

ISP Intellectual Skills Outcomes

Foundation Courses

Outcomes for ITW were revised in Spring 2011. They still need to be approved by the ISPC and ISPAB

I. Foundations (8 credits)

Essential Question: How do critical and creative thinking, researching, writing and evaluating quantitative information inform scholarly endeavors?

Thinking and Writing (ITW) (4 credits) (See proposed revisions)

Students will be able to:

Writing Outcomes

- Use writing for inquiry, learning, thinking, and communicating
- Understand writing as a process that requires sustained thought over time and permits writers to use later invention and re-thinking to revise their work
- Formulate an original, complex and debatable claim, thesis, or hypothesis relating to the course theme or topic and develop that claim, thesis, or hypothesis in a 15-20 page semester-long researched writing project.
- Control syntax, grammar, punctuation, and spelling

Reading Outcomes

- Use reading for inquiry, learning, thinking, and communicating
- Analyze and evaluate the rhetorical features of peer and published texts (audience, thesis or main argument, quality of evidence, structure)
- Understand the importance of reading in academic inquiry and research

Critical Thinking Outcomes

- Move beyond initial reactions to an issue, topic, or idea toward a deeper understanding of the complexity of the issue
- Examine an issue, topic, or idea within a broader context, (for example, where does this issue sit within a larger social, political, or historical framework?)
- Examine an issue, topic, or idea from more than one perspective (for example, reading not just those authors who support the writer's position or viewpoint)

Information Literacy Outcomes

- Integrate their own ideas with those of others
- Practice appropriate means of documenting their work
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources

Writing Outcomes

- Use writing for inquiry, learning, thinking, and communicating
- Understand writing as a process that requires sustained thought over time and permits writers to use later invention and re-thinking to revise their work

- Formulate an original, complex and debatable claim, thesis, or hypothesis relating to the course theme or topic and develop that claim, thesis, or hypothesis in a 15-20 page semester-long researched writing project.

Control syntax, grammar, punctuation, and spelling

Current ITW Information Literacy Outcomes

Students will be able to:

1. Integrate their own ideas with those of others.
2. Practice appropriate means of documenting their work.
3. Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.

Proposed Revision (spring 2011) of ITW IL Outcome #3:

Understand research as a recursive process that includes finding, evaluating, reflecting on, and synthesizing appropriate sources.

How the ITW IL Outcomes relate to the revised Information Literacy Learning Outcomes for the Integrative Studies Program (written by the ISP IL Subcommittee)

1. **ISP IL Outcome:** Students identify appropriate potential information sources as part of the process of identifying and refining the information need.

Revised ITW Outcome #3: Understand research as a multi-stage, recursive process that includes finding, evaluating, reflecting on, and synthesizing appropriate sources.

2. **ISP IL Outcome:** Students develop and implement appropriate methods and effective strategies to search for and access information.

Revised ITW Outcome #3: Understand research as a multi-stage, recursive process that includes finding, evaluating, reflecting on, and synthesizing appropriate sources.

3. **ISP IL Outcome:** Students critically evaluate information sources in order to identify the appropriate use of information. (*Evaluative criteria should be appropriate for the project. Example criteria include timeliness, reliability, authority, purpose, relevance.*)

Revised ITW Outcome #3: Understand research as a multi-stage, recursive process that includes finding, evaluating, reflecting on, and synthesizing appropriate sources.

4. **ISP IL Outcome:** Students use information effectively to create and communicate their projects or performances.

ITW Outcome #1: Integrate their own ideas with those of others.

5. **ISP IL Outcome:** Students use information to ethically and legally and accurately document their use of information sources.

ITW Outcome #2: Practice appropriate means of documenting their work.

Approved by ITW Subcommittee members, 5/9/11:

Kate Tirabassi, Chair, Thinking and Writing Subcommittee, Kirsti Sandy, Center for Writing, Elizabeth Dolinger, Mason Library, Peggy Walsh, Sociology, Rebecca Dunn, Health Science

Quantitative Literacy (4 credits)

Students will be able to:

- apply the basic methods of descriptive statistics, including both pictorial representations and numerical summary measures, to analyze data.
- use appropriate software to create spreadsheets, tables, graphs and charts.
- read and interpret visually represented data.
- distinguish among various types of growth models (e.g., linear, exponential) and the types of situations for which the models are appropriate.
- critically read and interpret a quantitative problem.
- apply acquired quantitative skills and concepts to describe and analyze a real life situation.

