

**DePaul University Library**  
**Annual Assessment Report**  
**Special Collections & Archives**

Academic Year: 2014-2015

Date of Report Submission: October 23, 2015

Name of Department/Unit/Program: Library

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Names of Assessment Committee Members: Jamie Nelson, Morgen MacIntosh Hodgetts, Heather Jagman

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**Please submit reports on this template and not in a separate document. Please type responses below prompts for each item in this word document. Attach all supporting materials as appendices.**

**Part I: Follow-Up on Last Year's Assessment Report Recommendations**

Based on the recommendations and planned actions from your last assessment report, please discuss actions and/or follow-up, as well as their results.

This assessment project examines the DePaul University Library's "Analyze and Evaluate" Learning Outcome (*Articulate essential attributes of different information sources and apply critical thinking in order to determine the reliability, applicability and responsible use of the resource*) and is meant to gather information for the first stage of the assessment loop for Special Collections and Archives instruction. As such, it is not directly tied to last year's project (which was focused on what is referred to as the "Gather and Organize" Learning Outcome) that assessed a different student population.

Last year's report recommended that the author of the report share the results with DePaul librarians at either an upcoming department meeting, or one of our teaching librarian in-service workshops. Heather Jagman delivered a peer training session to DePaul librarians on November 20, 2014, and then expanded her reach beyond the library by presenting "Creating Library and Academic Insiders Through Collaborative Reflective Writing," at DePaul's Teaching and Learning Conference on May 1, 2015. She also partnered with Toni Fitzpatrick of New Student and Family Engagement to represent a poster at DePaul's Student Affairs Symposium on October 23rd, 2014. Heather also met with co-curricular partners in January to discuss revisions to the Chicago Quarter Academic Success Skills Common Hour and the assignment on which the assessment project was based. Incorporating feedback from the partners, the timing of the assignment has become more flexible. While it remains a required assignment, it no longer

needs to be a part of the Academic Success Skills Common Hour. This makes it easier to be associated with the Chicago Quarter's academic content.

In order to provide context and background with regards to how the library assignment is intended to function, Heather Jagman distributed a research article (based on this assessment project and co-written with Paula Dempsey of UIC) to all library staff currently serving as Chicago Quarter staff professionals. Heather will follow up with these staff members at the autumn quarter in order to better understand how the assignment continues to function.

## **Part II: Report on This Year's Assessment Project**

**While your annual assessment project may have assessed multiple learning outcomes, this report should focus on just one program learning outcome.**

### **Abstract**

Special Collections and Archives' (SPCA) first assessment project sought to provide baseline data on students' ability to analyze and evaluate evidence found in unmediated primary sources, such as those encountered in SPCA instruction sessions. This project was intended to spark discussion with History faculty as well as to examine the Library's Learning Outcome "Analyze and Evaluate: Articulate essential attributes of different information sources and apply critical thinking in order to determine the reliability, applicability and responsible use of the resource."

Students in 3 winter term 2015 History courses were provided with high-quality primary source facsimiles to analyze and were asked to demonstrate their understanding in two brief surveys. The surveys were performance based and provided for direct assessment.

An analytic trait rubric guided the scoring of the surveys. Of the 32 surveys, students scored an average (both pre- and post-test) of 14.18 out of a possible 16. Students with previous SPCA instruction scored on average 1.05 points higher than those who did not have this additional instruction, as well as scored consistently higher on individual survey questions requiring a deeper understanding and interpretation of the primary source documents.

The text answers supplied by students were also evaluated qualitatively, for the frequency of certain correct (and incorrect answers). This assessment project demonstrated that the majority of students assessed possess at least a baseline proficiency with analyzing and identifying a textual object that is unfamiliar to them, and that repeated exposure and instruction contributes to skill development in this area.

### Learning Outcome Assessed

Which one of your program learning outcomes did you assess?

Analyze & Evaluate: Articulate essential attributes of different information sources and apply critical thinking in order to determine the reliability, applicability and responsible use of the resource.

### Data Collection and Methodology

How did you collect evidence to determine whether or not this learning outcome is being achieved? Please explain:

- The way in which student work was collected or observed.
- The student groups studied.
- Please include any instruments in an appendix.

