Assessment & Learning Outcomes at CUA

a holistic approach
What's your institution size?
Are you currently involved in assessment?
Where we’ve been...
Analyze and use results to understand and improve student learning.

Develop/revise goals for student learning. Develop/revise outcome measures to goals.

Apply measures to assess student learning outcomes.

Offer students opportunities to achieve goals.
Goal 7: Graduates will demonstrate an ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of that information and utilize it in ethical and legal ways.
Overcoming the Unexpected
Upon completion of the ENG 101 course, students will be able to:

1. Critically **assess** the validity and **relevance** of information sources.

2. Develop the ability to **differentiate** between popular and scholarly articles, even though both may appear online.

3. **Distinguish** when it is appropriate to use a subject specific database or reference resource vs. a general one.

4. **Locate** material(s) from a citation in another source.
Spring 2011

Upon completion of the FYE courses, students will be able to:

Create a Research Strategy
• Understand the organizational structure of an academic library.
• Distinguish when to use a reference resource.
• Distinguish when it is appropriate to use a general database vs. a subject specific one.
• Locate sources: including books, scholarly articles, and e-journals, using a subject-specific database; assimilate that information and evaluate ideas relevant to questions raised in the primary source material.
• Identify the elements of a citation and track the citation to the source.

Critically Evaluate Information
• Develop the ability to differentiate between popular and scholarly articles, although both may appear online.
• Understand how to appropriately evaluate information from print sources such as books and articles, as well as electronic sources including blogs, images, wikis, video logs, and other online resources.

Use Citations Appropriately
• Demonstrate the ability to integrate sources into their writing.
• Demonstrate the ability to properly cite sources within the context of their own work (including concluding bibliography/works cited page as appropriate).
• Show an understanding of the larger issues of plagiarism and why citing sources is critical.
Making Adjustments
## Fall 2011-Spring 2012

### Information Literacy Outcomes

CURRICULUM MAP BY ACADEMIC YEAR

<table>
<thead>
<tr>
<th>Freshman (FYE)</th>
<th>Benchmark</th>
<th>Milestone (1)</th>
<th>Milestone (2)</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students have a limited understanding of the scope of scholarly research. They lack understanding of key concepts and access information randomly, regardless of relevance or quality.</td>
<td>Create a Research Strategy</td>
<td>Critically Evaluates Information</td>
<td>Assimilate M1 and M2, and incorporates appropriate citations within the context of their own work.</td>
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<tr>
<td></td>
<td></td>
<td>- Understand the organizational structure of academic library</td>
<td>- Differentiates between popular and scholarly articles although both may appear online</td>
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<tr>
<td></td>
<td></td>
<td>- Distinguish when to use a reference source</td>
<td>- Understands how to evaluate information in print/electronic formats</td>
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<td></td>
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<td>- Distinguish when it is appropriate to use a general database vs. a subject specific one</td>
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<td></td>
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<td>- Locate sources: including books, scholarly articles, and e-journals</td>
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<td>- Identify the elements of a citation and track the citation to the source</td>
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<tr>
<td>Sophomore</td>
<td>Benchmark</td>
<td>Milestone (1)</td>
<td>Milestone (2)</td>
<td>Capstone</td>
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<td>Students show emerging awareness of how to use information resources in a general format. They incorporate citations appropriately and will expand their understanding of using information resources relevant to their field.</td>
<td>Access Discipline Specific Resources</td>
<td>Use Information Ethically and Legally</td>
<td>Assimilate M1 and M2 with an eye towards contributing directly within their discipline.</td>
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<tr>
<td>Junior</td>
<td>Students correctly understand the parts of citations and references. They frame research in the context of the past and present, and make efforts to add to the existing body of knowledge.</td>
<td>Use Information to Accomplish a Specific Purpose</td>
<td>Understand the social and economic uses of information</td>
<td>Assimilates M1 and M2 in preparation for senior research project, thesis, capstone, or continued graduate schooling.</td>
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<td>Formulate new solutions based on existing information.</td>
<td>Differentiates between free and fee-based information</td>
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<tr>
<td>Senior</td>
<td>Benchmark</td>
<td>Milestone (1)</td>
<td>Milestone (2)</td>
<td>Capstone</td>
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|        | Students synthesize research questions within the context of their chosen discipline. They seek professional opportunities beyond the university and begin transitioning into their chosen professional field. Assimilate M1 and M2, and incorporates appropriate citations within the context of their own work. | Understand how to access Information beyond the University Libraries subscriptions  
- Become familiar with community resources that will supplement additional lifelong learning and information literacy acquisition. | Create a Job Strategy using Appropriate Information Resources  
- Define a plan and timeline to acquire job-related information and skills.  
- Make use of business and government statistics to formulate appropriate inquiry during the application process. | Leave CUA competent with the skills to identify an information need, locate that information effectively (both generally and within a discipline), evaluate information appropriately, incorporate that into their own knowledge base and continue to make meaningful contributions within their field. |
Advocacy
Further Reading