Core Skill Outcomes for All QL Courses:

Reading:

- Identify and summarize key points

Writing:

- Develop and support complex perspectives, positions, or arguments

Information Literacy:

- Incorporate information into written work and oral presentations
- Develop research (paper or project) using information appropriately
- **Evaluate usefulness and reliability of information and sources**

Critical Thinking:

- Use credible evidence to support or refute an idea
- Synthesize ideas and information to create new understanding

Critical Dialogue:

- Organize what one wishes to convey
- Speak with purpose when conveying thoughts/ideas
- Avoid “fillers” (uh, you know, like) when conveying thoughts/ideas
- Meet allotted time guidelines
- Project voice so all can hear
- Use language appropriate for the audience or other discussion participants
- Demonstrate thoroughness of research and effective preparation in making a formal presentation

Media and Technological Fluency:

Use technology to solve problems, create products, engage in creative endeavor, or perform an analysis in an appropriate and ethical way

Quantitative Reasoning

Outcome	Needs Improvement 1	Meets Expectations 2	Exceeded Expectations 3
Application Develop appropriate quantitative problem solving strategies and apply them to real-world phenomena.	Does not use a quantitative problem solving strategy appropriately. No or weak connection shown between quantitative tools and real world cases. Fails to use appropriate quantitative language.	Uses a quantitative problem solving strategy appropriately. Successfully applies quantitative tools such as statistical methods, mathematical and/or graphical representations of real world cases. Uses quantitative language appropriately.	Demonstrates mastery of quantitative problem-solving strategies. Shows creative and innovative uses of quantitative tools such as statistical methods, mathematical and/or graphical representations.
Analysis Analyze, summarize, and interpret quantitative data and effectively communicate the findings.	Uses inappropriate pictorial, verbal, and/or numerical representation and/or shows a misunderstanding or limited understanding of the data	Uses pictorial, verbal, and/or numerical representation appropriately to demonstrate an understanding of the data	Uses appropriate pictorial, verbal, and/or numerical representations. Analysis is particularly creative and effective or demonstrates unique insights about the data
Evaluation Critically evaluate quantitative processes and results, which could include data collection, analysis, interpretation, predictions and conclusions.	(as appropriate for the assignment) <ul style="list-style-type: none"> • Fails to suggest or incorrectly/inadequately suggests possible errors in data collection, analysis, interpretation, predictions or conclusions. • Fails to relate errors in methodology to errors in prediction/conclusion. • Fails to identify when choice of quantitative information or presentation is used to emphasize a particular point of view. 	(as appropriate for the assignment) <ul style="list-style-type: none"> • Suggests possible errors in data collection, analysis, interpretation, predictions or conclusions. • Relates errors in methodology to errors in prediction/conclusion. • Identifies when choice of quantitative information or presentation is used to emphasize a particular point of view. 	(as appropriate for the assignment) <ul style="list-style-type: none"> • Suggests corrections to possible errors in data collection, analysis, interpretation, predictions or conclusions. • Suggests corrections to the methodology or to prediction/conclusion. • Suggests different presentation format to suggest an alternate point of view.

READING

Outcome	Needs Improvement 1	Meets Expectations 2	Exceeds Expectations 3
Identifies contextual issues (e.g., author, date of publication) in print and online publications. Determines credibility of sources.	Does not identify appropriate contextual issues. Is not able to determine credibility of sources.	Identifies appropriate contextual issues. Able to adequately determine credibility of sources.	Identifies all contextual issues. Able to fully determine credibility of sources.
Asks questions that lead to	Does not ask sufficient	Asks questions that	Questions show creativity

greater understanding of the material	number of questions, or does not ask relevant and appropriate questions.	demonstrate interaction and involvement with the reading.	and/or insight
Demonstrates the ability to identify and summarize key points	Misses key points or confuses key points with secondary points. Is not able to describe key points coherently and clearly.	Identifies most of the key points and summarizes them adequately.	Demonstrates exceptional depth of understanding
Demonstrates the ability to connect readings to other concepts in the course.	Makes few connections and/or misses major connections.	Makes adequate number of connections and connections are significant.	Makes multiple connections that go beyond the obvious.

