



HLC Accreditation 2016-2017

Evidence Document

Academic Affairs

University Libraries

University Libraries Student Learning Outcomes

Additional information:



University Libraries Student Learning Outcomes

In an effort to provide consistency amongst the research instruction offered by **WSU Libraries**, librarians have identified a core set of student learning outcomes that can be used in designing authentic assessment techniques and as a foundation for our Curriculum Mapping project. The learning outcomes are tied to the ACRL Information Literacy Competency Standards for Higher Education.

While most learning outcomes will target specific skills and concepts required in individual courses, the following are a selected list of student learning outcomes used by teaching librarians at **WSU Libraries**.

After participating in library instruction, students will be able to:

- analyze a topic in order to determine the best disciplinary databases in which to find information.
- construct an effective search strategy in order to find information on a topic.
- identify and access scholarly resources in order to retrieve information for their topic.
- describe the characteristics of a peer-reviewed article in order to find scholarly sources for research papers.
- critically evaluate information sources in order to determine the source's accuracy and authority.
- synthesize and analyze information from different sources in order to fully understand their topic.
- assess sources retrieved from different databases in order to determine if they have enough information to complete their projects.
- cite resources in various formats in order to provide proper credit.
- identify and discuss issues related to censorship and freedom of speech in order to responsibly share and use information.

Curriculum Map Crosswalk to [ACRL Information Literacy Competency Standards for Higher Education](#).

Skills Addressed at Different Competency Levels

Beginning	Intermediate	Advanced
Information resources exist beyond Google (explanation of SmartSearch)	Discipline specific research trends	Scholarly communication in the discipline
Recognizing when help is needed and how to access it	Citing information sources	Fair use and copyright
Evaluate information sources	Understanding assignments and recognizing when topics need revision	Synthesizing information from different sources
The concept of peer review	Conducting a literature review in discipline specific sources	Interdisciplinary connectivity

Corresponding Information Literacy Standards

The numbers sequence refers to the ACRL standard, performance indicator, and outcome

Information Resources exist beyond Google (explanation of SmartSearch)

- **1.1.3** - Explores general information sources to increase familiarity with the topic
- **1.2.3** - Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
- **2.1.4** - Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
- **2.3.1** - Uses various search systems to retrieve information in a variety of formats

Recognizing when help is needed and how to access it

- **1.3.1** - Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
- **2.3.3** - Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)

Evaluate information sources

- **2.4.1** - Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
- **3.2.1** - Examines and compares information from various sources in order to evaluate reliability
validity, accuracy, authority, timeliness, and point of view or bias
- **3.2.3** - Recognizes prejudice, deception, or manipulation
- **3.4.7** - Selects information that provides evidence for the topic

The concept of peer review

- **1.2.4** - Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
- **3.2.1** - Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias

Discipline specific research trends

- **1.2.2** - Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
- **2.2.6** - Implements the search using investigative protocols appropriate to the discipline
- **3.2.2** - Analyzes the structure and logic of supporting arguments or methods
- **3.5.2** - Determines whether to incorporate or reject viewpoints encountered

Citing information sources

- **2.5.3** - Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
- **2.5.4** - Records all pertinent citation information for future reference

- **4.1.3** - Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
- **5.1.4** - Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
- **5.2.6** - Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
- **5.3.1** - Selects an appropriate documentation style and uses it consistently to cite sources

Understanding assignments and recognizing when topics need revision

- **1.4.1** - Reviews the initial information need to clarify, revise, or refine the question
- **2.4.2** - Identifies gaps in the information retrieved and determines if the search strategy should be revised
- **3.7.2** - Reviews search strategy and incorporates additional concepts as necessary
- **3.7.3** - Reviews information retrieval sources used and expands to include others as needed
- **4.2.2** - Reflects on past successes, failures, and alternative strategies

Conducting a literature review in discipline specific sources

- **1.2.2** - Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
- **2.2.3** - Selects controlled vocabulary specific to the discipline or information retrieval source
- **2.2.6** - Implements the search using investigative protocols appropriate to the discipline
 - **2.3.3** - Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
- **3.1.1** - Reads the text and selects main ideas

Scholarly communication in the discipline

- **1.2.5** - Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
- **3.2.3** - Recognizes prejudice, deception, or manipulation
- **3.4.4** - Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- **3.6.1** - Participates in classroom and other discussions
- **4.3.4** - Communicates clearly and with a style that supports the purposes of the intended audience

Fair use and copyright

- **4.1.4** - Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
- **5.1.2** - Identifies and discusses issues related to free vs. fee-based access to information
- **5.1.4** - Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
- **5.2.3** - Complies with institutional policies on access to information resources

- **5.3.2** - Posts permission granted notices, as needed, for copyrighted material

Synthesizing information from different sources

- **1.1.6** - Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
- **2.2.5** - Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
- **3.3.1** - Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
- **3.3.2** - Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
- **3.4.6** - Integrates new information with previous information or knowledge

Interdisciplinary connectivity

- **2.1.1** - Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
- **2.3.4** - Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
- **3.4.2** - Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- **4.3.1** - Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience