Ferdinand D. Bluford Library

University Studies 110: Critical Writing
Library Instruction Follow-up Quiz (Answer Key and Statistical Analysis)

1. **Research that comes from sources that were published formally (in print or in a database) is considered better than web sites because (circle one answer):**

4 out of 169 or 2.4 %	**a.** The articles are harder to get to.
106 out of 169 or 62.7 %	**b.** **The sources are edited for quality control.**
52 out of 169 or 30.8 %	**c.** The research is cited correctly.
0 out of 169 or 0.0 %	**d.** The material is written in the third-person.
7 out of 169 or 4.1 %	No information provided for wrong answer

2. **Professors recommend using the library <u>Databases</u> because (circle one answer):**

159 out of 169 or 94.1 %	**a.** **Databases collect and archive scholarly, edited resources.**
5 out of 169 or 3.0 %	**b.** Books can be found in the library.
3 out of 169 or 1.8 %	**c.** Only library research is citable in (MLA) style.
0 out of 169 or 0.0 %	**d.** The only good research is library research.
2 out of 169 or 1.2 %	No information provided for wrong answer

3. **A citation contains all the information necessary to identify and locate a book, article, Web Page, or other document. Which of the following will <u>not</u> help you locate a research document?**

0 out of 169 or 0.0 %	**a.** Author(s) of the book, chapter, article, or web page.
1 out of 169 or 0.6 %	**b.** Title of the book or journal.
10 out of 169 or 5.9 %	**c.** Publisher and city (for a book).
6 out of 169 or 3.6 %	**d.** Volume, issue, and pages (for a journal).
125 out of 169 or 74.0 %	**e.** **Institutional affiliation of the author(s).**
19 out of 169 or 11.2 %	**f.** Date the item was published.
8 out of 169 or 4.7 %	No information provided for wrong answer

4. **The library's <u>Databases</u> will permit you to:**

2 out of 169 or 1.2 %	**a.** Get inside a journal, magazine, book, or newspaper and search for topics or words
1 out of 169 or 0.6 %	**b.** Identify and locate articles from complete (or incomplete) citations of articles.
2 out of 169 or 1.2 %	**c.** Read the entire article, court case, book, etc. where the full-text is available.
0 out of 169 or 0.0 %	**d.** Print, save, or e-mail articles or citations.
162 out of 169 or 95.9 %	**e.** **All of the above.**
2 out of 169 or 1.2 %	No information provided for wrong answer

Ferdinand D. Bluford Library

University Studies 110: Critical Writing
Library Instruction Follow-up Quiz (Answer Key and Statistical Analysis)

5. **You need to critically evaluate the information source you want to use. You should look at all of the following <u>except</u>:**

2 out of 169 or 1.2 %	**a.** The accuracy of the information.
15 out of 169 or 8.9 %	**b.** The author's (or authors') credentials.
115 out of 169 or 68.0 %	**c.** **The length of the information source.**
31 out of 169 or 18.3 %	**d.** The timeliness of the information.
6 out of 169 or 3.6 %	No information provided for wrong answer

6. **Besides the library Databases, another research tool is the library's <u>Catalog</u>. In the <u>Catalog</u>, you will identify:**

8 out of 169 or 4.7 %	**a.** Titles of all books published in North Carolina.
3 out of 169 or 1.8 %	**b.** Courses that are offered at North Carolina A&T State University.
153 out of 169 or 90.5 %	**c.** **What research materials (books, journal titles, videos, etc.) are owned by or accessed through the library.**
5 out of 169 or 3.0 %	No information provided for wrong answer

7. **If you wanted to find all the books available in the library written <u>about</u> Langston Hughes, you should try which search method (circle one answer)?**

