

Information Literacy Goals and Outcomes Comparison with ACRL Standards

Meredith College offers students a three-tiered program for information literacy instruction. The first two levels are included in two General Education required English courses: ENG 111, *Writing and Composition* and ENG 200, *Texts and Contexts*. The third level is part of designated research courses within each department or program. A list of those courses is available as part of the College's [General Education web site](#).

The goals and outcomes of each level are coordinated with the standards, performance indicators, and outcomes recommended by the Association of College & Research Libraries (ACRL). The complete [ACRL standards we use are online](#) and are also attached to this document.

The five major ACRL standards and performance indicators are:

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

Performance indicators: The information literate student ...

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

Standard Two: The information literate student accesses needed information effectively and efficiently.

Performance indicators: The information literate student ...

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

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge.

Performance indicators: The information literate student ...

1. summarized the main ideas to be extracted from the information gathered
2. articulates an applies initial criteria for evaluating both the information and its sources
3. synthesizes main ideas to construct new concepts
4. compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information

5. determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences
6. validates understanding and interpretation of the Information through discourse with other individuals , subject-area experts, and/or practitioners
7. determines whether the initial query should be revised

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

Performance indicators: The information literate student ...

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

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.

Performance indicators: The information literate student ...

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

All three levels of the Information Literacy Program stress aspects of the ACRL goals and standards. The Meredith College General Education website states the learning outcomes that are particular for the third level—the IL thread—as follows:

Upon completion of an Information Literacy course students will:

- **Critically** evaluate a research problem;
- **Select** appropriate information resources;
- **Use** efficient techniques in searching library online catalogs, information databases; the World Wide Web, and traditional print and microform materials for research and general interest information;
- **Critically** evaluate information for quality and appropriateness to the research problem;
- **Recognize** bibliographic data in order to accurately cite research.

The following table shows the correlation of the Meredith program levels, the General Education learning outcomes, the assessment measurement tools & schedule, and the ACRL standards.

- These three levels are: ENG 111 = level 1; ENG 200 = level 2; IL Threads = level 3.
- Since the IL program is designed to be incremental and developmental, many of the learning outcomes are repeated in subsequent levels. The level indicator used indicates only the level where the outcome is introduced.
- In some cases outcomes are taught but not formally assessed.
- Each outcome in ENG 111 and ENG 200 is measured each semester, but formal evaluations of those measurements are conducted on an independent schedule.

MC level	MC learning outcome	Outcome measurement	Assessment schedule – “odds & evens”	ACRL outcome
1	Critically evaluate a research problem	111-W1, 200-W2, 111-Q, 200-Q	Odd (2011, 2013 ...)	Standard 1.1.e
1	Select appropriate information resources	111-W1,111-W2, 111-W3, 111-W2DB, 111-W3DB,111-Q, 200-W1, 200-W1, 200-LCSHQ, 200-W3, 200-Q	Even (2010, 2014 ...)	Standard 1.1.a Standard 1.1.c Standard 1.2.c Standard 2.3.b Standard 2.4.b Standard 3.4.g
1	Use efficient techniques in searching	111-W2, 111-W2DB, 111-W3, 111-W3DB, 111-Q, 200-W2, 200-W3, 200-LCSHQ, 200-Q	Even (2010, 2012, 2016 ...)	Standard 2.1.c Standard 2.2.b Standard 2.2.d Standard 2.3.a Standard 2.4.c Standard 3.7.b Standard 4.2.b
1	Critically evaluate information for quality and appropriateness to the research problem	111-W1, 111-W2, 111-W2DB, 111-W3, 111-W3DB 200-W1, 200-W2, 200-LCSHQ, 200-W3	Odd (2011, 2013, 2017 ...)	Standard 1.1.b Standard 1.1.d Standard 1.2.d Standard 1.4.b Standard 2.4.a Standard 3.1.a Standard 3.2.a Standard 3.4.a Standard 3.4.e Standard 4.2.a Standard 5.2.a
1	Recognize bibliographic data in order to accurately cite research	111-Q	Odd (2009, 2011, 2015 ...)	Standard 2.5.d Standard 5.2.f Standard 5.3.a

2	Critically evaluate a research problem	200-W2, 200-W3	Odd (2011, 2013 ...)	Standard 1.1 ???
2	Select appropriate information resources	200-LCSHQ, 200-W3	Even (2010, 2014 ...)	Standard 2.2. Standard 2.3.
2	Use efficient techniques in searching	200-W3, 200-LCSHQ	Even (2010, 2012, 2016 ...)	Standard 2.1.1 Standard 2.2.e Standard 2.3.c Standard 3.7.c
2	Critically evaluate information for quality and appropriateness to the research problem	200-W3	Odd (2011, 2013, 2017 ...)	Standard 3.4.f Standard 3.5.a Standard 3.5.b
2	Recognize bibliographic data in order to accurately cite research	200-W3	Odd (2009, 2011, 2015 ...)	Standard 2.5.d
3	Critically evaluate a research problem	Assignments – ex. Literature review, research worksheet Faculty evaluations and consultations	Odd (2011, 2013 ...)	Standard 1.1.f
3	Select appropriate information resources	Assignments – ex. Literature review, research worksheet Faculty evaluations and consultations	Even (2010, 2014 ...)	Standard 1.2.e Standard 3.6.c Standard 5.1.b
3	Use efficient techniques in searching	Assignments – ex. Literature review, research worksheet Faculty evaluations and consultations	Even (2010, 2012, 2016 ...)	Standard 2.1.d Standard 2.2.c Standard 2.3.c Standard 3.7.c
3	Critically evaluate information for quality and appropriateness to the research problem	Assignments – ex. Literature review, research worksheet Faculty evaluations and consultations	Odd (2011, 2013, 2017 ...)	Standard 2.1.a Standard 2.1.b Standard 2.2.a Standard 3.2.d Standard 1.2. f.
3	Recognize bibliographic data in order to accurately cite research		Odd (2009, 2011, 2015 ...)	Standard 2.5.d

111 = ENG 111
200 = ENG 200

W# = Worksheet #
W#DB = Worksheet # Discussion Board

Q = Quiz
LCSHQ = Library of Congress Subject Headings Quiz