

# ACAP

Austin Competency Analysis Profile

## Information Literacy

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# What's Inside

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Preface.....	i
Introduction.....	1
ACAP Process Overview .....	2
ACAP: Information Literacy	
Competencies.....	4
Glossary .....	12

# Preface

Austin Community College would like to express our sincere appreciation to our community and institutional partners who donated their time and expertise toward the identification and validation of competencies in the following Austin Competency Analysis Profile.

# Introduction

The ACAP (Austin Competency Analysis Profile) initiative comes out of the Instructional Development Services of Instructional Resources and Technology at Austin Community College District. This initiative is ACC's primary source for Competency-Based Curriculum development, providing a connection between our academic and workforce programs and the needs of business and industry.

The ACAP is a process for analyzing an area of study to develop curriculum. The product is a competency list that has been developed and validated by subject matter experts. This list will be used to develop curriculum to better prepare students for higher education, the workplace and lifelong learning.

# **A** CAP Process Overview

## ***What are Austin Competency Analysis Profiles (ACAPs)?***

Austin Competency Analysis Profiles (ACAPs) are competency lists verified by Subject Matter Experts. These lists evolve from a well-established analysis process involving community and institutional representatives from throughout Texas.

## ***How is an Austin Competency Analysis Profile used?***

Each ACAP identifies the skills (or competencies) needed area of study. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency.

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items. Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

# C ompetencies

The following Competencies have been identified and verified by a panel of subject matter experts currently active in the field of Information Literacy. This panel of experts has determined that these skills will better prepare students for higher education, the workplace and lifelong learning. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes students need to perform each competency. These *Competencies* and *Competency Builders* are designed to be the basis for curriculum development to ensure curriculum reflects current, acceptable standards in Information Literacy. These *Competencies* are intended to include all basic, necessary skills for this occupational area, but may be supplemented with additional competencies as faculty and advisory committee members see the need to do so.

## **Key Terms:**

*Competency*—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

*Competency Builders*—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

## **Sources**

Information Literacy Competency Standards for Higher Education  
<http://www.ala.org/acrl/standards/informationliteracycompetency>

# ACAP: Information Literacy

Unit 1	Determining Nature & Extent of Information Need
Unit 2	Accessing Information
Unit 3	Managing Information
Unit 4	Evaluation of Information
Unit 5	Using Information
Unit 6	Economic, Legal, Ethical and Social Issues

# Competencies

## ACAP: Information Literacy

### Unit 1 Determining Nature & Extent of Information Need

#### **Competency 1.1 Formulate research question in order to determine the need for information**

##### *Competency Builders:*

- 1.1.1 Identify research question/topic
- 1.1.2 Identify gaps in personal knowledge about the topic
- 1.1.3 Explore general information sources to increase familiarity with the topic
- 1.1.4 Modify the research question/topic to achieve a manageable focus

#### **Competency 1.2 Recognize a variety of types and formats of potential sources for information**

##### *Competency Builders:*

- 1.2.1 Recognize that information is formally and informally produced, organized, and disseminated
- 1.2.2 Recognize that knowledge can be organized into disciplines that influence the way information is accessed
- 1.2.3 Identify the characteristics of potential resources (e.g., databases, Internet, library collections)
- 1.2.4 Identify the characteristics of potential sources (e.g., popular vs. scholarly, current vs. historical, primary and secondary sources)

#### **Competency 1.3 Examine the costs and benefits of acquiring the needed information**

##### *Competency Builders:*

- 1.3.1 Determine the availability of needed information
- 1.3.2 Determine when to broaden the information seeking process beyond immediately available resources (e.g., interlibrary loan; obtaining and using resources at other locations; lab experiment; fieldwork)
- 1.3.3 Determine the need to acquire new languages or skills in order to gather needed information
- 1.3.4 Appraise the feasibility of acquiring new languages or skills in order to gather needed information
- 1.3.5 Recognize the time necessary to acquire the needed information
- 1.3.6 Describe the costs of not acquiring the needed information

## Unit 2 Accessing Information

### Competency 2.1 Select resources for accessing the needed information

#### *Competency Builders:*

- 2.1.1 Identify appropriate resources
- 2.1.2 Investigate benefits and applicability of various resources
- 2.1.3 Investigate the scope, content, bias, and organization (e.g. classification schemes, finding aids, indexes, tutorials, Table of Contents) of resources
- 2.1.4 Investigate how selected resources retrieve results (advanced)

### Competency 2.2 Conduct a search for the needed information

#### *Competency Builders:*

- 2.2.1 Identify keywords, synonyms and related terms for the search
- 2.2.2 Select controlled vocabulary specific to the discipline or resource
- 2.2.3 Construct a search strategy using appropriate protocols for the resources selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books; browsing, exact phrase searching with quotation marks)
- 2.2.4 Implement the search strategy using resource-specific protocols

### Competency 2.3 Retrieve information using appropriate methods

#### *Competency Builders:*

- 2.3.1 Identify methods of retrieving your selected information (online or in person)
- 2.3.2 Use selected methods to retrieve information
- 2.3.3 Use specialized services/experts to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, subject experts, librarians and practitioners)
- 2.3.4 Use citations/references to retrieve information

### Competency 2.4 Refine the search strategy if necessary

#### *Competency Builders:*

- 2.4.1 Assess the quantity, quality, and relevance of the search results in order to determine whether alternative resources/search strategies should be used
- 2.4.2 Identify gaps in the information retrieved in order to determine if the search strategy should be revised or an information professional/subject expert should be consulted
- 2.4.3 Repeat the search using the revised strategy as necessary