1 out of 169 or 0.6 %	**a.** Title
79 out of 169 or 46.7 %	**b.** Author (Last Name, First Name)
14 out of 169 or 8.3 %	**c.** Author (First Name –Last Name)
48 out of 169 or 28.4 %	**d.** **Subject (Last Name, First Name)**
8 out of 169 or 4.7 %	**e.** Subject (First Name –Last Name)
7 out of 169 or 4.1 %	**f.** Keyword
12 out of 169 or 7.1 %	No information provided for wrong answer

Ferdinand D. Bluford Library

University Studies 110: Critical Writing
Library Instruction Follow-up Quiz (Answer Key and Statistical Analysis)

8. **The Catalog lists a Location, Call Number, Status, or Web Link for each research item available. Understanding this information is vital to locating those items. Which statement below is false?**

25 out of 169 or 14.8 %	**a.** Call Numbers are not always shelved together
10 out of 169 or 5.9 %	**b.** Checked out items indicate the date the book should be returned
75 out of 169 or 44.4 %	**c.** **Call Numbers tell you when the library acquired the book**
37 out of 169 or 21.9 %	**d.** Call Numbers indicate the main subject of the book
13 out of 169 or 7.7 %	**e.** Web Links take you to the full-text of E-Books or Government Documents
9 out of 169 or 5.3 %	No information provided for wrong answer

