

## Student Learning Outcomes with Rubrics for Performance Indicators

### For Community College Students

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November 2016*

#### 1. Pursue a line of critical inquiry

- A. Articulate a topic for sustained academic investigation
- B. Explore library collections suitable for preliminary research
- C. Recognize that research is an investigative process

	<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>DEVELOPING</b>	<b>CONFUSED</b>
<b><i>Articulate a topic for sustained academic investigation</i></b>	Articulate an open-ended question that relates to an academic discipline or vocational field	Articulate an open-ended question	Rely on pre-selected topics OR articulate a personal or closed question	Identify a general topic or discipline
<b><i>Explore library collections suitable for preliminary research</i></b>	Use reference collections and researcher launchers as exploratory tools	Recognize reference collections and researcher launchers as exploratory tools	Identify reference collections and researcher launchers	Assume that library sources vary only in terms of relevance, not depth or purpose
<b><i>Describe research is an investigative process</i></b>	Describe research as an investigative process with potentially unexpected outcomes	Describe research as an investigative process	Describe research as a way to find quotes or statistics as required by an assignment	Begin with a predetermined idea and cherry-pick research for confirmation

*Framework concepts:*

Research is inquiry  
Scholarship is a conversation

*Version 1 Creation date: May 2016*

*Version 5 Creation date: November 2016*

**2. Construct searches strategically**

- A. Explain why publications vary in terms of coverage and purpose
- B. Use search techniques to construct queries and modify results
- C. Retrieve sources by using call numbers or database tools

	<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>DEVELOPING</b>	<b>CONFUSED</b>
<i>Describe why publications vary in terms of coverage and purpose</i>	Recognize how the timeline of information affects coverage and purpose	Describe publications in terms of coverage and purpose	Recognize that sources vary in coverage and purpose	Assume that sources vary only in terms of their topics
<i>Use search techniques to construct queries and modify results</i>	Use 3 or more search techniques to construct and modify searches	Use 2 search techniques to construct and modify searches	Use 2 or more search techniques to construct searches	Use keywords to construct searches
<i>Retrieve sources by using call numbers or database tools</i>	Retrieve sources by using database tools and call numbers	Retrieve sources by using database tools	Relocate item records to retrieve sources	Rely on memory to retrieve sources

*Framework concepts:*

Information creation is a process  
 Searching is strategic

**3. Identify sources suitable for a scholarly or professional conversation**

- A. Examine how authority is constructed within a particular field
- B. Recognize characteristics of dishonest research
- C. Explain how sources can advance a line of inquiry

	<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>DEVELOPING</b>	<b>CONFUSED</b>
<i>Examine how authority is constructed within a particular field</i>	Recognize that authority is constructed in various forms, based upon the context	Recognize typical constructions of authority (credentials, experience)	Recognize that authority is earned	Assume all sources have authority
<i>Recognize characteristics of dishonest research</i>	Recognize various methods of misusing information (quoting out of context, bias, statistics)	Recognize that information can be misused	Conflate research with facts	Assume all research is either dishonest or honest
<i>Explain how sources can advance a line of inquiry</i>	Describe how a source will contribute to a line of inquiry	Recognize when sources are relevant to a line of inquiry	Assume any source on the same topic is relevant to a line of inquiry	Conflate the appearance of keywords with relevance

*Framework concepts:*

Authority is constructed and contextual  
 Information creation is a process  
 Scholarship is a conversation

4. **Recognize that information has social and scholarly value**

- A. Identify the value of the bibliography to the scholarly conversation
- B. Document sources in MLA or APA style
- C. Examine the social impact of information

	<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>DEVELOPING</b>	<b>CONFUSED</b>
<b><i>Identify the value of the bibliography to the scholarly conversation</i></b>	Recognize that bibliographies are used to prevent plagiarism, to retrieve sources, and to validate the quality of the research paper	Recognize that bibliographies are used to prevent plagiarism and to retrieve sources	Recognize that bibliographies are used to prevent plagiarism	Recognize that there are bibliographies
<b><i>Document sources in MLA or APA style</i></b>	Use MLA or APA style to document sources and explains in-text citations	Use MLA or APA style to document sources	Misuse MLA or APA style to document sources	Do not realize there are bibliographic styles
<b><i>Examine the social impact of information</i></b>	Discuss the impact of information as it related to systemic inequities	Discuss the impact of information as it relates to social inequities	Recognize that information impacts social issues	Assume that information describes social issues

*Framework concepts:*

Information has value  
Scholarship is a conversation