Academic Program Assessment Report for AY 2019-2020

(Due: June 1, 2020)

Program: Library

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Please describe the 2019-2020 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., B.A.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 Executive Director for Assessment as an email attachment by June 1, 2020. 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 2019-2020 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 | Spring 2019 | Recorded reference transactions (F2F, chat, email, phone) addressing SLO 1 | 1050 reference transactions recorded with students in Fall 2019 – Spring 2020. | Qualitative reading for themes, common questions, etc. | | Students demonstrate a basic awareness of what is available at and how to use the library, as well as a basic understanding of library vocabulary. However, there is still difficulty grasping nuances between more complex terms, e.g. the difference between a search engine and a database, as well as the strengths of different research tools. In addition to supporting the above, review of reference transactions shows there is confusion between services offered in LARC by other campus entities (e.g. IT Helpdesk) and library services/resources. Lack of confidence is also an ongoing theme, especially evident in chat transactions. | While some students confidently utilize the library and its services, there are still gaps in student understanding. Much attention has been placed on catching students in General Education courses in order to build foundational knowledge of the library (e.g. ENG 101 and ENG 102). However, not all CSU Pueblo students matriculate through these classes on our campus, so SLO 1 is also frequently addressed in individualized interactions/reference transactions. With this in mind, the library is developing more digital learning objects (DLOs, e.g. instructional videos and online tutorials) to be used in synchronous and asynchronous instruction, to better prepare and support students pre/post library instruction sessions, as well as support users on a point of-need basis. |
| | | In-class direct assessment (questions drawn from *Assessment Menu Rubric*, included) | a) 255 students enrolled in 12 sections of ENG 101 in Fall 2019 b) 36 students enrolled in 2 sections of ENG 101 in Spring 2020 | 80% of students measured are proficient or above | a) 86% of students measured proficient or above b) 81% of students measured proficient or above | | |

| SLO 2—Differentiate and employ various research tools and methods to address complex research questions. | Spring 2019 | Direct assessment of asynchronous tutorial and in-class direct assessment (questions drawn from *Assessment Menu* & *Scholarly and Popular Articles Rubrics*, included) | 14 students in ENG 115 in Fall 2019 | 80% of students measured are proficient or above | 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.

Many students make heavy use of Google Scholar but are unaware of how to then access those resources through the library catalog and databases.

However, when an asynchronous tutorial addressing SLOs 1 &2 was implemented in ENG 115 there was a significant improvement in proficiency (74% proficient in pre-assessment vs 96% proficient during in-class assessment). | Recommend working with subject liaisons to implement SLO 2 in instruction outside of Composition classes, to broaden pool of students.

Recommend making a stronger connection between using Google Scholar and the ability to link to the CSU – Pueblo Library's collections, highlighting "FindIt @ CSU Pueblo" widget.

Recommend continuing development of digital learning objects (DLOs, e.g. instructional videos and online tutorials) to be used in synchronous and asynchronous instruction, to better prepare and support students pre/post library instruction sessions, as well as support users on a point of-need basis. |
| | | In-class direct assessment (questions drawn from *Finding Scholarly Articles in SuperSearch Rubric*, included) | a) 22 students enrolled in ENG 102 in Fall 2019

b) 56 students enrolled in 3 sections of ENG 102 in Spring 2020 | | a) 84% of students measured proficient or above

b) 86% of students measured proficient or above | | |

| SLO 4— Make deliberate and informed choices about when and how to use information | Spring 2019 | Review of anonymized annotated bibliographies (see *Rubric for Annotated Bibliographies*, included) | 18 artifacts from 3 sections of ENG 101 & ENG 102 in Fall 2019 | 80% of students measured are proficient or above | 85% of students measured proficient or above | Students assessed in this SLO understand the best place to go for their research. However, the effective use of discipline-specific databases relies on a student having a foundational knowledge of research. For example, students in PSYCH 103 varied greatly in prior exposure to the library and this was reflected in their scores. An online tutorial to be completed ahead of the class could help to rectify this discrepancy.

The development of rubrics for assessing library instruction through student-produced literature reviews, as well as student-produced annotated bibliographies (included) should continue to create new opportunities for assessment of this SLO. | Recommend working with subject librarians to gather a diverse selection of student-produced literature reviews and annotated bibliographies, and to target course(s) that require the use of specialized resources (e.g. primary sources and government documents).

Recommend targeting upperdivision 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.

Recommend developing an online tutorial to prepare students in discipline specific research courses prior to library instruction sessions. |
| | | In-class direct assessment (*SEARCHING IN PSYCINFO – ACTIVITY RUBRIC FOR PSYCH 103*, included) | 48 students enrolled in 2 sections of PSYCH 103 | | 79% of students measured proficient or above | | |

Comments on part I:

The Instruction Program has developed a set of questions and corresponding rubrics (included) that address all SLOs and can be adapted for library instruction and activities/assignments. These rubrics are used as the basis for librarian-lead instruction, as well as adapted to create digital learning objects (DLOs, e.g. instructional videos and online tutorials).

