Assessment: Course Four Column

Spring/Summer 2018

El Camino: Course SLOs (HUM) - Library Science

ECC: LIBR 10:Library Research Using the Internet

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 - Students will be able to break a URL (Uniform Resource Locator) down into its constituent parts, understand and define the elements making up a URL, and use critical thinking skills to correct possible errors in URLs and to determine how they may be used as an element in Web search and evaluation. Students will complete a pre/post test and see gains in understanding of the concepts in this area that will contribute to their information literacy. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) **Input Date:** 03/26/2015	**Exam/Test/Quiz -** Students will complete a pre/post test and see gains in understanding of the concepts in this area that will contribute to their information literacy. **Standard and Target for Success:** The class overall should show a 20% gain in knowledge when comparing class pre and post tests	**Semester and Year Assessment Conducted:** 2018-19 (Spring 2019) **Standard Met? :** Standard Met AIM: Students will complete 2 pre-lecture exercises to evaluate understanding of URLS and website credibility. These brief exercises were taken from a recent Stanford University study run in high-school and college setting to assess student skills with news literacy and evaluation of the credibility of web sites and social media postings. The rise of fake news makes understanding URLs and evaluation skills more important than ever. METHOD: 1.Complete an exercise demonstrating understanding of URL domains, and file types for educational research. 2.Evaluate a page from Slate.com and ascertain whether the items are news stories or advertisements. 3. Evaluate an image posted on IMGUR (a Photo sharing site) of a flower purportedly taken near the site of the Fukushima Daiichi Nuclear Power Plant and evaluate whether the image provides evidence about conditions near the power plant after the disaster in 2011. RESULTS: 21 participants 1. Many students (16) were not aware of the range of top-level domains and could only identify the basic types....com,	**Action:** I aim to devote a larger portion of time to the rise, and dangers of, "fake news", privacy issues, and distinguishing between types of domains, and carefully scrutinizing all areas of a page for clues as to provenance and authority (09/12/2019) **Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		.edu, .gov. Many students (12) were not aware of the potential use of file type searches to screen for better quality content for a particular search 2. Slate.com page evaluation: All (21) students correctly identified the Gotham Writers banner as an advertisement, noting items like “Codes”, and “Limited time only”,” Save $20.” Most (18) students correctly identified the “Almonds” item as a true article, noting the absence of any selling points, the presence of an Author byline, and the possibility of informative content. The next item on the exercise page “Real Reasons Women don’t go into Tech” was a little more tricky. 15 students felt it WAS an advertisement, and 6 students felt it was NOT. It, in fact, WAS an advertisement, and reasons given were that it stated “sponsored” content, meaning there could be bias in the article to sell a product. 3. Imgur photo page evaluation: 5 students felt the picture was indicative of the bad conditions resulting from a nuclear disaster, 6 were ambivalent saying that they would want more information, , and 10 students felt there was no direct link between the photograph and Fukushima, and that the photograph could have been taken anywhere, at another disaster site like Chernobyl, be a “natural” mutation, or be photo-shopped or otherwise digitally altered. ASSESSMENT: As there is so much information online, a student needs to be able to identify credible sources for academic research by using appropriate domains and filetypes, and distinguish between accurate, legitimate sources, and “fake-news”. A digitally literate student should have the information literacy skills necessary to enable them to select reliable and accurate information. Students can be swayed by the content rather than looking at the page as a whole and looking at a myriad factors like the sponsor of the page. Well-presented pages also had the ability to lull students into a sense that high production values equal accurate content. Looking at the 3 exercises, I concluded the following:	

Course SLOs	Assessment Method Description	Results	Actions
		Exercise 1 - URLs and Filetypes: Students are not necessarily up to date on the addition of newer top level domains and this can lead to poorer research skills. Students need instruction on the rapidity of change and expansion in this area Exercise 2: Slate.com evaluation. Students had a pretty good eye for advertisements, especially if if leading word/phrases were present, but need more expertise in identifying other terms that might signal “paid” content that might indicate a bias, like the use of the term ”sponsored content”. Exercise 3: Imgur Photo page, I noted again that images are very compelling and students were less likely to look at written content as closely. As in the previous semester, this resulted in my devoting a portion of the lecture to digitally altered/enhanced images. Overall, the results informed my subsequent lecture on Web evaluation and I spent more time on the concepts of top-level domains and their use in advanced search, author/Sponsor, images, supporting evidence, and top-level domains as indicators of quality. (09/12/2019) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Claudia Striepe **Faculty Contributing to Assessment:** Claudia Striepe	
		Semester and Year Assessment Conducted: 2017-18 (Spring 2018) **Standard Met? :** Standard Met AIM: Students will complete 2 pre-lecture exercises to evaluate website credibility. These brief exercises were taken from a recent Stanford University study run in high-school and college setting to assess student skills with news literacy and evaluation of the credibility of web sites and social media postings. METHOD: 1.Evaluate a page from Slate.com and ascertain whether the items are news stories or advertisments. 2. Evaluate an image posted on IMGUR (a Photo sharing site) of a flower purportedly taken near the site of the	**Action:** Students need more instruction in other terms that might signal “paid” content that might indicate a bias, like the use of the term ”sponsored content”. (09/07/2018) **Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions

Fukushima Daiichi Nuclear Power Plant and evaluate whether the image provides evidence about conditions near the power plant after the disaster in 2011.

RESULTS: 11 participants

1. Slate.com page evaluation: All 11 students correctly identified the Gotham Writers banner as an advertisement, noting items like “Codes”, and “Limited time only”,” Save $20.”

All 11 students correctly identified the “Almonds” item as a true article, noting the absence of any selling points, the presence of an Author byline, and the possibility of informative content.

The next item on the exercise page “Real Reasons Women don’t go into Tech” was a little more tricky. 7 students felt it WAS an advertisement, and 4 students felt it was NOT. It, in fact, WAS an advertisement, and reasons given were that it stated “sponsored” content, meaning there could be bias in the article to sell a product.

2. Imgur photo page evaluation: 3 students felt the picture was indicative of the bad conditions resulting from a nuclear disaster, 2 were ambivalent saying that they would want more information, , and 6 students felt there was no direct link between the photograph and Fukushima, and that the photograph could have been taken anywhere, at another disaster site like Chernobyl, be a “natural” mutation, or be photo-shopped or otherwise digitally altered.

ASSESSMENT: As there is so much information online, a student needs to be able to distinguish between accurate, legitimate sources, and “fake-news”. A digitally literate student should have the information literacy skills necessary to enable them to select reliable and accurate information. Students can be swayed by the content rather than looking at the page as a whole and looking at a myriad factors like the sponsor of the page. Well-presented pages also had the ability to lull students into a sense that high production values equal accurate content.

Looking at the 2 exercises, I saw that for Exercise 1: Slate.

