

Course Outcome Assessment Report

Basic Information:

Course: IC C075 Introduction to Library Research and Bibliography

College: Cerro Coso College

Assessment Term: Fall, 2010

Status: Pending

Co-contributors: Terri Smith,

Learning Outcome:

Target of Performance: 80% of students assessed will be able to:

Learning Outcome: List and explain the basic steps in the research process.

Assessment Tool/Scoring Method: an exam

Assessment Plan:

Changes Made Since Last Assessment:

This is our first assessment cycle for IC C075 SLOs.

Assessment Plan: In the summer and fall 2010 semesters, all sections of IC C075 will be assessed. This first round of assessment will focus on SLOs 1(A), 2(B), and 4(D). SLO 1 (A) will be assessed using an exam question that has students identify the correct listing of the steps in the research process.

Assessment Results:

Results: In summer 2010, only 2 sections of IC C075 were offered and both were taught online by the same instructor. 33 students assessed for all 3 SLOs in CRN 50362 27 students assessed for all 3 SLOs in CRN 50363. In both sections, students scored above 90%. The target was reached. In fall 2010, 5 sections were offered and taught by 3 different instructors. The course was offered online and f2f. In both on-ground sections (taught by the same instructor) a 100% success rate was achieved. In 2 online sections (taught by the same instructor) the 80% target was not quite met, with scores for both sections in the high 70%. In the remaining 1 online section, the 80% target was met, with scores in the low 80%.

Analysis and Plan for Improvement and Reassessment: 5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time. It became clear during the end-of-course debriefing with both new adjuncts that the assessment tools must not only be identical but also administered in the exact same way at the same time of the semester in all sections taught. The on-ground instructor allowed students multiple attempts on the exam, which accounts for her 100% success rate. The department feels that this assessment was a good first assessment in that many deficiencies in the SLO assessment process were identified. Having 1 quiz question to test an SLO was questioned as a best practice. The department also feels that the SLO might need to be revised because it does not get at high level learning. The department plans to revise the SLOs for IC C075 by fall 2012, develop new assessment tools, and reassess in fall 2013.

Participants: Julie Cornett, Sandra Bradley, Nancy Williard

Attachments:

[SLO A, B, D Write Up](#)
[SLO A Data spreadsheet](#)

IC C075 SLO Assessments

IC C075 Student Learning Outcomes:

Upon completion of the course, the student will be able to

- A. List and explain the basic steps in the research process.
- B. Clearly articulate quality of information needed to solve a research problem.
- C. Write complete bibliographic citations using a standard citation format for sources relevant to the topic of a research question.
- D. Evaluate the credibility of web sites by applying standard criteria.
- E. Describe the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism.

Assessments of Student Learning Outcomes for IC C075 were initiated in summer 2010. It was determined that the first level of assessment would tackle SLO A, C, and D in summer and fall 2010.

Methodology:

SLO A was assessed by exam. A single quiz question asked students to match the step in the research process to the correct task/skill.

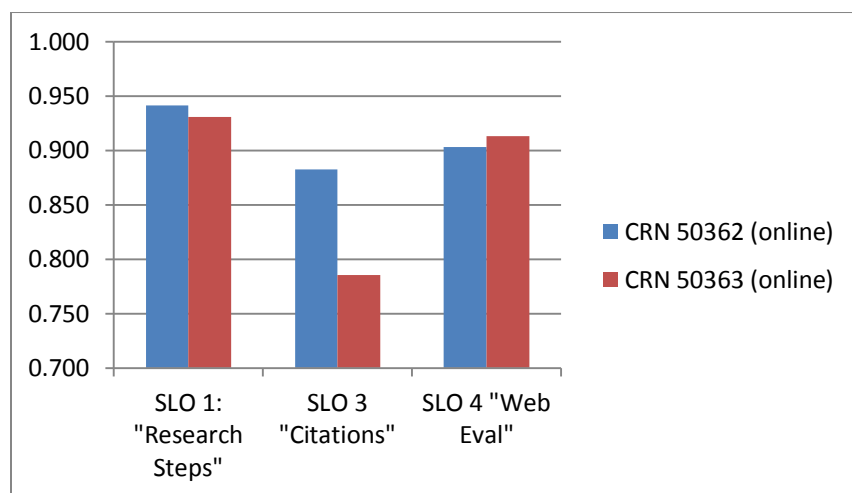
SLO C was assessed by an assignment, graded with a rubric. Students would choose from a list of resources and compile an MLA formatted "works cited" page.

SLO D was assessed by an assignment, graded with a rubric. Students evaluated 2 websites using standard criteria and then compared the sites, determining which one would be more appropriate for their research topic.

The following graphs tabulate SLO data (for SLOs A, C, and D) for sections of IC C075 from the summer and fall semesters, 2010.

FINDINGS AND RECOMMENDATIONS

Summer 2010



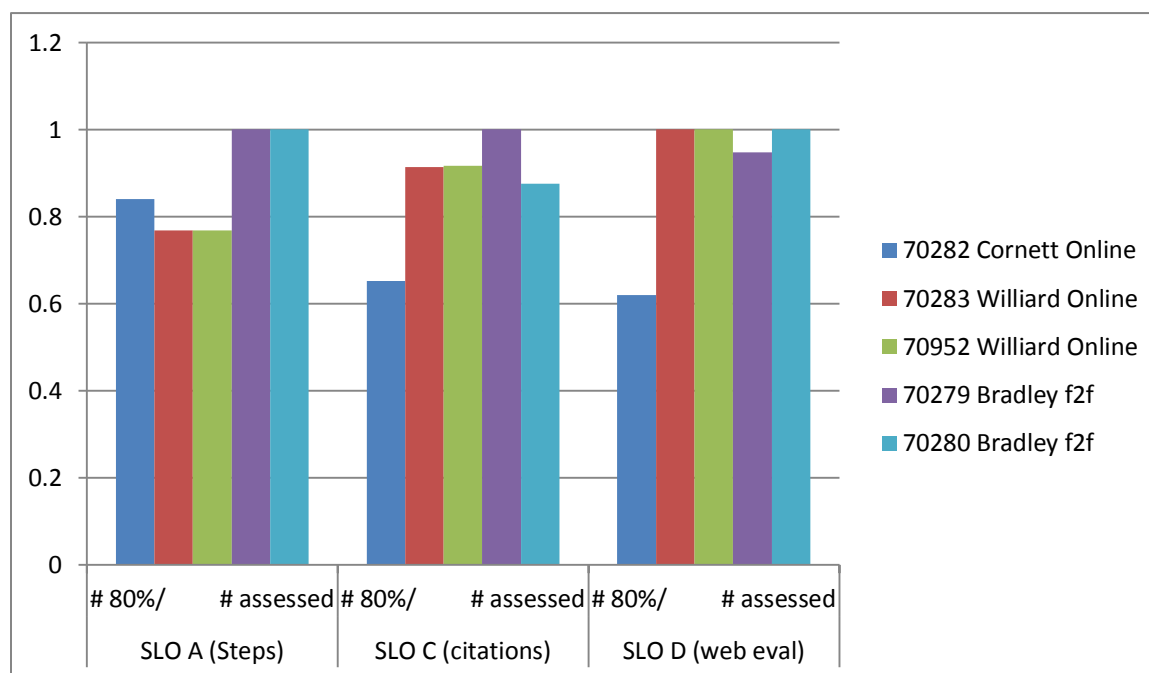
Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed. For each CRN, this averaged to:

- 33 students assessed for all 3 SLOs in CRN 50362
- 27 students assessed for all 3 SLOs in CRN 50363

Students in both classes scored fairly high in SLOs 1 and 4 (above 90%). Factors causing the lower percentages (less than 90%) in both CRNs for SLO 3 might include:

- The “citations” assignment being the last assignment in the class—students may be feeling end-of-course “burn out”;
- The citations assignment requires the most attention to detail;
- The library chair is looking into other factors as well.

Fall 2010



FINDINGS AND RECOMMENDATIONS

Fall 2010

5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time. Though coordination was attempted on the part of the department chair to assess the SLOs using identical assessment tools, an end-of-course debriefing revealed that there was some inconsistency in assessments. For example, 1 instructor allowed students to hand-write the citations page and gave students a chance to “fix” errors before turning in specific assignments

linked to assessment. This could account for the fact that all f2f students scored very high in all SLOs assessed.

It became clear during the end-of-course debriefing with both new adjuncts that the assessment tools must not only be identical but also administered in the exact same way at the same time of the semester in all sections taught.

Regardless of the inconsistency in assessment, findings reveal that students in all but one online section scored highest in SLO 4/D (evaluating web pages).

SLO A: List the steps in the Research Process	Started on
	12 June 20
Assessed by Quiz question asking students to put in order the steps of the research process	13 June 20
	11 June 20
	10 June 20
	13 June 20
	12 June 20
	13 June 20
	9 June 201
	10 June 20
	11 June 20
	10 June 20
	12 June 20
	8 June 201
	13 June 20
	10 June 20
	11 June 20
	11 June 20
	11 June 20
	11 June 20
	10 June 20
	13 June 20
	8 June 201
	8 June 201
	9 June 201
	7 June 201
	11 June 20
	13 June 20
	12 June 20
	7 June 201
	13 June 20
	12 June 20
	9 June 201
	13 June 20
	9 June 201
	13 June 20

Summer 2010 CRN 50362				Summer 2010 CRN 50363			
Completed	Time taken	Grade/10	#3	Started on	Completed	Time taken	Grade/10
12 June 20	22 mins 32	8.9	1	10 June 20	10 June 20	4 mins 59 s	8
13 June 20	5 mins 32 s	9	1	8 June 201	8 June 201	15 mins 15	9.8
11 June 20	9 mins 47 s	7.9	1	11 June 20	11 June 20	13 mins 30	10
10 June 20	9 mins	10	1	13 June 20	13 June 20	9 mins 53 s	6.29
13 June 20	5 mins 7 s	10	1	7 June 201	7 June 201	9 mins 45 s	10
12 June 20	12 mins 58	10	1	13 June 20	13 June 20	39 mins 13	6
13 June 20	23 mins 17	9	1	13 June 20	13 June 20	15 mins 48	9
9 June 201	16 mins 5 s	10	1	10 June 20	10 June 20	6 mins 1 s	9
10 June 20	12 mins 38	5	1	9 June 201	9 June 201	3 mins 36 s	8
11 June 20	15 mins 18	10	1	13 June 20	13 June 20	14 mins 22	7
10 June 20	28 mins 24	9.2	1	13 June 20	13 June 20	20 mins 15	10
12 June 20	11 mins 27	7	1	9 June 201	9 June 201	29 mins 32	7.33
8 June 201	7 mins 30 s	8.9	1	13 June 20	13 June 20	15 mins 44	9
13 June 20	10 mins 59	7.8	0.9	13 June 20	13 June 20	7 mins 58 s	9
10 June 20	11 mins 31	8.2	1	13 June 20	13 June 20	4 mins 24 s	8.8
11 June 20	26 mins 38	7	1	13 June 20	13 June 20	20 mins 40	10
11 June 20	7 mins 9 s	10	1	13 June 20	13 June 20	9 mins 34 s	7.43
11 June 20	29 mins 24	10	1	11 June 20	11 June 20	7 mins 38 s	7.2
10 June 20	28 mins 23	9	1	9 June 201	9 June 201	13 mins 6 s	8
13 June 20	19 mins	10	1	10 June 20	10 June 20	9 mins 25 s	7
8 June 201	20 mins 53	7.8	1	13 June 20	13 June 20	12 mins 29	6.1
8 June 201	13 mins 57	5.9	1	13 June 20	13 June 20	16 mins 52	7.6
9 June 201	17 mins 29	9	1	11 June 20	11 June 20	10 mins 7 s	9
7 June 201	5 mins 45 s	9	1	13 June 20	13 June 20	9 mins 34 s	8
11 June 20	24 mins 15	8	1	9 June 201	9 June 201	13 mins 50	8.9
13 June 20	20 mins 35	8	1	8 June 201	8 June 201	13 mins 31	8
12 June 20	16 mins 35	10	1	13 June 20	13 June 20	10 mins 55	9
7 June 201	9 mins 16 s	8.09	0.29	13 June 20	13 June 20	13 mins 8 s	10
13 June 20	24 mins 51	7.19	0.29	12 June 20	12 June 20	10 mins 14	6.2
12 June 20	12 mins 59	6.8	1	11 June 20	11 June 20	11 mins 21	9
9 June 201	15 mins 4 s	9	1				
13 June 20	8 mins 8 s	9	1				
9 June 201	16 mins 16	8	1				
13 June 20	52 mins 24	7	1				

Fall 2010 CRN 70282						
#3		Started on	Completed	Time taken	Grade/10	#3
1		1 Septemb	1 Septemb	17 mins 9 s	10	1
1		1 Septemb	1 Septemb	8 mins 41 s	6	1
1		30 August	30 August	9 mins 11 s	9.43	0.43
0.29		2 Septemb	2 Septemb	13 mins 24 s	10	1
1		5 Septemb	5 Septemb	6 mins 25 s	9	1
1		2 Septemb	2 Septemb	7 mins 16 s	7	1
1		3 Septemb	3 Septemb	39 mins 48 s	6	1
1		5 Septemb	5 Septemb	5 mins 57 s	9	1
1		4 Septemb	4 Septemb	29 mins 4 s	7.5	0.8
1		5 Septemb	5 Septemb	8 mins 40 s	6	1
1		5 Septemb	5 Septemb	1 hour	7	1
0.43		5 Septemb	5 Septemb	33 mins 33 s	8	1
1		1 Septemb	-	open	-	--
1		5 Septemb	5 Septemb	18 mins 16 s	7.31	0.71
1		2 Septemb	2 Septemb	7 mins 4 s	10	1
1		5 Septemb	5 Septemb	30 mins 56 s	7	1
0.43		5 Septemb	5 Septemb	10 mins 11 s	8.6	1
1		4 Septemb	4 Septemb	5 mins 34 s	7.37	0.57
1		2 Septemb	2 Septemb	11 mins 47 s	8.1	1
1		5 Septemb	5 Septemb	11 mins 28 s	8.27	0.37
0.9		5 Septemb	5 Septemb	42 mins 12 s	8.7	1
1		5 Septemb	5 Septemb	8 mins 43 s	9	1
1		2 Septemb	2 Septemb	5 mins 50 s	8.9	1
1		1 Septemb	1 Septemb	7 mins 35 s	9	1
1		5 Septemb	5 Septemb	6 mins 7 s	7	1
1		31 August	31 August	9 mins 32 s	6.8	1
1						
1						
1						
1						

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College: Cerro Coso College

Assessment Term: Fall, 2011

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: 80% of students will be able to

Learning Outcome: Clearly articulate quality of information needed to solve a research problem.

Assessment Tool/Scoring Method: an exam

Assessment Plan:

Changes Made Since Last Assessment:

Assessment Plan: SLO was assessed using 3 exam questions appearing on the Final Exam. (See attached exam questions) The results of all 3 questions were then averaged. All students in all sections of the course were assessed in Fall 2011.

Assessment Results:

Results: The target was only met in 2 of the course sections (one online section and the section offered at the KRV site).

Analysis and Plan for Improvement and Reassessment: A brand new adjunct was teaching the KRV course. Before averaging the results of the 3 questions, results of each question were considered. In both of the IWV f2f classes, taught by the same instructor, students scored very poorly on Question 1. This question prompted students to distinguish between subject-specific and general resources. The instructor noted that she did not use the phrase "subject specific" very often in her instruction and also pointed out that the question could be reworked because it was a bit vague. The instructor who taught the course iTV reported that the iTV method of instruction was a barrier to her being able to teach effectively. The department feels that the findings say less about student performance and more about issues with assessment strategy and instructional strategy. Factors such as methods of delivery, selection of questions to use as assessment tools, and demographic considerations must be considered. That said, the department also recognizes that instructional strategy on "Quality of Info" can be improved so that the target is met. Plan for Reassessment: The department is in the process of revising the SLOs to align them with ACRL standards. New assessment tools will be developed and a new assessment cycle will begin in the next 2 years.

Participants: Julie Cornett, Chair Sandra Bradley, Adjunct Nancy Williard, Adjunct Terri Smith, Adjunct

Attachments:

[SLO B: Questions and Results](#)

[SLO B: Exam Results--sampling](#)

SLO B Clearly articulate quality of information needed to solve a research problem.

Exam questions:

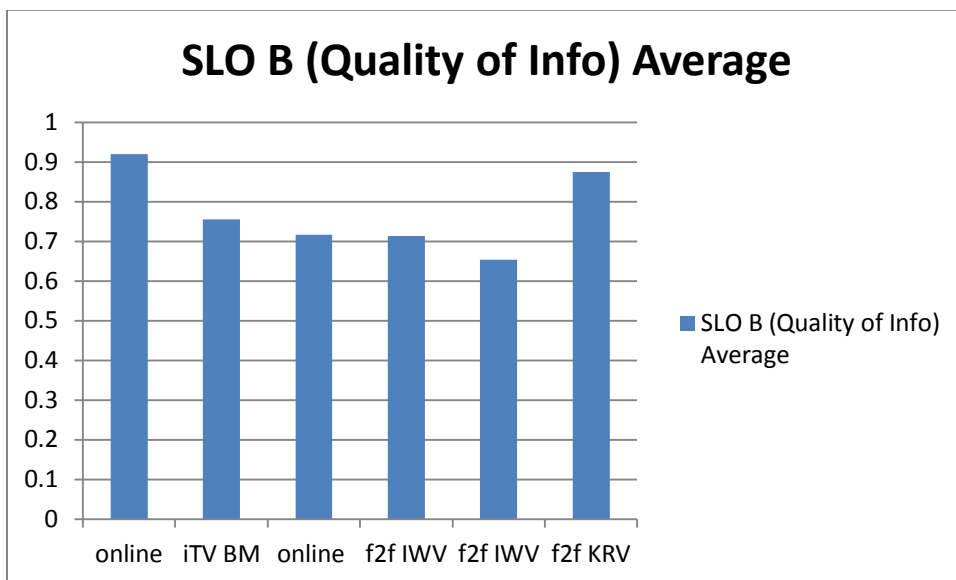
1. For subject specific information, Steven Student should look in the resource: (choose 1 answer)
 - a.) Merriam Webster's Dictionary
 - b.) Health and Wellness Resource Center database
 - c.) Encyclopedia Britannica
 - d.) Ask.com

2. Sally Student is using an article from a scholarly journal for her paper. Which of the following is NOT an attribute of a scholarly article? (choose 1 answer)
 - a.) Articles evaluated by peer-reviewers who are experts in the field; content, format, and style are edited.
 - b.) The general public is the intended audience.
 - c.) The article uses specialized terminology of the field
 - d.) The article includes many charts and graphs

3. Steven Student is doing a paper called, "Ben Franklin, Renaissance Man." His instructor requires that he use at least 1 primary resource (as opposed to secondary resource). The primary resource he is using is: (choose 1 answer)
 - A. An article from a website called , "The Electric Ben Franklin", written by a historian.
 - B. An excerpt from *Diaries* by Benjamin Franklin.
 - C. An article from the Encyclopedia Britannica, "Benjamin Franklin."
 - D. The book *Benjamin Franklin* by Carl Van Doren.

Assessment Results/Findings:

Fall 2011



The target was only met in 2 of the course sections (one online section and the section offered at the KRV site). A brand new adjunct was teaching the KRV course. Before averaging the results of the 3 questions, results of each question were considered. In both of the IWV f2f classes, taught by the same instructor, students scored very poorly on Question 1. This question prompted students to distinguish between subject-specific and general resources. The instructor noted

that she did not use the phrase “subject specific” very often in her instruction and also pointed out that the question could be reworked because it was a bit vague. The instructor who taught the course iTV reported that the iTV method of instruction was a barrier to her being able to teach effectively.

The department feels that the findings say less about student performance and more about issues with assessment strategy and instructional strategy. Factors such as methods of delivery, selection of questions to use as assessment tools, and demographic considerations must be considered. That said, the department also recognizes that instructional strategy on “Quality of Info” can be improved so that the target is met.

Started on	Completed	Time taken	Grade/20	#1: Sub Specific	#5: Schol. Art.
15 Octobe	15 Octobe	11 mins 41	15.3	1	1
15 Octobe	15 Octobe	4 mins 51 s	19	1	1
16 Octobe	16 Octobe	10 mins 54	15	0	1
16 Octobe	16 Octobe	2 mins 32 s	19	1	1
12 Octobe	12 Octobe	9 mins 50 s	16.1	0	1
12 Octobe	12 Octobe	9 mins 15 s	15.8	0	1
13 Octobe	13 Octobe	13 mins 49	15	1	1
13 Octobe	13 Octobe	4 mins 36 s	19	1	1
13 Octobe	13 Octobe	27 mins 29	15	1	1
15 Octobe	15 Octobe	42 mins 38	15.4	1	0
15 Octobe	15 Octobe	5 mins 26 s	18	1	0
16 Octobe	16 Octobe	31 mins 43	19.9	1	1
12 Octobe	12 Octobe	7 mins 59 s	15	1	1
12 Octobe	12 Octobe	8 mins 31 s	20	1	1
14 Octobe	15 Octobe	10 mins 30	15.2	0	1
15 Octobe	15 Octobe	4 mins 51 s	17	0	1
16 Octobe	16 Octobe	33 mins 23	18.7	1	1
10 Octobe	10 Octobe	41 mins 22	18.7	1	1
10 Octobe	10 Octobe	3 mins 32 s	19	1	1
13 Octobe	13 Octobe	17 mins 1 s	18.5	1	1
13 Octobe	13 Octobe	10 mins 46	20	1	1
15 Octobe	15 Octobe	9 hours	0	0	0
15 Octobe	15 Octobe	46 mins 5 s	19.4	1	1
11 Octobe	11 Octobe	22 mins 11	19	1	1
11 Octobe	11 Octobe	2 mins 49 s	19	1	1
11 Octobe	11 Octobe	8 mins 17 s	19	1	1
11 Octobe	11 Octobe	2 mins 44 s	20	1	1
14 Octobe	14 Octobe	14 mins 33	12	1	0
14 Octobe	14 Octobe	7 mins 58 s	18	1	1
16 Octobe	16 Octobe	9 mins	14.8	0	0
16 Octobe	16 Octobe	5 mins 13 s	16.9	0	1
11 Octobe	11 Octobe	29 mins 34	17	1	1
11 Octobe	11 Octobe	5 mins	19	1	1
15 Octobe	15 Octobe	14 mins 42	16.1	1	1
15 Octobe	15 Octobe	3 mins 38 s	20	1	1
12 Octobe	13 Octobe	12 mins 3 s	19.2	1	1
13 Octobe	13 Octobe	2 mins 37 s	20	1	1
14 Octobe	14 Octobe	8 mins 56 s	15	1	1
14 Octobe	14 Octobe	6 mins 13 s	18.7	1	1
16 Octobe	16 Octobe	45 secs	3	1	0
16 Octobe	16 Octobe	13 mins 8 s	18	1	1
16 Octobe	16 Octobe	46 mins 18	15.7	1	1
16 Octobe	16 Octobe	11 mins 12	20	1	1
15 Octobe	15 Octobe	10 mins 20	17.4	1	1
15 Octobe	15 Octobe	4 mins 27 s	19.9	1	1
12 Octobe	12 Octobe	26 mins 23	14.5	0	0
12 Octobe	12 Octobe	5 mins 50 s	17	0	1

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Basic Information:

Course: IC C075 Introduction to Library Research and Bibliography

College: Cerro Coso College

Assessment Term: Fall, 2012

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: 80 % of students will be able to

Learning Outcome: Write complete bibliographic citations using a standard citation format for sources relevant to the topic of a research question.

Assessment Tool/Scoring Method: a paper, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment:

Assessment Plan: This SLO will be assessed by an assignment graded with a rubric. Students will be required to compile an MLA formatted "Works Cited" page using a variety of sources. (See attached assignment prompt). Scores of 18/20 or higher meet the outcome. All sections of the course will be assessed in summer 2010 and in fall 2010.

Assessment Results:

Results: Although the target was met in only 1 summer section of the course, the target was almost met in the other section. The target was met in 4/5 sections taught in the fall. The target was not met in one of the online sections. (See attached graphs)

Analysis and Plan for Improvement and Reassessment: Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed. 5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time. Out of the 3 SLOs assessed in this cycle, results were the lowest for this SLO. Factors causing the lower percentages for the Citations SLO might include: The "citations" assignment being the last assignment in the class—students may be feeling end-of-course "burn out"; The citations assignment requires the most attention to detail; Though coordination was attempted on the part of the department chair to assess the SLOs using identical assessment tools, an end-of-course debriefing revealed that there was some inconsistency in assessments. For example, 1 instructor allowed students to hand-write the citations page and gave students a chance to "fix" errors before turning in specific assignments linked to assessment. This could account for the fact that all 22 students scored very high in all SLOs assessed. It became clear during the end-of-course debriefing with both new adjuncts that the assessment tools must not only be identical but also administered in the exact same way at the same time of the semester in all sections taught. The department also determined that the SLO needs to be reworded so that students are not simply "writing" a citation. Citations are easily automatically generated, so it is challenging to know if students really do "write" their own citations. Plan for Reassessment: The department is in the process of revising SLOs to align them with ACRL Standards. This will be complete in fall 2012. New assessment tools will be developed and a new assessment cycle will be implemented by fall 2014.

Participants: Julie Cornett, Chair Sandra Bradley, adjunct Nancy Williard, adjunct

Attachments:

[SLOC: Assignment and Samples](#)

[SLOC: Findings and Results](#)

SLO C Citations

Assessed by assignment graded with Rubric

Assignment:

In this assignment you will create a FORMAL MLA formatted "Works Cited" page using a list of books, periodicals and other material that I will provide (list follows). When you write an academic research paper, you typically must include such a page at the end of your paper.

(Microsoft Word document uploaded to this assignment page).

Choose 7 of these 9 resources to be included in your "References Cited" page. Remember to pay attention to margins, spacing, alphabetization, etc. This must be formatted correctly to earn full credit. (HINT: See figure 12 at the top of page 131.)

Important: this is an individual assignment. I will not accept identical documents from people who worked on this together. Each student will have chosen a different 7 of the 9 entries to include in their Works Cited.

This may seem daunting, but it really isn't. I'm providing you with a list of sources; all the information is there already; you just have to put it in MLA format. (Note: some entries have even MORE information than you need!)

1. An article by Deborah A. Figuert in Journal of Economic Issue, volume 34: number 1 called "Equal Pay for Equal Work". Published in 2000 and found on pages 1-19. Retrieved using an online database called Expanded Academic ASAP and retrieved online at Cerro Coso Library, Ridgecrest CA on the 26th of January, 2008. The url listed was: <
<http://web3.infotrac.galegroup.com/>>.
2. Wealth and democracy: A Political history of the american rich by Kevin Phillips. Copyright 2002 by Broadway Books: 1540 Broadway, New York NY 10036.
3. A DVD titled directed by David Redmon titled Mardi Gras: Made in China.Dir. David in 2008 by Carnavalesque Films in Alberta Canada.
4. Memory: Why we remember, why we forget. An article in National Geographic November 2007 volume 212: number 5 (page 34-57) by Joshua Foer.
5. The encyclopedia of witches & witchcraft 2nd edition by Rosemary Ellen Guiley. Checkmark Books 1999. 132 West 31st street New York, NY.
6. Religion in Japanese History by Joseph M. Kitagawa. Columbia University Press. 1990. New York, NY.
7. An article titled "The Adaptive Functions of Shame" by June Price Tangney in The Encyclopedia of Psychology. Published by American Psychological Association in 2000. Washington, D.C.

