



UNIVERSITY
of HAWAII®
WEST O'AHU

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UH West Oahu Library 2013-2014 ASSESSMENT REPORT

MISSION

The University of Hawaii—West Oahu (UHWO) Library, in supporting the mission of the University, provides excellent, user-centered service in meeting the information needs of students, faculty and staff. Using innovative technologies, UHWO Librarians develop, organize, preserve and deliver scholarly print and electronic resources and instruction that empower students to become engaged, life-long learners. Through our services, collections, teaching and outreach, the library honors and supports diverse learning styles, perspectives and interests intrinsic to a liberal arts education. The library serves as the center of campus and promotes a welcoming and stimulating learning environment.

GOALS

- Acquire, maintain and manage scholarly print and electronic resources that support the University curriculum, student and faculty research, and faculty teaching;
- Provide seamless access to library print and electronic resources;
- Empower students, through information literacy sessions, to make independent, confident decisions utilizing their critical thinking skills;
- Create and foster a welcoming environment that is respectful of all learning styles;
- Provide public programming where students, faculty, staff and community members can engage in discussion.

DEPARTMENTAL DASHBOARD

- **Library Hours:** Monday – Thursday 7:30AM to 9:00PM; Friday 7:30AM to 4:00PM; Saturday, 10:00AM to 5:00PM. During the regular semester, the library is open 69.5 hours.
- **Library Staff:** 6.5 FTE and 5.0 FTE Student Assistants
- **Physical Square-Footage:** 45, 255 sq. ft.
- **Print and eCollections:** 26,700 monographs; 1,510 audio visual materials; 85,775 eBooks; 67,689 eJournals
- **Average Number of Information Literacy Sessions Per Semester:** 38
- **Average Number of Reference Sessions Per Semester:** 460
- **Average Number of Visitors:** 3,835 visitors per week



POINTS OF PRIDE

- **Student –Centered Service:** Library staff is focused on providing the best possible experience for students utilizing the library and its various services.
- **Technology:** During Summer 2013, increased public computer stations from 24 to 48; increased printing stations from 1 to 3; added disability software to designated computer stations; and added Adobe Photoshop creative software to 6 computers.
- **Serving Native Hawaiian students:** Recipient of \$276,233 in Title III grant money to use towards book and eResource purchases specifically dealing with Hawaiian and Pacific topics and research areas, technology (laptops and iPads), and library personnel .
- **Senator Daniel Inouye Special Collection:** Recipient of nearly 300 titles belonging to the late Senator.

ASSESSMENT ACTIVITIES 2013-2014

Fall 2013

Student Learning Outcome 1

After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to access needed information effectively and efficiently. 50% of the students who complete the ENG 100 Writing Assignment will score 10 out of 15 points, placing them in the Adequate to Strong categories, and 50% of the students who complete the ENG 200 Writing Assignment will score 12 out of 18 points, placing them in the Adequate to Strong categories.

Student Learning Outcome 2

After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to critically evaluate information and its sources. 50% of the students who complete the ENG 100 Writing Assignment will score 10 out of 15 points, placing them in the Adequate to Strong categories, and 50% of the students who complete the ENG 200 Writing Assignment will score 12 out of 18 points, placing them in the Adequate to Strong categories.

Student Learning Outcome 3

After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to acknowledge sources properly. 50% of the students who complete the ENG 100 Writing Assignment will score 10 out of 15 points, placing them in the Adequate to Strong categories, and 50% of the students who complete the ENG 200 Writing Assignment will score 12 out of 18 points, placing them in the Adequate to Strong categories.

Spring 2014

Student Learning Outcome 1

After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to access needed information effectively and efficiently. 75% of the students who complete the ENG 100 post-test will correctly answer 5 out of the 6 SLO-1 questions, and 75% of the students who complete the ENG 200 post-test will correctly answer 5 out of the 6 SLO-1 questions.



Student Learning Outcome 2

After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to critically evaluate information and its sources. 75% of the students who complete the ENG 100 post-test will correctly answer all 3 SLO-2 questions, and 60% of the students who complete the ENG 200 post-test will correctly answer all 3 SLO-2 questions. Additionally, 50% of students in ENG 200 will score at least a 2 out of 4 on SLO-2 in their research papers when graded against the rubric.

Student Learning Outcome 3

After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to acknowledge sources properly. 75% of the students who complete the ENG 100 post-test will correctly answer both SLO-3 questions, and 60% of the students who complete the ENG 200 post-test will correctly answer the SLO-3 question. Additionally, 50% of students in ENG 200 will score at least a 2 out of 4 on SLO-3 in their research papers when graded against the rubric.

Methods and Measures

Administer “Evaluating Your Library Skills” pre-test.

Present the information literacy instruction.

Administer the Writing Assignment (eliminated for Spring 2014).

Administer “Evaluating Your Library Skills” post-test.

Analyze the data from student pre- and post-tests, in-class writing assignments and samples of ENG 200 final research papers and grade against rubric.

See attachments A – J below.

Findings

Fall 2013

66 pre-tests and 104 post-tests were taken by ENG 100 students in Fall 2013 (there were fewer pre-tests taken due to the fact that the pre-test was sent to students via email prior to the information literacy session with no mandatory requirement to complete it). On average, 51% of students indicated that they felt confident in performing library-related tasks upon completion of the information literacy session.

58 pre-tests and 49 post-tests were taken by ENG 200 students in Fall 2013. Levels of confidence increased by 30% between the pre- and post-test. In addition to confidence-based questions, ENG 200 students were also asked four skill-based questions in the post-test, with 68% of students answering three of the four questions correctly.

Table 1. Number of Pre- and Post-Tests Taken – Fall 2013		
Course	ENG 100	ENG 200
Pre-tests taken	66	58
Post-test taken	104	49



A total of 251 students completed the ENG 100 and 200 worksheets. 188 of these students completed the ENG 100 worksheet, with 153 (81%) scoring a 10 or higher out of a possible 12 points, exceeding library benchmarks for SLOs 1, 2 and 3. 57 students completed the ENG 200 worksheet with 33 (58%) of these students scoring a 12 or higher out of 15 points, exceeding library benchmarks for SLOs 1, 2 and 3.

Table 2. Number of ENG 100 and ENG 200 Writing Assignment Receiving Passing Grade				
Course	ENG 100		ENG 200	
Worksheets completed	188		57	
Received passing grade	153	81%	33	58%

For a total enrollment of 256 and a margin of error of 10%, 53 ENG 200 research papers were collected and graded against a four-point rubric to evaluate proficiency in SLO-2 and SLO-3. Each paper was read twice, by two different graders. 68% of the sample papers were awarded a score of two (Developing) or above for SLO-2 and 53% of papers were awarded a score of two (Developing) or above for SLO-3. These results indicate that ENG 200 students show some proficiency in both SLOs with room for improvement.

