

Annual Assessment Report for 2020-2021 AY

Reports completed on assessment activities carried out during the 2020-21 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Henry Madden Library **Degree:** N/A

Assessment Coordinator: Britt Foster, Associate Librarian

1. Please list the learning outcomes you assessed this year.

Because of the size and scope of the services Henry Madden Library provides in support of student learning, Madden Library has a calendar of both direct and indirect assessments administered on a five-year cycle. Direct assessments assess student learning outcomes focused on library skills and information literacy (IL) development, while indirect assessments assess services and resources that support student learning development, such as library spaces, collections, and technology.

Direct:

2.1 Students will recognize the characteristics of scholarly information sources in order to evaluate and use these resources appropriately for their information needs.

2.2 Students will identify the attributes of an authoritative source and apply this knowledge to the evaluation of sources to determine whether they contain biased, opinion-based, or factual information.

2.3 Students will evaluate information from a variety of perspectives, recognizing that credible sources may conflict with other sources, the status quo, and their own knowledge constructs, including how their own biases influence their processing of information.

Indirect:

1.3 The library will create a professional environment with respect for diversity, equity, access, and inclusion.

3.1 The library will provide the appropriate, up-to-date technology (hardware & software) to support educational needs.

3.2 The library will provide technology in its learning spaces to foster active and collaborative learning.

3.3 Students will use the resources of the library's technology and innovation spaces to create content, objects, and other new information resources.

- 2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

Direct:

2.1 *Scholarly Articles tutorial assessment and rubric*

The Scholarly Articles digital tutorial introduces learners to scholarly articles, identifying scholarly articles, the parts of a scholarly article, and the definition of peer-review. The assessment asks students to describe the role of scholarly articles in academic writing, to locate a scholarly article, to identify and describe what features make the article a scholarly article, and to use library tools to confirm a journal is a refereed publication.

2.2 *Credible Sources tutorial assessment and rubric*

The Credible Sources digital tutorial introduces the concepts of credibility and authority, how to define and recognize facts, opinions, and bias, and how to use different types of credible sources in different contexts. The assessment asks students to provide elements of published information that establish credibility, when non-scholarly sources are credible sources of information, and to find and evaluate an article for credibility.

2.3 *Conflicting Information tutorial assessment and rubric*

The Conflicting Information digital tutorial introduces students to the concept of conflicting sources of information, how they can be used effectively in scholarly writing, and the importance of being reflective of personal bias and maintaining an open mind when gathering information about a topic. The assessment asks students to analyze the position of existing resources, reframe research topics as questions, and reflect on practices that can minimize bias and introduce credible but conflicting information to strengthen information sources used.

The Henry Madden Library's IL learning outcomes are incorporated into instruction in several ways. This includes a robust set of digital tutorials that course instructors can add into Canvas course shells. Each tutorial addresses from one to several IL outcomes, using video, visuals, text, tables and figures, and other methods to teach the outcomes. At the completion of each tutorial, students complete an assessment that requires active, critical, and reflective thinking; for example, they may be asked to find and upload an article from the library catalog; to analyze an abstract to identify the research question; or, to construct a search strategy for a given research topic. Every assessment is graded by a librarian after submission. Students may retake the assessment for a higher score. The assignment, assessment, and rubrics are attached at the end of this document.

Prior to assessment for learning outcomes, questions on the tutorial assignment not relevant to the learning outcome were removed. The rubric was then reviewed by the Library Assessment Committee (LAC), and a norming exercise was conducted. The responses were read by four members of LAC, with

two readers giving a score of 1 or 2 (not proficient), or 3 or 4 (proficient). If there was a split between the two original readers on proficient/not proficient, a third reader was assigned. Scores were then counted to determine numbers of proficient/not proficient, and responses, reviewed qualitatively to identify patterns in responses scored proficient/not proficient.

Indirect:

1.3: Library Diversity Committee Survey

A survey on Library Diversity Committee (LDC) events and activities, as well as reflections on the climate and culture of Madden Library related to diversity, was conducted from August 9- 23. The survey was sent via email to all faculty, staff, and administrative library employees. 11 participants responded.

3.1 & 3.2: Library Technology Resources and Spaces Survey

A survey on Library Technology Resources and Spaces was conducted from August 11- 25. The survey was sent via email to approximately 100 faculty and students who have made use of these library resources, and agreed to be contacted to participate in a survey on satisfaction for these services. 25 participants responded.

- 3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.**

Direct:

Assessment Participants by Tutorial

Tutorial	Fall 2020 Participants	Spring 2021 Participants	Sub-total	Duplicates*	N
Scholarly Articles	972	609	1581	238	1343
Credible Sources	588	476	1064	139	925
Conflicting Information	225	155	380	53	327

* Students who completed the badge more than once, not as separate attempts, but as separate instances, because of taking the badge at least once in the Fall and at least once again in the Spring. Responses and scores from the first instance were kept and data from any subsequent instance removed.

Attempts to Achieve Passing Score by Tutorial

Tutorial	Incomplete	One Attempt	Two Attempts	> Two Attempts
Scholarly Articles	53	1105	161	24
Credible Sources	12	832	84	9

Conflicting Information	11	305	10	1
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2.1 Scholarly Articles

Scholarly Articles Scores, Spread, and Resulting Representative Sample

Score	N	Percentage	n
3.5- 4	769	57%	29
2.5-3	327	24%	12
< 2	247	18%	9

Scholarly Articles: Proficiency

n	Proficient	Percentage	Not Proficient	Percentage
50	28	56%	22	44%

For the *Scholarly Articles* assessment, 28 students, or 56% of the sample, demonstrated proficiency. 22 students, or 44% of the sample, did not demonstrate proficiency. The benchmark set for outcome 2.1 is 70% or more students demonstrating proficiency. The benchmark for this outcome was not met.

One possible limitation to this data is that the rubric required students to have identified and uploaded a scholarly article. If a scholarly article was not uploaded, the students could not receive a proficient score. However, not uploading an article could also indicate issues with using the library catalog, accessing the tutorial on a mobile device where uploading is difficult so the question was skipped, or not knowing how to upload an article, all of which are not related to identifying a scholarly article itself. However, the majority of students who did upload an article but did not receive a proficient score uploaded some type of article besides a scholarly article, which also impacted the number of proficient scores. This indicates that while a number of students may be able to describe the criteria of a scholarly article, they are not able to identify a scholarly article amongst all the results from the library discovery system and/or databases. Because this situation mirrors the context in which students will use library resources for academic work most closely, additional learning opportunities for this skill are needed.

Students who did not demonstrate proficiency in describing scholarly articles also frequently demonstrated a tendency to rely on “external” markers of scholarly articles: common responses in describing features of a scholarly article included, “It came from a library website,” or, “It had the Scholarly Article icon next to it.” While these external markers are good stepping stones for developing the ability to differentiate between information sources, not all information (perhaps even the majority) in the library discovery system is scholarly, and not all databases or journals provide a visual cue to identify article types.

Another common trait throughout the responses included the conflation of the “peer-review” process for scholarly articles with the “peer-review” process of student:student editing that many instructors employ. This is not necessarily a major stumbling block in developing the ability to find and identify scholarly information, but it occurred frequently enough that it may be worth addressing in the tutorial.

A major strength in the responses is that many students were able to provide reasons why using scholarly articles is important: many students recognize scholarly information tends to be more credible and authoritative. Many students who achieved proficiency were also able to list the parts of a scholarly article or other features such as author affiliations, charts & graphs, and technical/discipline-specific terms as other indicators of a scholarly article.

2.2 Credible Sources

Credible Sources Scores, Spread, and Resulting Representative Sample

Score	<i>N</i>	Percentage	<i>n</i>
7.5- 8	432	47%	24
6.5- 7	244	26%	13
5.5- 6	149	16%	8
4.5- 5	35	4%	2
< 4	65	7%	3

Credible Sources: Proficiency

<i>n</i>	Proficient	Percentage	Not Proficient	Percentage
50	39	78%	11	22%

For the *Credible Sources* assessment, 39 students, or 78% of the sample, demonstrated proficiency. 11 students, or 22% of the sample, did not demonstrate proficiency. The benchmark set for outcome 2.2 is 70% or more students demonstrating proficiency. The benchmark for this outcome was met.

Student responses overall demonstrated a good understanding of the importance of credible information. Evaluating credibility through factors such as author credentials and affiliations, sources cited, and supporting documentation external to the information source were frequently given as answers as to how to determine the credibility of an information source.

Student responses scored non-proficient frequently demonstrated a hesitancy to use non-scholarly sources, even in a context when peer-reviewed sources aren't the best fit for an information need (e.g., government data, primary sources). This indicates that students have learned that scholarly sources are credible, but a reluctance to use other sources beyond peer-reviewed journal articles mirrors the experience of librarians consulting with students who often insist that they can use only peer-reviewed sources. This is likely the outcome of many professors requiring students to only use peer-reviewed

sources, to ensure high quality sources for their academic assignments. As students progress through their academic careers and develop within their discipline, however, it's essential that students develop the ability to choose the best source of information, regardless of information type, and be able to critically evaluate credibility within the context of their information need. This excerpt from a "proficient" score response demonstrates the understanding of context that is necessary for students in a very complex information environment:

As long as you understand the context, why and how it was published means that you know the information came from a reliable source. Effective researchers must understand that using non-traditional resources can give valuable information depending on what you are looking for. For example, a tweet from a well established organization or expert can be acceptable to use. It all depends on being well informed from where it came from, its purpose and the context that it was presented.

Similar to the findings from the *Scholarly Articles* assessment, many students included markers of credibility that are external to the source itself, e.g., if it comes from the library it's credible. Only one response included the oft-stated rule of thumb often taught to novice researchers-- .org, .edu, and .gov websites are the only credible sources of information online-- but this idea that resources from a particular source, like Google Scholar or the library, are inherently credible, is related. Including the source of information in the overall context of evaluating information is an important consideration, but additional learning to critically consider other aspects of the information in order to determine credibility is needed.

2.3 Conflicting Sources

Conflicting Information Scores, Spread, and Resulting Representative Sample

Score	N	Percentage	n
7.5- 8	282	86%	43
6.5- 7	17	5%	3
5.5- 6	7	2%	1
4.5- 5	6	2%	1
< 4	15	5%	2

Conflicting Sources: Proficiency

n	Proficient	Percentage	Not Proficient	Percentage
50	39	78%	11	22%

For the *Conflicting Sources* assessment, 39 students, or 78% of the sample, demonstrated proficiency. 11 students, or 22% of the sample, did not demonstrate proficiency. The benchmark set for outcome 2.3 is 70% or more students demonstrating proficiency. The benchmark for this outcome was met.

Responses that did not receive proficient scores generally did not include indicators of identifying or balancing for bias, either in personal research/information choices, or in information shared by others. Compared to responses that received a proficient score, these responses expressed less willingness to use conflicting sources of information to mitigate bias or strengthen sources. These responses also occasionally positioned facts presented as one side of an argument as correct, as opposed to considering correct but conflicting information as a possibility.

Responses that received proficient scores exhibited a good understanding of bias and how conflicting information can be used effectively. Responses that received the highest score for proficiency in particular demonstrated an understanding of the importance of self-evaluating for bias and using research to develop a deeper and more informed understanding of their research topic.

Indirect:

1.3: Library Diversity Committee Survey

LDC Event Attendance and Rating

Event	Attendance			Promotes an inclusive professional environment					Relevant to work				
	Yes	No	Wanted to Attend but Didn't	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree	N/A or Other	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree	N/A
<i>A Kid's Book About Racism</i>	5	5	1	1	1	3	2	3	0	0	2	7	1
<i>Libraries and Vocational Awe</i>	4	5	2	1	0	1	5	2	0	0	1	8	0
<i>'Tis Always the Season</i>	3	5	3	1	0	2	4	3	0	0	3	6	1

Library Diversity, Equity, Inclusion, and Accessibility Values and Strategies

Statement	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
Diversity, Equity, Inclusion, and Accessibility values and strategies are embedded in my position.	0	1	6	4
The Henry Madden Library offers professional development opportunities related to Diversity, Equity, Inclusion, and Accessibility.	0	3	7	1
The Henry Madden Library has a strong commitment to Diversity, Equity, Inclusion, and Accessibility	2	2	6	1
The Henry Madden Library communicates its' goals for Diversity, Equity, Inclusion, and Accessibility to all employees.	1	3	5	2
Administration, faculty, and staff are provided organizational space, time, resources, and structure to discuss and respond to issues of Diversity, Inclusion, Equity, and Accessibility within and outside the Henry Madden Library.	1	4	5	1

Evaluating the professional environment in regards to diversity, equity, access, and inclusion requires thoughtful consideration of assessment design, beyond the scope of this particular assessment activity. This survey was administered to evaluate current activities *towards* creating an inclusive environment, such as the work of the Library Diversity Committee (LDC), and revisiting several core questions related to equity and inclusion administered through the ModernThink Workplace Quality Survey in 2019.