8. An article from the website CNN Health.com published by the Cable News Network on April 25, 2009 called "CDC: Swine Flu Viruses in U.S. and Mexico Match." by Elizabeth Landau. Accessed from a home computer on June 17, 2009.

9. An article pulled from a library subscription service by Phillip Britt. Title of the database is General Onefile and date of access is 8 June, 2009. Title of article is "Taking the Byte Out of Cybercrime."

Grading Rubric:

Excellent (18-20 points)--Assignment has excellent formatting, including spacing and margins and excellent grammar and punctuation.

Good/Fair (13-17 points)--Assignment has good/fair formatting.

Poor (Less than 13 points)--Assignment has poor formatting with lots of errors.

Due by Friday night 11:55pm (Pacific Time)

Summer 2010 CRN 50362

Sample student work #1:

Works Cited

Britt, Phillip. "Taking the Byte Out of Cybercrime." *General Onefile*. Web. 8 June 2009.

Foer, Joshua. "Memory: Why we remember, why we forget." *National Geographic* 212.5 (2007): 34-57.
Print.

Guiley, Rosemary Ellen. *The Encyclopedia of Witches & Witchcraft*. 2nd ed. New York: Checkmark Books, 1999. Print.

Kitagawa, Joseph M. *Religion in Japanese History*. New York: Columbia UP, 1990. Print.

Landau, Elizabeth. "CDC: Swine Flu Viruses in U.S. and Mexico Match." *CNNHealth.com*. Cable News Network, 25 April 2009. Web. 17 June 2009.

Phillips, Kevin. *Wealth and Democracy: A Political History of the American Rich*. New York: Broadway Books, 2002. Print.

Price Tangney, June. "The Adaptive Functions of Shame." *The Encyclopedia of Psychology*. Washington D.C.: American Psychological Association, 2000. Print.

Sample student work #2:

Works Cited

- Britt, Phillip. "Taking the Byte Out of Cybercrime" *GeneralOnefile* 8 June, 2009
- Figuert, Deborah A. "Equal Pay for Equal Work" *Journal of Economic Issue* 34.1 (2000) 1-19 *Expanded Academic ASAP* Cerro Coso Library, Ridgecrest CA 26 January, 2008
<http://web3.infotrac.galegroup.com/>
- Guiley, Rosemary Ellen. "The Encyclopedia of Witches & Witchcraft" 2nd ed. New York: Checkmark Books, 1999 Print
- Kitagawa, Joseph M. "Religion in Japanese History" New York: Columbia University Press, 1990
- Landau, Elizabeth. "CDC: Swine Flu Viruses in U.S. and Mexico Match" CNN Health.com Cable News Network, 25 April 2009. Web. 17 June 2009
- Phillips, Kevin. "Wealth and Democracy: A Political History of the American" New York: Broadway Books 2002
- Tangney, June Price. "The Adaptive Functions of Shame" *The Encyclopedia of Psychology* Washington, D.C: American Psychological Association 2000

Summer 2010 CRN 50363

Sample student work #1

Works Cited

- Britt, Phillip. "Taking the Byte Out of Cybercrime" *GeneralOnefile* 8 June, 2009
- Figuert, Deborah A. "Equal Pay for Equal Work" *Journal of Economic Issue* 34.1 (2000) 1-19 *Expanded Academic ASAP* Cerro Coso Library, Ridgecrest CA 26 January, 2008
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- Landau, Elizabeth. "CDC: Swine Flu Viruses in U.S. and Mexico Match" CNN Health.com Cable News Network, 25 April 2009. Web. 17 June 2009
- Phillips, Kevin. "Wealth and Democracy: A Political History of the American" New York: Broadway Books 2002
- Tangney, June Price. "The Adaptive Functions of Shame" *The Encyclopedia of Psychology* Washington, D.C: American Psychological Association 2000

Sample student work #2:

Works Cited

Figuert, Deborah A. "Equal Pay for Equal Work." *Journal of Economic Issue* 34.1 (2000): 1-19. *Extended Academic ASAP*. Web. 26 January 2008.

Foer, Joshua. "Memory: Why we remember, why we forget." *National Geographic* Nov. 2007: 34-57. Print.

Guiley, Ellen. "*The encyclopedia of witches & witchcraft*." 2nd ed. New York, N.Y.: Checkmark Books, 1999. Print.

Kitagawa, Joseph M. "*Religion in Japanese History*." New York, N.Y.: Columbia University Press, 1990. Print.

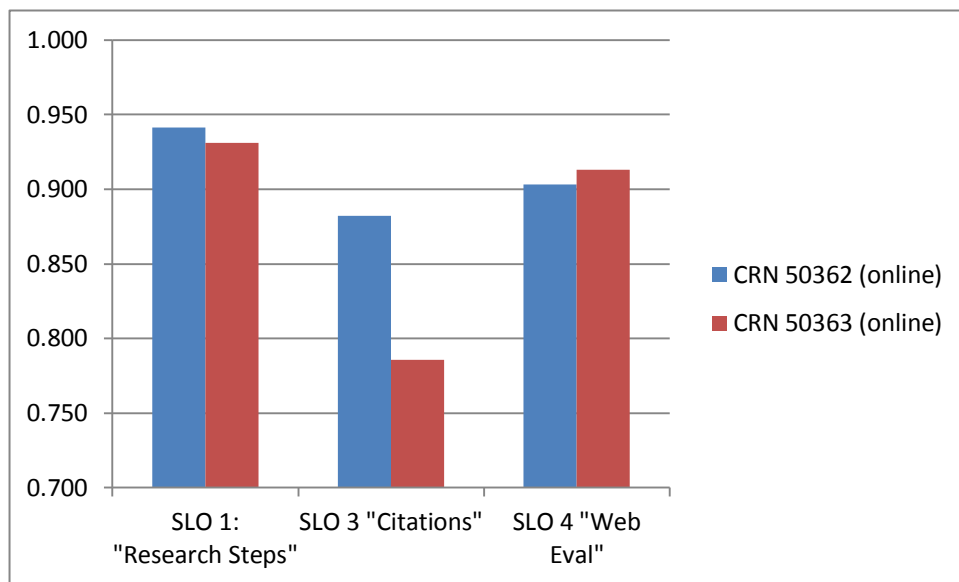
Mardi Gras: Made in China. Dir. David Redmon. Carnavalesque Films, 2008. DVD.

Phillips, Kevin. "*Wealth and democracy: A Political history of the American rich*." New York, N.Y.: Broadway Books, 2002. Print.

Tangney, June Price. "The Adaptive Functions of Shame." *The Encyclopedia of Psychology* (2000): Print.

SLO C Findings and Results

Summer 2010



Although the target was met in only 1 summer section of the course, the target was almost met in the other section. The target was met in 4/5 sections taught in the fall. The target was not met in one of the online sections.

Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed.

5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time.

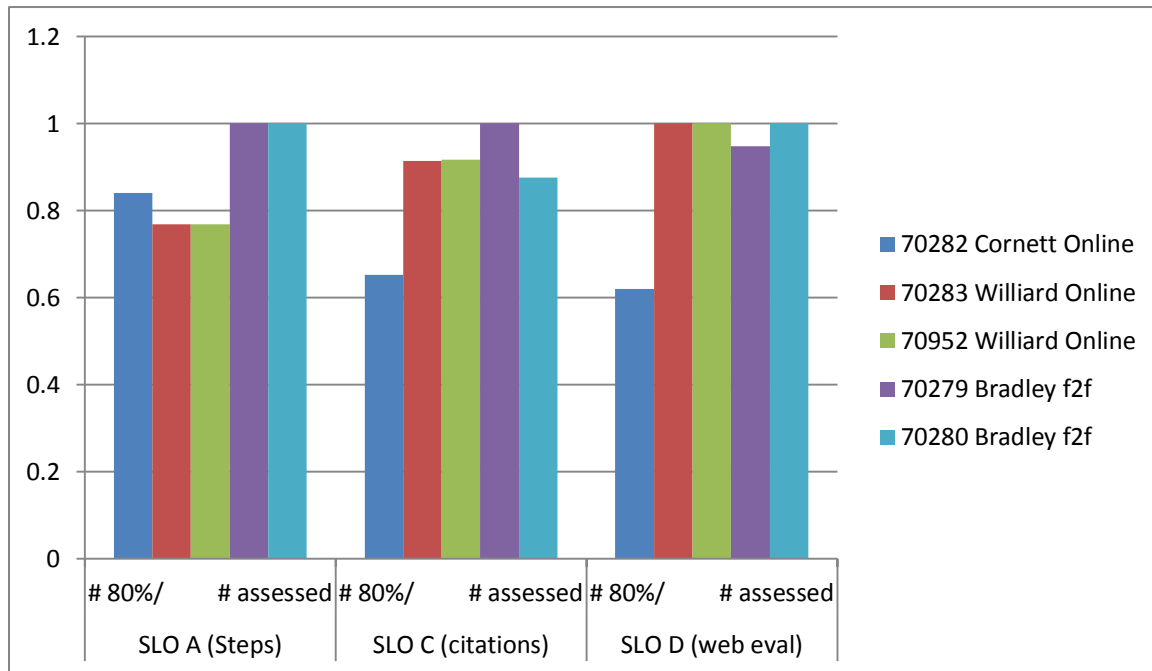
Out of the 3 SLOs assessed in this cycle, results were the lowest for this SLO. Factors causing the lower percentages for the Citations SLO might include:

The "citations" assignment being the last assignment in the class—students may be feeling end-of-course "burn out";

The citations assignment requires the most attention to detail;

Though coordination was attempted on the part of the department chair to assess the SLOs using identical assessment tools, an end-of-course debriefing revealed that there was some inconsistency in assessments. For example, 1 instructor allowed students to hand-write the citations page and gave students a chance to "fix" errors before turning in specific assignments linked to assessment. This could account for the fact that all f2f students scored very high in all SLOs assessed.

