Ursinus College

Rubric for General Education Competency
Information Literacy and Technological Competency

Students should be able to…	4 Mastery	3 Proficient	2 Developing	1 Novice
Criterion A: Recognize technology tools that can facilitate learning, writing and basic understanding of society *(TC)*	Shows an awareness of and the ability to choose between a multitude of different technologies to select tools appropriate to a need, whether personal or assigned by a professor.	Shows an awareness of and the ability to choose between several different technologies to select tools appropriate to a need, whether personal or assigned by a professor.	Shows an awareness that different technology tools can be used for various purposes, some of which are more academic in nature.	Shows a limited awareness of any technology tools beyond the most popular ones that are used for everyday purposes.
Criterion B: Effectively use a spectrum of basic computer technologies (such as, but not limited to, the web, Office software, e-mail, blogging, social media) *(TC)*	Demonstrates an ability to effectively use many of the basic computer technologies and many of the features available in them.	Demonstrates an ability to use many of the basic computer technologies and some of the features available in them.	Demonstrates an ability to use many of the basic computer technologies with a limited understanding of all of their features and capabilities.	Demonstrates a limited ability to use several basic computer technologies.
Criterion C: Determine and access the tools necessary to find the best information *(IL)*	Demonstrates an ability to select an appropriate mix of research databases and other resources, using them competently in an integrated search strategy.	Demonstrates an ability to identify the appropriate research databases and other resources and a competency to use them effectively	Demonstrates an awareness of discipline-specific research databases and a basic knowledge of how to use them.	Demonstrates a limited use of research tools, relying primarily on commercial search engines; *ignorance of any other available tools.*
Criterion D: Use discipline-specific technologies to collect, gather and analyze data *(TC)*	Demonstrates an understanding that different disciplines rely on different technological tools and have different methods of analysis, and has the ability to name some of the tools important to many of the different	Demonstrates an understanding that different disciplines rely on different technological tools and have different methods of analysis, and has the ability to name some of them for certain disciplines and explain why	Demonstrates an understanding that different disciplines rely on different technological tools and have different methods of analysis, but is not able to name them or explain why they are important.	Demonstrates little or no understanding that different disciplines rely on different technological tools or different methods of analysis.

June 2015

	disciplines, explain why they are important to those disciplines, and use one or more of them effectively.	they are important.		
Criterion E: Evaluate and use information critically *(IL)*	Draws on a diverse range of different kinds of information sources that are appropriate to the discipline and scope of the research question, current, and authoritative.	Draws on an adequate range of information sources that are usually appropriate to the discipline and scope of the research question, and mostly current and authoritative.	Draws on variety of information sources, but some are inappropriate or lack relevance and quality.	Draws on limited, not fully relevant, or low-quality information sources.
Criterion F: Use information effectively to accomplish a specific purpose *(IL)*	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity, depth and understanding.	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc), so the intended purpose is not achieved.
Criterion G: Use retrieved information in an ethical and responsible way *(IL)*	Demonstrates mastery in using the ideas of others in ways that accurately reflect the original context, including paraphrase, summary, quoting, and attribution, through the consistent, correct use of a formal citation style.	Demonstrates proficiency in using the ideas of others in ways that accurately reflect the original context, including paraphrase, summary, quoting, and attribution, through the correct use of a formal citation style.	Demonstrates developing skills in using the ideas of others in ways that usually accurately reflect the original context, including paraphrase, summary, quoting, and attribution, through the use of a formal citation style.	Demonstrates novice skills in using the ideas of others in ways that often fail to reflect the original context, including paraphrase, summary, quoting, and attribution, through the use of a formal citation style.
Criterion H: Recognize and adapt to new technologies they have not yet been confronted with *(TC)*	Demonstrates competency in the use of a new technology when assigned or required to use it, with excellent results.	Demonstrates basic competence in the use of a new technology when assigned or required to use it, with satisfactory results.	Demonstrates a willingness to try to use a new technology when assigned or required to use it, though the results may be rudimentary.	Demonstrates an inability or unwillingness to use a new technology when assigned or required to use it.

NOTE 6/19 (Skorina): this is an attempt at combining the Info Lit with the Tech Comp on the basis that Middle states says: "Closely tied to information literacy is the need for **technological competency** at all levels within an institution and its curricula." So I am attempting to tie them together in the rubric as well.

This is based on the AAC&U VALUE Rubric. We collapsed the first three categories together, focusing especially on the demonstrable results of information literacy and removing most of the parts about developing a research question (with the idea that developing critical questions might fall under critical thinking). *Note on 6/9 – we thought we needed an extra category of the use of research tools, which we think is increasingly important in the information landscape of today. This is the essence of information literacy in many ways.*

We haven't included a row about legal understandings of how to use information, because we ran out of time. This is from the City College of New York's information fluency rubric, for ideas:

Understands economic, legal, and social issues related to information development, access, and distribution	Evaluates the full range of external influences and determines the level of impact on their ability to access and use information.	Identify specific issues that may impact their information needs (e.g. bias, influence, ownership).	Unaware that information is affected by economic, legal, and social issues.	

Note on 6/9: This goes beyond what's assessable in a Core course. Once they've achieved the level from the above rubric, this would be more appropriate for an upper level course within a Major.

June 2015