Spring 2014

ENG 100

48 pre-tests and 51 post-tests were completed by ENG 100 and ENG 196 students, who used the same test. The average percentage scores between the pre- and post-tests saw a gain of 35%, illustrating an overall improvement in information literacy. Additionally, 90% of students correctly answered at least 5 out of 6 questions related to SLO-1, 90% correctly answered 3 out of 3 questions related to SLO-2, and 80% correctly answered 2 out of 2 questions related to SLO-3.

ENG 100 and ENG 196 (80 students enrolled)	Total taken	Average Score
Pre-tests	48	57%
Post-tests	51	92%
Gain		35%

ENG 200

125 pre-tests and 124 post-tests were completed by ENG 200 students. The average percentage scores between the pre- and post-tests saw a gain of 14%, showing some improvement in information literacy. When compared to ENG 100, we believe that the lower gains between the pre- and post-test indicates a higher knowledge level



coming into the information literacy session with less room for improvement. Additionally, 75% of students correctly answered at least 5 out of 6 questions related to SLO-1, 61% correctly answered 3 out of 3 questions related to SLO-2, and 73% of students correctly answered the question related to SLO-3.

ENG 200 (307 students enrolled)	Total taken	Average Score
Pre-tests	125	68%
Post-tests	124	82%
Gain		14%

For a total enrollment of 307 and a margin of error of 10%, 66 ENG 200 research papers were collected and graded against a four-point rubric to evaluate proficiency in SLO-2 and SLO-3. Each paper was read twice, by two different graders. 68% of students scored at least a 2 out of 4 for SLO-2, and 73% of students scored at least a 2 out of 4 for SLO-3. These percentages, when compared to Fall 2013 semester, indicate that students consistently display some proficiency in information literacy.

ANALYSIS

Conclusions/Status

Librarians noticed consistent increases in both confidence and skill-level among students upon completion of the information literacy session. However, in administering the pre- and post-tests in Fall 2013, we noticed several weaknesses in the methodology: the pre-test included some irrelevant demographics questions; the pre- and post-tests had differently phrased questions; and emailing the pre-test to students ahead of the session was not effective. In order to address these weaknesses, in Spring 2014 Librarians made the following changes:

- Demographics questions were eliminated; students are now asked the same questions on the pre- and post-tests; and students now must complete the pre-test in the information literacy session. Because of these improved changes to the methods, Librarians also raised benchmark expectations for the pre- and post-tests.
- Studies have shown¹ that students tend to overestimate their skill and confidence levels. In light of this, we decided to eliminate the confidence-level questions and replace them with more skill-based questions.
- Based on the evaluation of the writing assignments, students demonstrated an understanding of SLO 1, 2 and 3. Even though the writing assignment was a useful tool, Librarians decided to eliminate this tool for Spring 2014 because the revised pre- and post-tests make for more effective assessment tools. In addition, Librarians were trying to accomplish too much in regards to assessing students.

In regards to the ENG 200 research papers, Librarians experienced some difficulty assigning scores for each SLO. The rubric used to grade the research papers allowed one score to represent multiple indicators. Since Fall 2013 was the first time that Librarians began evaluating research papers, much thought was given to revising the rubric for Spring 2014. Revisions to the rubric included allowing one score to represent one indicator. With this revision, the scoring process became much clearer.

¹ Latham, Don and Melissa Gross. "Instructional Preferences of First-Year College Students with Below-Proficient Information Literacy Skills: A Focus Group Study." *College & Research Libraries* 74.5 (2013) 430-449.



PLANS FOR COMING YEAR

- Resume data collection in Fall 2014 and Spring 2015. Periodically review the methods and measures implemented to determine whether or not they should be adjusted or eliminated, or whether more effective measuring tools should be developed and implemented.
- Use assessment data collected to improve current information literacy programs, as well as develop new programs.
- Explore methods for assessing Capstone courses. Currently, Librarians are pilot-testing a small sample size of Senior Capstone projects from Spring 2014.

PRE-TEST

1. Which librarian is teaching the information literacy session for your course?

- ☐ Alphie Garcia
- ☐ Pearl DeSure
- ☐ Sara Aiello
- ☐ Kawena Komeiji
- ☐ Wayde Oshiro
- ☐ Sarah Gilman

*2. In which semester are you enrolled? **

- ☐ Fall 2013
- ☐ Spring 2014
- ☐ Fall 2014

*3. What is your academic standing? **

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Other: _____

*4. Who is your instructor for this class? **

*5. Have you had library instruction before at UH West O'ahu? **

- ☐ Yes
- ☐ No
- ☐ Not Sure

*6. Have you used an online library catalog before? **

E.g. UH Voyager, OneSearch, Public Library catalog

- ☐ Yes
- ☐ No
- ☐ Not sure

*7. Have you used a call number to find a book in a library? **

- ☐ Yes
- ☐ No

☐ Not Sure

8. Have you been to the UHWO Library? *

☐ Yes

☐ No

☐ No, but I've used the UHWO Library's resources online

9. Which resources have you used in the UHWO library? *

Check all that apply

☐ Online Catalog to find a book or DVD (e.g. Voyager, OneSearch)

☐ Reference Desk for research help

☐ Online database to find articles (e.g. EBSCO, JSTOR)

☐ Electronic books (from Ebrary)

☐ Library computers and printers

☐ Study areas

☐ Online tutorials (videos, subject guides)

☐ None of the above

☐ Other: _____

10. What would you like to know more about regarding the UHWO Library and its resources? *

POST-TEST

1. Which librarian is teaching the information literacy session for your course? *

☐ Alphie Garcia

☐ Pearl DeSure

☐ Sara Aiello

☐ Kawena Komeiji

☐ Wayde Oshiro

☐ Sarah Gilman

2. In which semester are you enrolled? *

- ☐ Fall 2013
- ☐ Spring 2014
- ☐ Fall 2014

*3. What is your academic standing? **

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Other: _____

*4. Which class are you taking this survey for? **

*5. Who is your instructor for this class? **

*6. Are you comfortable asking for research help in the library? **

- ☐ Absolutely
- ☐ Somewhat
- ☐ Reluctant
- ☐ Uncomfortable

*7. How would you rate your skills in finding resources on the UH Voyager Catalog? **

- ☐ Highly skilled
- ☐ Fairly skilled
- ☐ Not very skilled
- ☐ What's the UH Voyager catalog?

*8. How confident are you in finding books on our library shelves? **

- ☐ Super confident
- ☐ Fairly confident
- ☐ Not very confident
- ☐ I've never really tried

*9. How experienced are you at finding information on the Internet from reputable (trustworthy) sources? **

- ☐ Super experienced
- ☐ Fairly experienced
- ☐ Not very experienced
- ☐ I've never really tried

*10. How experienced are you at finding articles in any of UHWO Library's databases? **

- ☐ Super experienced (I can find all the things)
- ☐ Fairly experienced
- ☐ Not very experienced
- ☐ UHWO Library has databases?

*11. How confident are you at citing (MLA or APA format) your resources? **

- ☐ Super confident
- ☐ Fairly confident
- ☐ Not very confident
- ☐ What are MLA and APA?

PRE-TEST

*1. Which librarian is teaching the information literacy session for your course? **

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- ☐ Pearl DeSure
- ☐ Sara Aiello
- ☐ Kawena Komeiji
- ☐ Wayde Oshiro
- ☐ Sarah Gilman

*2. In which semester are you enrolled? **

- ☐ Fall 2013
- ☐ Spring 2014
- ☐ Fall 2014

*3. What is your academic standing? **

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

☐ Other:

*4. Which class are you taking this survey for? **

*5. Who is your instructor for this class? **

*6. Have you had library instruction before? **

- ☐ Yes
- ☐ No

*7. Are you comfortable asking for research help in the library? **

- ☐ Absolutely
- ☐ Somewhat
- ☐ Reluctant
- ☐ Uncomfortable

8. How would you rate your skills in finding resources on the UH Voyager Catalog? *

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- Not very skilled
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POST-TEST

1. Which librarian is teaching the information literacy session for your course?

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- Pearl DeSure
- Sara Aiello
- Kawena Komeiji
- Wayde Oshiro
- Sarah Gilman

*2. In which semester are you enrolled? **

- Fall 2013
- Spring 2014
- Fall 2014

*3. Which class are you taking this survey for? **

*4. Who is your instructor for this class? **

*5. Are you comfortable asking for research help in the library? **

- Absolutely comfortable
- Somewhat comfortable
- Somewhat reluctant
- Very uncomfortable

*6. Which librarian would you ask if you needed to look up a Humanities-related topic? (SLO-1) **

Refer to the UHWO Library's contact page if you need a hint

- Alphie Garcia
- Sarah Gilman
- Pearl DeSure
- Sara Aiello
- Wayde Oshiro

7. How would you rate your skills in finding resources on the UH Voyager Catalog?

- Highly skilled
- Fairly skilled
- Not very skilled
- What's the UH Voyager catalog?

8. You are looking for resources about myths and legends about Pele. What would be the best phrase to enter into the Voyager search box? (SLO-1) *

- Hawaiian mythology
- Mythology
- Hawaii
- Pele mythology

9. How confident are you in finding books on our library shelves? *

- Super confident
- Fairly confident
- Not very confident
- I've never really tried

10. You are looking for the title "Ancient O'ahu : stories from Fornander & Thrum" in the Voyager catalog. Where is this title located in the UHWO Library collection? (SLO-1) *

<http://uhwestoahu.lib.hawaii.edu:7008/vwebv/holdingsInfo?bibId=2174072>

- Hawaii/Pacific
- General
- Media
- This item is not located at the UHWO Library

11. How experienced are you at finding information on the Internet from reputable (trustworthy) sources? *

- Very experienced
- Somewhat experienced
- Not very experienced
- The Interwhat?

12. Which of the following criteria is most important when evaluating an Internet resource for a research paper? (SLO-2) *

- How quickly the page loads

- Who the author of the website is
- The design of the page
- How many pictures are displayed

13. How experienced are you at finding articles in one of the UHWO Library's databases? *

- Super experienced (I can find all the things!)
- Fairly experienced
- Not very experienced
- UHWO Library has databases?

14. Find the following title in EBSCOhost's Academic Search Premier: "Koke'e State Park and Waimea Canyon Kauai, Hawaii." Who is the author of this article? (SLO-1) *

- Jinzeng Jang
- Wade Dudley
- Mara Grunbaum
- There is no author listed

15. How confident are you at citing (MLA or APA format) your resources? *

- Super confident
- Fairly confident
- Not very confident
- What are MLA and APA?

16. Which of the following is the correct citation order for a book in MLA format? (SLO-3) *

- Gleick, James. The Information: A History, A Theory, A Flood. New York: Pantheon Books, 2011.
- Ancestry of Experience: A Journey into Hawaiian Ways of Knowing. Leilani Holmes. Honolulu: University of Hawai'i Press, 2012.
- Fitzgerald, F. Scott. The Great Gatsby. Scribner, New York (1953).
- Nicholas Christopher. Somewhere in the Night: Film Noir and the American City (1997). New York: Free Press.

Attachment C: Fall 2013 - ENG 100 and 200 Pre- and Post-Test Findings

ENG 100 Pre-test	
5. Have you had library instruction before at UH West O'ahu?	
Yes	71.70%
No	13.21%
Not Sure	15.09%
6. Have you used an online library catalog before?	
Yes	71.70%
No	24.53%
Not sure	3.77%
7. Have you used a call number to find a book in a library?	
Yes	66.04%
No	26.42%
Not Sure	7.55%
8. Have you been to the UHWO Library?	
Yes	98.11%
No, but I've used the UHWO Library's resources online	1.89%
No	0.00%
9. Which resources have you used in the UHWO library?	
Online Catalog to find a book or DVD	52.78%
Online database to find articles	18.75%
Reference Desk for research help	12.50%
Library computers and printers	11.81%
Study areas	2.08%
None of the above	1.39%
Electronic books (from Ebrary)	0.69%
Grand Total	100.00%

ENG 100 Post-test	
6. Are you comfortable asking for research help in the library?	
Absolutely	64.84%
Somewhat	34.07%
Reluctant	1.10%
7. How would you rate your skills in finding resources on the UH Voyager Catalog?	
Highly skilled	24.18%
Fairly skilled	70.33%
Not very skilled	5.49%
8. How confident are you in finding books on our library shelves	
Super confident	27.47%
Fairly confident	61.54%

I've never really tried	2.20%
Not very confident	8.79%
9. How experienced are you at finding information on the Internet from reputable (trustworthy) sources?	
Super experienced	37.36%
Fairly experienced	58.24%
Not very experienced	4.40%
10. How experienced are you at finding articles in any of UHWO Library's databases?	
Super experienced (I can find all the things)	23.08%
Fairly experienced	63.74%
Not very experienced	13.19%
11. How confident are you at citing (MLA or APA format) your resources?	
Super confident	35.16%
Fairly confident	56.04%
Not very confident	8.79%