It became clear during the end-of-course debriefing with both new adjuncts that the assessment tools must not only be identical but also administered in the exact same way at the same time of the semester in all sections taught.



Course Outcome Assessment Report

Basic Information:

Course: IC C075 Introduction to Library Research and Bibliography

College: Cerro Coso College

Assessment Term: Fall, 2010

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: 80 % of students will be able to

Learning Outcome: Evaluate the credibility of web sites by applying standard criteria.

Assessment Tool/Scoring Method: a paper, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment:

Assessment Plan: SLO D will be assessed by an assignment graded with a rubric. (See assignment and sample work). Students will be required to evaluate 2 websites using standard criteria. Scores of 18/20 or higher meet the outcome. This SLO will be assessed in all sections in summer 2010 and fall 2010.

Assessment Results:

Results: The target was met in both sections offered in the summer 2010 semester. The target was met in 4/5 of sections offered in fall 2010.

Analysis and Plan for Improvement and Reassessment: Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed. 5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time. Findings for the "Evaluations" SLO are promising, yet the department sees the need to augment the assessment assignment to better hone in on the outcome. The department feels that evaluating information is one of the most important learning outcomes in the course and each instructor stresses this skill in their teaching methodology. The department decided to re-create the assignment we use for this outcome. Starting in summer 2012, instructors will have students evaluate a site from a list of "biased" sites and compare it a site they locate that meets the evaluation criteria for a quality site. The last assignment had students evaluate any site they found. Having them compare sites, we've decided, assesses the needed outcome more effectively. Plan for Reassessment: The department is in the process of revising SLOs to align them with ACRL Standards. This will be complete in fall 2012. New assessment tools will be developed and a new assessment cycle will be implemented by fall 2014.

Participants: Julie Cornett, Chair Sandra Bradley, adjunct Nancy Williard, adjunct

Attachments:

[SLOD: Assignment and samples](#)

[SLO D: findings and results](#)

SLO D: Evaluating Web Pages

Evaluated by assignment graded with rubric

Assignment:

This assignment asks you to demonstrate your experience searching for web resources. You'll also compare a traditional search engine to a specialized search engine, the [Librarian's Index to the Internet](#), which was referred to in the lecture this week.

Follow the directions below and answer each prompt completely.

Develop an academic research topic (keywords) that would be suitable for a 5 page paper. Hint: "AIDS" would be too broad. Refer to the process you went through to develop a research topic a few weeks ago. List your topic keywords (take some time to come up with effective subject keywords--this will factor into your grade) and then:

Use a (1) search engine (like Google or Yahoo) to find an effective website on your topic using search tips and strategies found in [this tutorial](#) (located on the Cerro Coso Library webpage under Internet Guides and Tutorials--Bare Bones 101--search tips). Then use the [Librarian's Index to the Internet](#) to find a web site on your topic. Then answer these questions by clicking the "Edit my Submission" button at the bottom of this page. (Note: the Librarian's Index to the Internet is NOT one of the indexes from last week! You can locate it by clicking on the phrase above or clicking on the link from the library website--it is listed under "Websites by Subject").

1st search engine used:

Search term(s):

Search Strategy:

Results:

Select an appropriate website, using the tips for evaluating a web page lecture and write a short citation, including the URL (I'm not requiring you to use formal MLA formatting for this but you may if you wish):

Write a full paragraph on how the page met your evaluative requirements using at least 4 ideas from this week's "Evaluating Web Pages" lecture such as domain/URL, authority, publisher, currency, indicators of quality information etc. I want you to go into depth on author credentials, facts about organizations, type of content provided, etc.

Librarian's Index to the Internet: Did you click on one of the subjects or type in your own search term?

Search term(s):

Select an appropriate website using this specialized search engine and, using the tips for evaluating a web page lecture and write a short citation, including the URL (I'm not requiring you to use formal MLA formatting for this but you may if you wish):

Write a full paragraph on how the page met your evaluative requirements using at least 4 ideas from this week's "Evaluating Web Pages" lecture such as domain/URL, authority, publisher, currency, indicators of quality information etc. I want you to go into depth on author credentials, facts about organizations, type of content provided, etc.

Finally, compare the two search engines/strategies.

Did you notice any difference between using the Librarian's Index to the Internet and the Search Engine you used in terms of evaluation, ease of use, results, etc.?

You will be graded on how detailed you are with your evaluation--how much investigative work you did to apply the evaluation criteria.

Due no later than 11:55 pm Sunday night Pacific time.

Worth 20 points

Rubric:

Good/Excellent 18-20 points: Student provides 2 in-depth evaluations of websites: one found using a traditional search engine and one found using the Librarian's Index to the Internet. Critical thinking skills are applied in selection of topic and selection of website based on evaluation criteria. At least 3 evaluation criteria are expertly applied. All parts of assignment are covered. Excellent grammar.

Fair. 14-17: Student provides 2 semi-in-depth evaluations of websites: one found using a traditional search engine and one found using the Librarian's Index to the Internet. Critical thinking skills are applied in selection of topic and selection of website based on evaluation criteria. At least 2 evaluation criteria are applied. Most parts of assignment are covered. Fair grammar.

Poor. 13 or fewer points: Student does not provide 2 in-depth evaluations of websites: one found using a traditional search engine and one found using the Librarian's Index to the Internet. Critical thinking skills are not applied in selection of topic and selection of website based on evaluation criteria. 1 or fewer evaluation criteria are applied. Many parts of assignment missing. Poor grammar.

CRN 70282

Sample Student Work #1:

Using google I entered solar+power+home and the first website was www.solarpowerathome.com , pretty literal, so that is what I chose. It is a very well put together website by a married couple from Canada who spent a long time living on a boat. On the boat they used solar power and wanted to share their knowledge with others. The site does contain links to published articles, five to be exact, all located at <http://ezinearticles.com>. These articles are written by Debra Anderson, who is the coauthor of the original website. I could not locate the date these articles were written. The website shows the current date in the upper right hand corner, but I cannot tell how often the website is actually updated. The copyright at the bottom is from 2006-2010. This website is an informational website as well as commercial, it does have advertisement links at the top of each page. It is well organized and contains many informative links. As far as it being a persuasive website, it contains a pros and cons list of solar power use. It balances both pros and cons fairly and it seems pretty fact based and reasonable.

Using the ipl2 website, I entered solar power home in the search box. I came up with a variety of articles all containing solar, power and home. I realized that not all were directly related to solar power use in the home, some were regarding using solar power on a mass scale and were big business directed. There were also scientific websites with information on solar flares. I then went back to the search and entered solar+power+home. There were new results, all which were related to solar power use in the home. I chose the link for "Home Power Magazine", www.homepower.com/home/ . This website is a commercial business/marketing and informational website. In the "about us" tab the mission of the website/magazine "[is] to change the way people generate and use energy, one rooftop at a time". In this section I also found a description of the magazines foundations as well as a list of all staff that contribute. There was also an "author guidelines" section which went through the steps necessary to get an article published in their magazine. They have a search all articles feature which gives the date and issue number for each article. It is in descending chronological order, so all the new information is what is available to you first. Articles range from 1987-2010 as evidenced by the copyright they use. The downfall of this website is that you have to pay for a subscription in order to view the articles. I guess you have to pay for quality information☺. There are some great links however, I clicked on for www.wholesalesolar.com, which gave me an idea of what it takes to get started using solar panels for my (future) home. It's not cheap.