Media Fluency

Outcome	Needs Improvement (Beginner) 1	Meets Expectation (Intermediate) 2	Exceeds Expectation (Advanced) 3
<p>Critical Consumption: Uses appropriate technology and methods to evaluate credibility of networked information.</p> <p>[Please refer also to relevant Information Literacy Outcomes of ISP Program]</p>	Unable to ascertain accuracy of online data and resources. Requires assistance in developing networked research strategies.	Demonstrates ability to navigate online information effectively. Deploys appropriate strategy in ascertaining credibility of networked information.	Deploys novel and effective strategies in ascertaining credibility of networked information. Creatively applies advanced networked research methodologies.
<p>Creative and Analytic Technology: Uses technology to solve problems, create products, engage in creative endeavor, or perform an analysis in an appropriate and ethical way.</p>	Fails to apply chosen technology effectively and independently.	Demonstrates ability to apply chosen technology effectively and independently. Chooses either appropriate technology or appropriate methods to a technology. Uses technology ethically and is able to detail ethical questions associated with use of specific technology.	Deploys novel and effective applications of chosen technology. Independently expands knowledge and use of the technology.
<p>Collaborative Technology Uses technology to collaborate and communicate with groups on meaningful projects.</p>	Fails to use collaborative technology effectively and independently.	Demonstrates ability to use collaborative technology effectively. Deploys appropriate strategies to engage professionally and ethically with individuals and working groups.	Deploys novel and effective applications of collaborative technology. Uses technology to collaborate and communicate in ways not possible in traditional face-to-face interaction.

<p>Participatory Media: Uses media to expand personal and group knowledge, solve problems, and engage with online communities.</p>	<p>Fails to use participatory media effectively and independently.</p>	<p>Demonstrates ability to use participatory media effectively. Deploys appropriate strategies to engage professionally and ethically with online communities.</p>	<p>Deploys novel and effective applications of participatory media. Uses participatory media not only to achieve own ends, but to broaden beliefs, knowledge, advocacy, and solutions.</p>
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Critical Thinking – Will be Revised 2011-2012

Outcome	1 Needs Improvement	2 Meets Expectation	3 Exceeds Expectation
<p>Uses credible evidence to support or refute an idea</p>	<p>Does not use credible evidence to support or refute an idea</p>	<p>Articulates adequate connections through credible evidence to support or refute an idea</p>	<p>Makes convincing and comprehensive connections using evidence to support or refute an idea</p>
<p>Incorporates multiple perspectives in examining an issue</p>	<p>Does not incorporate multiple perspectives</p>	<p>Incorporates multiple perspectives while examining an issue</p>	<p>Thoroughly integrates multiple perspectives while examining an issue</p>
<p>Evaluates a source's use of evidence to support an idea</p>	<p>Does not accurately identify a source's main idea, or does not adequately evaluate the source's use of evidence</p>	<p>Accurately identifies a source's main idea, and sufficiently evaluates the source's use of evidence</p>	<p>Accurately identifies a source's main idea, and thoroughly evaluates the source's use of evidence</p>

Current Creative Thinking Outcomes

- Use novel ideas, perspectives, or solutions when engaging with a problem, task, or goal
- Engage a problem, task, or goal with sustained effort over a period of time
- Use multiple models or representations of ideas
- Express personal ideas, points of view, or feelings and bring those to a product
- Invent and re-apply ideas
- Confront questions with multiple answers
- Form new combinations of ideas
- Reframe new ideas (metaphors, analogies, use of models)
- Consider diverse points of view in order to reconstruct them imaginatively, emphatically, and accurately
- Demonstrate open-mindedness and flexibility in thinking
- Create new uses for existing patterns or structures
- Go beyond standard schema when investigating a problem
- Solve unstructured problems

REVISED CREATIVE THINKING OUTCOMES (have not been approved)

CREATIVE THINKING

Students will be able to produce artifacts that synthesize disparate materials	Artifact does not contain evidence of multiple source materials.	Artifact contains evidence of multiple source materials.	Artifact contains evidence of disparate source materials.
Students will be able to produce artifacts that illustrate an ability to imagine something new.	Student reformulates a collection of ideas.	Student experiments with the creation of a new idea.	Student creates a new idea.
Students will be able to produce artifacts that demonstrate an ability to draw original	Artifact contains non-original hypothesis or conclusion.	Artifact contains original hypothesis or conclusion.	Artifact contains original hypothesis and conclusion.

hypotheses or conclusions			
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Current Writing Outcomes (These have been revised and need to be approved by the ISPC and ISPAB)

1) Develop complex perspectives, positions, and/or arguments.