SPCA staff Morgen MacIntosh Hodgetts and Jamie Nelson identified skills involved in document analysis and designed questions to allow students to demonstrate their skills and understanding related to pre-selected primary source documents. Sources such as the National Archives and Records Administration, the Library of Congress, and the Archival Metrics Toolkit (<http://www.archivalmetrics.org/>) were consulted in developing the survey instruments and categorizing the skills. The instruments (pre- and post-test) are performance-based and provide for direct assessment. The surveys were administered on paper and were pre-printed with identification numbers so that the same student completed pre- and post-tests with the same ID number (but this ID number was not tied to an individual student's identity). The SPCA instruction librarian did not personally collect the completed surveys in order to maintain student anonymity. The instruction sheet accompanying the surveys provided students the opportunity to decline to participate, and students were informed that their decision to participate or decline would not impact their grade.

Students were asked to complete the brief (8-question) pre-test designed to measure their baseline proficiency with analyzing a primary source document (a letter; Appendix 1). This pre-test was limited to ten minutes. After Special Collections class time devoted to examining primary source documents independently (archives and/or rare books, depending on the students' research interests), students were asked to complete the brief post-test, examining a second letter (Appendix 2). The post-test included the same eight questions as the pre-test, with the addition of three questions about demographics and experience (year in school, prior SPCA instruction, self-assessment of proficiency with archival materials).

SPCA provides an average of 61 instruction sessions per year for a wide variety of disciplines at all levels of the curriculum. In the 2014-2015 school year, SPCA conducted 67 instruction sessions (65 for DePaul classes) and an additional 26 outreach sessions (880 unique participants).

in instruction sessions; 252 unique outreach participants). The 65 DePaul instruction sessions were for 11 departments or programs<sup>1</sup>, ranging in course level from 102 to 502. The History 298 and 299 courses are the most consistent users of Special Collections and as such provided a sample of similarly prepared students (27.7% of instruction sessions were History 298 and 299 in 2014-2015).

There were 7 sections of History 298 and 5 sections of History 299 in the 2014-2015 schoolyear, for a total of 131 students and 18 instruction sessions. (While there were 12 sections, some faculty chose to have 2 SPCA instruction sessions per term). Students in Winter Term 2015 History 298 (2 sections) and History 299 (1 section) were chosen for this pilot assessment project. Students in an additional Winter Term History 299 section completed the surveys as a pilot/test, but with a modification that made their results ineligible for comparison; those students were allowed to select their own items for analysis for the post-test survey and the variety of formats and sources selected, including published books, meant that their post-tests could not be scored with the same rubric or included for analysis and comparison purposes. Of the History 298/299 population during the 2014-2015 year, 32 out of 131 students (24.4%) were included in this assessment project (27.4% of History 298 students and 19.1% of History 299 students) and 25% of the History 98/299 sections were included (3 out of 12 sections; 28.6% of History 298 and 20% of History 299 sections).

How was the evidence you collected analyzed? Please explain:

- The methods you used to analyze and interpret the results.
- The person or group who analyzed the data.
- How “acceptable performance” was determined for this assessment project.
- Please include any scoring guides or rubrics in an appendix.

An analytical trait rubric was created to evaluate the students’ demonstrated skills in discovering and articulating specific characteristics and information contained in each of the two primary source documents (Appendices 1 and 2). Questions were associated with skill areas of increasing complexity in the survey: Observation/Identification, Interpretation/Context, and Evaluation/Critical Thinking. The rubric originally developed was based on a 0-5 scale but proved to be unworkable in the initial norming session, due to both poor survey design and the ambiguity of students’ answers. As the survey was constructed before SPCA attended the Survey Design workshop (Assessment Certificate Program), several survey questions incorrectly included *or*’s and *and*’s that made scoring difficult. In addition, the original rubric had not allowed for both correct and incorrect answers provided for the same question, as students often followed an adequately correct (and sometimes insightful) answer with an elaboration or interpretation that was unsupported or wildly incorrect.

