Academic Program Assessment Report for AY 2018-2019   **Program:** Library

(Due: May 24, 2019)   **Date report completed:** May 22, 2019

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Please describe the 2018-2019 assessment activities and follow-up for your program below. Please complete this form for <u>each undergraduate major, minor, certificate, and graduate program</u> (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before May 24, 2019. You'll also find this form on the assessment website at https://www.csupueblo.edu/assessment-and-student-learning/resources.html. Thank you.

Brief statement of Program mission and goals: The Colorado State University – Pueblo Library actively develops and empowers the campus community by integrating information literacy across the curriculum and providing collections, spaces, and services that facilitate interdisciplinary, problem-based, learning, research, and innovation for a diverse and inclusive community.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? **Please include a copy of any rubrics used in the assessment process.**	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?

SLO 1—Identify library services for study, research, and collaboration	Fall 2018	In-class direct assessment	105 students enrolled in 5 sections of ENG 101	85% of students measured are proficient or above	88% of students measured proficient or above	Students demonstrate a basic awareness of what is available at and how to use the library but have difficulty grasping library vocabulary and the strengths of different research tools. Previous assessments indicate that positioning vocabulary quiz to the end of the instruction session have resulted in higher rates of student assessment.	While much of the described areas of weakness are expanded upon in ENG 102, it would be prudent to not rely entirely on in-class direct instruction and assessment. Instead, the library intends to explore a suite of digital learning objects (DLOs, e.g. instructional videos & infographics) to better prepare and support students prior to library instruction sessions, as well as support users on a point-of-need basis. The library also intends to redesign current quizzes in order to create multiple quizzes that reflect student knowledge before instruction (pre-assessment) versus student knowledge after an instruction session (post-assessment). We believe this could improve student retention (as reflected by the difference in positioning vocabulary quiz), as well as document potential improvement in student knowledge.
	Spring 2019		36 students enrolled in 3 sections of ENG 101		86% of students measured proficient or above		

SLO 2— Differentiate and employ various research tools and methods to address complex research questions.	Fall 2018	In-class direct assessment	a) 105 students enrolled in 5 sections of ENG 101 b) 4 students enrolled in ENG 201	85% of students measured are proficient or above	a) 86% of students measured proficient or above b) 96% of students measured proficient or above	Students have gained some experience in figuring out the best practices for searching scholarly materials but are still prone to using open web sources for their research, yet many were unaware of Google Scholar.	Make a stronger connection between using Google Scholar and the ability to link to the CSU – Pueblo Library's collections. Provide more information on other resources available to students beyond CSU – Pueblo, e.g. public library, museums, archives, etc. Recommend assessing this SLO outside of Composition classes, to broaden pool of students. It would also be beneficial to determine how this SLO may be unique to different disciplines.
	Spring 2019		a) 63 students enrolled in 4 sections of ENG 102 b) 8 students enrolled in EN 593		a) 88% of students measured proficient or above b) 89% of students measured proficient or above		
SLO 3— Develop and refine search strategies within appropriate information retrieval systems to find meaningful results.	Fall 2018	In-class direct assessment	a) 63 students enrolled in 3 sections of ENG 102 b) 8 students enrolled in EN 593	85% of students measured are proficient or above	a) 89% of students measured proficient or above b) 89% of students measured proficient or above	Students are being introduced to more complex searching than they have previously encountered. Determing keywords/synonyms for searching can be difficult for some, but their assessed responses	Recommend continuing with assessment questions that reflect student understanding of differences among databases, and how they'd go about choosing one over another. It is also recommended that additional questions about the differences between a database and a search engine, and what can be found in either would also be prudent.