Sample Student Work #2:

Search term(s):Ovarian Cancer in 18 year old Hispanic females

Donovan S Heidi, Kuo J. Chein-Wen ,Lockwood-Rayerman, Suzy, Rambo David. "Women's

Awareness of Ovarian Cancer Risks and Symptoms”. Vol. 109 no. 9. pp.36-45. September 2009. AJN, American Journal of Nursing. *Lippincott’s NursingCenter.com*. Web 3 October 2010.<http://www.nursingcenter.com/library/JournalArticle.asp?Article_ID=931015>

The web page that best fit for evaluating web pages was

http://www.nursingcenter.com/library/JournalArticle.asp?Article_ID=931015. By using the lecture "Evaluating Web Pages" I was able to tell that the web page was commercial by its domain. It had a publisher since it was a passage from a book by that it showed volume and page numbers, and had authors so it answered the question “Who wrote the page?”. It showed a date but it a year old (September 2009), so it also answered the questioned “Is the page dated?” It also had the “author’s credentials’ on this subject” which this is from a Nursing Center. To me this web page was a good source to look at sense it did have information that is accredited by professionals.

My search strategy was using the tip from Bare Bones 101 which was to “put your most important keywords first in the string” so I typed in Hispanic females Ovarian Cancer in 18 year old. My web pages yielded mainly cancer types like breast cancer, or women in USA with cancer and American Indians. There were some web pages that had ovarian cancer but not with Hispanic women in it. So then I tried using double quotes (“Ovarian Cancer in 18 year old Hispanic females”) and the Google search engine said no matches with quotes but without quotes. I did see one web page called Journal of Women’s Cancer that talked about Hispanic and non-Hispanic. So Google is a good search engine if you know how to search properly.

So for my results for using the search engine Google and the Bar Bones 101 I was able to find the web page <http://www.journalofwomenscancer.com>, which did give some statics comparing Hispanic women and Non-Hispanic females with Ovarian Cancer. Then I found another site that was far better called

http://www.nursingcenter.com/library/JournalArticle.asp?Article_ID=931015, which gave more information. I felt that I did not really get the information I wanted/needed for my topic using the Google search engine. I know there are better ways to look up information and use different search engines but I liked using the Library Index on Cerro Coso Web page to find articles and journals for my topics.

So then I went to Librarian’s Index to the Internet and typed in my own search term which was Ovarian Cancer in 18 year old Hispanic females, and I had more web pages that dealt with Ovarian Cancer then just Breast Cancer. It listed mainly Hispanic Heritage not all my search words together, which was Ovarian Cancer and Hispanic females. I think it is interesting how this search engine was more narrowed in its search then the Google search engine. Because in the Google search engine you had many web pages that did not deal with your topic as you kept going down the list.

I did feel that both search engines were hard to evaluate because you have to click and read to see if the information is useful. I had a hard time figuring out if a web page was useful because I could not determine if the URL or domain was what I needed. I did feel that the Librarian’s Index to the Internet had more ease use then Google and also the results were better on the Librarian’s Index to the Internet. But overall I feel that it depends on your topic, your experience with search engines and other factors that help you to find information. I do not think that it

depends on the search engine, but the person and if they know what they are looking for and doing.

CRN 50362

Sample Student Work #1

IC 075 (50362)

Assignment Week 6: Using Search Engines

1st search engine used: www.bing.com

Search term(s): +"first trimester" +pregnancy

Search Strategy: I decided to use the above strategy in order to find information for a paper up to five pages long concerned with the happenings during the first trimester of pregnancy. I started with the key words above (using the + in order to indicate that the terms should be included and the "... " in order to make sure that "first trimester" was going to be handled as a single term. The tutorial furthermore advises to put the most important keywords first in the search, which I did. I figured that "first trimester" in itself was already a pretty clear search term, and that pregnancy was basically going to be closely connected to this search term, however, I wanted to make sure to specify what I wanted information about.

Results:

The search came up with various entries. According to the lecture it is more favorable to choose either sites that are educationally based, or those who are posted by government agencies or (profit or non-profit) organizations (preferably non-profit).

So I decided to go with the following link:

<http://www.pregnancy.org/fetaldevelopment>

Even though the website has an org. extension it is a for-profit organization. I read through their mission statement and then decided that I would try out the Contact Us Button. I was amazed to find that several editors were introduced with names, responsibilities and picture, and that a contact address, other than an e-mail address was provided on the website. Articles published on the website are screened and researched by Julie Snyder, who basically signs responsible for the content of the website. This means that one could directly contact the publishers of this websites by means other than the internet.

I could not find a date on which the page had been last updated, however the copyright information indicated that there was a copyright from 2001 to 2010.

According to the mission statement of the page the publishers of this website are “experts” as far as motherhood is concerned because they have been there and have given birth.

I was not convinced so I scanned through some of the articles provided on the website and found the following on “Birthing Positions”. It had the following information about the author attached to it: Copyright © Paulina G. Perez, RN, BSN, LCCE, FACCE, Lamaze Parents Magazine. Permission to republish granted to Pregnancy.org, LLC

I would assume that a RN is qualified to give medical advice to pregnant women, and furthermore, this copyright statement indicated that the author had been published in print before, and the article found on the website was a reproduction of a previously published article.

Of course, birthing positions do not have too much to do with the first trimester but I wanted to include this article in order to show that the information on the website was reliable and researched. I think that I would trust this website.

However, the information that I have found concerning the first trimester of pregnancy might not be enough for a 5 page paper, so I decided to go further with the search and now include the term “complications” or “symptoms” or “well-being”. Here I will just try one after the other because I am not sure how to phrase it right.

The search +”first trimester” +pregnancy +complications did not yield any results (at least nothing appealed to me right away, so I decided to use the next term: “symptoms”.

This time I was luckier and I found what I was looking for:

<http://www.netwellness.org/healthtopics/pregnancy/faq6.cfm>

This website lists common side effects of pregnancy experienced by many during the first trimester. I double checked the information and consulted the book “What to expect when you are expecting” and found the same side effects listed there.

Librarian's Index to the Internet: Did you click on one of the subjects or type in your own search term?

I followed the link provided in the assignment, then clicked on “Resources by Subject”. Then I followed the Health and Medical Sciences Link. Then I clicked on women’s health. Then I followed the link “Pregnancy, Birth, and Breastfeeding”. Following all these links left me with two websites that were suggested to me. I have to say that is nicer than having to look through all the results that the bing.com search generated. I followed the first link that was offered: midwife.org.

I followed the link Moms-To-Be and ended up on the following site:
http://www.mymidwife.org/pregnancy_body.cfm **I have to say that the**

information given here is more detailed than the information I had previously found. The article was quoted from a previously published magazine and the American College of Nurse-Midwives has all copyrights to the page. The “contact us” button was present on the site and the contact information included an address, a phone number as well as an e-mail address.

Overall I have to say that the Librarian’s Index to the Internet was more helpful than the search engine. I once again noticed that reliable information was easier to come by. I have to say that I will rely more on alternative search methods in the future because they are simply easier to navigate. I did not even have to enter any keywords myself and still ended up with better, more detailed information.

Sample Student Work #2:

For my first search engine I used the term "drug trafficking" and then "how to stop drug trafficking" using the web-site *Google* with the URL <http://www.google.com/>. After searching "drug trafficking" I clicked on the link that best described what I was looking for, which was "Drug Trafficking, Articles, Debates, Research". This then took me to the web-site *WiseToSocail Issues*. The site is copy written in 2007 by The Gale Group Inc. and had a link "about" the web-site also. After reading about the site I was informed that the site is a reference web-site that provides authoritative information on many different subjects. The organization that publishes the site is The Gale Group Inc. and is the worlds leading and trusted organization of information to many different schools and libraries. And thirdly, the web-site had a link where the patron could contact the publisher at anytime of the day or night.

Second, I chose ONDCP (Office of National Drug Control Policy) web-site for the second half of this weeks assignment. This site's purpose is to establish policies, priorities, and objectives for the national drug problems with the URL of <http://www.whitehousedrugpolicy.gov/>. This site met my requirements because it had a link directly on the left hand side of the home page with a link "about" the web-site. Second, it had a "contact" link so the patron can ask additional questions about the site and its purpose. And thirdly, it is a ".gov" site which is from the government.

Once I had tried both web-sites it was easy to compare both to one another. When I used *Google* for my first search it was some what useful because of all the sites, but it was confusing because many of them was not what I was looking for. Although, once I had used the Librarian's index to the internet and searched my subject, I felt much more at ease with the results. There were fewer results and many more of them were helpful to my search.

Summer 2010

CRN 50363

Sample student work #1

Week 6 Assignment

Search term(s): Topic: **Lilac**, Keyword: **Propagation**OR Keyword: **Air Layering**

Search Strategy: I want to write about how to propagate a lilac from a mature lilac bush. I will begin by doing a general subject search on lilacs. Then I will research various methods of propagation to find the best way to propagate a new plant from a mature plant. I suspect air layering may be an option but I am not certain. My research will answer that question.

I began with a **Google** search for the word **lilac**. Then I clicked on a link for **lilac varieties**. This gave me 4,230,000 results. The first in the list was **Lilac Varieties** which I chose to look at. It took me to the web site www.gardenersnet.com. This is a commercial site that sells plants. They had a link for **lilac propagation**. This link gave suggestions on propagation and explained some techniques. I truncated the URL back to the home page as instructed in the lecture. The date on the home page was today's date. The **Contact Us** link provided a physical address, a phone number, and an email address. The home page explains that the gardenersnet site is a "community" site with information, hints, and tips submitted by member users. I appreciated the fair and honest disclosure.