The LDC is a committee of Madden Library faculty and staff who offer programming, training, and leadership to the library around topics related to diversity, equity, inclusion, and accessibility. The LDC also maintains a Diversity Lounge on the second floor of the library, where they host exhibits, provide periodicals in multiple languages and on several topics, and table to promote the library’s collections and resources. The LDC programming and training, “Conversations that Matter,” was offered virtually in 2020/2021 due to the COVID pandemic. The topics and attendance of these events are provided in the table above. The LDC’s topics were well-rated in terms of relevancy to library employees’ work, with an average of nine participants for each event rating the events as highly or moderately relevant. In addition, participants overall moderately or strongly agreed that the events promote an inclusive professional environment. Qualitative data highlighted support for the LDC’s work, suggested potential future topics, or recommended training and resources for LDC’s consideration. Some participants also provided feedback on how the topics could be improved, or better promote an environment of inclusion and diversity. This feedback included suggestions for images/visuals used for outreach or presentations, questions about how a topic tied to diversity, and encouraging the LDC to offer more advanced training and programming. Common topics suggested for future programming included anti-racist training, recruitment and retention of Black, Indigenous, and people of color (BIPOC) in library work, and topics specifically timely and relevant to library work.

Areas discussed for future development and growth included hosting more frequent and regular events, connecting with library employees about the selected topics and how they connect to library work, especially in regards to diversity, and consulting or making recommendations to Library Administration regarding future training, including potential funding for this work. Working with Library Administration to set goals for fostering a culture of respect for difference and encouraging inclusion is a priority, as these culture shifts can best be implemented through partnerships with administration. This is particularly important given the response to the statement, “Administration, faculty, and staff are provided organizational space, time, resources, and structure to discuss and respond to issues of Diversity, Inclusion, Equity, and Accessibility within and outside the Henry Madden Library.” As many participants strongly or moderately disagreed with this statement as moderately or strongly agreed with it. By helping to secure resources in terms of time, funding, and opportunities to engage with topics related to diversity, equity, inclusion, and accessibility, Library Administration can further support an inclusive culture in the library. Additional suggestions included being aware of employee’s ability to participate in these events and learning opportunities, because of time, availability, and/or lack of privacy at work stations. Particularly important for these considerations is connecting library employees with resources *outside* the library, such as those offered by professional organizations or campus resources, like the Dream Center or the Cross-Cultural and Gender Center.

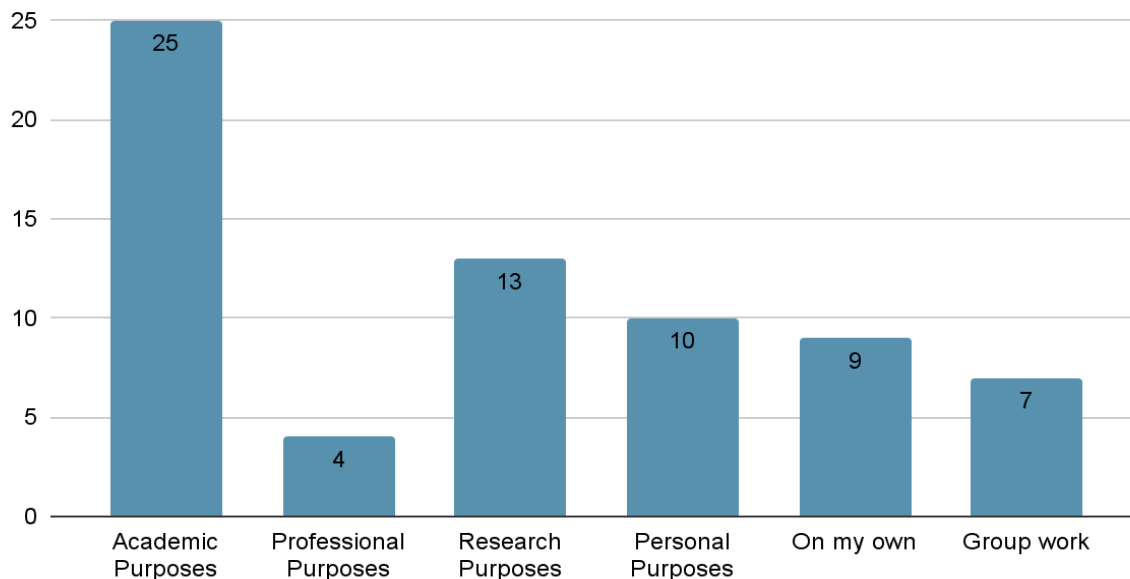
3.1 & 3.2: *Library Technology Resources and Spaces Survey*

