

# Sonoma State University Library

## Learning Outcomes

### ***Graduating Seawolves will:***

1. Describe research as an iterative, nonlinear, and interrogative process that requires persistence, adaptability, and reflection.

| <b>Mastery Skills</b>                                                                                                        | <b>Developing Skills</b>                                                         |                                                        | <b>Introductory Skills</b>                                                        | <b>Benchmark</b>                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Creates questions for research based on information gaps and/or reexamination of existing, possibly conflicting, information | Demonstrates persistence, adaptability, and/or flexibility in research pursuits. | Reworks research questions based on found information. | Iterates the difference between searching for information and researching a topic | Has difficulty determining research topics; believes research to be finding information that confirms theses. |

2. Identify the information needed to address a research question, considering levels of authority, experience, societal position, and/or format, and successfully execute search strategies to collect the information.

| <b>Mastery Skills</b>                                                                                                                           | <b>Developing Skills</b>                                                                                                               |                                                                                                                                                                                             | <b>Introductory Skills</b>                                                                                                                                           | <b>Benchmark</b>                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Develops complex research plans and search methodologies to seek out and retrieve information sources to address many sides of a research topic | Recognizes systemic structures in information production and dissemination; works to retrieve marginalized voices in search strategies | Identifies authorities such as scholars, governments, organizations, industries, or communities who might produce information about a topic and identifies how to retrieve such information | Iterates how different research needs might require different types of sources (e.g. primary; secondary; tertiary); retrieves information that is somewhat relevant. | Accesses information randomly; retrieves information that lacks relevance |

*Approved by library faculty, August 2019*

*For more information contact Kaitlin Springmier, Instruction & Learning Assessment Librarian:*

[kaitlin.springmier@sonoma.edu](mailto:kaitlin.springmier@sonoma.edu)

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3. Engage with and synthesize found information in a way that shapes and reforms their understanding of a research topic

| <b>Mastery Skills</b>                                                                                                                                                          | <b>Developing Skills</b>                                                                                   |                                                                                                | <b>Introductory Skills</b>                                                                                          | <b>Benchmark</b>                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Summarizes scholarly perspectives on a particular topic within a specific discipline, and uses the perspectives to inform / critique / contribute to a scholarly conversation. | Selects and integrates sources that best meet an information need based on audience, context, and purpose. | Identifies how particular information sources contribute to influence an ongoing conversation. | Communicates and organizes information from sources, however, does not fully engage with or synthesize information. | Communicates information from sources in a fragmented or inappropriate way. |

4. Articulate information's value as intellectual property and ethically use information through attribution and/or discussion

| <b>Mastery Skills</b>                                                                                                                   | <b>Developing Skills</b>                                                                                           |                                                                                                                                                                                                           | <b>Introductory Skills</b>                                                                                                                                                                                               | <b>Benchmark</b>                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Discusses how intellectual property is a legal concept that is socially constructed according to different professions and communities. | Manages personal and academic information online with an understanding of the commodification of that information. | Demonstrates an understanding of the ethical and legal restrictions on the use of published, confidential, and/ or proprietary information and correctly attributes and uses formal citation conventions. | Identifies how different kinds of knowledge and information (blog post; book; peer reviewed journal article) can be valued differently; has basic understanding of how to attribute and use formal citation conventions. | Gives credit to the original work of others; has limited understanding of how to attribute or use formal citation conventions. |

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### 5. Contribute to the information ecosystem as creator and/or critic

| Mastery Skills                                                                                                                                                                                 | Developing Skills                                                                                                                                                                               |                                                                                                                                                                              | Introductory Skills                                                                                                                                                              | Benchmark                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Connects, critiques, and/or extends knowledge (facts, theories, etc.) from an academic study/ field/ discipline to civic engagement and to one's own participation in civic or community life. | Analyzes knowledge (facts, theories, etc.) from an academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic or community life. | Begins to connect knowledge (facts, theories, etc.) from an academic study/ field/ discipline to civic engagement and to one's own participation in civic or community life. | Begins to identify knowledge (facts, theories, etc.) from an academic study/ field/ discipline that is relevant to a pursuit of knowledge and/or civic and community engagement. | Struggles to identify knowledge (facts, theories, ways of knowing, etc.) from an academic study/ field/ discipline. |

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### Learning Outcomes FAQ

Effective learning outcomes highlight **expected student behavior** as well as **specific conditions** and **standards of performance** by which students will be measured.

- Expected student behavior: it is best to write student learning outcomes in terms of an observable behavior, meaning that learning outcomes should provide a description of what the student will be able to do. Components that contribute to communicating expected behavior include:
  - An effective action verb - a clear, targeted verb provides directions about student performance
  - Student-centering - provides directions about the expectations of student behavior, performance, or understanding
- Specific conditions: learning outcomes should be specific and target one expectation or aspect of understanding and highlight the conditions under which the student is expected to perform the task.
- Standards of performance: each learning outcome should be measurable and include criteria for evaluating student performance. To do so, standards should provide clarifying information on what a student must do to be judged as adequate.

### Resources

Curriculum Philosophy, Sonoma State University Library

<http://library.sonoma.edu/research/instruction/program>

Framework for Information Literacy for Higher Education, Association of College and Research Libraries. <http://www.ala.org/acrl/standards/ilframework>

Information Literacy Program, California State University Dominguez Hills University Library.

<http://libguides.csudh.edu/c.php?g=900870&p=6482148#s-lg-box-wrapper-24174519>

Information Literacy VALUE Rubric, Association of American Colleges and Universities.

<https://www.aacu.org/value/rubrics/information-literacy>

Program Learning Outcomes, Cal Poly Academic Programs and Planning.

<https://academicprograms.calpoly.edu/program-learning-outcomes>

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