Based on this information I think the site could be valuable for general information but is not an authoritative source to use for academic research. The contributors may or may not have specific expertise, but they are gardening enthusiasts sharing their knowledge and experience.

Incidentally, they recommend digging up new shoots with root, or starting tip cuttings with rooting hormone and bottom heat to establish new plants. Air layering was not recommended.

If you would like to know more about the site and the information offered there please visit <http://www.gardenersnet.com>.

Next I was curious about the **LRC, Websites by Subject** mentioned in the lecture. I went to the **Science** link and then clicked on **Botany**. This let me to an alphabetical index with the only listing for **Lilac** was a link to the web page for the **Lilac Festival** in Rochester, NY. I had already seen this link during my Google search. It did not

produce any useful results for my purposes.

If you are interested in learning more about the Lilac Festival please visit <http://www.lilacfestival.com>. The information is current, last updated on 10 May 2010. It appears to be a reputable site providing information about a beautiful annual community event in Rochester, N.Y.

I was anxious to see what I could find at the www.ipl.org site. I clicked on **Resources by Subject**. In the search box I entered the word **lilac**. This brought a single result for **Descanso Gardens**, www.descansogardens.org. I am familiar with the Descanso Gardens so I know this a "good" site and source but it would not provide me with any information regarding my specific topic of propagation of lilacs.

I returned to the search box. I entered the word **horticulture**. This word brought up 38 results. I took the time to skim over the titles of the results and found that I could spend a significant amount of time researching related information. Of course, the problem is, there were topics of great interest that were not part of my primary search. This is where discipline comes in. I would love to stop and read about cultivation of organic strawberries and so forth. I did not need to scrutinize the quality of the results found here since the process of evaluating the sites has already been done by those far better qualified than myself.

The following text explains the source and affiliations all of whom are reputable academic and business organizations:

"ipl2 is hosted by The iSchool at Drexel, College of Information Science and Technology, with major support from the College of Information at Florida State University. Sponsored by Intel and Sun Microsystems Copyright Notice (c) 1995 - 2008 The Regents of the University of Michigan. All rights reserved. (c) 2009, Drexel University, All Rights Reserved."

In this particular search I found similar information regarding my topic by both methods. The Google search took me to commercial sites whose primary goal is to sell me a product. In addition to the product being sold by the site, there were also ads on the site for other products and services completely unrelated to my search. The information found in the Google search appeared to be provided by private citizens like myself with no claim of any particular credentials. This quality of information can be fun and interesting but is not suitable for inclusion in an academic paper requiring citation of sources.

The Librarian's Index brought many worthwhile results. I can be assured that each article in the Librarian's Index is worth taking the time to read. The same could not be said of the Google search. I did not have any particular difficulty finding current information at either site. I found honest disclosures regarding authorship at both sites. I found both equally easy to use but I would prefer the academic sources simply because of the veracity of the information. I know I can trust it.

Sample Student Work #2:

1st search engine used: google.com

Search term(s): Cold War Propaganda

Search Strategy: Simple entry into the search field, followed by variations of boolean operators in Google's advanced search page.

Results: My initial search was a simple input into the search field of 'cold war propaganda'. I received ~5.8 million results, which varied from photos of posters from the Cold War era to videos, and of course websites that either had articles relating to the search term or were devoted to that subject. I selected 'Advanced Search' and asked the engine to search websites that included all three words, which returned the same results.

Appropriate Website Selected: Staples High School website, Westport Public Schools, Westport, CT.

<<http://shs.westport.k12.ct.us/jwb/Collab/ColdWar/Propaganda/Propaganda.htm>>

This website differed from other websites listed by Google, because of 1). Its a public education website. Other websites may include personal bias and incomplete information, such as the listing for Wikipedia that I have found. But going with a school's website is a pretty safe bet. 2). The website didn't include side banners with such nonsense as advertising for dating websites and pornography. And 3). It adds up. This being a school site, it makes sense to teach, and show students examples of Cold War Propaganda posters for historical instruction.

Librarians Index: I chose to simply enter the search term into the box. I didn't select a subject.

Search Term: Cold War Propaganda

Appropriate website: Woodrow Wilson International Center for Scholars.

<http://www.wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.intro>

The website I chose is full of information on more than just Cold War Propaganda, but the information they have on my topic dwarfs the information contained on the public

school's website. And while I'm sure Google would have led me to this site eventually, the IPL2 website wasted no time in serving up only the most relevant and authoritative sites available. At first, I was leary about choosing a .ORG site. Normally, these non-profit sites are a good source for information, but it's still not subject to scrutiny by it's peers like a .EDU or .GOV site would be. But the information contained within the site showed that it had no agenda to promote, except for accurate articles for academic research. The page lists the Director of the site, as well as others, with links to their biographical information and contact email address. Also, the site doesn't contain advertisements for dating websites and pornography, which is usually a tell-tale sign of serious business.

Again, the difference between these two search engines is obvious. Google selects everything it can find within it's database to show the user. It doesn't care about content. The IPL2 website has a database that contains sites that have been selected by librarians for content and appropriate subjects. The IPL2 site includes tons of sites that have a lot of information, however not many pictures. That may seem childish, but sometimes it's helpful to include audio/visual components to include in your research to help bring across your point. Google offers this. It appears that both search engines can be mutually beneficial to the researcher, so long as the researcher knows how to discern academic matter from 'pulp fiction'.

SLO D: Evaluate the credibility of web sites by applying standard criteria.

Findings:

The target was met in both sections offered in the summer 2010 semester. The target was met in 4/5 of sections offered in fall 2010.

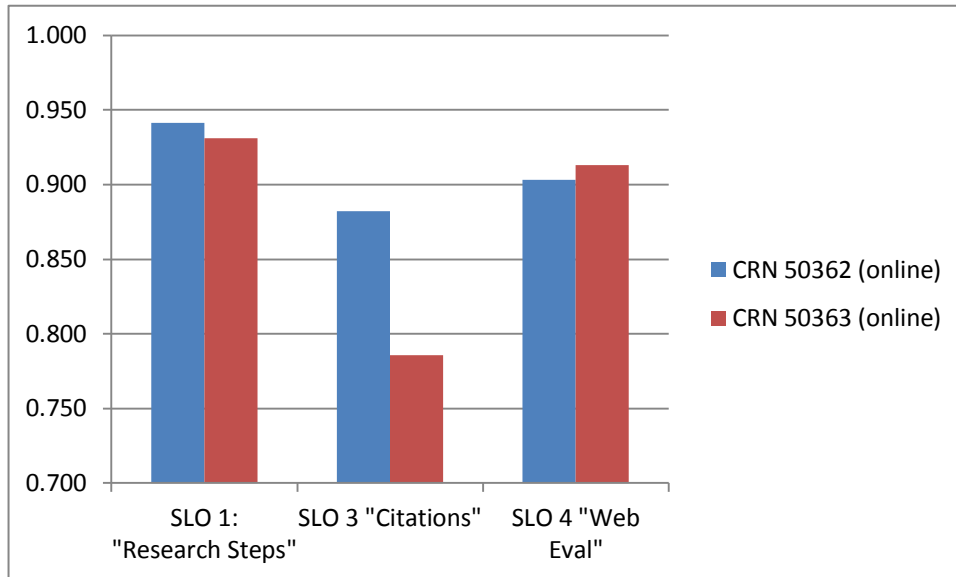
Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed.

5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time.

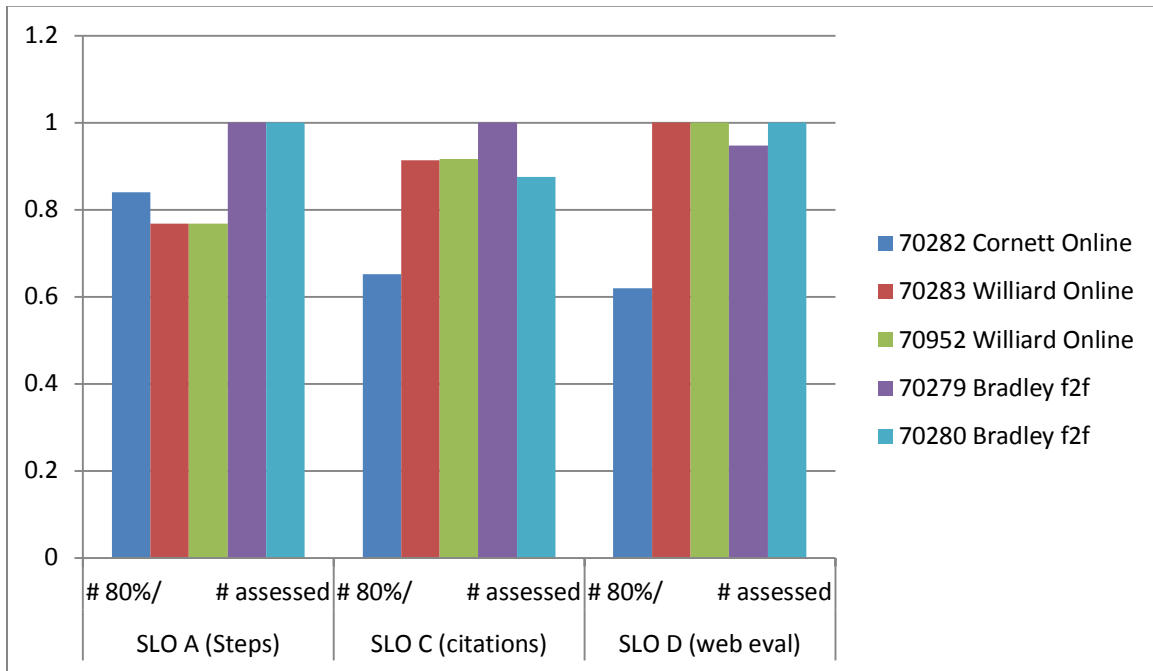
Findings for the "Evaluations" SLO are promising. Students seem to score highest in "evaluating webpages". The department feels that evaluating information is one of the most important learning outcomes in the course and each instructor stresses this skill in their teaching methodology. The department feels the assessment tool (assignment) is an effective assignment for assessing this SLO and does not have plans to change it; however, the department is always keeping abreast of new teaching strategies.