Survey Responses by Campus Demographic

Student (Undergraduate)	Student (Graduate)	Faculty (Tenure-Track)	Faculty (adjunct)	Staff
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17	3	4	1	0
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Library Technology Use & Purpose



	Lacking/ Not Meeting Needs	Meeting Needs	Exceeds Expectations
Library hardware	4	15	6
Library software	2	20	3

Library technology resources, including hardware, software, and spaces, were highly rated, with only six participants stating this technology is lacking or not meeting their needs, and 44 participants stating library technology meets their needs or exceeds their expectations. Qualitative data also reflects this high satisfaction with services, with participants commenting on the excellent patron service and appreciation for the quantity and quality of resources available.

Survey participants reported the highest use of library technology resources for academic purposes, including class assignments or teaching, followed by research purposes. Some participants also used these resources for professional or personal reasons. Participants also reported using the technology as an individual more frequently than in a group setting, though several participants also used the technology as a group.

Areas for growth include increasing the availability of devices even further: demand for laptops, tablets, cameras, and other technology is very high. During virtual learning in the 2020/2021 academic year, CARES funding related to the COVID-19 pandemic was used to purchase additional devices, and high circulation reflects the need for these resources in the last year. In 2020/2021, loans of technology hardware and related accessories totaled 4,864. As of Fall 2021, the below resources are owned by the library for technology lending:

	Laptops	Tablets	Photo/Video Equipment	Calculators	Cables & Accessories	Projectors	Audio Equipment	Experiment. Devices
Student	711	235	201	117	1643	32	241	37
Faculty	222	15	83	-	232	8	15	-

Specific requests for the following technology were provided:

- Apple and Logitech pens (to support graphic design cohorts)
- Additional laptops
- iPad Pro (for computing power)
- High-powered laptops
- Computer stations in the library media labs that support applications needed for engineering
- Additional recording studios
- Media production equipment, including cameras, headphones, and microphones (and ensuring compatibility of these devices, such as tripods that integrate with the cameras available for checkout)
- Mirrorless cameras
- Digital projectors
- Hardware for XR/VR/AR, including: head mounted displays; computers to support XR/VR as part of instruction, including creation of VR environments; 3D scanners; photogrammetry set-ups; and more 360° cameras

4. What changes, if any, do you recommend based on the assessment data?

Direct:

Due to loss of faculty in the teaching and learning unit of the library, the modules previously graded individually by librarians were converted from reflection and short answer to multiple answer, ranking, and true/false format in Summer 2021. This enables each module to be graded automatically. While the loss of the reflection and short answer format results in less insight into student's thinking, there are several benefits, including faster grade turnaround time for students and sooner receipt of badges/completion certificates. Several faculty have commented that they feel the transition to the new format is a loss, but the redesign has been done very thoughtfully, and the assessment design still captures elements of critical thinking. In addition to these format changes, all tutorials are now collecting course and instructor information. Changes to the individual tutorials in response to the assessment data are listed below:

2.1: *Scholarly Articles tutorial assessment and rubric*

1. Students are no longer required to upload an article, but instead, identify the features of a scholarly article from a list. All correct options must be selected to receive full credit.
2. Additional language on "peer review" of scholarly articles vs. "peer review" as a writing exercise in class have been added to the tutorial, as well as provided as an option in answering the assessment questions to ensure students can distinguish between these two activities
3. Text features (such as traditional scholarly article section headers, reference lists, and author affiliations) have been emphasized, to reduce reliance on external features, such as icons from databases that identify article types

4. Additional language has been added to the tutorial that addresses the sources of information, e.g., an article found via the library discovery system doesn't always ensure credibility.