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 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	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.	Developed the flipped model as recommended. Created an online module in Nearpod to be completed by students ahead of librarian meeting with the class, and administered quiz at beginning of class to assess student retention of vocabulary teaching. Formative assessment garnered from the Nearpod lesson was used to model face to face instruction to students' needs.	The flipped model was implemented in one section of ENG 115 – an online module addressing SLOs 1 & 2 was developed using Nearpod and assigned to students to be completed asynchronously ahead of the class meeting. Students scored 74% proficient in pre-assessment and improved to 96% proficiency during in-class assessment. Furthermore, the formative assessment garned in Nearpod allowed for a more personalized in-person experience. The library plans on creating a more robust collection of online resources that can implemented in a smilar fashion.

SLO 4— Make deliberate and informed choices about when and how to use information.	Spring 2019	Develop rubrics for assessing library instruction through student-produced literature reviews.	Reviewed and adapted rubrics for assessing library instruction through student-produced literature reviews, as well as student-produced annotated bibliographies (included).	Implemented Rubric for Annotated Bibliographies across 3 sections of ENG 101 & ENG 102 in Fall 2019 (included).
				Recommend working with subject librarians to gather a diverse selection of student-produced literature reviews and annotated bibliographies, and to target course that require the use of specialized resources (e.g. primary sources and government documents). Subject librarians should target upperdivision 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.
SLO 5— Recognize the academic, legal, economic, and social factors in the production, access, and use of information.	Spring 2019	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.	Updated and expanded Fake News research guide (https://guides.library.csupueblo.edu/fakenews), including the CRAAP test. Developed an asynchronous delivery online lesson in Nearpod on the topic of Fake News.	Implemented asynchronously delivered Fake News Nearpod lesson in three sections of COMR 103 in Spring 2020, after the closure of campus due to COVID-19. The instructor was thrilled to have an online alternative now that in-person instruction was out of the question. Of the students who took part in the lesson, 90% completed the lesson with an average score of 82% correct. The responses to open-ended questions were particularly thoughtful. Recommend updating and expanding Fake News research guide. Recommend further development of Fake News Nearpod lesson, in order to make it available to any subject librarian or instructor who would like to assign it to their classes, regardless of discipline.

Comments on part II:

In order to best support our students, the library needs to continue the development and implementation of DLOs and other asynchronous methods of instruction. These DLOs can be easily integrated into Blackboard and other LMS, as well as being used to develop robust online lessons using software like Nearpod. Librarians have an opportunityto leverage these tools to become more embedded and accessible to our faculty and students. Nearpod in particular offers a chance for significant formative pre-class assessment that can be used to model a more effective library instruction session. This is especially valuable as librarians often have only one opportunity to meet with a class, no matter the research focus.

It is also highly recommended that librarians investigate ways to formally assess reference transactions so as to further integrate these interactions into the instruction program assessment.

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?	Student correctly identifies Library of Congress call number system.	Student identifies call number system but does not specify which.	Student incorrectly identifies organizational system.

	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.	
What do you need to do to access library databases from off-campus?			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 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.

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.

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.

Rubric for Annotated Bibliographies

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Criteria	Exemplary	Proficient	Satisfactory	Unsatisfactory
Problem statement/introduction	Topic is clearly defined and context for research provided	Presented the topic and the research need	Presented the topic but the research need is unclear	Did not reference the topic to be examined
Quality /Reliability of Sources	All sources cited can be considered reliable and/or trustworthy.	Most sources cited can be considered reliable and/or trustworthy	Few sources cited can be considered reliable and/or trustworthy.	Little or no reliable and/or trustworthy sources cited.
Identification & description of authority of sources	Annotations fully, characterize author, audience and publisher of sources.	Annotations accurately, but minimally, characterize author, audience and publisher of both sources.	One, or both, annotations lack some important information or mischaracterize author, audience or publisher of sources.	Annotations do not accurately describe author, audience or publisher of either source.
Quality & clarity of the summary of ideas in sources	Main ideas of both sources, including nuances and subtleties, are clearly summarized.	Main ideas of both sources are summarized, but minimally; or, one is incomplete or sketchy.	Main ideas are not summarized clearly; or, summaries are simply incomplete or sketchy for both sources.	Summaries appear to be possibly plagiarized or main ideas are unclear or misrepresented in both sources.
Representation & discussion of relationship of sources to each other	Relationship of ideas in sources to each other clearly described.	Attempt to relate ideas in sources to each other sometimes fuzzy or unclear.	Attempt to relate ideas in sources to each other results in inaccurate representations of one or both.	No attempt is made to relate sources to each other.
Representation & discussion of relationship of sources to research question	Relationship of ideas in sources to the research question is clear and logical.	Attempt to relate ideas in sources to the research question sometimes fuzzy or unclear.	Attempt to relate ideas in sources to the research question misrepresents one or both sources or the research question.	No attempt is made to relate sources to the current research question; nothing is said about the issue.
Citation Style and Documentation	Citations are formatted correctly in the document	There are a few formatting errors in the document's citations.	There are some formatting errors in the document's citations.	There is little or no adherence to APA format in the document.

