1. Course Name and Number:
Internet for Research  LS/CS 151

2. All Course SLOs from the Course Outline of Record:
The student will: Demonstrate the ability to search for, evaluate, and use information on the Internet efficiently, effectively, and ethically.

3. Specific Course SLO(s) assessed as part of this project:
Students will successfully evaluate a website for credibility

4. Will this SLO assessment count toward GE Plan A?  ____Yes  ___x__ No

If Yes, identify what area:  ___Area I Natural Sciences  ____Area II Social and Behavioral Sciences  ___Area III Fine Arts/Humanities  ___Area IV Language and Rationality  ___Area V Physical Education/Wellness  ___Area VI Intercultural/International Studies

Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):

5. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)

Instructor does a google search using the words – martin luther king. Students are broken into groups of 4 and each group is given one of the first 5 results [except news and ads] to evaluate. Students must determine whether the site they evaluate is credible, and whether it is a good resource for college-level research.

In class exercise pasted at the end of this document.

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.
6. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

This works specifically towards the ‘evaluate’ aspect of the course SLO. Students demonstrate that they understand how to, and can successfully evaluate the credibility of a website

7. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)

One of the first 5 results to come up when ‘martin luther king’ is typed into a google search box is a website created by a group called Stormfront. This is not immediately evident. One of the things I tell students is that they must find out WHO wrote or put out a website. When this site is investigated for authorship, a page proclaiming ‘white pride world wide’ and the organization name comes up.

I have used this exercise for several semesters of teaching this course. I changed how I told them to evaluate websites. I was previously told them to evaluate looking at Authority, Purpose, Objectivity, and Currency. This semester I told them to consider Who, What, When, Where, and Why. I did this in hopes that it is easier to remember, and because WHO is the first thing they look at.

Last semester I had one group who had difficulty evaluating the thekingcenter.org website for credibility.

This semester all groups were able to successfully come to determinations about the websites they were assigned.

8. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

A lecture on how to evaluate websites for credibility precedes the in-class exercise.

After the exercise, students must report back on what they found, and how they found it. I ask them questions while they show what they found, and encourage the class to ask questions as well. My questions are geared towards finding out what worked for them and what did not, and how they came to their conclusions. I also make suggestions of other tools to use in searching and finding good credible websites.

9. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

No planned changes at this time.

10. Results of implemented changes, if available at this time:

Changes in tools to use for evaluating website [see #7] improved results. Students were better able to determine credibility of the assigned websites.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
example: 2013fall-sloa-engl101c.doc
Evaluate Websites

Which website did you evaluate?

Would you recommend this website for academic research?

Names: