

Course Name and Number: LIS 1

1. **SLO Statement:** *Students will be able to use the ECC Millennium catalog to find a book/resource on their research topic, using critical thinking skills to determine the type of catalog search, interpret the elements of the results and retrieve the item from the shelf.*

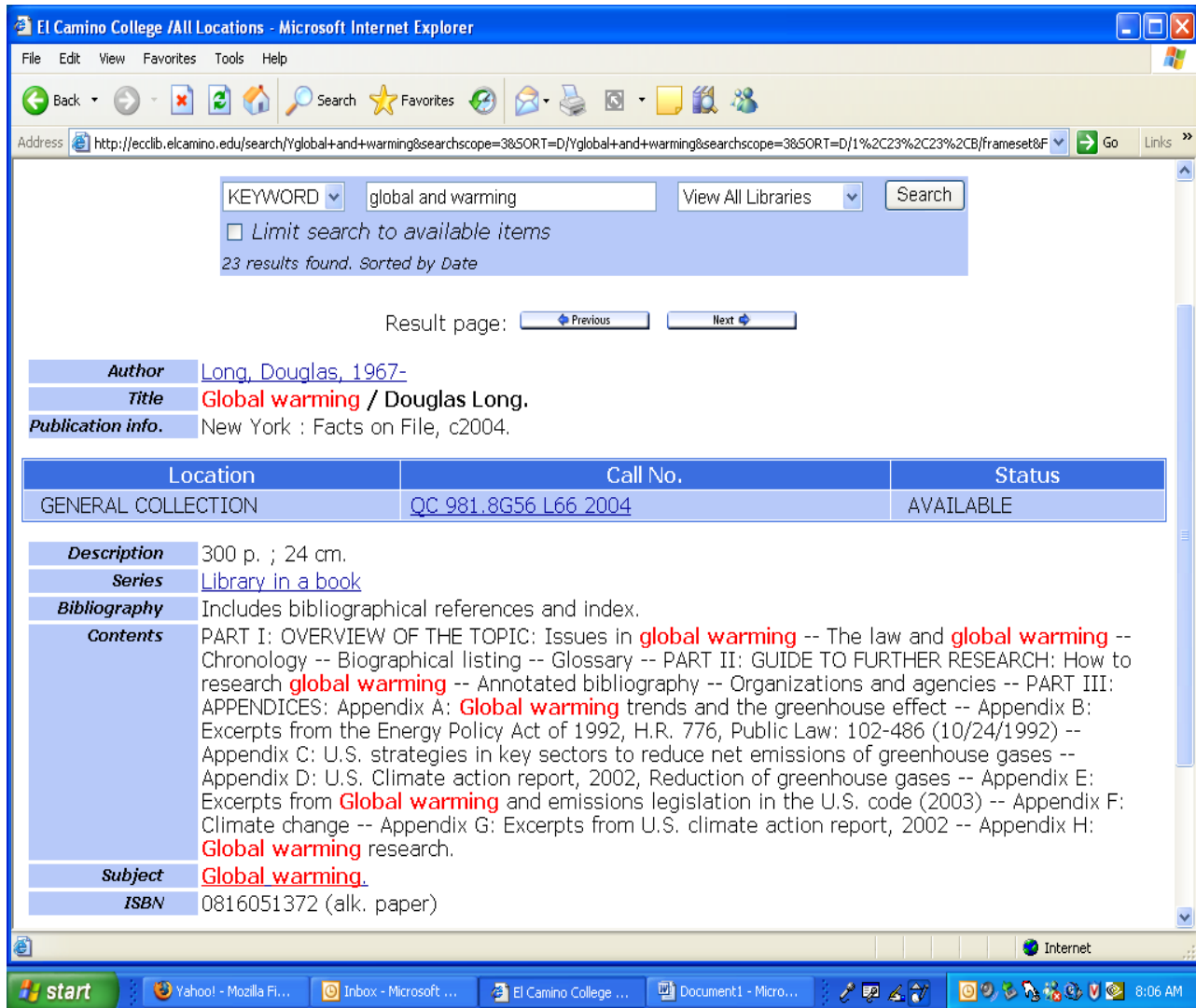
2. **Assessment:** Describe the planned course (or program) SLO assessment, cut and paste your assessment instrument into this section or attach your assessment instrument.
Pre and post testing using an in-class exercise

Library Skills SLO areas (as per syllabus) evaluated via this assessment:

