



Standard Four (USE)

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

Learning Outcome:

1. Uses information effectively to accomplish a specific purpose.

For example, the student chooses a communication medium and presentation format that best supports the purpose of the project and the intended audience.

Standard Five (ETHICS)

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.

Learning Outcomes:

1. Demonstrates an awareness and understanding of basic copyright and intellectual property laws.
2. For individual and group assignments, accurately represents the work of others.

For example, the student cites information sources correctly.

Detailed information on the learning objectives for each standard is available from the Phoenix College Assessment Committee website at phoenixcollege.edu

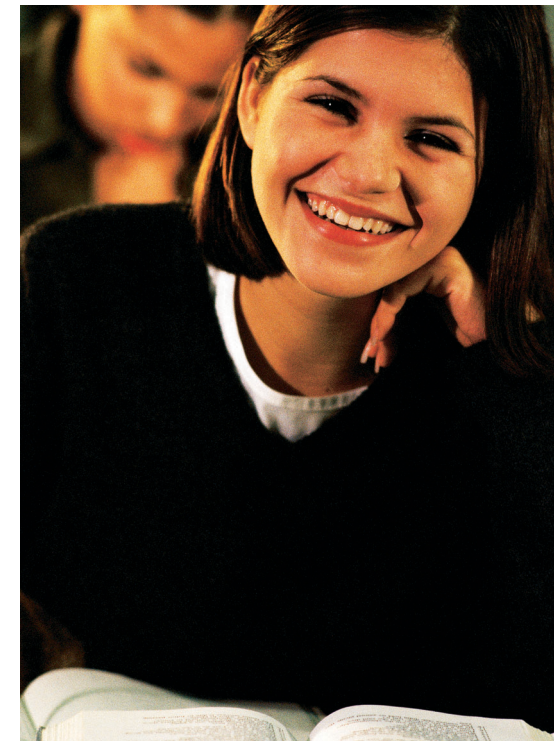


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Information Literacy Competencies

Prepared by the Information
Literacy Assessment Committee
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The Information Literate Student

- Recognizes when information is needed.
- Identifies appropriate types of information.
- Locates, evaluates, and uses information effectively.

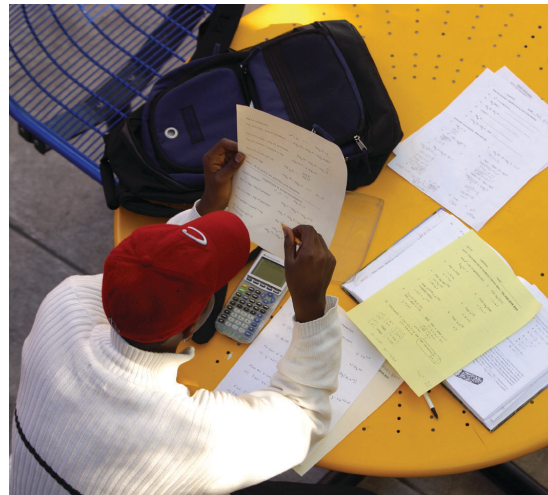
Standard One (NEED)

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

Learning Outcomes:

1. Recognizes the need for information, and defines the information need or research topic.
2. Considers the costs and benefits of acquiring the needed information.

For example, the student narrows a research topic that is too broad.



Standard Two (ACCESS)

The information literate student accesses needed information effectively and efficiently.

Learning Outcomes:

1. Understands resources for retrieving information.
2. Develops and applies effective search strategies.
3. Locates and retrieves information sources.

For example, the student brainstorms a list of terms and phrases, including synonyms, which may be useful for locating information on a topic.

Standard Three (EVALUATE)

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

Learning Outcomes:

1. Examines and compares information based on standard criteria.
2. Assesses search results in order to revise the search strategy or the selection of resources for retrieving information.

For example, the student distinguishes among facts, points of view, and opinions.



Based on the Information Literacy Competency Standards of Higher Education available at www.ala.org/ala/acrl/acrlstandards/standards/guidelines.htm