Pius Research and Instruction librarians meet twice with each ENGL 1900 and 1920 class and administer the One-Minute Paper after the second class.

not demonstrate that the student has any meaningful understanding of what goes into "assessing" relevance or credibility or that the student didn't simply identify relevant sources by accident.

In another case, a student's response to question #3 (what is still unclear?) contradicts a previous answer that seems to indicate at least a partial achievement of an objective. Consider this response to question 1:

– One of the concepts presented during class today which I found useful was how to use trade articles and determine their credibility as well as their relevance to the topic at hand.

- "The presentation of scholarly, popular, and trade sources" *(most useful concept)*
- "By conducting research of all three various sources" *(how will you apply?)*

- "When to use different sources. (popular, trade, scholarly)" *(most useful concept)*
- "Being able to find sources to more easily portray my argument" *(how will you apply?)*

However, none of these answers actually demonstrate that the student has the ability to employ the distinction between types of journals in practice. They acknowledge that there are distinctions, but they do not necessarily demonstrate that the students are able to use them effectively in evaluating sources.

Another example illustrates a contradictory answer that casts doubt on the achievement of the learning outcome.

- "When to use different sources. (popular, trade, scholarly)" *(most useful concept)*
- "The difference of popular articles/journals" *(what is still unclear?)*

Q 3: What information covered is still unclear to you?

Of the 646 respondents, the majority of answers (376, or about 58%) indicated that nothing was unclear (e.g., "None," "N/A," "I'm clear on all the topics covered").

With most students reporting this sense of mastery of the information covered, it is important to analyze what lingering questions remained. The six most prominent areas are summarized below, along with a sampling of representative responses.

Physically locating books in the library

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Refining searches
- – "How to narrow my search with what I type into the keyword bar"
- – "Simplifying searches"
- – "[N]arrowing down your search on databases."

Navigating the library website
- – "The whole general format of the website"
- – "Navigating everything on the library website"
- – "the structure of all the databases and layouts of the myriad websites"

Finding peer-reviewed articles
- – "I am still unaware of how to look for credible sources that are not peer reviewed"
- – "How to know if it is a peer reviewed article or journal"
- – "The way to find if the article is peer-reviewed or not is still unclear to me"

ILL/MOBIUS
- – "Not much. Some sources don't present their full text. Learning how to solve this problem would be great."
- – "[H]ow MOBIUS works"

The responses above clearly indicate that some students were still lacking understanding in certain areas of the research process. As opposed to questions 1 and 2, where the first and third learning outcomes were most relevant, for question 3 the areas of difficulty for students would primarily be addressed by the first two learning outcomes. For example, questions about finding peer-reviewed articles are related to the first outcome, "Describe the characteristics of different kinds of information sources used in the scholarly research process in order to use them effectively." Similarly, questions about finding books and choosing and using databases would all fall under the second outcome, "Utilize library catalogs and databases in order to find a variety of sources on their research topic." Additionally, responses related to using ILL or MOBIUS could also be related to the second outcome, as the "Find it @ SLU" button is often used as a link to the ILL web page.

Very few of the students' remaining questions were related to the third or fourth learning outcomes, which addressed source credibility and ways to get help from a librarian. This may indicate that these objectives were more easily achieved by the information literacy instruction. On the other hand, it could indicate that mo   uA

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