Academic Program Assessment Report for AY 2017-2018

Program:____Library_____

(Due: June 1, 2018)

Date report completed: __May 23, 2018_____

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Please describe the 2017-2018 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., 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 June 1, 2018. You'll also find this form on the assessment website at https://www.csupueblo.edu/assessment-and-student-learning/resources.html. Thank you.

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 assessed? (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.	E. What is the expected achievement 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 2017	In-class direct assessment— The BIOL/CHEM class took a short exam after four	2 classes (23 sudents): BIOL/CHEM 510 ENG 099	85% of students will measure at Satisfactory.	96.7% of students measured at Satisfactory. (see attached rubric)	Students demonstrate a basic awareness of what how to use the library. The low numbers of classes that	Work to incorporate library instruction into US 151 classes, and to promote the self-guided library tour and quiz into university orientation. Continue modifying vocabulary

						focus on this SLO demonstrate a need to figure out either a better assessment tool or identify some specific classes that would most benefit from instruction in basic library services.	teaching and quiz as necessary.
		sessions, which is cumulative and a summative assessment, covering all five SLOs.					
		Pre-test: Students in ENG 101 classes were given a library vocabulary quiz.	285 ENG 101 students		45% of students measured at satisfactory	Modifications made to the vocabulary quiz and to the position of the quiz within the class (given at the end of class instead of the beginning) resulted in higher rates of student assessment.	
	Spring 2018	In-class direct assessment—including the question "How [in SuperSearch] can you cite an item?"	7 ENG 101 classes (131 students)		88.6% of students measured at Satisfactory. (see attached rubric)		
		In-class direct assessment—Students in ENG 101 classes were given a library vocabulary quiz.	112 ENG 101 students		62% of students measured at satisfactory.		
SLO2 — Differentiate and employ	Fall 2017	In-class direct assessment—Formative	34 classes (654 students):	85% of students will measure at	82.1% of students measured at	Students have gained some experience in	Recommend assessing this SLO outside of Composition classes, to broaden the pool of students.

various research tools and methods to address complex research questions		assessment of ENG 101/102. Summative assessment of others (questions drawn from set).	BIO/CHE 510 ENG 201 MUS 306 2 PSYCH 103 29 ENG 101/102	Satisfactory.	Satisfactory. (see attached rubric)	figuring out the best practices for searching for scholarly material.	
	Spring 2018	In-class direct assessment—Formative assessment of ENG 101/102.	31 ENG 101/102 classes (554 students)		85.3% of students measured at Satisfactory. (see attached rubric)		
SLO 3—Develop and refine search strategies within appropriate information retrieval systems to find meaningful results	Fall 2017	In-class direct assessment—Formative assessment of ENG 101/102. Summative assessment of others (questions drawn from set).	16 classes (306 students): 9 ENG 101/102 BIOL 352 BIO/CHE 510 MCCNM 425 ENG 201 MUS 306 2 PSYCH 103	80% of students will measure at Satisfactory.	76.0% of students measured at Satisfactory. (see attached rubric)	Students are being introduced to more complex searching than they have previously encountered. Their assessed responses demonstrate a new-found understanding of finding information.	Recommend refocusing assessment questions to reflect student understanding of differences among databases, and how they'd go about choosing one over another.
	Spring 2018	In-class direct assessment—Formative assessment of ENG 101/102. Summative assessment of others (questions drawn from	11 classes (186 students): 9 ENG 101/102 classes; 1 ENG 201 1 ED 301		72.8% of students measured at Satisfactory. (see attached rubric)		

		set).					
SLO 4—Make deliberate and informed choices about when and how to use information	Fall 2017	In-class direct summative assessment (questions drawn from set).	4 classes (65 students): BIO/CHE 510 MCCNM 425 2 PSYCH 103	85% of students will measure at Satisfactory.	82.8% of students measured at Satisfactory. (see attached rubric)	Students assessed in this SLO understand the best place to go for their research. However, the low numbers of classes that focus on this SLO demonstrate a need to develop an appropriate assessment tool for this SLO.	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. Librarians should create a standard online quiz for these classes. Continue developing a rubric for assessling library instruction through student-produced literature reviews.
	Spring 2018	In-class direct summative assessment (questions drawn from set).	4 classes (77 students): 3 COMR 103 1 ENG 201		91.3% of students measured at Satisfactory. (see attached rubric)		
SLO 5— Recognize the academic, legal, economic, and social factors in the production, access, and use of information	Fall 2017	In-class direct summative assessment (questions drawn from set).	3 classes (67 students): BIO/CHE 510 2 PSYCH 103	85% of students will measure at Satisfactory.	98.2% of students measured at Satisfactory. (see attached rubric)	The low numbers of classes that focus on this SLO demonstrate a need to create some activities that would assess this SLO.	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.
	Spring 2018	In-class direct assessment (*Scholarly and Popular* activity, attached).	3 COMR 103 classes (58 students)		90.6% of students measured at Satisfactory. (see attached rubric)		

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 (set attached).

