

Curriculum Map of Student Learning Outcomes for the Information Literacy Program of the Leatherby Libraries I = Introduced R = Reinforced M = Mastered					
	Chapman University Freshman Foundations (FFC)	Chapman University Undergraduate	Chapman University Graduate	Brandman University Undergraduate	Brandman University Graduate
Student Learning Outcomes					
<i>At the end of a library instruction session, the information literate student will be able to:</i>					
1.1 differentiate between popular and scholarly periodicals as potential sources for information.	I	R,M	R,M	I,R	R,M
1.2 differentiate among potential sources for information (e.g., primary and secondary, peer-reviewed, conference proceedings, images, grey literature).		I,R	R,M	I,R	R,M
2.1 construct basic search strategies (e.g., author, title, keyword, subject) using a multidisciplinary database.	I	R,M	R,M	I,R	R,M
2.2 construct advanced search strategies (e.g., truncation, nesting, Boolean operators) using subject specific databases.		I,R	R,M	I,R	R,M
3.1 retrieve print and online information from Leatherby Libraries resources (e.g., catalog, journal finder, subscription databases).	I	R,M	R,M	I,R	R,M
3.2 retrieve print and online information from resources other than Leatherby Libraries (e.g., interlibrary loan services, resources at other locations).		I,R	R,M	I,R	R,M
4.1 evaluate the information source using criteria including authority and timeliness.	I	R,M	R,M	I,R	R,M
4.2 evaluate the content of the information source using criteria including bias and accuracy.		I,R	R,M	I,R	R,M
5.1 recognize when to cite sources to avoid plagiarism.	I	R,M	R,M	I,R	R,M
5.2 recognize the elements of citations in order to retrieve or cite sources using an appropriate style (e.g., APA, MLA, Chicago) to avoid plagiarism.		I,R	R,M	I,R	R,M
All student learning outcomes (SLO's) on the curriculum map are connected to WASC Standards 2.a, 2.3 and 2.13, and to the Leatherby Libraries Strategic Plan 2011 - 2016 - Goal #1 "Strengthen the Role of Information Literacy Instruction Offered Through the Leatherby Libraries." Additionally, all SLO's are connected to the ACRL Information Literacy Competency Standards for Higher Education and Bloom's Taxonomy as listed below.					
1.1 - ACRL Standard 1.2.d; Bloom - analysis (higher level of critical thinking)					
1.2 - ACRL Standard 1.2.c,e; Bloom - analysis (higher level of critical thinking)					
2.1 - ACRL Standard 2.2.d; Bloom - synthesis (higher level of critical thinking)					
2.2 - ACRL Standard 2.2.c,d,e,f; Bloom - synthesis (higher level of critical thinking)					
3.1 - ACRL Standard 2.3.a,b; Bloom - application (lower level of critical thinking)					
3.2 - ACRL Standard 1.3.a and Standard 2.3.c; Bloom - application (lower level of critical thinking)					
4.1 - ACRL Standard 3.2.a; Bloom - evaluation (higher level of critical thinking)					
4.2 - ACRL Standard 3.2.a,c; Bloom - evaluation (higher level of critical thinking)					
5.1 - ACRL Standard 5.2.f; Bloom - comprehension (lower level of critical thinking)					
5.2 - ACRL Standard 5.3.a; Bloom - comprehension (lower level of critical thinking)					