Course SLOs	Assessment Method Description	Results	Actions
		com evaluation students had a pretty good eye for advertisements, especially if if leading word/phrases were present. Students need more instruction in other terms that might signal “paid” content that might indicate a bias, like the use of the term ”sponsored content”. For Exercise 2:Imgur Photo page, I noted that picture hold a powerful fascination and students were less likely to look at written content as closely, proving the old adage that “pictures never lie”. This resulted in my devoting a portion of the lecture to digitally altered/enhanced images. Overall, the results informed my subsequent lecture on Web evaluation and I spent more time on the concepts of author/Sponsor, images, supporting evidence, and top-level domains as indicators of quality. Students enjoyed the exercise noting “good exercise – it made us think”. (09/07/2018) **Faculty Assessment Leader:** Claudia Striepe	
		Semester and Year Assessment Conducted: 2016-17 (Spring 2017) **Standard Met? :** Standard Met The pre/post test administered to 12 students aimed at reflecting an overall picture of the student's understanding of Web URLs before any instruction on the topic, and after instruction on the topic. Included in the assessment are questions on domains, how a URL is constructed, file paths, protocols, security, and authority (questions are sometimes added/omitted to vary the test). Literacy in these areas contribute greatly to student success in critical thinking, search strategies and site evaluation, all valuable as research strategies. Post tests showed 20%gains overall, with Q 4. "Name 4 domain categories" showing weakness in the pre test as regards being able to identify newer domains. Analysis: Students DID show the hoped-for , stated gains in the post test. Student sophistication in this area has grown over the years, but students still need instruction in filet ypes, and in locating Advanced Search to more easily craft domain	**Action:** Given the importance of the Internet and web in academic research, this area should continue to be given priority as a SLO. Lectures must be constantly updated to reflect advances in the area. (09/18/2018) **Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		searches. Based on prior years results, a glossary of acronyms is now routinely included in class materials, and attention is given to exploring more than the traditional top level domains. As a follow-up on last year's results, the concept of protocols and security was given more emphasis in class. The lecture was also updated to keep up with current events/trends in the area, like the uptick in fake news sites, and security issues - making skills in URL analysis even more important. (09/13/2017) **Faculty Assessment Leader:** Claudia Striepe	
		Semester and Year Assessment Conducted: 2015-16 (Spring 2016) **Standard Met? :** Standard Met Spring 2016 SLO: Students will understand the parts of a typical URL and how to use these parts for search and evaluation The pre post test tested student knowledge of how a URL is constituted, and the various domains and file paths that can be used for search and evaluation. Analysis: Conclusion: An improvement in responses can definitely be seen between pre- and post- test results, showing the value of the teaching strategy of noting weaknesses revealed via pre-testing and teaching to those areas. The Acronyms puzzle students until explained. A glossary has been developed and posted for the class. Domains are quickly grasped, but students are familiar with surprisingly few and these are usually the older, traditional domains. Post- tests, showed good gains, the question pertaining to the ip address look-up was not indicative of anything as the site suddenly went down and was not available to some students. Question 3 still showed a weak response http:	**Action:** The concept of protocols will need further emphasis in class. (09/14/2016) **Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		//, and ftp:// are types of? Correct: 6/10 60% Incorrect 4/10 40% - although much improved from the pre-test result. (05/11/2016) **Faculty Assessment Leader:** Claudia Striepe	
		Semester and Year Assessment Conducted: 2014-15 (Spring 2015) **Standard Met? :** Standard Met Students need a working knowledge of URLs to "read" a URL and use the component parts for effective searching, as an indicator of quality and a tool for evaluation. The aim is to gauge student's knowledge of URLs at a basic. pre lecture level, and then a post lecture level of knowledge. Spring 2015 URL Pre Test (see Documents for Pre-test) 15 student participants on 4 questions Question 1 - 14/15 students correct, Question 2 8/15 correct, Question 3 Zero correct, Question 4 6/15 correct. Overall 1 student scored zero% on the test with no correct answers, 5 of the 15 scored 25%, 4 of the 15 students scored 50%, and 5 of the 15 students scored 75% on the Pre Test. Spring 2015 URL Post Test (See Documents for Post test) 15 student participants on 6 questions Question 1 15/15 students correct, Question 2 6/15 correct, Question 3 13/15 correct, Question 4 13/15 correct, Question 5 14/15 correct, Question 6 13/15 correct. Overall: 3 students scored 67%, 9 students scored 83%, and 3 students scored 100% Analysis: Post-test Question 2 had multiple parts and many got the question partially correct, but few (6/15) got it totally correct. Maybe split the question into 2 distinct parts. The pre -test works well to show areas of comprehension and weakness already existing, and the post test shows good gains. The bulk of the students scored 50% or below in the pre test, and the bulk of the students scored	**Action:** Post-test Question 2 had multiple parts and many got the question partially correct, but few (6/15) got it totally correct. As the analysis of the URL is a new skill and not intuitive, it may be better to split the question into 2 distinct parts so that students can focus on one part of the URL at a time. Also present more examples in class so that students are more comfortable with the skill and include more examples for practice in the in class exercise. (05/12/2015) **Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		83% or above in the post test, exceeding the goal of a 20% gain. Concepts that still need reinforcement that can be addressed before moving on to the next area. (05/08/2015) **Faculty Assessment Leader:** Claudia Striepe	
	Exam/Test/Quiz - Students will complete a pre/post test and see gains in understanding of the concepts in this area that will contribute to their information literacy **Standard and Target for Success:** It is expected that 80% of students will show gains of at least 20% between the pre and post tests.		
	Exam/Test/Quiz - Students will complete a pre/post test quiz related to URLs and see gains in understanding after a lecture on the topic that will lead to better post test scores and a gain in information literacy on the topic **Standard and Target for Success:** 80% of students will show gains of at least 20% between the pre/post tests		
	Exam/Test/Quiz - Students complete a Pre test on the topic of Internet/Web URLs before the unit is taught. After the lesson, the students have a homework assignment, take a post test, and also have a URL related question on their exams to gauge understanding, knowledge, and retention of the concept. **Standard and Target for Success:** It is expected that 85% of students will		

Course SLOs	Assessment Method Description	Results	Actions
	show a gain the the post test (over the pre test) and homework assignments and exam questions will be answered correctly by 85% of the class, showing retention of the concept.		