MCPHS University Information Literacy Program-Level Student Learning Outcomes

Students will be able to…

	Novice	Proficient	Advanced
1. Construct and investigate complex questions in their professional, personal, and social lives, understanding that research is open-ended, iterative, and may require multiple approaches.	1. Recognize that they have an information need and list initial search strategies.	1. Assess and edit the scope of the research topic to create an appropriately sized, actionable research/PICO(T) question.	1. Reflect on the information need, choosing approaches, strategies, and resources matching the context of the need.
	2. Describe the relationship between search results and their search strategy.		
2. Use an iterative approach involving searching, forming an initial question, and reframing the topic and (re)search methods as needed.	1. Identify the key words and/or phrases from a research topic or question.	1. Apply strategies for managing the research process (tracking sources, time management) and work products (papers, interview notes, recordings, data).	1. Explain why a particular search strategy was or was not successful, and if not, what could be altered.
	2. Use database limiters to refine one's search results.	2. Pivot the initial search approach when the strategy does not attain useful results.	
3. Acknowledge that information creation is a fluid practice, sometimes called a "scholarly conversation," in which ideas are formulated, debated, and weighed against one another over extended periods of time, and a query may not have a single uncontested answer.	1. Summarize the peer review process to use this characteristic as an imperfect but significant evaluation criteria.	1. Demonstrate how sources connect to one another through citations and argument.	1. Incorporate appropriate, expert, and diverse voices into their work, regardless of where or how they were published.
	2. Write accurate citations for sources used, based on the required style.	2. Recognize the role a referenced source plays in a given text (i.e. background, evidence, argument, methodology).	2. Describe how scholarship is produced in their field of study to design independent projects that contribute to ongoing research and conversations.
	3. Interpret source references within various texts to find a cited source.		
4. Critically engage with a range of relevant information sources, evaluating sources' usefulness for their needs in an open-minded, flexible, and rigorous manner.	1. Describe the differences between the library discovery system, Google, and Google Scholar and explain why they	1. Search within an appropriate subject-specific resource for their information need.	1. Continually evaluate their information needs, seeking guidance from experts and

	would choose one for a specific research need.		adapting research strategies as needed.
	2. List characteristics of scholarly and non-scholarly sources to distinguish between them before use.	2. Identify what constitutes primary, secondary, and tertiary sources within the context of use.	2. Create original scholarship to integrate into the conversation in their field of study.
	3. Recognize the Libraries' services, so that they can ask for help at any point in their academic program or research process.	3. Select a wide range of perspectives, expertise, and evidence on the topic to demonstrate their knowledge beyond traditional academic sources (e.g. grey lit, data, white papers, non-scholarly sources).	3. Distinguish how the chosen sources contribute to one's scholarship and how this information is synthesized into the final product
	4. Critique non-scholarly sources using fact-checker based methods to determine strengths and concerns about a source and how it relates to the topic.		
5. Appraise authority with an attitude of informed skepticism, an openness to new perspectives, and additional subject expertise to make evidence-informed decisions.	1. Recognize the audience and purpose of a resource. E.g., the difference between scholarly and popular sources, an opinion-based tweet and investigative journalism.	1. Evaluate source characteristics to determine the quality of authority and reliability.	1. Compare study methodologies, selecting those that adhere to best practices in study design in their field.
	2. Apply general evaluation criteria to scholarly and popular sources to make initial determinations of quality.	2. Appraise research to determine different study types and evidence levels, as appropriate for their discipline.	2. Compare various metrics (i.e. journal impact factor, altmetrics) used to measure the significance of published scholarship.
6. Recognize that power and privilege are inherent factors in the legal, historical, and socioeconomic contexts of information, and apply this knowledge to personal, scholarly, and professional use.	1. Describe the biases and economic incentives of search tools such as Google or library databases.	1. Identify information holders (e.g. scholars, organizations, governments, industries, archives) to determine how to best access the chosen sources.	1. Make deliberate choices to ethically share their scholarship (e.g. open access journals, institutional repositories).
	2. Compare the characteristics of institution-based subscription resources to Open Access resources.	2. Reflect on the topics or populations which are represented or not represented in scholarship in their field.	2. Apply DEI scholarship from their field in their own research or practice.
	3. Explain the impact of fee-based publishing models on access to		

	information, and describe current attempts to equalize that access.		

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