2.2: *Credible Sources tutorial assessment and rubric*

1. Additional instruction in distinguishing between author credibility vs. source credibility have been added to the tutorial
2. In direct response to the hesitancy students displayed in using non-scholarly information, an assessment question has been added that requires students to match non-scholarly sources to contexts in which they would be credible sources of information, e.g., using a newspaper article for context on a current event

2.3: *Conflicting Information tutorial assessment and rubric*

To make changes to this tutorial would require a major overhaul of the content, as the tutorial is designed with each section referencing the former. Because this tutorial is assigned less than the other tutorials, this tutorial is being evaluated for those additional changes, in particular to emphasize the need to self-evaluate for bias, and how using conflicting information can strengthen an argument and reduce concerns of filtering out unfavorable information.

For student learning assessment overall, the completion of the first year of a full assessment cycle has revealed assets and challenges in assessment work for the library. Strengths include a strong interest in learning and assessment objects for information literacy, as evidenced by the participation of over 3,200 students in the badging tutorials. This is nearly a 25% increase in participation from AY 2019/2020, and total individual student participation in the badging tutorials is 5,900 in the two years the tutorials have been available to students. Challenges related to staffing and assessment of higher-level IL learning, however, continue to present a challenge given the context of “one-shot,” or one-time instruction sessions in IL for librarians, large increases in librarian:student ratios due to declining positions and increasing enrollment, and limited access to students post-instruction for assessment of learning. The library faculty are aware of these challenges, and are having ongoing conversations to address the aspects of these challenges that are within the scope of the faculty.

Indirect:

1.3: *Library Diversity Committee Survey*

The LDC plans to implement the following action steps in response to the assessment results:

- Review the library’s Statement on Diversity, Equity, and Inclusion annually
- Host consistent monthly events. Potential events should be directly tied to library work.
Topics/ideas discussed include:
 - Hosting a safe space once a semester to discuss microaggressions
 - Offer basic training in, as well as host an external speaker on, racism, anti-racism, and microaggressions
 - Offer a workshop/shared viewing of Loretta Ross’ “Calling in Culture,” or other topics related to her work
 - Find ways to ensure all library employees are aware of the ways in which their work connects to diversity, equity, inclusion, and accessibility
- Maintain and promote the LDC calendar to encourage attendance at on-campus workshops, trainings, and other events relevant to promoting an inclusive and equitable library culture
- Working with Library Communications to promote LDC work and diversity and equity themes on outward-facing library social media

- Connect with Library Administration regarding this work, perhaps through a brief environmental scan, a set of recommendations, or a proposal for future work

These action steps reflect the LDC's role in informing library workers about resources beyond the library, while also offering resources in response to specific goals or areas of work for Henry Madden Library.

3.1 & 3.2: *Library Technology Resources and Spaces Survey*

Library Tech Lending has identified the following actions in response to the assessment results:

- Increase laptop quantity by 100 with hardware specifications that are beneficial to all students
- Increase all camera equipment with newer models
- Review and update loan policies to be equitable and better serve students needs

As part of the University's capital campaign, and in alignment with the new strategic goals set forward by the library, the library's technology spaces will be improved and expanded to make the library an Innovation Hub. This potentially includes additional resources and technology for the library recording studios, a GIS Information Center, data visualization studios, and new technology for teaching and learning about library and information resources. Detailed action plans for this work will be part of the development of these spaces.

- 5. If you recommended any changes in your response to Question 4 in last year's assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year's report please write N/A as your answer to this question.**

N/A. This is the first year the library has submitted an assessment report.

- 6. What assessment activities will you be conducting during the next academic year?**

Direct:

3.1: *Avoiding Plagiarism tutorial and assessment*

Students will describe and identify different forms of plagiarism and will use this knowledge to prevent plagiarism in their own work.

3.2: *Information as Currency tutorial and assessment*

Students will analyze how information may be commodified and the impact this commodification has on access, use, and creation of information.

Indirect:

1.1: *Accessibility audit*

The library will set a standard of universally accessible facilities, resources, programming, and services.