		c) 10 students enrolled in ENG 201		c) 96% of students measured proficient or above	demonstrate new-found knowledge of database content and search limiters.	
	Spring 2019	In-class direct assessment	a) 10 students enrolled in ED 301 b) 6 students enrolled in ENG 484 c) 20 students enrolled in PSYCH 103		a) 90% of students measured proficient or above b) 89% of students measured proficient or above c) 92% of students measured proficient or above		
SLO 4— Make deliberate and informed choices about when and how to use information.	Fall 2018	In-class direct assessment	69 students enrolled in 6 sections of ENG 102	85% of students measured are proficient or above	92% of students measured proficient or above	Students assessed in this SLO understand that research should begin at the CSU – Pueblo library's website in order to ensure access to a wider selection of resources. However, the low numbers of classes	Recommend targeting upper-division classes in assessing this SLO, as that would increase the number of upper-division classes that are assessed and increase the number of classes assessed in this SLO. Continue developing a rubric for assessling library instruction through student-produced literature reviews.
	Spring 2019	In-class direct assessment	a) 48 students enrolled in 3 sections of ENG 102		a) 88% of students measured proficient or above		

			b) 20 students enrolled in PSYCH 103		b) 83% of students measured proficient or above	that focus on this SLO demonstrate a need to develop an appropriate assessment tool for this SLO.	
SLO 5—Recognize the academic, legal, economic, and social factors in the production, access, and use of information.	Fall 2018	In-class direct assessment	a) 69 students enrolled in 6 sections of ENG 102 b) 15 students in POLSC 306	85% of students measured are proficient or above	a) 88% of students measured proficient or above b) 86% of students measured proficient or above	Students have a basic knowledge of plagiarism but struggle with copyright issues. These topics can be particularly confusing to international students where there exists a different culture of research. Students also struggle with determine the author of an article and how this reflects upon the authority and relevancy of the resource.	Recommend standardizing an online research guide around evaluating information sources, especially related to Fake News. The creation of a credibility/fact checking activity into our instruction efforts (e.g. the CRAAP test) could be used across a variety of disciplines and as an online research guide to assist students in evaluating information. Focusing on a highly relevant topic in – in lesson plans, activities, research guides – should make this activity widely appealing. It would also be prudent to start investigating the creation of a research guide with international scholarly practices as its focus.
	Spring 2019		11 students enrolled in ENG 317		82% of students measured proficient or above		

Comments on part I: The formative assessment of composition classes (ENG 101/102) is attached. Many other classes assess through an online quiz, with questions taken from a set (also attached).

The departure of the Information Literacy Coordinator/Instruction Librarian left a void which was filled by other librarians on staff. While we were able to enhance and develop new instruction activities on a case-by-case basis per faculty request, the library's presence in ENG composition classes was significantly lower than in previous years. With the hiring of a new Information Literacy Coordinator/Instruction Librarian in January 2019, we have begun to regain our footing in the ENG composition courses, as well as reassess long standing activities and lesson plans that have been used extensively and for multiple academic years. Activities and lesson plans designed by previous Instruction Librarians were used to better understand previous approaches to instruction and assessment and to determine their efficiency and efficacy. As such, many of the included recommendations are those made by previous Instruction Librarians that have yet to see follow through.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2018-2019 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
SLO 1—Identify library services for study, research, and collaboration	Spring 2019	Continuing modifying vocabulary teaching and quiz as necessary.	Recommendations were put on hold in absence of Information Literacy Coordinator/Instruction Librarian.	Redesign vocabulary teaching as a DLO or online module so that students, as in a flipped classroom model. Administer quiz at beginning of class to assess student retention of vocabulary teaching, and to model instruction to students' needs.

SLO 2— Differentiate and employ various research tools and methods to address complex research questions.	Spring 2019	Recommend assessing this SLO outside of Composition classes, to broaden the pool of students.	Recommendations were put on hold in absence of Information Literacy Coordinator/Instruction Librarian.	Work with subject liaisons to implement SLO 2 in instruction outside of Composition classes, to broaden pool of students.
SLO 3— Develop and refine search strategies within appropriate information retrieval systems to find meaningful results.	Fall 2018 Spring 2019	Recommend refocusing assessment questions to reflect student understanding of differences among databases, and how they'd go about choosing one over another.	Recommendations were put on hold in absence of Information Literacy Coordinator/Instruction Librarian.	Recommend refocusing assessment questions to reflect student understanding of differences among databases, and how they'd go about choosing one over another.
SLO 4— Make deliberate and informed choices about when and how to use information.	Fall 2018 Spring 2019	Recommend targeting upper-division classes in assessing this SLO, as that would increase the number of upper-division classes that are assessed and increase the number of classes assessed in this SLO. Continue developing a rubric for assessling library instruction through student-produced literature reviews.	Recommendations were put on hold in absence of Information Literacy Coordinator/Instruction Librarian.	Recommend targeting upper-division classes in assessing this SLO, as that would increase the number of upper-division classes that are assessed and increase the number of classes assessed in this SLO. Continue developing a rubric for assessling library instruction through student-produced literature reviews.