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. effectively find, analyze, and synthesize information
2. use an online catalog to find books
3. have a basic understanding of the Library of Congress classification system

MILLENNIUM BOOK CATALOG ASSESSMENT - Pre- test Libr Skills 2009 – Present (Every 2 years)



1. What is the title of the book? _____
2. Who is the author/editor? _____
3. Was this a Subject, Keyword, or Author search? _____
4. How many results did the search terms provide? _____
5. What is one subject heading used to classify the book? _____
6. Who published the book? _____
7. What is the publication date of the item? _____
8. Can you check this book out? _____
9. What is the call number of the item? _____
10. Using the library map(over), where is this book located in the building? East or West wing? Upper or Main Level? _____

El Camino College / All Locations - Mozilla Firefox

http://ecclib.elcamino.edu/search/?animal+rights&searchscope=3&SORT=D/&animal+rights&searchscope=3&SORT=D&SUBKEY=animal%20rights/1%...

animal rights View All Libraries System Sorted Search

Limit search to available items

23 results found. sorted by date.

Result page: Previous Next

Title Animal experimentation : opposing viewpoints / Helen Cothran, book editor.
Publication info. San Diego : Greenhaven Press, c2002.

Location	Call No.	Status
GENERAL COLLECTION	HV 4915 A638 2002	AVAILABLE

Description 202 p. : ill. ; 22 cm.
Series Opposing viewpoints series
[Opposing viewpoints series \(Unnumbered\)](#)
Bibliography Includes bibliographical references and index.
Contents Animals have **rights** / Tom Regan -- Animals do not have **rights** / Charles R. Pulver -- Animals are equal to humans / **Animal Liberation** -- Animals are not equal to humans / Damon Linker -- Core teachings of the world's religions support **animal rights** / Norm Phelps -- The world's major religions support **animal** experimentation / Seriously Ill for Medical Research -- **Animal rights** activists are terrorists / Cal Thomas -- **Animal rights** activists are not terrorists / Jane Cartmill -- **Animal** experimentation is unethical / Robert Garner -- **Animal** experimentation is ethical / Henry E. Heffner -- **Animal** research is vital to medicine / Jack H. Botting and Adrian R. Morrison -- **Animal** experimentation is unscientific / C. Ray Greek and Jean Swingle Greek -- The **animal** research industry needs more oversight / In Defense of Animals -- **Animal** experimentation is sufficiently regulated / Delmas Luedke -- Experimenting on nonhuman primates is vital to science / Southwest Foundation for Biomedical Research -- Nonhuman primates should not be used in experiments / Coalition to End Primate Experimentation -- Dogs should not be used for **animal** experimentation / **Animal** Aid -- Experiments on dogs have led to medical breakthroughs / Foundation for Biomedical Research -- Rats and mice should be included in the **Animal** Welfare Act / F. Barbara Orlans -- Including mice and rats in the **Animal** Welfare Act would hinder research / Debra J. Saunders -- Genetic engineering can cure human diseases / Kevin O'Donnell -- Genetic engineering is dangerous / Michael W. Fox -- Cloning harms animals / Andrew Breslin -- Cloning can help humans and animals / Ian Wilmut, Keith Campbell, and Colin Tudge -- Using animals as organ donors will save human lives / Susan E. Paris -- Using animals as organ donors puts human lives at risk / Jonathan Hughes.
Subject [Animal experimentation.](#)
[Animal experimentation -- Moral and ethical aspects.](#)
[Animal rights.](#)
Added author [Cothran, Helen.](#)
ISBN 0737709022 (pbk. : alk. paper)
 0737709030 (lib. bdg. : alk. paper)

1. What is the title of the book? _____
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3. Was this a Subject, Keyword, or Author search? _____
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3. **Standards or Rubric:** Describe the standards you will use to determine success in your assessment and/or attach a rubric.
90% of students will score 90% or higher on the post-test exercise

4. Assessment Leaders Location, and Semester:

List all faculty members who contributed to the assessment: Claudia Striepe cstriepe@elcamino.edu, and Ed Martinez and Vince Robles (both recently retired)

Semester of Current Assessment: Year: 20 Semester:
Semester of Next Planned Assessment: Year: Semester:

5. Assessment Data: 1 section of LIS 1 was assessed in 2009 and 2011, Students will be tested again Fall 2013**Analysis of Pre and Post test data.****Library Skills Class Fall 2009 (15 participants)**

