

Date: October 26, 2006

To: Earl Potter - Chair, Joint Boards Articulation Commission and Executive Vice President and Provost, Southern Oregon University

Reine Thomas – Chair, Council of Instructional Administrators and Dean of Instruction, Portland Community College – Rock Creek

Chuck Clemans – President, Oregon Community College Association and Board member, Clackamas Community College

John Pollitz – Coordinator, 2006 Information Literacy Summit between OSU and Degree Partnership Program colleagues involved in libraries, writing and technology (November 17, 2006) and Associate University Librarian for Public Services and Innovative Technology, OSU Libraries

From: Jorry Rolfe, OCCLA President and Linn-Benton Community College Librarian

I am pleased to submit the information literacy outcome statement below recommended and endorsed by the Oregon Community College Library Association (OCCLA) in October 2006 to the Joint Boards Articulation Commission.

OCCLA library directors share the view that information literacy outcomes based on nation-wide information literacy standards need to be addressed in general education courses. Our students should be expected to be competent in research and the use of sources. This also echoes the JBAC April 18, 2006 forum comment made by librarian Anne-Marie Deitering of OSU.

Outcome Statement October 2006

The primary goal of general education is to instill the foundations of lifelong learning. Information literacy (IL) is a foundational skill for independent lifelong learning as well as for student learning and academic success in the 21st century. Students should be able to formulate a problem or research statement (that is, recognize their need for help), determine the nature and extent of information needed, access information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge base and value system, and understand many of the economic, legal, and social issues surrounding the use of information.

Adapted from the Association of College & Research Libraries (ACRL)
Information Literacy Competency Standards for Higher Education
(ACRL is a division of the American Library Association)

The above statement is based on group discussion that occurred at the Fall OCCLA meeting on Friday, October 20, 2006 attended by Oregon community college library

directors. In addition here are OCCLA's responses to JBAC's guiding questions about the draft outcomes based on that discussion:

1. Does this outcome statement, in general, describe what students know and do as a result of successfully completing your distribution/skill requirement for the AAOT?

The outcomes indicated for Writing and Speech courses do not include all of the elements of information literacy; the components and importance of this competency are described below. A solution may be to include an information literacy component as a required part of a designated writing or composition class taken by all AAOT students, especially since students do learn and apply IL skills more effectively when they are integrated into the teaching and learning process.

2. Are these outcome statements compatible with general education outcomes/expectations of students who successfully complete your two-year degrees?

Not entirely. The primary goal of general education is to instill the foundational skills for lifelong learning. A person who lacks either research skills or a conceptual understanding of how information is created, accessed and evaluated cannot be a critical thinker or a lifelong learner in today's world. Students who complete our two year degree programs are expected to have the information literacy skills described in the answer to Question 3, below.

3. When you look at these outcome statements together what, if anything is missing? What else should a successful graduate know and be able to do related to general education?

A successful graduate should be information literate, defined as the ability to: formulate a problem statement, determine the nature and extent of information needed to address the problem, access relevant information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into his or her knowledge base and value system, and understand many of the economic, legal, and social issues surrounding the use of information.

The Oregon Community College Library Association encourages the inclusion of specific information literacy outcomes in general education courses, or the addition of an information literacy outcome as a general education competency.