1.2: *Privacy audit*

The library will maintain confidentiality and privacy of patron records in accordance with the American Library Association *Patron's Bill of Rights*.

4.1: *Assessment tool in development*

The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.

4.2: *Assessment tool in development*

The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points

7. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

N/A. The library does not participate in Program Review.

Scholarly Articles Assessment Assignment & Rubric

1. In this lesson we asked you to take a look at scholarly articles, the peer review and publishing process. Why do you think that your professors want scholarly peer reviewed resources in the papers they ask you to write?
2. Find a scholarly article using a library database and upload a pdf copy here.
3. Explain some features that let you know that you have located a scholarly article.
4. Check to see if you have located a scholarly article. Use Ullrich's International Periodicals Directory (available in the databases A to Z list) Search Ullrich's for the title of the journal that your article is from (not the article title). When you get to the results list, look for your journal name in the results and click on it. On the Journal page, look for the row that says "refereed." What did it say? Did you locate a refereed scholarly article? Explain.

Scholarly Articles Rubric

Score	1	2	3	4
Criteria	Off-topic, restates the question without answering, or lists no criteria for scholarly articles	Lists one criteria of a scholarly article	Lists two criteria of a scholarly article and includes a scholarly article (a score of 1 in column G)	Lists two or more criteria of a scholarly article, <i>and</i> includes a reason why this criteria is important and includes a scholarly article (a score of 1 in column G)

Criteria for a scholarly article: Author credentials (researcher, affiliation, PhD or other relevant degree); audience is other academics or researchers; specialized terminology/jargon; graphs, charts, and tables (limited graphic design); structured, usually with an abstract, introduction/background, methods, results, discussion/conclusion, and bibliography/works cited; peer-reviewed; substantial references, including in-text and a bibliography

Credible Sources Assessment Assignment & Rubric

1. In this lesson we asked you to take a look at credibility. What are some ways in which you can determine an information source's credibility?
2. What are some elements that would impact a source's credibility?
3. When is it acceptable to use sources other than peer reviewed journal articles?
4. In this section we want you to evaluate an actual article for credibility. Use a library database to locate an article on a topic of your choice and answer the following questions. Upload the article you chose below.
5. What is your topic?
6. Is this article a credible source? Why? Evaluate your article using the concepts discussed in this lesson (paragraph format).

Credible Sources Rubric

Score	1	2	3	4
Criteria	Off-topic, restates the question without answering, or lists no attributes of an authoritative source	Lists one attribute of an authoritative source	Lists one attribute of an authoritative source, and one reason when non-scholarly articles are acceptable	Lists two or more attributes of an authoritative source, and one or more reasons when non-scholarly articles are acceptable

Criteria for a credible source: How and why a source is created; is the source of value to your needs; objectivity (unbiased, or presents and engages with conflicting opinions in a respectful and scholarly manner); based on other credible sources, such as peer-reviewed sources; written by an expert or authoritative person on the topic; the timeliness of the information is appropriate to your topic (e.g., a paper on a medical topic should use up-to-date research)

When non-scholarly articles are acceptable:

If you need	Find
Expert evidence	Scholarly articles, books, and statistical data
Public or individual opinion on an issue	Newspapers, magazines, and websites
Basic facts about an event	Newspapers and books
Eye-witness accounts	Newspapers, primary source books, and web-based collections of primary sources
General overview of a topic	Books or encyclopedias
Information about a current topic	Websites, newspapers, and magazines
Local information	Newspapers, websites, and books
Information from professionals working in the field	Professional, trade journals

Conflicting Information Assessment Assignment & Rubric

1. In this lesson we asked you to take a look at conflicting information through the lens of the climate change debate. Did you find that you agree with one of the videos more than the other? Which video and why?
2. Create a statement for your stance on the climate change. Enter it in the space provided below. (e.g. Climate change is a result of human activity)
3. Turn your statement above into a research question. Enter it in the space provided below.
4. Does framing your statement as a question make it easier to avoid bias if you were planning on writing a paper on this topic? Why?
5. In this section we want you to find an article on the topic of climate change. Use a library database to locate an article and answer the following questions.
6. Upload the article you chose below.
7. Does the article you selected support or conflict with the statement you made above?
8. If you were writing a paper would you select sources that presented contrary evidence to the source you selected? Why? How would this decision help you write a better paper?
9. Watch this video then answer the following question: How does the researcher in this video present his evidence for climate change? Does he include conflicting information? Do you think he presents a fair presentation of the topic?