9. **Your topic is: "Discuss health risks of tattoos among college students." Which search strategy listed below would be most efficient?**
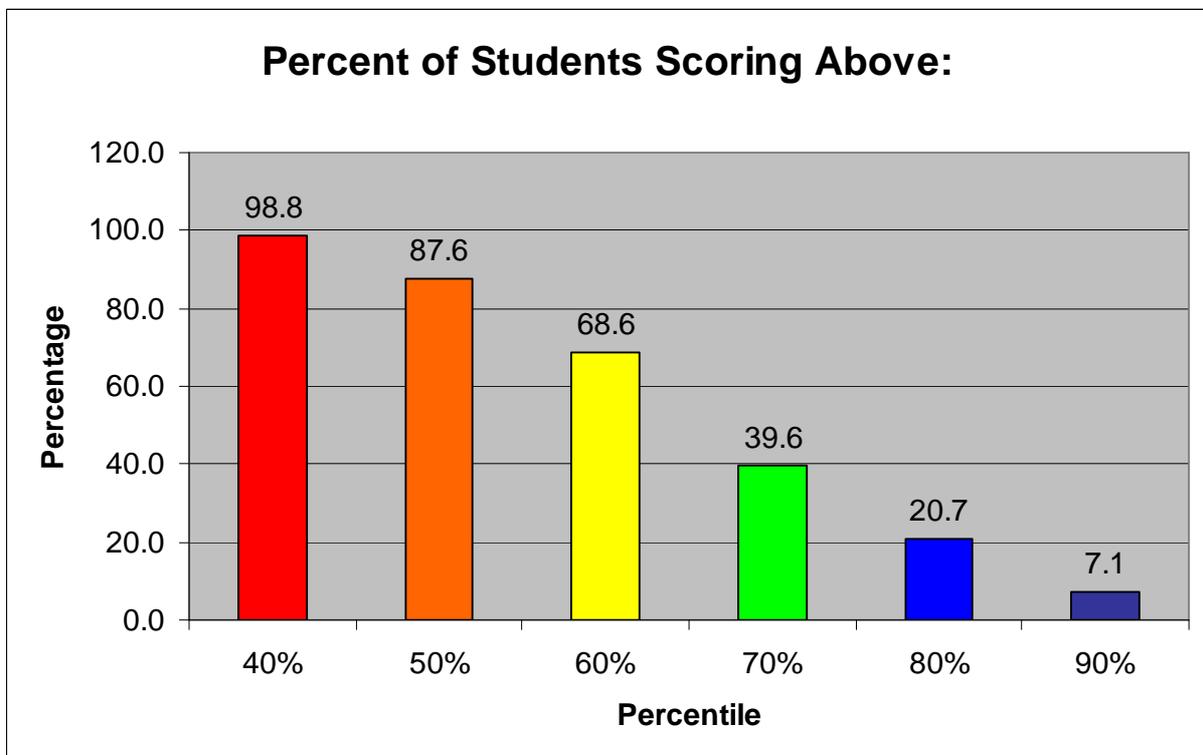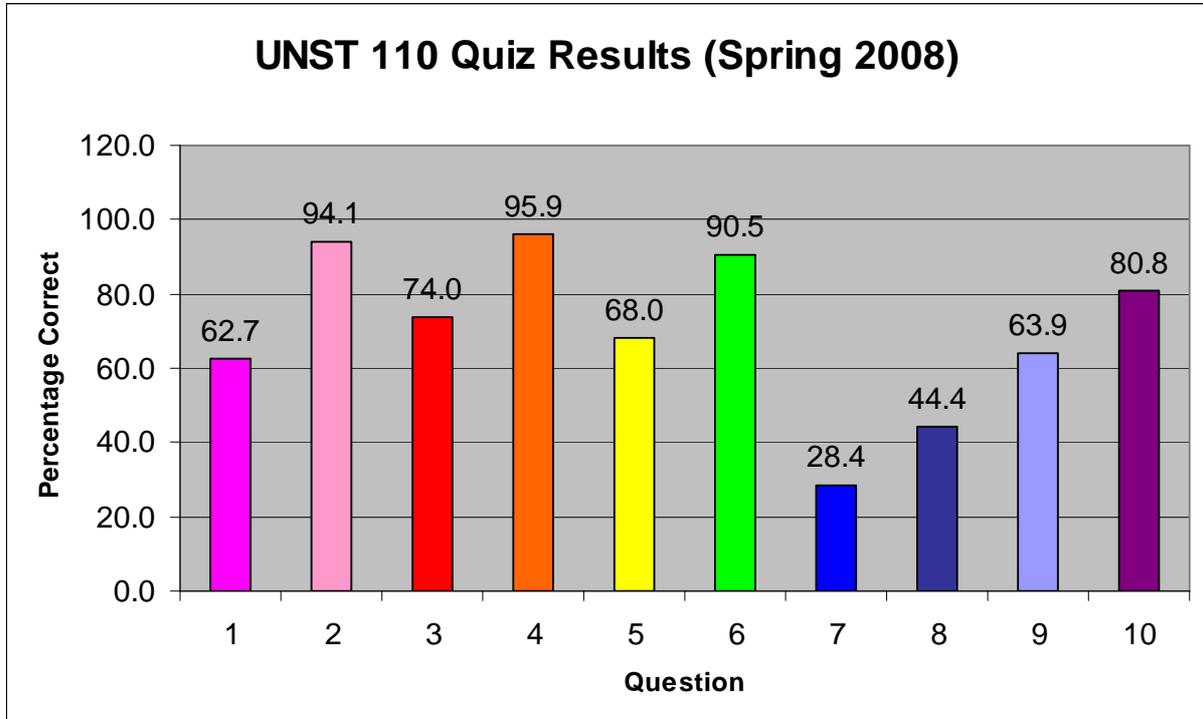
3 out of 169 or 1.8 %	**a.** tattoos OR health risks OR college students
2 out of 169 or 1.2 %	**b.** tattoos AND health risks OR college students
4 out of 169 or 2.4 %	**c.** tattoos OR health risks AND college students
108 out of 169 or 63.9 %	**d.** **tattoos AND health risks AND college students**
41 out of 169 or 24.3 %	**e.** health risks of tattoos among college students
11 out of 169 or 6.5 %	No information provided for wrong answer

10. **Which of the following choices avoids plagiarism? (Circle all that apply)**