Doesn't Meet Expectations: Only the writer's perspective provided. No clear evidence of any perspective, position, or argument.

Meets Expectations: Evidence of at least one other perspective, position, or argument.

Exceeds Expectations: Evidence of multiple perspectives, positions, or arguments.

2) Support complex perspectives, positions and/or arguments.

Doesn't Meet Expectations: Little or no supporting evidence (i.e. studies, interviews, observations, examples, quotations, etc.).

Meets Expectations: Moderate / adequate evidence present.

Exceeds Expectations: Evidence of in-depth, detailed, supporting data.

3) Use revision effectively as part of the writing process.

Doesn't Meet Expectations: Multiple drafts not submitted OR no changes evident in drafts OR changes evident, but do not improve the final draft's meaning and/or clarity.

Meets Expectations: Changes improve the final draft's meaning and/or clarity

Exceeds Expectations: Changes significantly improve the final draft's meaning and/or clarity.

(Note: This will require instructors to submit at least two drafts.)

4) Use grammar effectively to communicate ideas.

Doesn't Meet Expectations: Multiple errors; errors impact clarity of ideas.

Meets Expectations: A few errors; errors generally don't impact clarity of ideas.

Exceeds Expectations: No errors that impact clarity of ideas.

5) Use organization effectively to communicate ideas.

Doesn't Meet Expectations: Rarely demonstrates an effective progression of ideas.

Meets Expectations: Usually, but not always, demonstrates an effective progression of ideas.

Exceeds Expectations: Consistently demonstrates an effective progression of ideas.

Report from Writing Outcomes Revision Team, April 2011
Submitted by Katherine E. Tirabassi, Revision Team Leader
Revision Team: Kirsti Sandy, Lorianne Disabato

Introduction

The revision team was charged with revising the following current writing outcomes, based on the recommendations of the Assessment Writing Outcomes reports from AY 2008-2009 and 2009-2010.

Current ISP Writing Outcomes

1. Develop complex perspectives, positions, and/or arguments.
2. Support complex perspectives, positions and/or arguments.
3. Use revision effectively as part of the writing process.
4. Use grammar effectively to communicate ideas.
5. Use organization effectively to communicate ideas.

Rationale for Proposed Revisions

The Assessment Writing Outcomes reports from AY 2008-2009 and 2009-2010 indicated that the current writing outcomes are so broadly constructed, and the artifacts submitted so wide ranging that the assessments did not truly offer a clear picture of whether students' writing skills are improving in ISP courses designated as those developing writing skills. In assessing the various writing artifacts that have been submitted over the past two years, the reviewers found that some artifacts still fell into the category "Exceeds Expectations," even if the artifact was poorly written, in part because of the broad language of the outcomes, the narrow language of the rubrics and the artifacts being so disparate in purpose, audience, context, and genre.

As the revision team talked about revising the writing outcomes, we found that one of the key issues, in trying to assess writing across the curriculum, is the fact that writing is done in various disciplines for different purposes: to argue, to inform, to entertain, to persuade, to analyze, to summarize, etc. To assess for all of these purposes would require either a series of writing outcomes for written for these various purposes, or a decision to assess a particular purpose in writing that cuts across (or is common in) all disciplinary writing. On the recommendation of Assessment Coordinator Dr. Yi Gong to develop a holistic assessment tool that can be used for all artifacts that are submitted for each intellectual skill, we determined that the latter approach would be preferable.

While we recognize that not all academic writing assignments focus on argument, we discussed the fact that most writing assignments do incorporate argument and support for an argument, if argument is broadly defined. We determined if those designating Writing Skills Outcomes could offer one assignment that focuses on argument, again broadly defined, then the Student Learning Outcomes for the Writing Skills Outcomes could be more focused overall, and perhaps get at some of the primary questions about writing that we'd like to learn more about in programmatic assessment efforts such as the ISP Assessment Cycle.

In addition to our discussions about the reviewers' recommendations, the revision team also consulted external recommendations from two expert sources: "The Framework for Success in Postsecondary Writing" (2011), written by the Council of Writing Program Administrators, the National Council of Teachers of English and the National Writing Project (see the following link: <http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf>) and also the Association of American Colleges and Universities Writing Outcomes to help us think about how we might rethink the current ISP writing outcomes.

Current Student Learning Outcomes 1 and 2:

1. Develop complex perspectives, positions, and/or arguments.
2. Support complex perspectives, positions and/or arguments.

