BAY AREA

COMMUNITY COLLEGES
INFORMATION COMPETENCY
ASSESSMENT PROJECT
(ICAP)

BI Subcommittee Session
MLA Memphis
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WHAT IS IT?

• A COLLABORATIVE PROJECT AMONG COMMUNITY COLLEGE LIBRARlANS IN THE SAN FRANCISCO BAY AREA TO DEVELOP AND FIELD-TEST AN INFORMATION COMPETENCY ASSESSMENT INSTRUMENT
PURPOSES:

- TO ASSESS COMMUNITY COLLEGE STUDENTS’ PROFICIENCY WITH INFORMATION COMPETENCY SKILLS AS DEFINED BY BAY AREA REGIONAL COMMUNITY COLLEGE INFORMATION COMPETENCY STANDARDS FOR HIGHER EDUCATION;
“To develop a challenge-out or credit-by-exam instrument that can be used and or modified at community colleges that have an information competency requirement”
• “Based on specific performance outcomes”

• “Criterion-referenced to national standards”
These national standards are:

• *Information Competency Standards for Higher Education* (ACRL, 2000) and

• *Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians* (ACRL, 2001).
CONTENTS:

• Part A: 47 multiple choice, matching, and short answer items
• Part B: 12 performance-based exercises, several with sub-parts
BASED ON THE FAMILIAR

ACRL STANDARDS 1, 2, 3, AND 5:
1) The information literate student determines the nature and extent of the information needed.
2) The information literate student accesses needed information effectively and efficiently
3) The information literate student evaluates information and its sources critically.
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.
PROS:

• THE CREATORS WELCOME OTHERS TO ADAPT THE INSTRUMENT FOR THEIR OWN USE;
• THE CREATORS HAVE TWEAKED THEIR TESTS EXTENSIVELY AND FIXED MANY OF THE PROBLEMS;
• THERE SEEMS TO BE NO CHARGE FOR USING THEIR MATERIALS;

• THE TESTS INCLUDE BOTH OBJECTIVE MULTIPLE-CHOICE AND SHORT-ANSWER QUESTIONS AND PERFORMANCE-BASED EXERCISES;
• DOCUMENTATION PROVIDES USEFUL INFORMATION ON WHAT A SCORING RUBRIC IS AND HOW TO DEVELOP ONE.
SHORT-ANSWER QUESTION
EXAMPLES

modeled on some questions in
the rubric for the ICAP test:
• WHAT IS AN EXAMPLE OF A PRIMARY SOURCE OF INFORMATION ABOUT A BEETHOVEN PIANO SONATA?
ACCEPTABLE:

- AUTOGRAPH SCORE
- FIRST OR EARLY PRINTED EDITION
- COMPOSER’S DIARY
- LETTER FROM COMPOSER
UNACCEPTABLE:

- SCHOLARLY JOURNAL ARTICLE
- MODERN EDITION
- BOOK ABOUT BEETHOVEN SONATAS
- ARTICLE IN GROVE ONLINE
SCHOLARLY JOURNALS SUCH AS THE JOURNAL OF THE AMERICAN MUSICOLOGICAL SOCIETY USUALLY CONTAIN FEW ADVERTISEMENTS. WHAT ARE SOME OTHER CHARACTERISTICS OF SCHOLARLY JOURNALS?
ACCEPTABLE:

• THE JOURNAL IS REFEREED;
• ARTICLES USUALLY CONTAIN FOOTNOTES;
• ARTICLES USUALLY CONTAIN BIBLIOGRAPHIES;
• CREDENTIALS OF AUTHORS ARE CITED.
UNACCEPTABLE:

- ARTICLES ARE BORING;
- ARTICLES ARE EXTREMELY LONG;
- THERE AREN’T ANY FUN PICTURES IN THEM;
- TEACHERS FORCE STUDENTS TO READ THEM.
**WEBSITE:**

http://www.topsy.org/ICAP/ICAPProject.html

This page is easy to find from the parent site:

http://www.topsy.org/

It is named for librarian Topsy Smalley from Cabrillo College, who has done a great deal of work on the project.