3 out of 169 or 1.8 %	**a.** Handing in a term paper that was purchased from a Web Site.
140 out of 169 or 82.8 %	**b.** **Correctly citing quotes I use from books, magazines, or websites.**
2 out of 169 or 1.2 %	**c.** Handing in a term paper modified from a paper written by a student last year.
91 out of 169 or 53.8 %	**d.** **Synthesizing words and ideas from multiple authors into my original words.**
17 out of 169 or 10.1 %	**e.** Rephrasing sentences or paragraphs so I can call it original writing.
128 out of 169 or 75.7 %	**f.** **Giving credit for concepts and ideas I get from other people, even if not directly quoted.**
16 out of 169 or 9.5 %	No information provided for wrong answer

Ferdinand D. Bluford Library

University Studies 110: Critical Writing
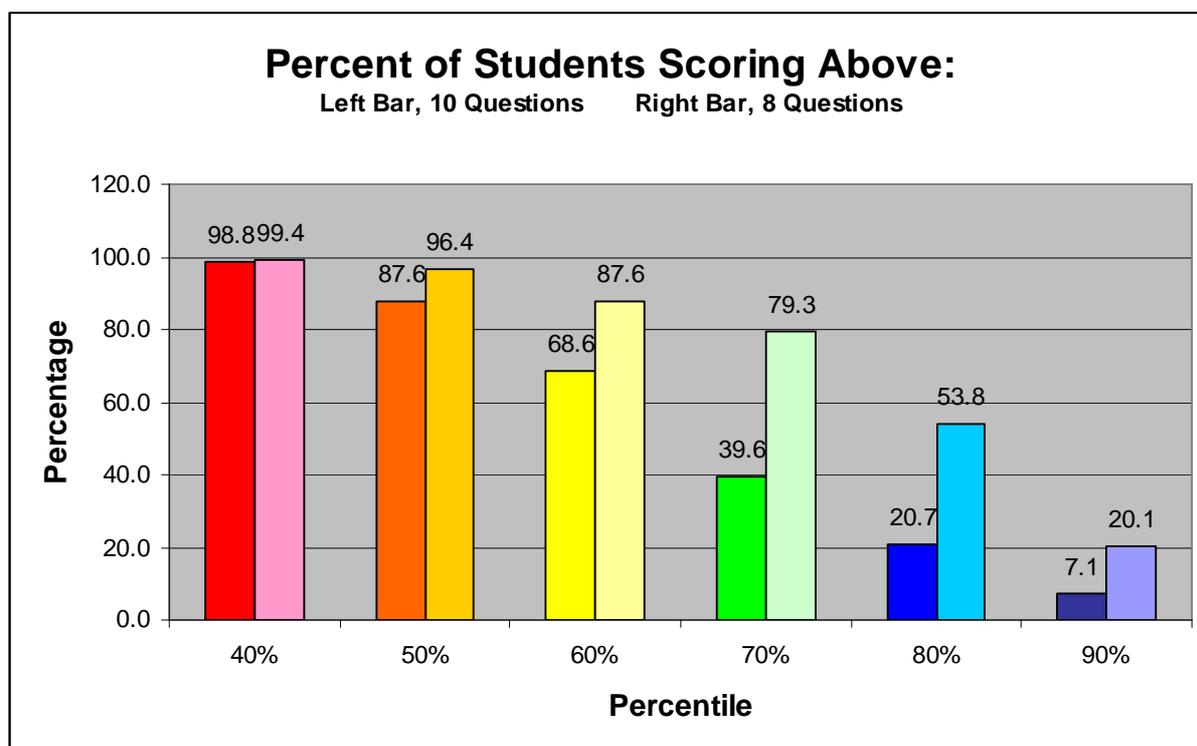**Library Instruction Follow-up Quiz (Answer Key and Statistical Analysis)**

UNST 110 Quiz Results (Spring 2008)

Bar chart of Percentage Correct by Question:
- Question 1: 62.7
- Question 2: 94.1
- Question 3: 74.0
- Question 4: 95.9
- Question 5: 68.0
- Question 6: 90.5
- Question 7: 28.4
- Question 8: 44.4
- Question 9: 63.9
- Question 10: 80.8