| SLO 5— Recognize the academic, legal, economic, and social factors in the production, access, and use of information. | Fall 2018 | Recommend standardizing a workshop or activity around evaluating information sources, especially related to Fake News, similar to what was taught in Spring 2018. Focusing on a highly relevant topic should make this activity widely appealing. | Recommendations were put on hold in absence of Information Literacy Coordinator/Instruction Librarian. | Recommend standardizing a workshop or activity around evaluating information sources, especially related to Fake News. Develop DLO/online activity on fact-checking using the CRAAP Test (see document below). |
| | Spring 2019 | | | |

Comments on part II: Many of the recommendations from the previous academic year had to be put on hold in absence of an Information Literacy Coordinator/Instruction Librarian. Some small scale efforts have been made during Spring 2019 to consider these recommendations, with the primary intention of setting next steps to act on the necessary changes.

As a general recommendation for the upcoming year, the department should incorporate reference transactions, LibGuide usage, and other library use data into the instruction program assessment. The instruction program, in addition to in-class library instruction sessions, is a combination of research services and asynchronous instruction, in the forms of Research Help Desk transactions and in-depth liaison consultations, and LibGuide development and modifications. Each part speaks to the other; the instruction program draws heavily from encounters at the Research Help Desk. Each of the program's SLOs is addressed in the variety of interactions librarians have with students, and much of the teaching librarians do is individualized and out of the classroom. With this in mind, the department is looking at centralizing the recording of instruction and assessment date alongside Research Help Desk transactions in the already available Springshare package of software, e.g. LibGuides, LibAnswers, etc.

Assessment Menu Questions and Rubric

SLO 1 - Library Services

Question	Exemplary	Satisfactory	Unsatisfactory
What is Prospector?	Student identifies Prospector as a service which searches libraries across Colorado and allows them to have materials from these institutions sent to CSU-Pueblo.	Student identifies Prospector as a collection of Colorado libraries, but does not explain that these materials are accessible to them at CSU-Pueblo.	Student incorrectly identifies what Prospector is.
What is Worldcat?	Student identifies Worldcat as a service which searches libraries internationally and allows them to have materials from these institutions sent to CSU-Pueblo.	Student identifies Worldcat as a collection of international libraries, but does not explain that these materials are accessible to them at CSU-Pueblo.	Student incorrectly identifies what Worldcat is.
What are the Library's hours?	Student correctly identifies the library's hours throughout the week.	Student identifies library hours for only one day.	Student does not correctly list the library's hours.
Who is the library liaison for your department?	Student correctly identifies their subject liaison.	N/A	Student does not identify their subject liaison.
If a database doesn't have the full text of an article, what can you do?	Student identifies specific library services by name as well as acknowledges their benefits and limitations.	Student identifies specific library services by name without demonstrating an understanding of their benefits and limitations.	Student does not identify available library services.
How many books can you check out at once?	Student states that they can borrow an unlimited number of books from our collection.	N/A	Student identifies a limitation to the number of items they can borrow.
For how long can you check out a book?	Student correctly identifies their loan period.	N/A	Student incorrectly identifies their loan period.
What organizational system does the library use to shelve books?			

What do you need to do to access library databases from off-campus?	Student acknowledges that they can access databases from off-campus by using their eAccount username and password.	Student acknowledges that they can access databases from off campus by logging in, but does not name the specific username and password they'll use.	Student does not state how databases can be accessed from off campus.

