain citation style. Different citation styles can be found in library materials and from the "Cite Sources: MLA & APA" Library web page link.	<b>3</b>	<b>LI, LII, C</b>