The department is in the process of revising SLOs to align them with ACRL Standards. This will be complete in fall 2012. New assessment tools will be developed and a new assessment cycle will be implemented by fall 2014.

Summer 2010



FALL 2010



Course Outcome Assessment Report

Basic Information:

Course: IC C075 Introduction to Library Research and Bibliography

College: Cerro Coso College

Assessment Term: Fall, 2011

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: 80% of students will be able to

Learning Outcome: Describe the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism.

Assessment Tool/Scoring Method: an exam

Assessment Plan:

Changes Made Since Last Assessment:

Assessment Plan: SLO E will be assessed by 3 exam questions appearing on the Final Exam. (See attached exam questions). The results of all 3 questions will be averaged. This SLO will be assessed in Fall 2011 in all sections offered (all students).

Assessment Results:

Results: Students scored over 80% in all sections offered.

Analysis and Plan for Improvement and Reassessment: The questions devised to assess this SLO were all basic multiple choice questions. The department wonders if the questions were too basic and is also in discussion about the need to cover the legal and ethical aspects of information use in more depth with instruction covering fair use, which was left out of any assessment questions. The department is in the process of revising SLOs to align them with ACRL Standards. This will be complete in fall 2012. New assessment tools will be developed and a new assessment cycle will be implemented by fall 2014.

Participants: Julie Cornett, Chair Sandra Bradley, adjunct Nancy Williard, adjunct Terri Smith, adjunct

Attachments:

[SLO E: questions and findings](#)

[SLO E: Exam results sampling](#)

SLO E Demonstrate an awareness of the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism.

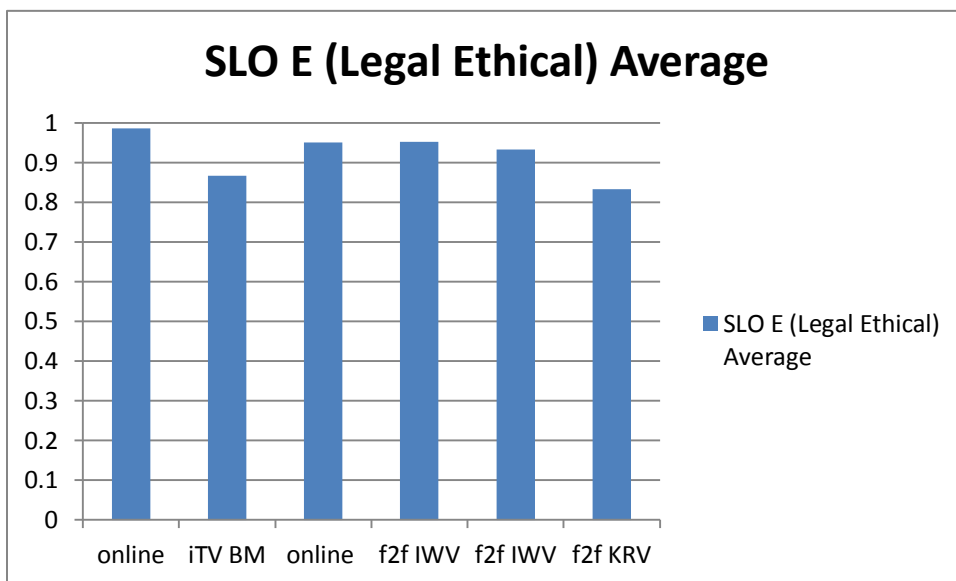
Exam questions:

1. Plagiarism may consist of all but which?: (choose 1 answer)
 - a.) repeating or paraphrasing wording without citing
 - b.) taking a particularly apt phrase
 - c.) using or presenting ideas of others as your own
 - d.) using widely known proverbs or sayings

2. Sally Student decides to include a direct quote from a website for a paper she is writing. What should she do? (choose 1 answer)
 - a. Cut and paste the information into her report and put it in quotes, without citing it.
 - b. Rewrite the information in her words and put it in quotes, without citing it.
 - c. Change a few words of the information, leave out quotation marks and paste the web address.
 - d. Cut and paste the information into her report, put it in quotes, and provide an in-text citation.

3. To avoid plagiarism one should do all but the following: (choose 1 answer)
 - A. Keep separate notes of your ideas, direct citations, and summaries.
 - B. Identify sources of all material used or borrowed
 - C. Jot down citation information of the sources you wish to use in your paper.
 - D. Always assume information is commonly known.

Findings/Results:



SLOs were assessed by exam. Three exam questions were developed for each SLO. The results for each question were then averaged, as seen on the graphs above.

For SLO E, students scored over 80% in all sections offered. The questions devised to assess this SLO were all basic multiple choice questions. The department wonders if the questions were too basic and is also in discussion about the need to cover the legal and ethical aspects of information use in more depth with instruction covering fair use, which was left out of any assessment questions.

Started on	Completed	Time taken	Grade/20	#11 Plag: what is?	#13: citing web
15 Octobe	15 Octobe	11 mins 41	15.3	1	0
15 Octobe	15 Octobe	4 mins 51 s	19	1	1
16 Octobe	16 Octobe	10 mins 54	15	1	1
16 Octobe	16 Octobe	2 mins 32 s	19	1	1
12 Octobe	12 Octobe	9 mins 50 s	16.1	1	1
12 Octobe	12 Octobe	9 mins 15 s	15.8	1	0
13 Octobe	13 Octobe	13 mins 49	15	1	1
13 Octobe	13 Octobe	4 mins 36 s	19	1	1
13 Octobe	13 Octobe	27 mins 29	15	0	1
15 Octobe	15 Octobe	42 mins 38	15.4	1	0
15 Octobe	15 Octobe	5 mins 26 s	18	1	0
16 Octobe	16 Octobe	31 mins 43	19.9	1	1
12 Octobe	12 Octobe	7 mins 59 s	15	1	0
12 Octobe	12 Octobe	8 mins 31 s	20	1	1
14 Octobe	15 Octobe	10 mins 30	15.2	1	1
15 Octobe	15 Octobe	4 mins 51 s	17	1	1
16 Octobe	16 Octobe	33 mins 23	18.7	0.9	1
10 Octobe	10 Octobe	41 mins 22	18.7	1	0
10 Octobe	10 Octobe	3 mins 32 s	19	1	1
13 Octobe	13 Octobe	17 mins 1 s	18.5	1	1
13 Octobe	13 Octobe	10 mins 46	20	1	1
15 Octobe	15 Octobe	9 hours	0	0	0
15 Octobe	15 Octobe	46 mins 5 s	19.4	1	1
11 Octobe	11 Octobe	22 mins 11	19	1	1
11 Octobe	11 Octobe	2 mins 49 s	19	1	1
11 Octobe	11 Octobe	8 mins 17 s	19	1	1
11 Octobe	11 Octobe	2 mins 44 s	20	1	1
14 Octobe	14 Octobe	14 mins 33	12	1	0
14 Octobe	14 Octobe	7 mins 58 s	18	1	1
16 Octobe	16 Octobe	9 mins	14.8	1	1
16 Octobe	16 Octobe	5 mins 13 s	16.9	0.9	1
11 Octobe	11 Octobe	29 mins 34	17	1	1
11 Octobe	11 Octobe	5 mins	19	1	1
15 Octobe	15 Octobe	14 mins 42	16.1	1	1
15 Octobe	15 Octobe	3 mins 38 s	20	1	1
12 Octobe	13 Octobe	12 mins 3 s	19.2	1	1
13 Octobe	13 Octobe	2 mins 37 s	20	1	1
14 Octobe	14 Octobe	8 mins 56 s	15	1	1
14 Octobe	14 Octobe	6 mins 13 s	18.7	1	1
16 Octobe	16 Octobe	45 secs	3	0	1
16 Octobe	16 Octobe	13 mins 8 s	18	1	1
16 Octobe	16 Octobe	46 mins 18	15.7	1	1
16 Octobe	16 Octobe	11 mins 12	20	1	1
15 Octobe	15 Octobe	10 mins 20	17.4	1	1
15 Octobe	15 Octobe	4 mins 27 s	19.9	1	1
12 Octobe	12 Octobe	26 mins 23	14.5	1	0
12 Octobe	12 Octobe	5 mins 50 s	17	1	0

#15: Plag: avoid
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