SLO 2 - Selecting Sources

Question	Exemplary	Satisfactory	Unsatisfactory
Which database did you find the most useful? Why?	Student is able to identify a database by name and provide reasoning why this database would be particularly useful to their research.	Student is able to identify a database by name, but does not provide reasoning why this database would be particularly useful to their research.	Student does not identify a database or mention anything useful about them.
What kinds of sources can you expect to find in [Database]?	Student identifies content unique to that database.	Student provides a vague explanation of sources, without demonstrating an understanding of that database's unique content.	Student does not identify available sources.
What are some of the Pros and Cons of Google Scholar?	Student lists features unique to Google Scholar which are both helpful and a hindrance.	Student lists some benefits of Google Scholar without acknowledging its limitations.	Student does not provide an explanation for why Google is or is not useful.
Why should you set your "Scholar Preferences" before using Google Scholar?	Student states that setting their preferences will allow them to access content to which the CSU-Pueblo Library subscribes on their behalf.	Student states that setting their preferences will get them access to more full text articles.	Student does not explain the usefulness of setting their preferences.
What can "Search Alerts" do for you?	Student identifies search alerts as a means of keeping up to date on current research in their unique research area.	Student identifies search alerts as a means of finding new articles, but does not explain their usefulness to their unique research area.	Student does not identify how search alerts can be used.

SLO 3 - Search Strategies

Question	Exemplary	Satisfactory	Unsatisfactory
What happens when you add AND/OR/NOT to your search?	Students correctly identify that the AND operator narrows results, the OR operator expands results, and the NOT operator eliminates unwanted terms from results.	N/A	Student incorrectly answers question or does not provide an answer
What happens when you "put something in quotes" when searching?	Student states that only results with that phrase, in that order, will be returned by the database. Provides an explanation for why phrase searching would be useful for them.	Student states only that results with that phrase will be returned.	Student incorrectly identifies what using quotes around a phrase can do.
Why is it helpful to consult the "References" section of a scholarly article?	Student explains that References verify the accuracy of a study, as well as point out related articles which they could use in their own research.	Student explains that References verify the accuracy of a study, but fail to mention that they can also be used to find related sources.	Student does not explain how References are helpful.
Which limiter(s) do you find most useful? Why?	Student provides detailed explanation of limiting features along with giving specific examples. Provides insight into why these limiters would be useful to them personally.	Students list some of the ways to limit results with little to no understanding of why these limiters would be useful to their needs.	Students do not list limiters that are available in the databases and cannot supply why these limiters would be useful.

Question	Exemplary	Satisfactory	Unsatisfactory
How can searching by subject, rather than keyword, be helpful?	Student demonstrates an understanding of what a subject term is compared to a keyword. Student is able to provide reasoning why a subject term would be used over using just a keyword to search for articles.	Student gives a basic explanation of subject searching, but does not state how it compares to keyword searching.	Student incorrectly answers question or does not provide an answer.
What subject term(s) does [Database] use to describe your topic?	Student correctly identifies subject terms from the database used in class.	N/A	Student does not provide correct subject terms or leaves the question blank.

SLO 4 - Evaluation

Question	Exemplary	Satisfactory	Unsatisfactory
What is the difference between scholarly and popular sources?	Student identifies one or more components which make scholarly sources unique, as well as contrasts them with aspects unique to popular sources.	Student compares scholarly and popular sources, but does not identify aspects which are unique to both sources.	Student does not state the difference between the two sources.
Which section of a scholarly article do you find most useful? Why?	Student identifies a specific section of a scholarly article and provides an explanation for why that section is useful to them when researching.	Student identifies a specific section of a scholarly article but does not provide an explanation for its utility.	Student does not identify a section of a scholarly article.
List one advantage and one drawback of scholarly sources.	Student identifies both a benefit and a disadvantage which is unique to scholarly sources.	Student identifies only a benefit or disadvantage, but not both.	Student does not identify an advantage or disadvantage of scholarly sources.
List one advantage and one drawback of popular sources.	Student identifies both a benefit and a disadvantage which is unique to popular sources.	Student identifies only a benefit or disadvantage, but not both.	Student does not identify an advantage or disadvantage of popular sources.