As we looked at the Current Writing Skills Outcomes, one key issue that we discussed was that without access to the assignment, as is currently the practice for ISP programmatic assessment, it is difficult to determine whether the evidence presented in an artifact is credible evidence for a particular assignment or discipline. The reviewers, in fact, reported that due to the way that the current rubrics are written, they would often need to talk a great deal during the norming sessions about what constituted "complex perspectives" and "support" in Student Learning Outcomes 1 and 2.

As a result, we have combined SLO 1 and 2 (see revised outcomes below) and we revised the rubric to address this issue as well. We have also developed a statement that discusses what we mean by a "broadly defined conception of argument," as well as a list of possible artifacts that faculty might ask students to submit for the purpose of Writing Skills Outcomes Assessment.

Current Student Learning Outcome 3: Use revision effectively as part of the writing process.

Another key issue that we discussed is the fact that, until now, there has not been a way to assess the third Student Learning Outcome for Writing Skills.

With our current assessment process, we agree that it would be difficult to assess whether revision is being used as part of the writing process. However, we have rewritten this SLO and developed a student survey that all students submitting to the Writing Skills Outcome Blackboard thread would take prior to submitting their artifact to the thread. This way, we can gather data regarding the writing habits of KSC students with regard to revision.

We also discussed the possibility of developing a companion survey for faculty about the types of revision that they ask students to do, but we did not develop this survey at this point. We would simply forward this idea as a potential recommendation for additional data in the future.

Current Student Learning Outcome 4: Use grammar effectively to communicate ideas.

The revision team found this outcome to be important, but would like to extend the definition of grammar beyond the limited conception of error that is currently described in the rubric to assess this outcome. To revise this outcome and rubric, we turned to the "AACU Written Communication VALUE Rubric" and have incorporated the language used in this rubric, which addresses not only

grammar (or “mechanics”) but also syntax and style, so that assessors might determine whether written artifacts demonstrate a clear control of language.

Current Student Learning Outcome 5: Use organization effectively to communicate ideas.

Because organization is largely determined by disciplinary conventions, assignment parameters, purpose, context, audience and genre (and, often, the assignment itself), the revision team felt that this outcome is too difficult to assess without boiling it down to a limited conception of organization, as is currently employed in the rubric (focusing on an “effective progression of ideas”). We have addressed the question of coherence in our revision of SLO 1 and 2 by addressing whether the focus, claim, argument can be found throughout the artifact. We have, therefore, eliminated the current SLO #5 in our proposed revision.

Proposed Student Learning Outcomes 1, 2, 3 and Rubric/Survey for ISP Writing Skills:

Introductory Statement: The artifact submitted for ISP Writing Skills Assessment should focus on argument.

Because writing across the curriculum can have various audiences, contexts, purposes and genres, assessing writing for various purposes is difficult, since one set of outcomes cannot be developed to assess all of these elements. Therefore, **for the writing assignment that you develop and ask students to submit, please select an assignment that communicates an argument.** While not all writing assignments will focus on argument, most courses do ask students, at one time or another during a semester, to develop a piece of writing that incorporates argument. Argument is being broadly defined here as writing with a particular purpose, focus, position, thesis, or claim in which students develop and support an original point throughout the paper. While “argument” can be viewed as developing a pro/con paper, argument can be used as a word for writing assignments that ask students to use appropriate support and/or evidence, depending on the assignment requirements, to develop their ideas in writing.

Some Recommendations for Types of Written Assignments across the Curriculum that include a Broadly Defined Arguments (not an exhaustive list):

Critiques	Reviews
Reading Responses	Letters to the Editor
Reflective Writing/Portfolio Cover Letters	Workshop Peer Feedback Letters
Reports	Speeches
Executive Summaries	Position Papers
Proposals	Case Studies
Research Proposals	Editorials
Research Papers	Statements of Belief
Content Analyses	Support Papers for Best Practices
Bibliographic Essays	Research Logs

Proposed Student Learning Outcomes for ISP Writing Skills:

1. Develop and support complex perspectives, positions and/or arguments.
2. Demonstrate control of syntax, mechanics and style to effectively communicate ideas.
3. Use revision for a variety of purposes, including editing for errors, clarifying purpose, reorganizing for clarity, and reformulating ideas based on new knowledge or feedback.