Percent of Students Scoring Above:

Bar chart of Percentage by Percentile:
- 40%: 98.8
- 50%: 87.6
- 60%: 68.6
- 70%: 39.6
- 80%: 20.7
- 90%: 7.1

University Studies 110: Critical Writing
Library Instruction Follow-up Quiz (Answer Key and Statistical Analysis)

Before the analysis begins, it must be acknowledged why each question includes the category "No information provided for wrong answer." One UNST instructor did not send the quizzes back to the library. He only sent the raw numbers of how many students answered the question correctly and which questions each student got wrong (there was no indication as to what answer those students had selected). As it was 16 students out of 169 (9.5%), their answers would not have had a significant outcome on the wrong answer distributions.

In looking at the results for each question and the two graphs above, two results jump out at the reader. Questions #7 and #8 have significantly lower correct answers and pull down the overall scores for all but 21 of the 169 students (12.4%). If these two questions are removed, the graph looks more reasonable (lighter colors, right bars below). Now, almost 80% of the students score 70% or above, doubling the percent when Questions #7 and #8 are included.

Percent of Students Scoring Above:
Left Bar, 10 Questions   Right Bar, 8 Questions

Percentile	Left Bar	Right Bar
40%	98.8	99.4
50%	87.6	96.4
60%	68.6	87.6
70%	39.6	79.3
80%	20.7	53.8
90%	7.1	20.1

But what does this say about Questions #7 and #8? Are they too difficult for the students to answer? No, they may speak more about the librarians and the information that the librarian covers in the Library Research Session. As pressed for time these sessions are, sometimes not all topics are given the amount of time or attention they deserve. Thus, the students may not have been introduced to (or reminded about) the concepts covered in these questions, or time was short when the librarian got to the concept and the concept was not covered adequately.

Question #7 intends to test the students' knowledge of how the catalog works. When looking for books about a person, students need to know that they must enter "Last Name, First

University Studies 110: Critical Writing
Library Instruction Follow-up Quiz (Answer Key and Statistical Analysis)

Name" in a Subject search if they wish to find books about an individual. (Historically, this practice goes back to the days when libraries had drawers of cards in three separate arrangements. Collectively these arrangements were known as the "Card Catalog". One arrangement was labeled "Author/Title," a second was labeled "Shelf List," and the third was labeled "Subject." To use this Subject arrangement, students needed to look for a name, "Last Name, First Name.") One way to demonstrate this is to show what happens when the student types the name in "First Name Last Name." This librarian recommends using the name in the question (Langston Hughes) to provide a clear demonstration of the differences between Author and Subject searches. "**Your entry langston hughes would be here** -- Search as Words." A more helpful screen might be "Did you mean Hughes, Langston" as Google often suggests. This is a feature that we might suggest to Innovative Interfaces. After all, certain Subjects are already rotated, why not personal names? Clicking on "Search as Words" will perform a Keyword Search and bring up both books written by and about Langston Hughes. Changing the search to Author "Langston Hughes" pulls up three entries by the Langston Hughes Society. As there are many more books by Langston Hughes, here is the teachable moment to demonstrate switching the name around to "Last Name, First Name." Another teachable moment is to show the students where the Subject Headings are on one of the three records and that the name is listed "Hughes, Langston." One can then show how this link gets to all the books about Langston Hughes. One must click on "Prev" (for previous) to see all the Subject Headings for Langston Hughes.

