

UNCG Libraries Learning Goals and Outcomes

Approved 7/26/2018

<http://go.uncg.edu/libsls>

| Category | Goal | First-year/General education outcomes | Disciplinary/major level outcomes | Graduate level outcomes |
|----------|--|--|--|--|
| Find | Students will feel empowered to locate, access, and select information sources appropriate to their information needs. | <ul style="list-style-type: none"> • Students will develop and use effective search terms for their information needs. • Students will select appropriate general databases, catalogs, archival resources, and search engines for their information needs. | <ul style="list-style-type: none"> • Students will revise search strategies based on search results. • Students will identify appropriate discipline-specific databases and resources for their information needs. | <ul style="list-style-type: none"> • Students will demonstrate expertise in using discipline-specific databases and resources. |
| Evaluate | Students will develop the habit of critically evaluating information and media sources in a variety of formats. | <ul style="list-style-type: none"> • Students will categorize and contextualize sources based on format and purpose. • Students will use indicators of credibility to evaluate sources. | <ul style="list-style-type: none"> • Students will identify source formats relevant to their discipline, information need, and context. • Students will analyze sources for credibility, audience, context, purpose, and/or perspective/bias. | <ul style="list-style-type: none"> • Students will critically analyze sources based on accepted indicators of credibility in their field. |
| Use | Students will synthesize information from multiple sources to support arguments, make decisions, or integrate multimedia content. | <ul style="list-style-type: none"> • Students will use appropriate sources to support arguments. • Students will integrate visual and multimedia sources into research and creative projects when appropriate. | <ul style="list-style-type: none"> • Students will use appropriate sources as academic evidence. • Students will synthesize information from multiple sources to develop arguments. • Students will use sources to identify areas for further | <ul style="list-style-type: none"> • Students will manage and organize their sources effectively. • Students will use sources to identify gaps in existing research. |



Created by Jenny Dale and Maggie Murphy with input from other UNCG Librarians.

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|---------------|--|--|---|--|
| | | | research. | |
| Credit | Students will value the intellectual property of information creators and use sources ethically. | <ul style="list-style-type: none"> • Students will use citation resources to create or modify citations in the appropriate citation style. • Students will quote sources accurately and correctly. | <ul style="list-style-type: none"> • Students will apply the citation style appropriate to their discipline. • Students will paraphrase and summarize sources effectively. | <ul style="list-style-type: none"> • Students will master the citation style appropriate to their discipline and source material. • Students will effectively and accurately document source use throughout the research process. |
| Create | Students will see themselves as information creators contributing to scholarly or creative conversations. | <ul style="list-style-type: none"> • Students will articulate the scholarly conversation or context around their topic or question. • Students will select and use basic digital creation tools to create content in formats appropriate to their discipline or context. | <ul style="list-style-type: none"> • Students will identify scholarly conversations in their discipline. • Students will use advanced digital creation tools to create content in formats appropriate to their discipline or context. | <ul style="list-style-type: none"> • Students will engage in genres of writing appropriate to their discipline (ex: literature review, digital media product, data visualization, etc.). • Students will make informed decisions about their own intellectual property based on publication cycles and scholarly conversations in their field. |