ENG 200 Confidence Questions			
Pre-test		Post-test	
Are you comfortable asking for research help in the library?	percent of total	Are you comfortable asking for research help in the library?	percent of total
Absolutely	56.14%	Absolutely comfortable	61.22%
Somewhat	36.84%	Somewhat comfortable	36.73%
Reluctant	5.26%	Very uncomfortable	2.04%
Uncomfortable	1.75%	(blank)	0.00%
How would you rate your skills in finding resources in the UH Voyager Catalog?	percent of total	How would you rate your skills in finding resources in the UH Voyager Catalog?	percent of total
Highly skilled	12.28%	Highly skilled	22.45%
Fairly skilled	52.63%	Fairly skilled	71.43%
Not very skilled	22.81%	Not very skilled	6.12%
What's the UH Voyager catalog?	12.28%	What's the UH Voyager catalog?	0.00%
How confident are you in finding books on our library shelves?	percent of total	How confident are you in finding books on our library shelves?	percent of total
Super confident	10.53%	Super confident	16.33%
Fairly confident	45.61%	Fairly confident	69.39%
Not very confident	22.81%	Not very confident	10.20%
I've never really tried	21.05%	I've never really tried	4.08%
How experienced are you at finding information on the Internet from reputable (trustworthy) sources?	percent of total	How experienced are you at finding information from reputable (trustworthy) sources on the Internet?	percent of total
Super experienced	29.82%	Very experienced	32.65%
Fairly experienced	61.40%	Somewhat experienced	63.27%
Not very experienced	8.77%	Not very experienced	4.08%

How experienced are you at finding articles in one of UHWO Library's databases?	percent of total	How experienced are you at finding articles in one of UHWO Library's databases?	percent of total
Super experienced (I can find all the things)	15.79%	Super experienced (I can find all the things!)	18.37%
Fairly experienced	35.09%	Fairly experienced	73.47%
Not very experienced	43.86%	Not very experienced	8.16%
UHWO Library has databases?	5.26%	UHWO Library has databases?	0.00%
How confident are you at citing (MLA or APA format) your resources?	percent of total	How confident are you at citing (MLA or APA format) your resources?	percent of total
Super confident	5.26%	Super confident	26.53%
Very confident	17.54%	Fairly confident	67.35%
Fairly confident	43.86%	Not very confident	6.12%
Not very confident	33.33%	(blank)	0.00%

ENG 200 Skill-based Questions	
Post-test	
Question	% of students who answered correctly
You are looking for the title "Ancient O'ahu : stories from Fornander & Thrum" in the Voyager catalog. Where is this title located in the UHWO Library collection? (SLO-1)	89.80%
Which of the following criteria is most important when evaluating an Internet resource for a research paper? (SLO-2)	95.92%
Find the following title in EBSCOhost's Academic Search Premier: "Koke'e State Park and Waimea Canyon Kauai, Hawaii." Who is the author of this article? (SLO-1)	59.18%
Which of the following is the correct citation order for a book in MLA format? (SLO-3)	51.02%

Library Exercise: ENG100

Fall 2013

Library Web site: <http://www2.hawaii.edu/~uhwolib/>

1. State the topic/issue that you are researching. (Example: I am interested in researching Filipino Americans in Hawaii.) If the library instructor gave you a topic, please list that here.

2. Identify **three keywords** that are relevant to your topic.

3. Use the Library Catalog (Voyager) to locate **one print or electronic book** that is relevant to your topic. Provide the following information:

i. Title

ii. Library Location (UH West Oahu Library, UH Mānoa, Leeward CC, ebrary, etc.)

iii. Call Number (for a print book):

iv. Why do you think this book is relevant to your topic? (**HINT:** look at the book record for table of contents, summary etc.)

4. Find **one article** relevant to your topic from either Academic Search Premier (an EBSCO product) or any other library database.

a. In the space below, write down additional keywords that you discovered while searching.

b. Cite your article below, using the Modern Language Association (MLA) style guide.

(**HINT:** Document citations are provided by most databases. However, double-check with the MLA style guide to make sure they are correct.)

1. Article 1:

c. In two to three sentences, write a summary of the article illustrating its relevancy to your topic.

5. There are many helpful Internet resources for things such as statistics, local politics, or even peer-reviewed articles. Make sure you evaluate these Internet resources for the criteria listed on the ENG 100 online guide presented in this library session.

a. Write down the page title and domain name of a .edu or .gov website relevant to your topic.

b. Use the CRAAP test to evaluate the strength of the website used above. Identify, to the best of your ability, the following:

i. Currency:

j. Relevance:

k. Authority:

l. Accuracy:

m. Purpose:

Library Exercise Rubric: ENG 100

OBJECTIVE	Strong (3)	Adequate (2)	Inadequate (1)
Identify keywords for the information need. (SLO-1)	All 3 keywords are relevant to topic.	2 of the 3 keywords are relevant to topic.	Less than 2 keywords are relevant to the topic.
Use the online library catalog to find books. (SLO-1)	Selected book is related to topic. All requested information is provided, and case for relevancy uses evidence.	Selected book is related to topic, but either location or call number is missing. Case for relevancy lacks evidence.	Selected book is not related to topic, or only title is provided. Case for relevancy lacks analysis or evidence.
Use electronic resources to find journal and newspaper articles. (SLO-1)	Article is relevant to topic and summary displays critical thinking and understanding of relevancy.	Article is relevant to topic and summary has signs of critical thinking or mild explanation of relevancy.	Article is not relevant to topic. No critical thinking demonstrated in summary, or no summary is given.
Evaluate sources for currency, relevance, authority, accuracy, and purpose. (SLO-2)	Fully explains all considerations of Internet resource and demonstrates critical thinking in analysis.	Fully explains all considerations, but demonstration of critical thinking may be lacking.	Does not provide explanation or there is no level of analysis.
Select an appropriate documentation style and uses it consistently to cite sources. (SLO-3)	Article citation has no errors, and includes all required elements.	Article citation has minor errors, but includes all required elements.	Article citation does not contain all required elements, and / or has numerous errors.

1. State the topic/issue that you are researching. (Example: I am interested in researching the history of Kailua, Oahu.) If the library instructor gave you a topic, please list that here.

2. List **two** or **three potential keywords** you would use to find information on this topic.

3. Use the Library Catalog (Voyager) to locate **one print or electronic book** that is relevant to your topic. Provide the following information:

i. Title

ii. Library Location (UH West Oahu Library, UH Mānoa, Leeward CC, ebrary, etc.)

iii. Call Number (for a print book):

iv. List **two** of the book's subject terms:

v. Why do you think this book is relevant to your topic? (**HINT:** look at the items in the book record, table of contents, etc. for clues)

4. Use your keywords to locate **one article** in Academic Search Premier relevant to your topic.

a. In the space below, write down the subject terms that you discovered while searching.

b. Cite your article below, using the Modern Language Association (MLA) style guide.

(**HINT:** Document citations are provided by most databases. However, double-check with the MLA style guide to make sure they are correct before turning in an assignment.)

1. Article 1:

2. Article 2:

c. In two to three sentences, write a summary of one of the articles illustrating its relevancy to your topic.