## Unit 3 Managing Information

### Competency 3.1 Organize information sources and search strategies

#### *Competency Builders:*

- 3.1.1 Determine need for information organization
- 3.1.2 Identify approaches/tools for organizing information
- 3.1.3 Evaluate approaches/tools for costs and benefits
- 3.1.4 Select/create approaches/ tools for organizing information

### Competency 3.2 Extract relevant information from sources

#### *Competency Builders:*

- 3.2.1 Recognize the variety of technologies (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, mobile devices)
- 3.2.2 Select the most appropriate technologies (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment)
- 3.2.3 Use appropriate technologies (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment)
- 3.2.4 Identify verbatim material that should be cited and quoted/paraphrased

### Competency 3.3 Record all pertinent citation information for future reference

#### *Competency Builders:*

- 3.3.1 Recognize various citation styles
- 3.3.2 Read citations and identify missing data
- 3.3.3 Select appropriate citation format
- 3.3.4 Differentiate between the types of sources cited
- 3.3.5 Recognize the elements and correct syntax of a citation for a variety of source types

## Unit 4 Evaluation of Information

### Competency 4.1 Summarize the main ideas to be extracted from the information gathered

#### *Competency Builders:*

- 4.1.1 Select main ideas
- 4.1.2 State concepts in your own words
- 4.1.3 Identify verbatim material that can be then appropriately quoted/paraphrased/cited

## **Competency 4.2    Apply criteria for evaluating both the information and its sources**

### *Competency Builders:*

- 4.2.1            Articulate criteria for evaluating both the information and its sources
- 4.2.2            Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, and timeliness
- 4.2.3            Analyze the structure and logic of supporting arguments or methods
- 4.2.4            Recognize bias, prejudice, deception, or manipulation
- 4.2.5            Recognize the cultural, physical, or other context within which the information was created
- 4.2.6            Describe the impact of cultural, physical, or other context on interpreting the information

## **Competency 4.3    Synthesize information to develop an argument**

### *Competency Builders:*

- 4.3.1            Recognize interrelationships among concepts
- 4.3.2            Combine concepts into an argument with supporting evidence
- 4.3.3            Recognize directions for further research
- 4.3.4            Integrate new information with previous information or knowledge
- 4.3.5            Select information that provides evidence for the topic

## **Competency 4.4    Determine whether the new knowledge has an impact on one's value system and take steps to reconcile differences**

### *Competency Builders:*

- 4.4.1            Investigate differing viewpoints encountered in the literature
- 4.4.2            Determine whether to incorporate or reject viewpoints encountered
- 4.4.3            Acknowledge opposing viewpoints if rejected by noting that this viewpoint is outside of the product's or performance's scope

## **Competency 4.5    Validate understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners**

### *Competency Builders:*

- 4.5.1            Participate in classroom and other discussions
- 4.5.2            Seek expert opinion through a variety of mechanisms (e.g., interviews, email, listservs, webinars, tutorials)

## **Competency 4.6    Revise initial query as needed**

### *Competency Builders:*

- 4.6.1            Determine if original information need has been satisfied or if additional information is needed

- 4.6.2 Review search strategy and incorporate additional concepts as necessary
- 4.6.3 Review information retrieval sources used and expand to include others as needed

## Unit 5 Using Information

### **Competency 5.1 Apply new and prior information to the planning and creation of a particular product or performance**

#### *Competency Builders:*

- 5.1.1 Select potential products/performances for which the information can be used
- 5.1.2 Organize the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
- 5.1.3 Articulate knowledge and skills transferred from prior experiences to planning and creating the product or performance
- 5.1.4 Synthesize information in your own words
- 5.1.5 Integrate the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
- 5.1.6 Attribute information sources in communicating the product or performance (e.g. citations)
- 5.1.7 Identify whether information sources (e.g. digital text, images, and data) are needed as “verbatim” in product or performance
- 5.1.8 Recognize when one is expected to obtain permission to use information sources (e.g. copyrighted material)
- 5.1.9 Recognize the potential for revising the planning process for the product or performance

### **Competency 5.2 Communicate the product or performance effectively to others**

#### *Competency Builders:*

- 5.2.1 Choose a communication medium, style and format that best supports the purposes of the product or performance and the intended audience
- 5.2.2 Use a range of information technology applications to communicate the product or performance

## Unit 6 Economic, Legal, Ethical and Social Issues

### **Competency 6.1 Articulate the economic, legal, ethical and social issues surrounding information**

#### *Competency Builders:*

- 6.1.1 Identify issues related to privacy and security in both the print and

- 6.1.2 Identify issues related to free vs. fee-based access to information
- 6.1.3 Identify issues related to censorship and freedom of speech
- 6.1.4 Identify issues related to intellectual property, copyright, and fair use of copyrighted material
- 6.1.5 Identify issues related to neutrality and accessibility in information technology

**Competency 6.2 Describe laws, regulations, institutional policies, and etiquette related to the access and use of information resources**

*Competency Builders:*

- 6.2.1 Identify accepted practices in electronic discussions (e.g. "Netiquette")
- 6.2.2 Identify institutional policies on access to information resources
- 6.2.3 Identify laws, policies and regulations related to obtaining, storing and disseminating information
- 6.2.4 Define plagiarism
- 6.2.5 Identify policies related to human subjects' research

# Glossary

**ACAP**–*Austin Competency Analysis Profile*–a well-established analysis process unique to Austin Community College involving community and institutional representatives from throughout Texas.

**Advanced Competencies**–the occupation and academic competencies needed to advance in higher education, the workplace, or lifelong learning.

**Competency**–an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

**Competency Builders**–the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

**SME**–*Subject Matter Expert*–incumbent worker in a given subject area.