1. What is the title of the book?
Pre-Test Correct 14/15 (93%) Incorrect 1/15
Post- Test Correct 15/15 (100%) Incorrect 0/15
2. Who is the author/editor?
Pre-Test Correct 14/15 (93%) Incorrect 1/15
Post- Test Correct 15/15 (100%) Incorrect 0/15
3. Was this a Subject, Keyword, or Author search?
Pre-Test Correct 6/15 (40%) Incorrect 9/15
Post- Test Correct 14/15 (93%) Incorrect 1/15
4. How many results did the search terms provide?
Pre-Test Correct 14/15 (93%) Incorrect 1/15
Post- Test Correct 15/15 (100%) Incorrect 0/15
5. What is one subject heading used to classify the book?
Pre-Test Correct 14/15 (93%) Incorrect 1/15
Post- Test Correct 14/15 (93%) Incorrect 1/15
6. Who published the book?
Pre-Test Correct 13/15 (87%) Incorrect 2/15
Post- Test Correct 15/15 (100%) Incorrect 0/15
7. What is the publication date of the item?
Pre-Test Correct 14/15 (93%) Incorrect 1/15
Post- Test Correct 15/15 (100%) Incorrect 0/15
8. Can you check this book out?
Pre-Test Correct 8/15 (53%) Incorrect 7/15
Post- Test Correct 15/15 (100%) Incorrect 0/15
9. What is the call number of the item?
Pre-Test Correct 12/15 (80%) Incorrect 3/15
Post- Test Correct 14/15 (93%) Incorrect 1/15
10. Using the library map(over), where is this book located in the building? East or West wing? Upper or Main Level?
Pre-Test Correct 3/15 (20%) Incorrect 12/15

Post- Test Correct 13/15 (87%) Incorrect 2/1

Library Skills Class Fall 2011 (12 participants)

1. What is the title of the book?

Pre- Test Correct 10/12 (83%) Incorrect 2 /12

Post- Test Correct 12/12 (100%) Incorrect 0/12

2. Who is the author/editor?

Pre- Test Correct 12 /12 (100%) Incorrect 0/12

Post- Test Correct 12/12 (100%) Incorrect 0 /12

3. Was this a Subject, Keyword, or Author search?

Pre- Test Correct 5/12 (42%) Incorrect 7 /12

Post- Test Correct 10/12 (83%) Incorrect 2 /12

4. How many results did the search terms provide?

Pre- Test Correct 11/12 (92%) Incorrect 1 /12

Post- Test Correct 11/12 (92%) Incorrect 1/12

5. What is one subject heading used to classify the book?

Pre- Test Correct 7/12 (58%) Incorrect 5/12

Post- Test Correct 7/12 (58%) Incorrect 5/12

6. Who published the book?

Pre- Test Correct 12 /12 (100%) Incorrect 0/12

Post- Test Correct 12/12 (100%) Incorrect 0/12

7. What is the publication date of the item?

Pre- Test Correct 12/12 (100%) Incorrect 0 /12

Post- Test Correct 12/12 (100%) Incorrect 0/12

8. Can you check this book out?

Pre- Test Correct 7/12 (58%) Incorrect 5/12

Post- Test Correct 12/12 (100%) Incorrect 0/12

9. What is the call number of the item?

Pre- Test Correct 10/12 (83%) Incorrect 2/12

Post- Test Correct 12/12 (100%) Incorrect 0/12

10. Using the library map(over), where is this book located in the building? East or West wing? Upper or Main Level?

Pre- Test Correct 7/12 (58%) Incorrect 5/12

Post- Test Correct 10/12 (83%) Incorrect 2/12

6. **Observational Patterns/Trends:** Summarize the patterns observed in the data. What were the most important findings from the data?

Conclusion: An improvement in responses can definitely be seen between pre- and post- test results, showing the value of noting weaknesses and teaching to those areas.

Weak question/answer responses in pre-test mainly concern the areas of:

Subject, Keyword, or Author searches

subject headings

Using the library map

7. Implications and Future Direction: What are the implications of the data relative to this course?

In the post- tests, despite good gains, **questions 5 & 10 continue to puzzle** some students. **Librarian Instructors should pay particular attention to these areas.**

- Based on the data, what changes should be made to teaching strategies to improve student learning?
- What changes should be made to curriculum to improve student learning?
- Based on your findings, what should your program or the college do as a whole to support the recommendations above?

8. Additional Forms or Assessment: You will be able to attach additional files here if you wish.