Question #8 intends to test the students' knowledge of the way Call Numbers work. In addition, it also tests whether they are able to comprehend what they are reading on the screen. When demonstrating the catalog, I try and describe all parts of the screen for one or more records. In addition to the citation information (Author(s) or Editor(s), Title, Publisher, City, and Publication Date) listed for all books, government documents, or journals, a method of access is also listed. For books, government documents, or journals on the shelves, the students need to be able to identify Location, Call Number, and Status. For electronic books, government documents, or journals, the students need to understand that clicking on the web link provided takes one to the full text of the item. Call Numbers do indicate the main subject of the book and the main purpose of the Call Number is to bring all the items on the same subject together. But, students need to know that libraries create "mini-collections" within the library walls and place groups of items in those collections. Thus, all items with the same Call Number are not necessarily shelved together. This is what the Location part of the screen identifies. One Call Number might be in fourteen (14) different "Locations" in the library. Locations include, but are not limited to: Reference; Reserves; Stacks; Government Documents; Black Studies; and Archives. These Locations are discussed in the UNST 100 library orientation and may not be reinforced consistently in UNST 110. Status indicates whether or not the student can expect to find the item when they go to the right shelf. Examples of Status include: Available; Library Use Only; Lost and Paid; and a Date (this Date does indicate when the item is due back in the library). Answer c. is the correct answer because it is false. In fact, we do not have any way to indicate to the public when the book was acquired by the library. When books are ordered, the Catalog will indicate "One copy ordered on [date]." When the book arrives, that wording changes to "One copy In Process" with no date listed. Once the book is processed, or cataloged,

University Studies 110: Critical Writing
Library Instruction Follow-up Quiz (Answer Key and Statistical Analysis)

the Call Number and Location are assigned, but again, no date is listed. Librarians will need to discuss this question and answers before including this question in the next version of this assessment.

The remaining scores (for questions #1-6 and #9-10) were closer to what we expected. Three questions scored between 60-70%, one question scored between 70-80%, one question between 80-90% and three questions scored over 90%. Eight (8) students scored 100% (and that number doubles to sixteen (16) if Question #7 and #8 are removed).

Question #1 tests whether or not the students' understand the differences between web sites and formally published research. Most students (106 of 169 or 62.7%) answered correctly, that formally published research sources are edited for quality control. Librarians teach about how articles and books are edited and how many scholarly journals are peer reviewed. A surprisingly high number of students (52 of 159 or 30.8%) answered "c. the research is cited correctly." One interpretation is that professors are insisting that students cite research correctly and the correlation is that if the professors also insist on the students using the databases, it must be because the research in the databases is cited correctly. In other words, the students are remembering the phrase "cited correctly" but do not know the true meaning. Yes, the databases are more likely to provide complete citations for the articles or books. Also, when a student might e-mail an article, they can choose to have the citation listed in MLA format. But his is not the same as "the research is cited correctly" – at least based on my experience. There are numerous examples where the published articles horribly cite previous research. This is en editorial problem, though, not a database issue. Librarians and professors can collaborate to ensure that students are being taught consistently about citations. This question and answers may need editing before this assessment is administered again.

Question #2 garnered the second highest percentage correct with 159 of 169 or 94.1% of the students answering correctly. This question asks if the students understand why they should be using the library's databases – why their professors prefer the databases over web sites. We were pleased with the responses but confused as to why Question #1's score was so low and this score was so high when they are both asking about the use of databases versus websites.

Question #3 tests whether or not students know the components of a standard citation for a book, article, or web page. It also tests if they understand that they can use one or more parts of that citation to locate the item. Most students (125 of 169 or 74.0%) recognized that institutional affiliation of the author(s) is not part of a standard citation, and thus was the least likely of the choices offered to help locate the item. This author understands that with today's web environment, some authors have links to their articles on their homepages. This fact may influence how upper classmen or graduate students might answer this question, but not first or second semester freshmen. (Graduate students especially should be aware that institutional affiliation is vital for locating Masters Theses or PhD Dissertations.) This question and answers may need editing before this assessment is administered again.