What is the difference between primary and secondary sources?	Student correctly defines primary and secondary sources, as well as demonstrates why one or both is useful.	Student correctly identifies only one type of source. Does not provide explanation of why either type is useful.	Student does not provide an explanation for the differences between the two sources.
What is the difference between primary and secondary literature?	Student correctly defines primary and secondary literature, as well as demonstrates why one or both is useful.	Student correctly identifies only one type of source. Does not provide explanation of why either type is useful.	Student does not provide an explanation for the differences between the two sources.
What is usually in the "Results" section of a scholarly article? How does this differ from the "Discussion" section?	Student identifies that the results section consists of data with little analysis, whereas the discussion section provides context for the data.	Student only identifies what is in one of the sections, but not both.	Student does not identify what is included in either of the sections.

SLO 5 - Citation

Question	Exemplary	Satisfactory	Unsatisfactory
When is it necessary to cite another person's work?	Student provides a definition of plagiarism which includes examples of using another's ideas, not just their exact words.	Student provides an explanation of using other sources, but doesn't explain that citation should occur both for exact quotes and paraphrasing.	Student does not explain when citing another source is necessary.
Why is a DOI important when citing a work?	Student identifies the DOI as a replacement for a URL. Explains that certain citation styles require the inclusion of a DOI in lieu of a URL.	Student identifies the DOI as a replacement for a URL, but does not explain that some citation styles require its inclusion.	Student incorrectly identifies what a DOI is or why it is needed for citation.

Question			
Describe the difference between Open Access and For-Profit publishing.	Student demonstrates an understanding of competing publishing models, both with regards to accessing content and limiting distribution.	Students states that Open Access publishing guarantees access to resources, but does not acknowledge the limitations of For-Profit publishing.	Student does not identify the differences between the two publishing models.
What do you have to do to copyright your own work?	Student states that they don't need to do anything to copyright a work, and they own the right to it until they sign it away to another person or organization.	Student states that they don't need to do anything.	Student provides an answer involving a legal service or otherwise answers the question incorrectly.
What tools exist to help you cite your sources?	Student identifies specific citation management software as well as database citing tools.	Student mentions database citing tools, but neglects to mention citation management software.	Student does not identify any citation assistance.

FINDING SCHOLARLY ARTICLES IN SUPER SEARCH RUBRIC

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY
1. What kinds of sources does Super Search find?	Identifies and/or lists more than half the sources.	Identifies more than three sources.	Is unable to identify or list more than one type or lists only 'articles'.
2. How can you narrow to just scholarly sources?	Able to narrow sources using both peer reviewed and academic journal limiters.	Narrows to scholarly sources using one limiter.	Is unable to identify methods of narrowing sources.
3. What does it mean for an article to be "full text"?	Identifies difference between abstract and full article.	Acknowledges whole article is available for reading.	Is unable to define full text or acknowledge difference between abstract and article.
4. How can you see articles published within a specific timeframe?	N/A	Identifies limiters correctly.	Is unable to identify or locate appropriate limiters.
5. How can you narrow to articles talking only about the United States? Why might you need to do this?	Lists why one might need to narrow to U.S. and NOT other countries.	Gives answer such as 'we live in the U.S.'	Gives no response.
6. Find a scholarly article and click its title. Why did the article's author(s) choose this title?	N/A	Indicates that the title shows content of article.	Is unable or shows no attempt to reason why title was chosen.
7. What's an abstract? What information is contained in the abstract? Why is it useful?	Can accurately describe abstract and why it is useful. Answers all questions.	Can accurately describe abstract.	Is unable to define or describe abstract and makes no attempt to answer questions.
8. Find the production date. Based on the age of the article and the topic, how relevant is this information today?	Can connect the date and topic to relevancy of article.	Connects either date or topic to relevancy.	Make no connections between date, topic, or relevancy.
9. How can you e-mail and cite the article?	N/A	Can locate correct buttons.	Is unable to locate correct buttons
10. Open the full article. What information given can help determine the author's credibility?	Identifies authors and their credentials.	Identifies authors	Is unable to identify authors.
11. Who do you think is the intended audience?			
12. What type of writing is used?	Identifies both type of writing and audience.	Identifies either type of writing OR audience	. Is unable to identify style or audience.

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13. How are References at the end of an article useful?	N/A	Gives one or two solid uses for references.	Is unable to list any uses for references.