We noted that SLO 1—library's key services—is most frequently addressed in individualized interactions at the Research Help Desk. Though we do not assess these formally, we are careful to add necessary details to the transaction tracker to ensure that we make necessary changes in library signage, library systems, and library instruction, so library users are most confident in understanding what the library offers. For example, we have used the past year's reference interactions to recommend changes to SuperSearch to make finding and accessing materials easier and more intuitive for researchers and instructors.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? **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?	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	Fall 2017, Spring 2018	Continuing work on implementing floor locations for books in new catalog system.	Technical services has been in communication with Ex Libris to implement these changes in to the catalog. Additionally, developed an online, self-paced tour of the library, detailing services available on those floors. Continued instruction that academic libraries generally use Library of Congress Classification, not Dewey Decimal. Incorporated an explanation for database types from reading anonymous reflection papers from a Spring 2017 class.	Floor locations are still not visible in the catalog. Printed listings of call number ranges and floors are in the library's elevator and at the Research Help Desk, and librarians are careful to guide library users to the material's location. Next steps/New recs: Continue working on implementing floor locations for books in PRIMO/ALMA. Also, update the call number ranges on the stacks in the upper floors.
SLO2 — Differentiate and employ various research tools and	Fall 2017, Spring 2018	Planning activity for Composition classes that specifically uses Google Scholar in library instruction classes.	Activity was created, to demonstrate the different capabilities of different databases. It was used in ENG 102 composition	Students are able to see the relative value of different databases (especially Google Scholar). Next steps/New recs: Offer a workshop for expert-level use of Google Scholar, so

methods to address complex research questions			classes as a way to introduce students to the variety of databases and information sources.	students can build on what they learned in ENG 102, and so they can learn how to use Google Scholar once they've separated from the university.
SLO 3—Develop and refine search strategies within appropriate information retrieval systems to find meaningful results	Fall 2017, Spring 2018	All librarians are contacting department chairs to elicit library instruction requests. Generally, instructors do not request multiple visits except in ENG 102 classes, where two visits are regularly requested. The vision for each ENG 102 section to have a specific subject didn't pan out as expected. Combined with the variety in composition instruction across sections, the recommendations were untenable. Aiming instead to target introductory disciplinary classes (e.g., PSYCH 101).	Librarians were very active in promoting library instruction to teaching faculty in liaison areas.	The 2017-2018 year saw thirty new classes that librarians hadn't visited in recent memory, including some in departments that hadn't requested library instruction, such as Political Science, Sociology, Math, Mass Communication, and Communicaton & Rhetoric. Additionally, librarians visited some general education classes that hadn't seen library instruction, such as PSYCH103 and COMR103, and in introductory chemistry classes. Next steps/New recs: Target upper-division classes in teaching and assessment. Create a standard online quiz for these classes.
SLO 4—Make deliberate and informed choices about when and how to use information	Fall 2017, Spring 2018	Modified existing discipline-specific activities for additional upper-division classes, e.g., walking upper-division Biology students through the process of selecting a database for their individual projects, and identifying the benefits of using the same search terms across multiple databases.	In upper division and graduate classes, librarians worked with the whole class to identify appropriate databases for research, and with individual students to improve search strategies for their specific research needs.	Students demonstrated increased confidence in their research abilities, asking higher-level questions at the Research Help Desk and in office consultations than students in the previous year had. Next steps/New recs: Target upper-division classes in teaching and assessment. Create a standard online quiz for these classes.
SLO 5—	Fall 2017, Spring	Posted signage on copiers	Signage was posted, and	Students demonstrated an awareness of

Recognize the academic, legal, economic, and social factors in the production, access, and use of information	2018	indicating copyright code. Expanded discussion and visibility of Open Access as a manner of addressing intellectual property and access as factors in information use	librarians pointed to it when helping students copy portions of textbooks. In ENG101 and 102 Composition classes, librarians specifically pointed to Open Access as a way for students to get information when they were no longer attached to a university.	Open Access as a valuable category of information retrieval. Next steps/New recs: Standardize workshop/activity around evaluating information sources, especially related to Fake News. Promote "Don't Pay for Articles" campaign.

Comments on part II:

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.

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 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.

CSU-Pueblo University Library

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	Satisfactory: Student	Unsatisfactory: Student fails

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.	identifies BOTH the <u>articles</u> facet (under *Source Type*) AND the <u>peer-reviewed...</u> facet.	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 <u>peer-reviewed (or scholarly)</u> facet AND the <u>full text</u> facet.	Unsatisfactory: Student identifies EITHER the <u>peer-reviewed (or scholarly)</u> facet OR the <u>full text</u> facet.

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

Fall 2017	Spring 2018
Abstract **A summary or brief description of the content of a longer work** An article from a journal, magazine, or newspaper that is less than 50 words in length Not easy to understand; extremely complex The section of an article in which terms are defined	No change
Bibliography **A list of books or journals in chronological order of publication** A list containing references used in writing a research paper or other document The study of the written word Excessive adherence to the literal interpretation of a written text	**Article (replacement)** **A work on a specific topic, often as an independent part of a regular publication** A particular point, item, or clause in a formal agreement A word (as a, an, or the) used with a noun to limit it or make it clearer One of a class of objects
Catalog **A database listing and describing the books and other materials held by a library** A list of books or journals in chronological order of publication A list of items for sale, with descriptive comments and/or illustrations A database used to document the date of receipt of items within a library	No change
Citation **A reference to a book, magazine or journal article containing the information necessary to identify and locate that work** A notice of overdue library materials A printer's or publisher's name, address, and other details in a book or other printed item A word that describes the subject of an article or book; used in many computer databases	No change
Database **An electronic collection of information organized for searching and retrieval** An information language based on numeric code A type of computer software that allows manipulation of numerical data The central location or headquarters for mass information storage	No change
Full Text **The complete text of a document is available for online viewing, printing, or downloading** The main body of a book or other piece of writing, as distinct from other material such as notes, appendices, and illustrations A search engine examines all of the words in every stored document as it tries to match search criteria An article with text containing all search words used in a specific database query	No change

Journal **A periodical devoted to disseminating original research or commentary in a specific discipline** A detailed description or replication of the methodology and results of a study A daily or weekly newspaper of large circulation A daily account of events; a log	**Journal (modified wording)** **A <mark>regular publication</mark> devoted to disseminating original research or commentary in a specific discipline** A detailed description or replication of the methodology and results of a study A daily or weekly newspaper of large circulation A daily account of events; a log
Keyword **A word or phrase used as a search term to retrieve all the information resources that contain it** The clue word that breaks a cipher or code A word used to identify a specific command function in a database The word used most often in the text of a book or article	No change
Open Access **Literature that is freely available on the public internet to any readers or users** Book shelving or storage reachable tall, including the disabled Library resources and materials that circulate without the requirement of an ID card To retrieve scholarly information from a physical or online collection	**Open Access (modified wording)** **<mark>Sources that are</mark> freely available on the public internet to any readers or users** Book shelving or storage reachable tall, including the disabled Library resources and materials that circulate without the requirement of an ID card To retrieve scholarly information from a physical or online collection
Peer Review **The process by which editors have experts in a field review books or articles submitted for publication** The process of fact checking for print/online newspapers and magazines The process by which search terms are determined for articles indexed within databases A system of grading in which students grade the work of other students	No change
Scholarly **Concerned with formal study or research** Written for the purposes of completing the requirements of a degree Containing a Lexile level of 1000 or above Written by an author with one or more advanced degrees	No change
Source **Any document that provides information sought by a writer, researcher, or library user** The donor or provider of a book, periodical, or other information to a library Information used in research for which the author can be identified Copyrighted information used in research	**Periodical (replacement)** **An information source published in multiple parts at regular intervals** Occurring in a series rather than simultaneously Any multi-volume work The transmission or processing of each part of a whole in sequence

Stacks **A structure of bookshelves** Lists of subject terms following the text of an online article Computer memory that cannot be accessed randomly Large quantities of vertical text, as in print articles	**Facet (replacement)** **A descriptive element of an item that can be used to limit results** An aspect or phase, as of a subject or personality The face of a cut and polished gem A perspective, especially of an argument
Subject Heading **The description of an information source's content assigned to make finding information easier** The word used most often in the text of a book or article The first word in a subject search A summary or brief description of the content of another longer work	No change