Ferdinand D. Bluford Library

University Studies 110: Critical Writing
Library Instruction Follow-up Quiz (Answer Key and Statistical Analysis)

Question #4 received the highest percentage correct with 162 of 169 or 95.9% of the students answering correctly. The question tests whether or not students know how to search and what they can do with search results. As we demonstrate the databases, students see how they can search for citations of journals, books, or newspapers or browse through their tables of contents. Where available, students may also view the full-text and read it or print, save, or e-mail the full-text for reading later. Answer "e. All of the above" incorporates all these aspects. It is possible that the students who answered wrong did not read the entire question and/or all the answers.

Question #5 tests the students' critical thinking skills. Do those students think about what they are finding and reading? Are they aware of criteria to use to analyze an article or website? When we teach this analysis, we stress that the students check and double check to see if the information the author is presenting is accurate. Have other authors reached the same conclusions? We also stress that students should examine an author's credentials. Does the author have expert knowledge to be writing on this topic? Timeliness is also stressed, especially if the student is looking for current information, current statistics – or if the student needs primary sources, closer to the occurrence of an event. Of the four choices, the length of the information source is the least important criteria. A majority of the students chose this answer (115 of 169 or 68.0%). There was some definite confusion, though, since length of the information source can be a factor, especially if the professor says "don't use anything less than five pages long." This question and answers will need editing before this assessment is administered again.

Question #6 was the first question testing the students' knowledge of the library's catalog. A vast majority (153 of 169 or 90.5%) answered correctly. We knew the question would cause some confusion because the word "catalog" has many definitions. The A&T Undergraduate Bulletin is often referred to as the "course catalog." Book publishers provide librarians and faculty with catalogs of recently published textbooks, reference, and other research items. Even clothing stores, toy stores, jewelry and perfume direct sales companies produce catalogs. So the question was written to see if the students could apply the correct definition – and most could.

Question #9 tests the students' knowledge of how to construct an efficient search strategy. Librarians discuss how to come up with synonyms for the words they already have and how to combine them to form a complex search. We also discuss the Boolean operators "OR" and "AND." Students are taught that "OR" expands a search, providing more flexibility, and as such, should be used between synonyms. On the other hand, "AND" narrows a search, providing more specificity. "AND" should be used between concepts or groups that are "OR"ed together. The results show that most students who answered the question with knowledge of "AND" and "OR" got the correct answer (108 of 169 or 63.9%). A large group (41 of 169 or 24.3%) chose answer e. – which resembles how one might enter a search in Google or another internet search engine. We stress how the databases cannot be searched with a phrase like this (natural language) but maybe our demonstrations focus on the Boolean and need to show one

instance of how natural language does not work. All in all, it is disappointing that this number is so large. This response may indicate inattentiveness on the student's part.

Question #10 tests the students' awareness of what constitutes plagiarism. Librarians spend a number of minutes discussing what is and is not plagiarism. It is rewarding to see that among the six choices available, students selected the three choices that correctly identified ways to avoid plagiarism. This was the only question where students could (and should) have selected more than one right answer. In scoring for this assessment, I also gave students credit for NOT selecting an answer that they knew to be incorrect. So, there were six possible correct responses (three circled and three not circled). Fifty five (55) students answered this question perfectly. Another forty-four (44) students either circled only two of the three correct or circled all three plus one of the incorrect answers. Sixty-two (62) students circled only one correct response or two correct responses and one incorrect response. Thus, 161 of 169 students did very well at identifying one or more ways to avoid plagiarism. Please note: the responses listed on the third page to Question #10 show raw responses to each individual choice, not combinations of choices. The word "rephrasing" in choice e. might have caused some confusion, but only 17 of 169 students or 10.1% chose that response.

In Summary, two questions gave the students problems and the librarians will address reasons why as a group. Four questions produced scores between 60-71%. Those questions will be examined for confusing terms or misleading responses. Four question produced scores over 80%. We will look at these questions to see if they were too simple or "just right." We welcome input from the UNST professors on any of the ten questions on this quiz.