Assessment of Student Proficiency with Evaluating Information Resources

*Based on rubric assessment of 773 annotated bibliography annotations

***Score Levels***

- **0** (Not Evidenced: Criteria has not been used to evaluate the source)
- **1** (Developing: Criteria is used at face-value; source is not critically evaluated)
- **2** (Competent: Criteria is used to critically evaluate the source)

**Criteria Used to Assess Student Work:**
Did the Student Discuss These Evaluative Criteria in their Annotations?
Student Self-Reporting on Concepts Learned During Library Sessions: What do Students Think They Have Learned?
*Based on ten most common one-minute paper responses

- How to use general "databases" / "Library Website" 26%
- How to use specific databases: Academic Search Premier or CQ Researcher 23%
- How to refine searches (broaden/narrow) 10%
- How to differentiate between scholarly and popular sources 9%
- How to find "scholarly" sources 9%
- How to search using keywords 9%
- How to narrow a research topic / identify subtopics 9%
- How to use the Library Catalog / How to Find books 8%
- How to use the Library's Quick Search (Summon) 3%
- Other 3%
Assessment of Student Proficiency with Choosing and Narrowing a Research Topic:
*Based on rubric assessment of 138 annotated bibliography proposals

Score Levels
- 0 (Beginning)
- 1 (Developing)
- 2 (Competent)

Criteria Used to Assess Student Work:
How Well Were These Tasks Accomplished?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of a Research Topic</td>
<td>0 (Beginning)</td>
</tr>
<tr>
<td>Use of Sources to Focus Topic</td>
<td>1 (Developing)</td>
</tr>
<tr>
<td>Development of a Research Question</td>
<td>2 (Competent)</td>
</tr>
</tbody>
</table>
User Hits on ENG 102 Instructor Portal: When are Instructors Most Active?

Webpage created to improve communication and professional development for ENG 102 Instructors.
Instruction Data for ENG 102 Library Sessions: Which Sections Did or Did Not Come to the Library for Instruction?

58 Total Sections of ENG 102
52 Face-to-Face Sections
6 Distance Education
Composition Instructor Survey Feedback:
Most common responses to the question
“What would you do to improve the Library Instruction Session?”

Nothing; everything was useful

I liked that the librarian contacted me before the session

Set up a web link for my classes with the relevant databases

More time spent on teaching how to evaluate the quality of sources

Opportunity to provide subsequent visits that would help students fortify their in-progress research

Subject specific research resources

Standardized lesson

More time narrowing topics