

# CCCCD Libraries

## Library Instruction Program

### Overview

**Mission** The mission of the CCCC libraries' instruction program is to improve the library skills of CCCC's students and to prepare them for the next phase in their plan for lifelong learning.

**Goals** The goals of CCCC libraries' instruction program (1) are to improve students' understanding of how to:

- "Determine the nature and extent of information needed
- Access and use needed information effectively and efficiently
- Evaluate information and its sources critically and incorporate selected information into one's knowledge base and value system
- Use information effectively to accomplish a specific purpose
- Understand many of the economic, legal, and social issues surrounding the use of information"

**Instructional Objectives** The instructional objectives of the CCCC libraries' instruction program (2) are to improve students' information literacy skills in the following areas:

#### *Determining the nature and extent of information needed*

- Formulate a reference question based on the information need
- Define or modify the information need to achieve a manageable focus
- Identify the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
- Identify the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
- Define a realistic overall plan and timeline to acquire the needed information

#### *Accessing and using needed information effectively and efficiently*

- Investigate the scope, content, and organization of information retrieval systems
- Identify keywords, synonyms, and related terms for the information needed
- Use various search systems to retrieve information in a variety of formats
- Use various classification schemes and other systems (e.g. call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
- Assess the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
- Identify the gaps in the information retrieved and determine if the search strategy should be revised

- Record all pertinent citation information for future reference

*Evaluating information and its sources critically and incorporating selected information into one's knowledge base and value system*

- Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
- Determine probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions

*Using information effectively to accomplish a specific purpose*

- Select content appropriate to the purposes and formats of the desired product or performance

*Understanding many of the economic, legal, and social issues surrounding the use of information*

- Demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material
- Demonstrate an understanding of what constitutes plagiarism and refrain from representing work attributable to others as one's own work
- Select an appropriate documentation style and use it consistently to cite sources

(1) American Association of Community Colleges, Board of Directors, "AACC Position Statement on Library and Learning Resource Center Programs", [http://ol.scc.spokane.edu/nclr/LLRC statement.htm](http://ol.scc.spokane.edu/nclr/LLRC%20statement.htm), November 8, 2002

(2) Adapted from: Association of College and Research Libraries, Board of Directors, "Information Literacy Competency Standards for Higher Education", <http://www.ala.org/acrl/html>, January 18, 2000