5. There are many helpful Internet resources for things such as statistics, local politics, or even peer-reviewed articles. Make sure you evaluate these Internet resources for the criteria listed on the ENG 200 online guide presented in this library session.

a. Use MLA guidelines to cite an Internet resource (not from a library database) that is relevant to your topic.

b. Identify the author of this website (it might be an organization or institution). Based on what you know or can infer about the author, is there any possible bias in the information provided in this website? Please explain.

6. Are your sources crappy or not? Use this test to evaluate one of your sources (place a check-mark next to the source you select on the worksheet). (**HINT:** Maximum is 30 points, and sources need at least 22.5 points (75%) to pass.)

Currency

6 points total

1. Is your information current enough for your needs?

a. Yes → 6 points

b. Sort of → 3 points

c. No → 0 points

Relevance

9 points total

2. How many usable quotes or useful pieces of information did you find?

a. I found three quotes that I could use in my paper → 3 points

b. I found two quotes that I could use in my paper → 1.5 points

c. There were no usable quotes → 0 points

3. Could you explain the information in this source to someone else?

a. I can explain the whole thing → 6 points

b. I can explain half of the source → 3 points

c. I only understand certain sentences → 0 points

Authority

6 points total

4. The author/publisher/source/sponsor of this information is:

a. A real person(s) (first and last name) → 3 points

b. A real organization (government, business, institution) → 3 points

c. Username or pseudonym → 0 points

d. Can't tell → 0 points

5. The author is:

a. Very qualified to write on this topic and has formal training → 3 points

b. Qualified to write on the topic, but has no formal training → 1.5 points

c. Not qualified to write on the topic and has no formal training / can't tell → 0 points

Accuracy

6 points total

6. Does the author cite other experts?

a. Yes → 3 points

b. No → 0 points

7. Does this information have spelling, grammar, or typographical errors?

a. Yes → 0 points

b. No → 3 points

Purpose

3 points total

8. The main purpose of this information is to:

a. Provide facts or teach something → 2 points

b. Sell something → 0 points

c. Provide entertainment → 0 points

9. Does the author make the intention or purpose of this information clear?

a. Yes → 1 point

b. No → 0 points

TOTAL: _____

Library Exercise Rubric: ENG 200

OBJECTIVE	Strong (3)	Adequate (2)	Inadequate (1)
Identify subject terms for the information need. (SLO-1)	All subject terms are strongly relevant to topic.	Subject terms are adequate for a successful search for topic.	Subject terms are not relevant to the topic.
Use the online library catalog to find books. (SLO-1)	Selected book is appropriate and related to topic. All requested information is provided, including a strong case for relevancy using evidence.	Selected book is related to topic, but some elements are missing. Case for relevancy may be lacking evidence.	Selected book is not related to topic, or only title is provided. Case for relevancy lacks analysis or evidence.
Use electronic resources to find journal articles. (SLO-1)	Both articles are relevant to topic. Summary displays critical thinking and understanding of relevancy.	One of two articles is relevant to topic. Summary has signs of critical thinking or mild explanation of relevancy.	Neither article is relevant to topic. No critical thinking demonstrated in summary, or no summary is given.
Recognize prejudice, deception, or manipulation, and the context within which the information was created. (SLO-2)	Correctly identifies author of resource, and demonstrates critical thinking in explaining bias in selected resource.	Correctly identifies author but does not fully explain potential bias.	Does not identify author nor provide an explanation of potential bias.
Evaluate sources for currency, relevance, authority, accuracy, and purpose. (SLO-2)	Scores website correctly, and source passes CRAAP test.	Scores website correctly, but source does not pass CRAAP test.	Does not calculate CRAAP score correctly.
Select an appropriate documentation style and uses it consistently to cite sources. (SLO-3)	Both article and book citations have no errors, and include all required elements.	Article or book citations have minor errors, but include all required elements.	Neither article nor book citations contain all required elements, and have numerous errors.

Attachment F: Spring 2014 - ENG 100 Pre-/Post-Test

1. You have the title for a book that you would like to read. How would you find out if it is available in the UHWO Library? (SLO-1) *

- ☐ Walk around the shelves
- ☐ Look it up on Amazon
- ☐ Search the Voyager catalog
- ☐ Ask a classmate

2. What is the best way to access library research databases? (SLO-1) *

- ☐ Google "research databases"
- ☐ Use the links on the UHWO Library website
- ☐ Memorize the URL for the database that you want to use
- ☐ E-mail a librarian to find out the access code

3. Which of the following would you need to find a specific book on the library shelf? (SLO-1) *

- ☐ Call number
- ☐ ISBN
- ☐ Year of publication
- ☐ Last name of the author

4. Which of the following can be requested from other UH campus libraries? (SLO-1) *

- ☐ Books, magazines, newspapers
- ☐ Books, articles from UH Manoa, and DVDs
- ☐ Course reserves, textbooks, DVDs
- ☐ Audio CDs, newspapers, textbooks

5. Which of the following is NOT a database for finding peer-reviewed journal articles? (SLO-1) *

- ☐ Academic Search Premier
- ☐ Credo Reference
- ☐ JSTOR
- ☐ ScienceDirect

6. What is the best way to develop keywords when searching for your research topic? (SLO-1) *

- ☐ Break the topic down into its basic concepts and think of synonyms
- ☐ Try different spellings

- Find a book on the topic and read the whole thing
- Type in your entire research question into Google

7. Everything on a .org website has been vetted by an expert. (SLO-2) *

- True
- False

8. You are researching Area 51 in Roswell, New Mexico. Which of the following would be the most relevant resource for your ENG 100 research paper? (SLO-2) *

- The movie "Alien"
- The book "UFO Religion: Inside Flying Saucer Cults and Culture"
- The website "alienresistance.org"
- The declassified CIA files

9. Which of the following criteria is most important when evaluating an Internet resource for a research paper? (SLO-2) *

- How quickly the page loads
- Who the author/sponsor of the website is
- The design of the page
- How many pictures are displayed

10. Which of the following is the correct citation order for a book in MLA format? (SLO-3) *

- Gleick, James. The Information: A History, A Theory, A Flood. New York: Pantheon Books, 2011.
- Ancestry of Experience: A Journey into Hawaiian Ways of Knowing. Leilani Holmes. Honolulu: University of Hawai'i Press, 2012.
- Fitzgerald, F. Scott (1953) The Great Gatsby. Scribner, New York.
- J.K. Rowling. Harry Potter and the Sorcerer's Stone (1998) New York: A.A. Levine Books.