Rubric for SLO 1 and 2

Student Learning Outcome	Needs Improvement	Meets Expectations	Exceeds Expectations
SLO 1: Develop and support complex perspectives, positions and/or arguments.	Written artifact may contain a central idea/claim but it is not developed or supported throughout the document.	Written artifact focuses on a central idea/claim that is generally developed and supported throughout the document, with occasional tangents or gaps in logic.	Written artifact focuses on a central idea/claim that is elaborated upon and supported throughout the whole document.
SLO 2: Demonstrate	Use language that sometimes	Use language that generally	Use language that skillfully communicates

control of syntax, mechanics and style to effectively communicate ideas.	impedes meaning because of errors in usage.	conveys meaning to readers with clarity, although writing may contain some errors.	meaning to readers with clarity and fluency, and is virtually error-free.
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SLO 3: Use revision for a variety of purposes, including editing for errors, clarifying purpose, reorganizing for clarity, reformulating ideas based on new knowledge or feedback.

Statement regarding Survey Assessment Tool for SLO #3: As the Council of Writing Program Administrators, the National Writing Project and the National Council of Teachers of English suggest in the “Frameworks for Success in Postsecondary Writing,” (2011), this student learning outcome will be assessed on the basis of a survey that students will fill out as part of the ISP Writing Skills Outcomes Assessment. This survey is intended to determine whether students are required to revise in their ISP courses and/or whether they revise on their own as well. This survey will also provide data about how students view and approach revision.

Student Survey for SLO 3:

1. Were you required to submit drafts in this ISP course?

Yes/No

2. Consider the paper you are submitting for ISP Writing Skills Assessment. How many drafts of that paper did you write?

- 5 drafts or over
- 4 drafts
- 3 drafts
- 2 drafts
- The first draft was the final draft.

3. What kind of feedback did you receive on the paper that you are submitting for ISP Writing Skills Assessment? (Select all that apply):

- Peer feedback in class or on Blackboard.
- Feedback from tutors at the Center for Writing.
- Instructor feedback written on the paper.
- Instructor feedback given in person during an office visit.
- Feedback from library faculty/staff.
- Feedback from friends/family members.
- No feedback at all.
- Other: [Open textbox]

4. What form(s) did your revision take? (Check all that apply)

- Editing for errors
- Clarifying purpose
- Reorganizing for clarity
- Reformulating ideas based on new knowledge or feedback.
- Other: [Open textbox]

5. How did the revisions impact your paper?

[Open textbox]

CURRENT CRITICAL DIALOGUE OUTCOMES (A team is in the process of revising summer and fall 2011 and will submit to the ISPC and ISPAB for approval)

- Organize what one wishes to convey
- Speak with purpose when conveying thoughts/ideas
- Avoid “fillers” (uh, you know, like) when conveying thoughts/ideas
- Develop the skill to use emotional involvement as a tool of respectful engagement with the listener
- Meet allotted time guidelines
- Project voice so all can hear
- Use language appropriate for the audience or other discussion participants
- Demonstrate thoroughness of research and effective preparation in making a formal presentation
- Engage the listener through verbal and non-verbal behaviors
- Demonstrate an awareness of the listener and the response of others to what is being said
- Use paraphrase or restatement in responding to a listener
- Demonstrate active listening in order to avoid disengagement with the speaker
- Maintain focus on the content of the presentation, regardless of the speaker’s style of delivery
- Demonstrate appropriate nonverbal behaviors (attention, engagement)
- Practice listening objectively
- Recognize emotional involvement while listening
- Practice mental engagement with the speaker in order to formulate thoughtful questions based on conversations and presentations
- Make notes regarding key points in order to question or respond effectively

INFORMATION LITERACY OUTCOMES REVISED AND APPROVED

**Association of College & Research Libraries
Information Literacy Standards for Higher Education**

Approved Revised ISP Information Literacy outcomes

<p>Competency Standard 1: The information literate student determines the extent of the information needed.</p> <p>Competency Standard 2: The information literate student accesses needed information effectively and efficiently.</p> <p>Competency Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.</p> <p>Competency Standard 4: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.</p> <p>Competency Standard 5: 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.</p>	<ol style="list-style-type: none"> 1. Students identify appropriate potential information sources and the process of identifying and refining the information needed. 2. Students develop and implement appropriate methods and strategies to search for and access information. 3. Students critically evaluate information sources in order to determine appropriate use of information. <i>(Evaluative criteria should be developed for the project. Example criteria include timeliness, reliability, accuracy, and relevance.)</i> 4. Students use information effectively to create and communicate their projects or performances. <i>(Also see other ISP outcomes such as writing, critical thinking, creative thinking, reading).</i> 5. Students use information ethically and legally and accurately document their use of information sources.
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Menu of ISP Information Literacy Outcomes & examples of how they scaffold for criteria on a project assessment tool such as a rubric
(this is not meant to be an exhaustive list and is offered to provide suggestions)

