Normandale Community College Library Department's

Student Learning Outcomes for Information Literacy

Normandale Library faculty identified these learning outcomes and created the associated rubric to support our own assessment work and our collaborations with other faculty. These outcomes align with the Association of College and Research Libraries' Framework for Information Literacy for Higher Education, our profession's guiding document for instruction.

Organized into four outcome groups, these twenty learning outcomes are the ones we most commonly see in research assignments at Normandale or that we assess in our own classroom instruction. They do not represent the whole of information literacy or related literacies. Please see our Student Learning Outcomes Rubric for Information Literacy for more information.

Outcome Group 1 — **Students will be able to engage in a strategic process of inquiry.**

1a) Develops an identified topic into a manageable scope for the task or assignment

1b) During preliminary research, uses credible sources, including library sources, to increase familiarity with the topic

1c) Formulates specific research questions for investigation

1d) Identifies the types of information sources required to meet the information need

1e) Identifies key concepts and terms relevant to the topic and the research questions

Outcome Group 2 — **Students will be able to construct searches strategically and adapt to an evolving research process.**

2a) Strategically chooses appropriate search tool(s) or database(s)

2b) Strategically and iteratively uses search techniques to construct queries and modify results

2c) Accesses possibly relevant sources

Outcome Group 3 — **Students will be able to evaluate information sources critically and contextually.**

3a) Distinguishes between popular and scholarly sources

3b) Distinguishes between primary, secondary, and tertiary sources

3c) Determines the purpose and audience of a source

3d) Determines the authority of a source in the context of the discipline and the topic

3e) Determines the accuracy of a source by verifying claims and reading laterally

3f) Determines the currency of a source in the context of a particular information need

Outcome Group 4 — **Students will be able to follow and participate in scholarship as conversation.**

4a) Uses attribution, citation, and reference to give credit when sharing the ideas of others

4b) Constructs references (e.g., Works Cited list) in a recognizable, consistent and discipline- appropriate style as required by the assignment

4c) Uses in-text citations in a consistent and discipline-appropriate style as required by the assignment

4d) Identifies the functions of a reference list in the scholarly conversation, and uses it in the research and source evaluation processes

4e) Follows scholarly discourse on a topic across multiple sources over time

4f) Engages with a diversity of opinions and perspectives on a topic