Rubric for Literature Reviews

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Criteria	Exemplary	Proficient	Unsatisfactory
Problem statement/introduction	Topic is clearly defined and context for research provided	Presented the topic and the research need	Did not reference the topic to be examined
Organized progression	Report goes from general to specific; transitions relate sections	Basic flow of ideas but not all sections follow a logical order	Report has no clear direction and subtopics not connected.
Coverage of content	Appropriate resources examined and covered in depth; significance of research critiqued	Major works included but not covered in adequate depth; significance of selected resources discussed	Major works omitted; significance to field not clear; criteria for inclusion not presented
Synthesis of ideas	Clear analysis and synthesis presented; demonstrated insight into problem; conclusion strongly supported	Some analysis and synthesis of ideas; discussed the history and relationships among key point found in the literature	Did not attempt to synthesize the information or discuss the topic in the broader context of scholarly literature
Clarity of writing	Writing is clear and concise; ideas are well-developed and coherent	Writing is clear but not concise; paragraph or sentence structure repetitive or awkward	Ideas not expressed clearly; misspellings, incorrect grammar and punctuation
Citation/References	In-text citations and reference list citations were complete and properly formatted in the appropriate citation style	Citations within text and in corresponding reference list were included with some formatting problems	Works cited were not listed for in-text citations or works cited included resources not mentioned in the report

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.

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.

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.
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.
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.

SEARCHING IN PSYCINFO – ACTIVITY RUBRIC FOR PSYCH 103

PART A: CONSTRUCTING A SEARCH

1. Write your topic below.

Exemplary: Topic is well defined and of an appropriate scope for the assignment.
Proficient: Topic is appropriate for the assignment but too narrow or too broad.
Unsatisfactory: Topic is not well defined nor appropriate for the assignment.

2. Is there a specific population, gender, age range or other demographic you are looking at? If so, use the limiters in the Advanced Search. Write down any applicable limiters:

Exemplary: Student identifies two or more limiters **relevant** to their topic.
Proficient: Student identifies two limiters **relevant** to their topic.
Unsatisfactory: Student identifies one or none limiters that have **little or no relevance.**

3. Construct a concept table using main keywords from your topic.
    - You do not have to have three search terms for each row.
    - You can add a row to search three different ideas, as in the example below.

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

Exemplary: Student identifies two or more **related** terms that narrow **and** broaden search	OR	Proficient: Student identifies two **related** terms	OR	Unsatisfactory: Student identifies two or fewer **unrelated** terms

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

Exemplary: Student identifies two or more **related** terms that narrow **and** broaden search	OR	Proficient: Student identifies two **related** terms	OR	Unsatisfactory: Student identifies two or fewer **unrelated** terms

For example:

PART B: DOING A SEARCH in PsycINFO (In the library's database list)

Move to a computer, and open a browser window. Type your search terms in the search boxes in **PsycINFO** . Select the operator (AND, OR, NOT) that connects the search boxes.

Go to Advanced Search, and copy each row of your concept table into the advanced search interface. Use OR to separate terms within each row. **If your related term is a phrase**, surround it in quotation marks**. Example: "support group"**

Part C: USING THE THESAURUS TO CONSTRUCT A SEARCH IN PSYCINFO

Go into the Thesaurus and browse your terms, one by one. Use suggested Thesaurus terms and add them to your search, being sure to use your Boolean AND, OR, NOT options as you did the first time.

Remember to keep ORs between your synonyms in the same search box, and to combine your different concepts in the search boxes with ANDs

For example, the Thesaurus suggests alternate search terms for some of the ideas in our search on support groups for college students with anxiety:

Searching: **PsycINFO** | Choose Databases

[ ] [×] Search

Basic Search   Advanced Search   Search History

Browsing: PsycINFO -- Thesaurus

academic anxiety   Browse

⦿ Term Begins With   ○ Term Contains   ○ Relevancy Ranked

Page: ‹ Previous   Next ›

Select term, then add to search using: OR ▾   Add

(Click term to display details.)

The term(s) you entered could not be found. The list below is in alphabetical order.

[ ] Academic Aptitude

Academic Burnout **Use** Academic Stress

Academic Engagement **Use** Student Engagement

[ ] Academic Environment

[ ] Academic Failure

(((DE "Academic Stress") AND (DE "Support Groups")) OR (DE "Group counseling")) AND (DE "College Students")

What Major Concepts or Related Terms does the Thesaurus suggest for your topic?

List them below.

Exemplary: Student identifies one Major Concept and one Related Term from the Thesaurus.
Proficient: Student identifies one Major Concept or one Related Term from the Thesaurus.
Unsatisfactory: Student identifies no terms or terms not present in the Thesaurus.

Rerun your search using these terms.

Are your results more relevant than using your initial search terms? How so?