11. When writing a paper for an English class, which is the preferred citation style? (SLO-3) *

- Turabian
- American Psychological Association (APA)
- Chicago
- Modern Language Association (MLA)

Attachment G: Spring 2014 - ENG 200 Pre-/Post-Test

1. Which librarian would you ask for research help for a Humanities-related topic? (SLO-1) *

Refer to the UHWO Library's contact page if you need a hint

- ☐ Alphie Garcia
- ☐ Sarah Gilman
- ☐ Sara Aiello
- ☐ Wayde Oshiro

2. You are looking for the title "Ancient O'ahu : stories from Fornander & Thrum" in the Voyager catalog. Where is this title located in the UHWO Library collection? (SLO-1) *

- ☐ Hawaii/Pacific
- ☐ General
- ☐ Media
- ☐ This item is not located at the UHWO Library

3. You are working on a research paper at 11pm on the night before it is due, and you need one more book source. What is your best option? (SLO-1) *

- ☐ Submit an intrasystem loan request for a book at Leeward Community College
- ☐ Find an ebook in Ebrary
- ☐ Hang out in the Barnes and Noble cafe and read a book until closing
- ☐ Chat with a librarian on the UHWO Library website

4. Find the following title in EBSCOhost's Academic Search Premier: "Koke'e State Park and Waimea Canyon Kauai, Hawaii." Who is the author of this article? (SLO-1) *

- ☐ Jinzeng Jang
- ☐ Wade Dudley
- ☐ Mara Grunbaum
- ☐ There is no author listed

5. You are researching the Prohibition Amendment of 1920. Which set of keywords will get you the most relevant results? (SLO-1) *

- ☐ prohibition, alcohol, United States
- ☐ 1920's, drug abuse, U.S.
- ☐ law, United States, history
- ☐ alcohol, bootleggers, moonshine

6. One of your search terms is the United Nations. What is the best way to enter this into a database search box? (SLO-1) *

- ☐ "United" Nations
- ☐ "United Nations"
- ☐ United (Nations)
- ☐ United AND Nations

7. The CRAAP test is a set of criteria for evaluating the quality of resources. What does CRAAP stand for? (SLO-2) *

- ☐ Currency, Reference, Attitude, Audience, Purpose
- ☐ Carrots, Radish, Apples, Apricots, Prunes
- ☐ Common sense, Relevance, Attitude, Accuracy, Precision
- ☐ Currency, Relevance, Authority, Accuracy, Purpose

8. Which of the following would have information about the latest gun control legislation? (SLO-2) *

- ☐ Scholarly journal
- ☐ Book
- ☐ Encyclopedia
- ☐ Newspaper

9. You are researching the health benefits of flax-seed oil. Which of the following websites would provide the most unbiased information? (SLO-2) *

- ☐ A website that sells nutritional supplements
- ☐ A Wikipedia entry on flax-seed oil
- ☐ A university-sponsored research study on flax-seed oil
- ☐ The Amazon.com product reviews for different brands of flax-seed oil

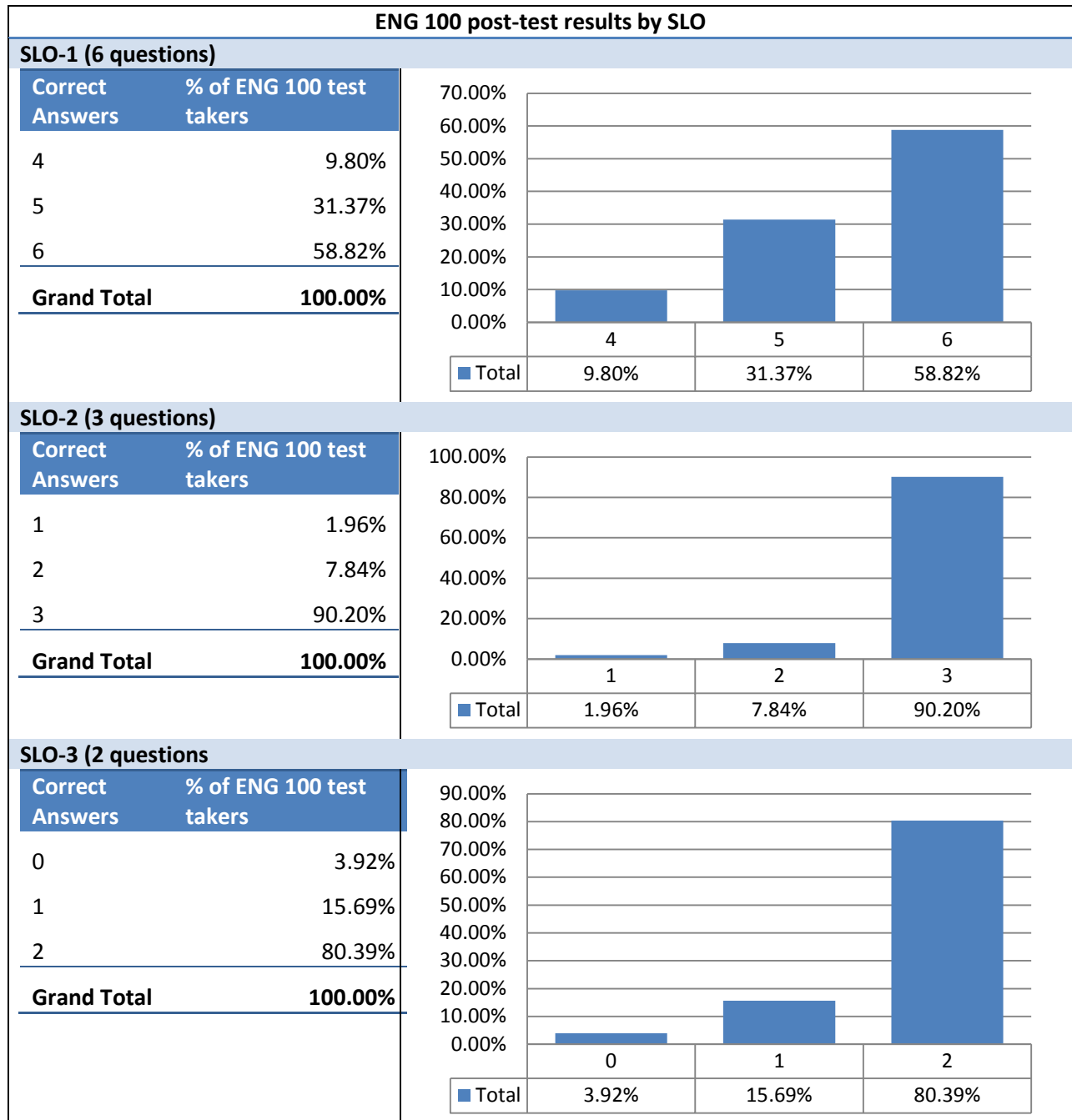
10. You are writing your works cited page for an English paper. Which of the following citations is in the correct order? (SLO-3) *

Please ignore lack of italics.

