California State University, Fresno
Fresno State Library
Department/Program Assessment Coordinator: Sarah McDaniel

Student Outcomes Assessment Plan (SOAP)
1. Mission Statement
The Fresno State Library supports the University mission of education, research, and service. To this end, the Library selects, develops, manages, and provides access to information resources; promotes the critical use of information for learning and research; and presents cultural and scholarly programming that serves the campus, region, and beyond.

2. Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO's

  a. Institutional Learning Outcomes
    1. Improving intellectual skills
    2. Applying knowledge

  b. Program Learning Outcomes 1-4 and related SLO's (2020)[1] amended to incorporate Artificial Intelligence (AI) Literacy (2025)

The University Library will develop information literacy to foster inquiry, innovation, and participation in the use and creation of information.

Program Learning Outcome 1: *Students will be able to plan, manage, execute, and adapt search strategies in order to explore topics and meet information needs.*

  1.1 Students will select search tools (databases, search engines, etc.) according to their information needs and for specific information tasks.
  1.2 Students will use vocabulary appropriate to the search tool for effective initial and advanced searches.

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[1]Student Learning Outcomes 1-4 developed from the "Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015. http://www.ala.org/acrl/standards/ilframework (Accessed March 13, 2023).

1.3   Students will use a research question to plan a search, including selecting information sources, determining keywords and retrieval techniques, and establishing an appropriate research scope.

1.4   Students will demonstrate resilience in performing searches in order to alter search strategies based on results.

1.5   Students will form a research topic based on gaps in existing knowledge and will demonstrate the ability to break a complex topic into multiple simple research questions.

Program Learning Outcome 2: *Students will apply a variety of critical practices to evaluate information for their information needs.*

2.1   Students will recognize the characteristics of scholarly information sources in order to evaluate and use these resources appropriately for their information needs.

2.2   Students will identify the attributes of an authoritative source and apply this knowledge to the evaluation of sources to determine whether they contain biased, opinion-based, or factual information.

2.3   Students will evaluate information from a variety of perspectives, recognize that credible sources may conflict with other sources, the status quo, and their own knowledge constructs, including how their own biases influence their processing of information.

Program Learning Outcome 3: *Students will recognize the social and economic value of information, both their own and others, through its ethical and considered use.*

3.1   Students will describe and identify different forms of plagiarism and will use this knowledge to prevent plagiarism in their own work.

3.2   Students will analyze how information may be commodified and the impact this commodification has on access, use, and creation of information.

Program Learning Outcome 4: *Students will participate actively in the creation of information in a variety of formats.*

4.1   Students will synthesize information gathered from various sources, presenting reasonable, evidence-based conclusions through analysis of these sources.

4.2   Students will be able to analyze various ways to contribute to scholarship and recognize the benefits and challenges of each.

Program Learning Outcome 5: Students will demonstrate the ability to understand, use, and critically evaluate artificial intelligence (AI) technologies* (Added 4/2025; Campus definition in development)

5.1   Students will ethically use content created with generative AI by using attribution and citation practices appropriate to a particular research context.

5.2   Students will critically evaluate AI technologies, outputs, and practices appropriate to ethical academic work.

3.   Measurement Map

The unique aspect of teaching and learning information literacy requires the assessment of SLOs beyond course assignments, or even beyond the scope of an individual course. Listed below are learning activities where these outcomes are assessed.

Information literacy is also discussed in terms of advancement from novice to expert practice. To reflect the developing nature of information literacy, each of the SLOs are identified as Skills (demonstrated practices); Understandings (a knowledge of the concepts behind those practices); and Values (the inclusion of those concepts in the research and information practices because they are recognized as important; this includes affective aspects of research and information). These are analogous to the Introduced, Developed, and Mastered levels, respectively.

Academic and co-curricular programs collaborate with the library in a variety of ways to develop students' information literacy competencies. The curriculum map reflects the library's role in curriculum, which is collaborative with programs across campus. It is not realistic to present a curriculum map that proceeds from Introductory to Mastery for every SLO because the path varies by discipline, student population, etc. The map presents a framework for measurement of the library's contributions and collaborations in learning endeavors across campus.