Scholarly and Popular Articles Rubric

	Exemplary	Satisfactory	Unsatisfactory
1. What is the title of the article? What is the title of the journal, magazine, website, or organization that published it?		Correctly identifies the article title AND journal title	Does not correctly identify the article title OR journal title.
2.) Do the author(s) have any relevant credentials, such as a degree or professional experience? Why does knowing this matter?	Identifies credentials, or lack thereof. Provides rationale for how authors' credentials impact authority/credibility.	Identifies credentials, or lack thereof. Does NOT provide rationale for how authors' credentials impact authority/credibility.	Does not identify credentials, or lack thereof.
3. How much research went into the article? How can you tell?	Qualifies amount of **research**. Provides reasoning based on evidence in the text (e.g. citations, data, interviews).	Qualifies amount of research. Does NOT provide reasoning based on evidence in the text.	Does NOT qualify amount of research or gives an oversimplified answer (e.g. "a lot").
4. What is the author's purpose? Why did the author(s) write this article?	Identifies "research" or "discovery" for scholarly research AND informing "the general public" for the popular example.	Identifies only a generalized purpose (e.g. "to tell people about the topic").	Does NOT provide any motive or agency on the part of the authors.
5. What type of language is used? Give an example.	Identifies the type of language and provides examples from the text.	Identifies the type of language and does NOT provide examples from the text.	Does NOT identify the type of language.
6. Identify the intended audience of the article. Who would read this?	Identifies researchers within the academic field (e.g. surgeons) for the scholarly source AND "the public" for the popular source.	Identifies generic audiences (e.g. "scholars," "people interested in the topic").	Does NOT identify an audience.

ANALYZING SCHOLARLY SOURCES RUBRIC

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY
1. What do you notice about the title of the article? Why do you think they chose this title?	Identifies length or specificity of the article title AND qualifies its use when evaluating the source.	Identifies length or specificity of the article title.	Does NOT identify length or specificity of the article title.
2. What is an abstract? Why is it at the top of the first page?	Defines abstract as a summary of the article text AND qualifies its use when evaluating the source.	Defines abstract as a summary of the article text.	Does NOT correctly define what an abstract is.
3. What can you tell about the author of this article? Who do you think is their audience?	Identifies the author by their credentials AND identifies their audience as others researching in the discipline/field.	Identifies the author by their credentials, AND identifies their audience generically (e.g. "people interested in the topic")	Does NOT identify the author by their credentials OR does not identify the audience.
4. The introduction has several citations, but not many direct quotations. Why is that? Do you know the name for this part of an article?	Identifies paraphrasing AND establishes purpose of a literature review in the article.	Identifies paraphrasing OR establishes purpose of a literature review in the article.	Does NOT identify paraphrasing OR establish purpose of a literature review in the article.
5. What's in the methods section? Why do you think they include this?	Identifies the means of conducting the study AND qualifies its use to other researchers (e.g. replication).	Identifies the style of language for BOTH articles and does NOT provide examples from the text.	Does NOT identify the style of language for BOTH articles.
6. What is included in the results section?	Identifies statistical/data analysis of the experimental results.	Identifies data/statistics, but does NOT connect them with the experiment.	Does NOT identify data/statistics.
7. What is in the discussion section? How does it compare to the results section?	Identifies a narrative which explains the experimental results.	Identifies a narrative but does NOT connect it to the experimental results.	Does NOT identify a narrative.
8. Scholarly sources will always have references at the end of the article. Why are references helpful?	Acknowledges that references establish credibility AND point out related sources.	Acknowledges that references establish credibility OR point out related sources.	Does NOT Acknowledge that references establish credibility OR point out related sources.
9. Why do you think scholarly sources have these different sections clearly labeled with bolded headings?	Identifies the ability to locate relevant sections.	Identifies the ability to skim the article but NOT to locate relevant sections.	Does NOT identify the ability to skim the article.

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ENG 101:

Developing and using a library vocabulary in SuperSearch

Library research uses a specialized vocabulary. Look for these terms as you work through this activity.

Library vocabulary:

Abstract	Facet/Limiter	Peer review
Article	Full text	Periodical
Catalog	Journal	Scholarly
Citation	Keyword	Subject heading
Database	Open access	

For this activity, use the example of searching for resources on **Darwin** and **America**.