Conflicting Information Rubric

Score	1	2	3	4
Criteria	Off-topic, restates the question without answering, or includes no evaluation of bias, either from self or from an outside source	Reflects on at least one aspect that might influence bias, either from self or from an outside source	Reflects on at least two aspects that might influence bias, either from self or from an outside source	Reflects on at least two aspects that might influence bias, from self <i>and</i> from an outside source

Conflicting Information:

Self-reflection on bias

- Uses personal pronouns, like “I,” “me,” or “we”
- Relates a personal experience, like a time they were writing a paper, or were doing research on a controversial topic

Reflection on bias from an outside source

- Refers to others, such as “researchers,” “the writer,” “scientists,” etc...
- Relates a practice someone other than themselves is demonstrating (article author, researcher, etc...)

Library Diversity Committee Survey

1. Did you attend the conversation [program title]?
 - Yes
 - No
 - I wanted to attend but was not able to.

2. This topic has helped to create a professional environment with respect for diversity, equity, inclusion, and accessibility.
 - Strongly Disagree
 - Moderately Disagree
 - Moderately Agree
 - Strongly Agree
 - Not applicable

3. This topic is relevant to my work.
 - Strongly Disagree
 - Moderately Disagree
 - Moderately Agree
 - Strongly Agree
 - Not applicable

4. Do you have any additional comments you'd like to make about this topic?
5. What topics would you be interested in for future Conversations with LDC?
6. Diversity, Equity, Inclusion, and Accessibility values and strategies are embedded in my position.
 - Strongly Disagree
 - Moderately Disagree
 - Moderately Agree
 - Strongly Agree

7. The Henry Madden Library offers professional development opportunities related to Diversity, Equity, Inclusion, and Accessibility.
 - Strongly Disagree
 - Moderately Disagree
 - Moderately Agree
 - Strongly Agree

8. The Henry Madden Library has a strong commitment to Diversity, Equity, Inclusion, and Accessibility
 - Strongly Disagree
 - Moderately Disagree
 - Moderately Agree
 - Strongly Agree

9. The Henry Madden Library communicates its' goals for Diversity, Equity, Inclusion, and Accessibility to all employees.
- Strongly Disagree
 - Moderately Disagree
 - Moderately Agree
 - Strongly Agree
10. Administration, faculty, and staff are provided organizational space, time, resources, and structure to discuss and respond to issues of Diversity, Inclusion, Equity, and Accessibility within and outside the Henry Madden Library.
- Strongly Disagree
 - Moderately Disagree
 - Moderately Agree
 - Strongly Agree
11. Do you have any additional comments you'd like to make regarding DEIA values and strategies at the Henry Madden Library?

Library Technology Resources and Space Satisfaction Survey

1. Are you a:
- Student (undergraduate)
 - Student (graduate)
 - Faculty member (tenure-track)
 - Faculty member (adjunct)
 - Staff member
2. How have you used the hardware, software, or library technology spaces? Please check all that apply.
- For academic purposes (e.g., a class assignment, a school project, for teaching)
 - For professional purposes (e.g., to create a portfolio for a job application, to attend an interview for a job)
 - For research purposes (e.g., for a research project beyond a class assignment or as part of a course taught)
 - For personal purposes (e.g., to edit/create a personal podcast, for personal creative projects, etc...)
 - On my own
 - With a partner or as a group
3. I would describe the hardware (e.g., computers, laptops, tablets, cords and cables, cameras, microphones, 3-D printers, digitization scanners, and other physical devices) offered by the library as...
- Lacking/not meeting my needs
 - Meeting my needs
 - Exceeding my expectations

4. I would describe the software (e.g., EndNote, Microsoft Office Suite, Adobe Creative Suite, GarageBand, and other programs) offered by the library as...
 - Lacking/not meeting my needs
 - Meeting my needs
 - Exceeding my expectations
5. What additional hardware, software, or technology spaces would be helpful for your academic, research, professional, or personal needs?
6. Anything else you would like to let us know?