S = Skills (Introduced)   U = Understanding (Developed)   V= Values (Mastered)

Learning Activity	Assessment Measure	Evaluation Method	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	4.1	4.2	5.1	5.2
Evaluating Sources Badge	Multiple-choice quiz	Score	S													
Searching Language Observation	Short Answer, Scenario-based observation	Rubric/ Score		S	S	U										
Research as Inquiry Badge	Multiple-choice quiz	Score	U	U									U			
Formulating Research Questions Worksheet	Short response	Score					S									
Scholarly Articles Badge	Short response, activity	Score						S								
Credible Sources Badge	Short response, activity, and reflection	Score						U	S							
Conflicting Information Badge	Short response, activity, and reflection	Score							U	S						
Plagiarism Badge	Multiple-choice quiz	Score									S, V					
Information as Currency Activity	*In development*	*In dvt.*										S				
Synthesis Paper Review	Rubric	Score											U			
Types of Scholarship Activity	*In development*	*In dvt.*												S		
Artificial Intelligence in Academic Work Badge	Multiple-choice quiz	Score													U	U

Note: Activities in development not currently numbered.

4. Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment

    a. Direct Measures.

1. Evaluating Sources Badge: This lesson is designed to help students understand the differences between information created in different contexts and from different sources. Students will also recognize the influence context has on the information. After this lesson students will be assessed for an understanding of these concepts with a seven item assessment.
2. Searching Language Activity: A fifteen-minute, in-person assessment that asks students to demonstrate and talk through their initial search strategy and how they are modifying that strategy. Screen recordings and notes will be scored with a rubric.
3. Research as Inquiry Badge: A four-question assessment, this evaluation asks students to match concepts to a common model for synthesizing information, the BEAM method, as well as demonstrate understanding through other, more-advanced multiple choice questions.
4. Scholarly Articles Badge: A four-question assessment, this evaluation asks students to assess the value of scholarly articles, identify, upload, and describe the features of an example of a scholarly article, and self-check using major scholarly communication tools
5. Credible Sources Badge: A five-question assessment, this evaluation asks students to describe the features of a credible source and reflect on how context impacts credibility of information. Students are also asked to upload an example of an article and evaluate it for credibility.
6. Conflicting Information Badge: Using climate change as a frame, students evaluate sources as well as their own existing biases in selecting and using information
7. Plagiarism Badge: A 10-question, multiple-choice quiz covering topics introduced in the Plagiarism Badge tutorial, including citation practices and proper summary, paraphrase, and quotation use
8. Synthesis Paper Review: A sample of student papers drawn from GE portfolios and selected courses were scored using a modified version of the AAC&U VALUE rubric for information literacy. This review focused on students in their final three semesters at Fresno State.
9. Artificial Intelligence in Academic Work Badge: Students learn to effectively and ethically use, evaluate, and cite Generative AI.

    b. Indirect Measures

1. Student Survey: A sample of students who participated in an information literacy session or completed web-based badging tutorials will be provided a brief survey that addresses PLOs 1-4. Results will be compiled and addressed in the annual assessment report.
2. AI Literacy Interviews: In conjunction with the Ithaka S+R, CSU cohort study of AI Literacies, a random sample of Fresno State faculty and students will be interviewed about AI Literacy.

Assessment Schedule/Timeline

AY	Measure	SLO	SLO	SLO	SLO	Indirect Measure
2020/2021	4, 5, 6	2.1	2.2	2.3		
2021/2022	7	3.1				
2022/2023	1, 2	1.1	1.2	1.3	1.4	
2023/2024	8	2.1, 2.2, 2.3	3.1	3.2	4.1	
2024/2025	3	1.1	1.2		4.1	
2025/2026	9	5.1	5.2			AI Literacy Interviews (Ithaka S+R Project)
2026/2027	*In Development*	1.5	3.2	4.2		Student Survey New SOAP

5. Closing the Loop

Fresno State Closing the Loop process is described immediately below.

A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State.

Following the assessment of PLO/SLOs, the results will be shared and discussed at the Faculty and All Staff meetings. Through discussion, items will be identified annually for library faculty and staff to address, either through modifications of learning activities (digital and in-person), outreach to disciplinary faculty, or development of services/resources. Additionally, the action items will be tracked for incorporation into subsequent assessments.

a. All direct and indirect measures beginning in 2022/3 will be constructed to incorporate an analysis of student data to describe experiences and demonstrated learning of students in all groups (gender, racial/ethnic, etc.). Many prior reports also include this analysis. At least one action item recommendation related to DEIAJ will be prioritized to improve the learning and experiences of all students.

b. The Library supports student learning beyond teaching and learning by providing learning spaces, making available technology, through access to information (print and digital collections, as well as the tools to retrieve them), and by offering academic and cultural programming. Additional outcomes will be reported separately from assessments of student learning outcomes.