1. Search using the keywords **Darwin** and **America**. What <u>source types</u> does SuperSearch find? (List three that you're most likely to use in your research.)

Exemplary: Student identifies <u>three</u> source types.	Satisfactory: Student identifies <u>two</u> source types.	Unsatisfactory: Student fails to identify any proper source types.

Part B: Finding Articles in SuperSearch

2. How many articles on **Darwin** and **America** can you access?

3. How did you limit your results to only these articles?

Satisfactory: Student identifies the <u>articles</u> facet (under *Source Type*).	Unsatisfactory: Student fails to identify the <u>articles</u> facet.

4. How can you narrow to just scholarly sources?

Exemplary: Student identifies BOTH the <u>articles</u> facet (under *Source Type*) AND the <u>peer-reviewed...</u> facet, and explains that "scholarly" and "peer-reviewed" are near-synonyms.	Satisfactory: Student identifies BOTH the <u>articles</u> facet (under *Source Type*) AND the <u>peer-reviewed...</u> facet.	Unsatisfactory: Student fails to identify both the <u>articles</u> and <u>peer-reviewed</u> facets, only recognizing one or neither of them.

5. What additional limiters do you find valuable to your research? Why?

Exemplary: Student identifies multiple relevant facets and explains their significance for certain kinds of research.	Satisfactory: Student identifies multiple facets without explanation as to their usefulness OR, Student identifies and explains one facet.	Unsatisfactory: Student fails to identify additional facets. (Either the student has listed already-used facets, or the student identifies one facet without explanation.)

PART C: FINDING BOOKS IN SUPERSEARCH

6. How many books does CSU-Pueblo have on **Darwin** and **America**?

7. How many of those are eBooks? How can you access them?

8. Does CSU-Pueblo have the book *The Book that Changed America*, by Randall Fuller?

PART D: OTHER SUPERSEARCH FEATURES

9. How can you cite an item?

Exemplary: Student identifies the <u>Cite</u> button in SuperSearch, and recognizes the citation style options.	Satisfactory: Student identifies the <u>Cite</u> button in SuperSearch.	Unsatisfactory: Student fails to identify the <u>Cite</u> button in SuperSearch.

10. What additional features are available once you've signed in?

ENG 102A: Using SuperSearch, Google Scholar, and Academic Search Premier

For this activity, search for resources by combining keywords from below (one from each column). Or, create your own for your research topic, and write them in the bottom boxes.

[…]

Part A: Finding Articles in SuperSearch

1. Search using your keywords. What <u>source types</u> does SuperSearch find? (List three that you're most likely to use in your research.)

Exemplary: Student identifies <u>three</u> source types.	Satisfactory: Student identifies <u>two</u> source types.	Unsatisfactory: Student fails to identify any proper source types.

2. How can you limit your results to only scholarly sources?

Exemplary: Student identifies BOTH the <u>articles</u> facet (under *Source Type*) AND the <u>peer-reviewed…</u> facet, and explains that "scholarly" and "peer-reviewed" are near-synonyms.	Satisfactory: Student identifies BOTH the <u>articles</u> facet (under *Source Type*) AND the <u>peer-reviewed…</u> facet.	Unsatisfactory: Student fails to identify both the <u>articles</u> and <u>peer-reviewed</u> facets, only recognizing one or neither of them.

3. Apply **two additional** limiters from the left menu. Which two did you choose, and why might they be valuable to your research?

Exemplary: Student identifies multiple relevant facets and explains their significance for certain kinds of research.	Satisfactory: Student identifies multiple facets without explanation as to their usefulness. OR, Student identifies and explains one facet.	Unsatisfactory: Student fails to identify additional facets. (Either the student has listed already-used facets, or the student identifies one facet without explanation.)

4. Select one of the items from your results. In the **View Online** section, you will see where you can read the entire article. Click on one to access the article. What is the name of the database you chose? (Note: It's not EBSCO.)

Satisfactory: Student identifies the database by its full name.	Unsatisfactory: Student fails to identify the database.

Part B: Compare to Google Scholar (open scholar.google.com in a new window)

5. Search using the **same keywords as in question 1**. What <u>source types</u> does Google Scholar find? (List three that you're most likely to use in your research.)

