

University Outcome: Information Literacy (rev2016)
Student Learning Outcomes and Assessment Rubric

Student Learning Outcome	Frames for Teaching	Accomplished	Developing	Novice
1. Orientation to Information and Research	<ul style="list-style-type: none"> • Authority Is Constructed and Contextual • Research as Inquiry 	<ol style="list-style-type: none"> 1. Recognizes context of different types of authority (subject expertise, societal position, or lived experience) when judging credibility 2. Engages with open mind and critical stance to continually reiterate research inquiry 3. Locates authoritative sources appropriate to conventions of the discipline 4. Makes informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information. 	<ol style="list-style-type: none"> 1. Understands the differing forces producing resources found on the open Web and scholarly resources provided by the library 2. Formulates a focused research question based on information needed 3. Finds relevant resources with help from librarians and faculty 4. Understands how the commodification of their personal information and online interactions affects the information they receive and the information they produce/broadcast 	<ol style="list-style-type: none"> 1. Makes no distinction between information sources despite variable contexts of sources 2. Lacks ability to develop a focused research question 3. Fails to obtain assistance about “where to start” research 4. Does not understand how the commodification of their personal information and online interactions affects the information they receive (e.g., “The Filter Bubble”)
2. Generate Search Strategy and Access Resources	<ul style="list-style-type: none"> • Searching Is Strategic • Scholarship Is a Conversation • Research as Inquiry 	<ol style="list-style-type: none"> 1. Anticipates challenges to info gathering and exhibits mental flexibility and creativity addressing them 2. Is able to follow research in time (e.g., via citation chaining), and knows how to gain access to resources not immediately available (e.g., via ILL request) 3. Uses sources that show a sophisticated understanding of multiple perspectives during information gathering and assessment 	<ol style="list-style-type: none"> 1. Interfaces with multiple sources and uses varying search strategies and tools as appropriate 2. Finds some thematic connections between ideas and authors in readily available or easily obtained scholarship 3. Uses sources that demonstrate an awareness of multiple perspectives. 	<ol style="list-style-type: none"> 1. Searches only basic topic words and searches only a limited set of sources 2. Is satisfied with quickly located, but unrelated resources 3. Selects only sources that confirm existing understanding and fails to include sources that demonstrate awareness of multiple perspectives.

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3. Evaluate and Process Information	<ul style="list-style-type: none"> • Authority Is Constructed and Contextual • Scholarship Is a Conversation • Research as Inquiry 	<ol style="list-style-type: none"> 1. Uses advanced indicators of authority like schools of thought or discipline-specific paradigms 2. Also recognizes the context within which the information was created and understands the impact of context on interpreting the information 3. Synthesizes information from multiple sources in the formulation of new ideas. 4. Chooses the appropriate source to match the research need; understands communication norms within particular disciplines 	<ol style="list-style-type: none"> 1. Relies on basic indicators of authority, such as type of publication or author credentials 2. Analyzes the structure and logic of supporting arguments or methods and can recognize prejudice, deception, or manipulation 3. Summarizes information and arranges ideas coherently 4. Understands the differing purposes that lead to different types of resources (scholarly, editorials, research study, entertainment) 	<ol style="list-style-type: none"> 1. Believes authority is inherent in any author's ability to publish information 2. Is concerned only with the conclusions or main ideas; cites non-essential portions of a source 3. Uses "cut-and-paste" style of restating information verbatim 4. Makes no distinction between information sources based on type (e.g. blog posts, peer-reviewed articles, book, dissertation)
4. Transfer and Apply Learning	<ul style="list-style-type: none"> • Information Creation as a Process 	<ol style="list-style-type: none"> 1. Communicates learning effectively and facilitates new learning for others 2. Student artfully displays awareness of his or her own role in the creation process 3. Produces new information by combining existing information, original thought, experimentation, and/or analysis 4. Tailors the style, word choice and information to the intended audience in a sophisticated manner. 	<ol style="list-style-type: none"> 1. Presents some meaningful information and reflects on new learning 2. Adequately recognizes the student's role in the creation process. 3. Sees connections and relationships between old and new knowledge. 4. Tailors the style, word choice and information to the intended audience. 	<ol style="list-style-type: none"> 1. Shares limited information and identifies new learning 2. Begins to recognize the student's role in the creation process 3. Fails to see connections or to make relationships between old and new knowledge 4. Fails to target information to the intended audience.
5. Practice Legal and Ethical Use of Information	<ul style="list-style-type: none"> • Information Has Value • Scholarship Is a Conversation 	<ol style="list-style-type: none"> 1. Identifies issues of privacy, security, censorship, and relevant institutional policies. 2. Consistently cites original ideas of others through proper attribution and citation. 	<ol style="list-style-type: none"> 1. Understands issues related to free and proprietary sources, copyright issues, and plagiarism concerns. 2. Acknowledges most original ideas of others through proper attribution and citation 	<ol style="list-style-type: none"> 1. Lacks understanding of ethical, legal, and socioeconomic issues surrounding information. 2. Does not give credit to the original ideas of others through proper attribution and citation.