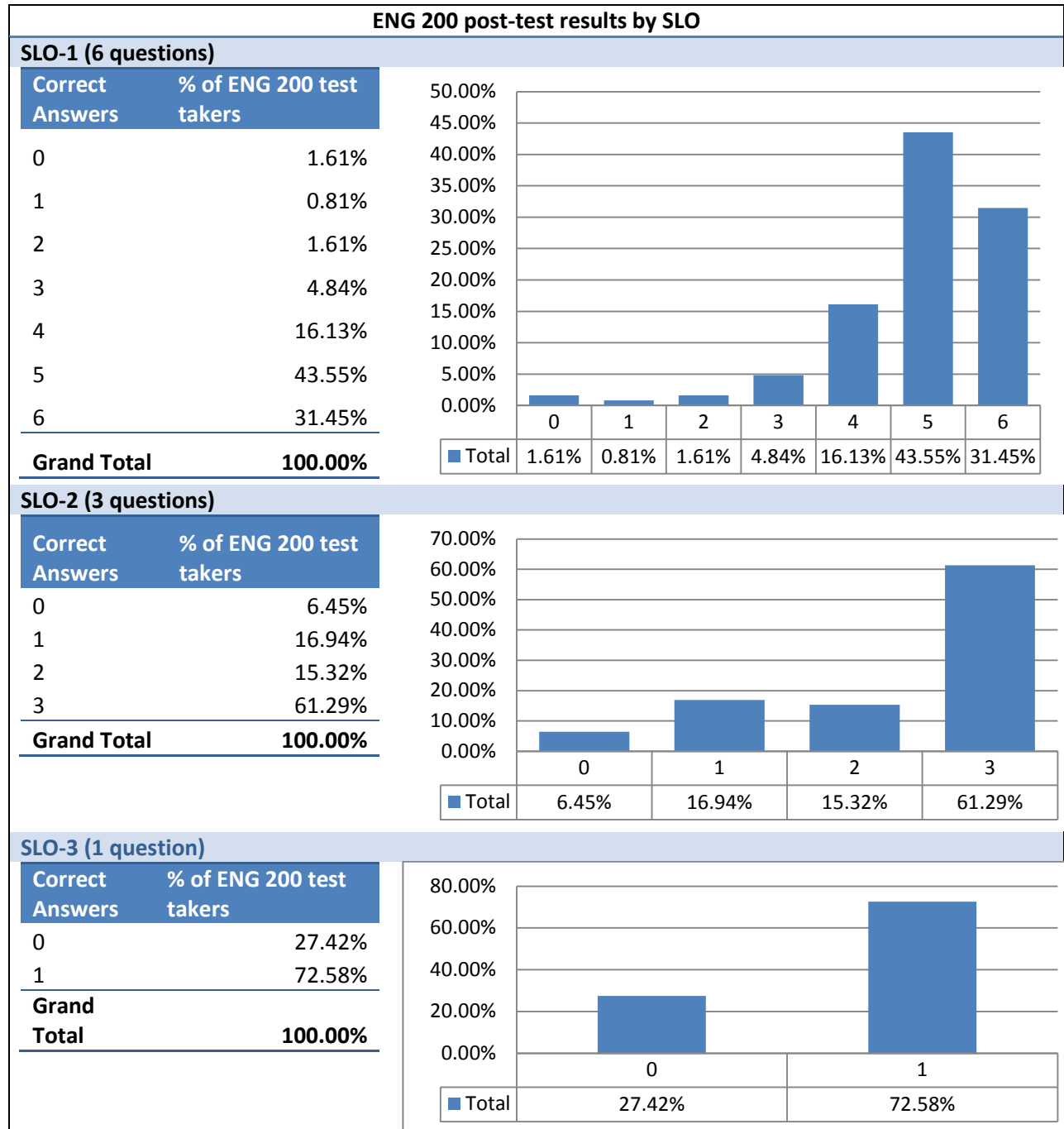
- ☐ Collins, S. (2008). The Hunger Games. New York: Scholastic Press.
- ☐ Collins, Suzanne. 2008. The Hunger Games. New York: Scholastic Press.
- ☐ Collins, Suzanne. The Hunger Games. New York: Scholastic Press, 2008.
- ☐ COLLINS, S. (2008). The hunger games. New York, Scholastic Press.

Attachment H: Spring 2014 – ENG 100 and 200 Pre-/Post-Test Findings

ENG 100 and ENG 196 (80 students enrolled)	Total taken	Average Score
Pre-tests	48	57.00%
Post-tests	51	91.76%
Gain		34.76%



ENG 200 (307 students enrolled)	Total taken	Average Score
Pre-tests	125	68.37%
Post-tests	124	82.26%
Gain		13.89%



Attachment I: 2013-2014 ENG 200 and Senior Capstone Research Paper Rubrics

Fall 2013

	Capstone 4	Accomplished 3	Developing 2	Benchmark 1
Evaluate Information and its Sources Critically Library SLO 2 Students will be able to critically evaluate information and its sources	<ul style="list-style-type: none"> Chooses a variety of information sources entirely appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view). 	<ul style="list-style-type: none"> Chooses a variety of information sources mostly appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority). 	<ul style="list-style-type: none"> Chooses a variety of information sources which are somewhat appropriate to the scope and discipline of the research question. Selects sources using basic criteria (such as relevance to the research question and currency). 	<ul style="list-style-type: none"> Chooses a few information sources which are mostly inappropriate to the scope and discipline of the research question. Selects sources using limited criteria (such as relevance to the research question).
Access and Use Information Ethically and Legally Library SLO 3 Students will be able to acknowledge sources	<ul style="list-style-type: none"> Uses correctly <u>all</u> of the following information use strategies: <ul style="list-style-type: none"> Use of citations and references; Choice of paraphrasing, summary, or quoting; Using information in ways that are true to original context; Distinguishing between common knowledge and ideas requiring attribution. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Citations are mostly error-free 	<ul style="list-style-type: none"> Uses correctly <u>three</u> of the following information use strategies: <ul style="list-style-type: none"> Use of citations and references; Choice of paraphrasing, summary, or quoting; Using information in ways that are true to original context; Distinguishing between common knowledge and ideas requiring attribution. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 1 -2 errors per citation. 	<ul style="list-style-type: none"> Uses correctly <u>two</u> of the following information use strategies: <ul style="list-style-type: none"> Use of citations and references; Choice of paraphrasing, summary, or quoting; Using information in ways that are true to original context; Distinguishing between common knowledge and ideas requiring attribution. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 2-3 errors per citation. 	<ul style="list-style-type: none"> Uses correctly <u>one</u> of the following information use strategies: <ul style="list-style-type: none"> Use of citations and references; Choice of paraphrasing, summary, or quoting; Using information in ways that are true to original context; Distinguishing between common knowledge and ideas requiring attribution). Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 4 or more errors per citation.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Spring 2014