Exemplary: Student identifies <u>books</u>, <u>patents</u> and/or <u>citations</u> as source types. May also identify <u>pdf</u> or <u>html</u> as a source type.	Satisfactory: Student identifies <u>book</u>, <u>pdf,</u> or <u>html</u> as a source type.	Unsatisfactory: Student cannot identify a source type.

6. How can you limit your results to only scholarly sources?

7. In **Scholar Settings**, link your search to the Colorado State University-Pueblo Library. When you search for the same terms, how does your list of results change?

PART C: COMPARE TO ACADEMIC SEARCH PREMIER (open the **LIBRARY'S DATABASE LIST** in a new window**)**

8. Search using the **same terms as in question 1**. What <u>source types</u> does Academic Search Premier find? (List three that you're most likely to use in your research.)

Exemplary: Student identifies <u>three</u> source types.	Satisfactory: Student identifies <u>two</u> source types.	Unsatisfactory: Student fails to identify any proper source types.

9. How can you limit your results to only scholarly sources?

Exemplary: Student identifies the facet for <u>scholarly (peer-reviewed) journals</u> in the advanced search, and the <u>Academic journals</u> facet under *Refine results*.	Satisfactory: Student identifies either the facet for <u>scholarly (peer-reviewed) journals</u> in the advanced search, or the <u>Academic journals</u> facet under *Refine results*.	Unsatisfactory: Student fails to identify either facet.

PART D: ANALYZE THE RESULTS

10. Which database (SuperSearch, Google Scholar, or Academic Search Premier) yielded the most results for your search?

11. Which database would you rather use? Why?

Exemplary: Student identifies useful features of each of the databases, and when each would be helpful in their research.	Satisfactory: Student identifies a clear preference, with explanation extending beyond number of results.	Unsatisfactory: Student identifies no clear preference, or limits the explanation to number of results.

12. What similar features do these databases share?

ENG 102B:

USING KEYWORDS TO CONSTRUCT A SEARCH

PART A: CONSTRUCTING A SEARCH

1. Write your topic here:

2. Construct a concept table, following the example we've just done.

Main Concept #1   *Three Related Terms (include **broader** and **narrower** terms)*

	OR		OR		OR	

Main Concept #2   *Three Related Terms (include **broader** and **narrower** terms)*

	OR		OR		OR	

Main Concept #3   *Three Related Terms (include **broader** and **narrower** terms)*

	OR		OR		OR	

3. If there were one perfect resource that showed up at the top of your results, what would it be called?

PART B: DOING A SEARCH in Academic Search Premier and Academic OneFile. (In the library's database list)

[…]

4. How many results did your search yield in each database?

   Academic Search Premier: /   Academic OneFile:

5. Which database would you rather use? Why?

Exemplary: Student identifies useful features of each of the databases, and when each would be helpful in their research.	Satisfactory: Student identifies a clear preference, with explanation extending beyond number of results.	Unsatisfactory: Student identifies no clear preference, or limits the explanation to number of results.

Part C: Analyze the results

6. Match the *Document (or Source) Type* (**book** or **magazine** or **journal**) to the characteristic that best describes it. Explain why you chose that one.

- Has the most current content

Satisfactory: Magazine	Unsatisfactory:

- Contains background information on a topic

Satisfactory: Book	Unsatisfactory:

- Focuses on a specific discipline

Satisfactory: Journal	Unsatisfactory:

- Is most credible

Exemplary: Student identifies useful features of each of the databases, and when each would be helpful in their research.	Satisfactory: Student identifies a clear preference, with explanation extending beyond number of results.	Unsatisfactory: Student identifies no clear preference, or limits the explanation to number of results.

7. On the sidebar, you'll notice several ways you can limit your results. How can you go about finding an academic article for a paper on this topic, due tomorrow?

Satisfactory: Student identifies BOTH the peer-reviewed (or scholarly) facet AND the full text facet.	Unsatisfactory: Student identifies EITHER the peer-reviewed (or scholarly) facet OR the full text facet.

8. Once you open an article, what additional features are available to help you complete your research?