ACRL Information Literacy Standards	Proposed ISP Information Literacy outcomes	Menu of Example criteria that could appear on a project assessment tool <i>(this is not meant to be an exhaustive list and is offered to provide ideas. These examples have been pulled from a variety of assessment tool criteria)</i>	Example Assessment Artifacts
	By the end of the ISP program students will...	The progress/project...	Assessed by...
<p>Competency Standard 1: The information literate student determines the extent of the information need</p>	<p>1. Students identify appropriate potential information sources as part of the process of identifying and refining the information need.</p>	<p>Includes evidence of a research question or narrowed topic appropriate for the assignment. Includes evidence of sub-topics or sub-questions which reflect critical thinking about topic. Process reflects understanding</p>	<p>Research log/journal Various Benchmark assignments: topic idea, concept maps, narrowed topic, thesis statement, worksheets Reflective paper</p>

		of when it is necessary to modify or abandon a topic, depending on the success (or failure) of an initial search for information.	
Competency Standard 2: The information literate student accesses needed information effectively and efficiently.	2. Students develop and implement appropriate methods and effective strategies to search for and access information.	<p>Process reflects appropriate action to obtain information within the time frame required. Process includes identification of the main concepts and key words from a research question and identifies synonyms.</p> <p>Concepts, key words and synonyms are applied as search terms to locate appropriate information</p> <p>Demonstrates use of background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri,</p>	<p>Research log/journal</p> <p>Working bibliographies (draft bibliographies showing resources used to inform but not necessarily cited in final paper)</p> <p>Worksheets</p> <p>Bibliography</p> <p>Reflective paper</p>

		<p>textbooks) to seek an overview of the topic and possibly identify discipline-specific terminology that describes a given topic.</p> <p>Uses appropriate investigative method(s) for meeting their information need (e.g. field work, interview, survey, literature review, etc.)</p> <p>Demonstrates use of specialized online or in person services available at the institution to retrieve information needed (e.g., librarians, class instructor, interlibrary loan/ document delivery, professional associations, institutional research offices, community resources, experts and practitioners).</p> <p>Demonstrates the use of a variety of sources.</p> <p>Demonstrates use of a variety of resources (e.g., reference, web, electronic database, primary, secondary) at specific points throughout the research process (e.g., background information, data, scholarly information, etc.)</p> <p>Appropriate tools (e.g., indexes, online databases) for</p>	
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		research on a particular topic are used.	
Competency Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.	3. Students critically evaluate information sources in order to identify the appropriate use of information. (<i>Evaluative criteria should be appropriate for the project. Example criteria include timeliness, reliability, authority, purpose, relevance.</i>)	The sources used are appropriate to the topic the student addressed. Demonstrates use of primary and secondary sources. Demonstrates use of sources with appropriate credentials for the topic. Sources are balanced; accounts for diverse viewpoints. Demonstrates use of scholarly materials when necessary.	Bibliography Research log/journal Discussion board postings Presentation Quiz Reflective paper on sources worksheets
		Demonstrates use of discipline specific sources.	
Competency Standard 4: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.	4. Students use information effectively to create and communicate their projects or performances. (<i>Also see other ISP outcomes such as writing, critical thinking, creative thinking, reading.</i>)	Sources have been used to interpret, deepen, and reflect on topic at hand. Identifies relevant verbatim material that can be quoted to support statement. Integrates new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance Existing information is combined with original thought. Demonstrates mastery of topic. The student has sought ideas from enough sources to become informed about the topic at hand. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context	Paper Project Reflective 1 minute paper

Competency Standard 5: 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.	5. Students use information ethically and legally and accurately document their use of information sources.	Records all citation elements for different information source types (e.g., book, article, television program, Web page, interview). Follows appropriate citation style. Identifies when documentation of sources is necessary. Recognizes the format of an information source (e.g., book, chapter in a book, periodical article) from its citation.	Bibliography Quiz Discussion board Role Playing (Student act out using information ethically; students work in groups to arrange themselves into correct citation style)
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