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Library SLO 1 Students will be able to access needed information effectively and efficiently	<ul style="list-style-type: none"> Chooses a variety of information sources entirely appropriate to the scope and discipline of the research question. 	<ul style="list-style-type: none"> Chooses a variety of information sources mostly appropriate to the scope and discipline of the research question. 	<ul style="list-style-type: none"> Chooses a variety of information sources that are somewhat appropriate to the scope and discipline of the research question. 	<ul style="list-style-type: none"> Chooses a few information sources that are mostly inappropriate to the scope and discipline of the research question.
Library SLO 2 Students will be able to critically evaluate information and its sources	<ul style="list-style-type: none"> Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view). 	<ul style="list-style-type: none"> Selects sources using multiple criteria (such as relevance to the research question, currency, and authority). 	<ul style="list-style-type: none"> Selects sources using basic criteria (such as relevance to the research question and currency). 	<ul style="list-style-type: none"> Selects sources using limited criteria (such as relevance to the research question).
Library SLO 3 Students will be able to acknowledge sources properly	<ul style="list-style-type: none"> Uses correctly <u>all</u> of the following information use strategies: <ul style="list-style-type: none"> Use of citations and references; Choice of paraphrasing, summary, or quoting; Using information in ways that are true to original context; Distinguishing between common knowledge and ideas requiring attribution. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 	<ul style="list-style-type: none"> Uses correctly <u>three</u> of the following information use strategies: <ul style="list-style-type: none"> Use of citations and references; Choice of paraphrasing, summary, or quoting; Using information in ways that are true to original context; Distinguishing between common knowledge and ideas requiring attribution. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 	<ul style="list-style-type: none"> Uses correctly <u>two</u> of the following information use strategies: <ul style="list-style-type: none"> Use of citations and references; Choice of paraphrasing, summary, or quoting; Using information in ways that are true to original context; Distinguishing between common knowledge and ideas requiring attribution. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 	<ul style="list-style-type: none"> Uses correctly <u>one</u> of the following information use strategies: <ul style="list-style-type: none"> Use of citations and references; Choice of paraphrasing, summary, or quoting; Using information in ways that are true to original context; Distinguishing between common knowledge and ideas requiring attribution). Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
Library SLO 3 Students will be able to acknowledge sources	<ul style="list-style-type: none"> Citations are mostly error-free 	<ul style="list-style-type: none"> 1 -2 errors per citation. 	<ul style="list-style-type: none"> 2-3 errors per citation. 	<ul style="list-style-type: none"> 4 or more errors per citation.

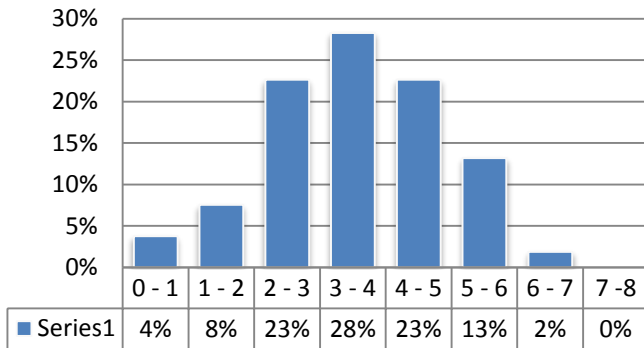
Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Attachment J - ENG 200 Paper Results

Average Total Scores

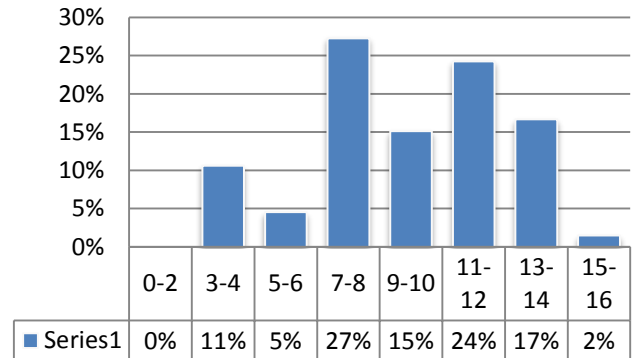
Fall 2013 (out of a possible 8 points)

Average Score Frequency



Spring 2014 (out of a possible 16 points)

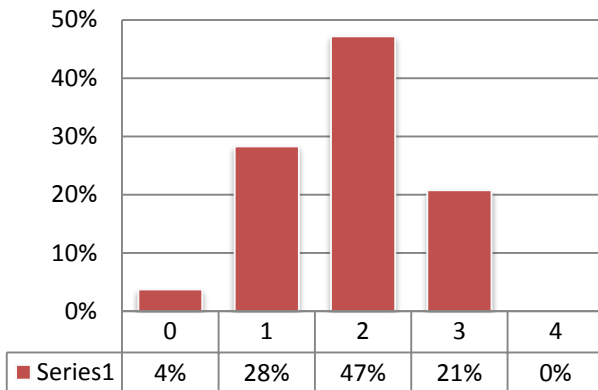
Average Total Scores Frequency



SLO-2 Students will be able to critically evaluate information and its sources

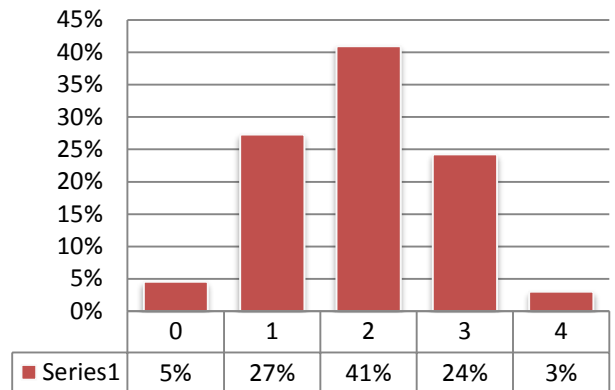
Fall 2013

SLO-2 Score Frequency



Spring 2014

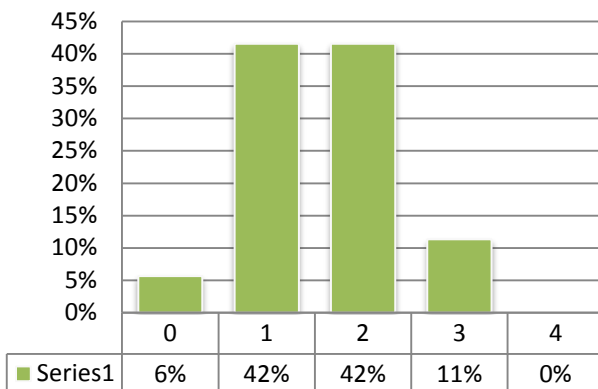
SLO-2 Score Frequency



SLO-3 Students will be able to acknowledge sources properly

Fall 2013

SLO-3 Score Frequency



Spring 2014

SLO-3 Score Frequency