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<sup>1</sup> Anthropology, Catholic Studies, Digital Cinema, English, History, Honors, Liberal Studies, Music, New Media Studies, Spanish, Women and Gender Studies.

The gradations of the initial rubric were then condensed to a binary rubric, with 0 for a blank answer, 1 for incorrect (or inadequate) and 2 for baseline correct (Appendices 3 and 4). This revised scoring reduced the distribution of scores, but the textual analysis of specific answers was done to better illuminate the range and quality of the survey answers. We concluded that “acceptable” answers for scoring purposes were those that demonstrated a baseline understanding of the format, content and/or intent of the letter (and were thus scored at 2 points). 69% of the students scored an average of 14/16 (score of 75% correct; a score of 8 indicates no answers left blank but all answered incorrectly) or better, though it should be noted that the two questions most often answered inadequately or incorrectly for both documents (pre- and post-test) were the two questions (#7 and #8) that required the deepest intellectual skills of analysis, interpretation, inference and curiosity (Appendix 5). Further discussion of scoring continues below, under “Results.”

Two SPCA librarians (Morgen MacIntosh Hodgetts and Jamie Nelson) and one Reference, Instruction, and Academic Engagement librarian (Brent Nunn) evaluated each pre-and post-test individually, compared scores for each, and discussed discrepancies in scoring to come up with a single score for each test. A student employee in SPCA transcribed all the survey answers to facilitate the review, consolidation, and coding of narrative answers by SPCA librarians MacIntosh Hodgetts and Nelson (such as deciding that students who answered “stamp thing”, “imprint”, “seal”, or “embossment” were all reporting on the same feature with different language). Jamie Nelson created the worksheets and charts based on the textual data (Appendix 6). A sample of survey responses that serve as examples of “correct” (2 points) and “incorrect/inadequate” answers follow the charts (Appendix 7).

## Results

What are the results of this assessment project?

- Please include any tables, charts, or graphs in an appendix.
- Please complete the following table. Report each number as a single whole number (not a decimal, range of numbers, or percentage).

| <b>Learning Outcome</b>  | <b># Students Assessed</b> | <b># Students with Acceptable or Better Performance</b> |
|--|----------------------------|---|
| ANALYZE & EVALUATE:<br><i>Articulate essential attributes of different information sources and apply critical thinking in order to determine the reliability, applicability and responsible use of the resource.</i> | 32                         | 22  |

## Interpretation of Results

Based on your analysis of the data, what evidence did you find for whether or not your unit's specific learning outcomes are being met?

Special Collections and Archives serves as a guided laboratory learning environment, in which we make unique primary sources and rare books available for teaching and research. Direct class instruction in SPCA is geared toward what is called "archival intelligence" and provides the groundwork for students to develop and practice "artifactual literacy" through careful physical use and examination of the materials specific to their research. Artifactual literacy is the ability to interpret and analyze primary sources, and is thus closely related to the Library's Learning Outcome "Analyze and Evaluate." This examination is often a solitary pursuit, and students may ask for assistance or have a discussion with SPCA instructional staff or their own faculty member while they examine materials. Before this assessment, SPCA staff had no objective data about students' understanding and interpretation of primary source materials, and assumed that increased familiarity also increased proficiency that was transferable from one document to the next.

We did not expect to see marked improvement between the pre- and the post-test scores based on our previous experiences with students, as well as from a review of archival literature. These skills are developed over time, with repeated use of archival materials. However, we did not initially anticipate the post-test scores to be lower by a full point (Pre-test average=14.69, post-test average 13.69). Of 32 students, 3 students scored the same in the pre- and post-tests, 5 increased their scores (4 by 1 point, 1 by 2 points) and 75% (n=24) decreased their scores by 1 to 4 points. Some of this may be due to student fatigue or lack of interest at the end of the session, but more likely this is due to the post-test document, that was not as visually appealing as the document used for the pre-test (Appendices 1 and 2). Because the desire is for students to develop skills that are transferable from one document to another, we chose 1) not to explicitly teach about the elements of one specific primary source format (a letter) during our short time with students but rather encourage them to examine the research materials of interest to them and gain familiarity with documents in general, and 2) not to re-test with the identical letter. In short, we purposely tested apples and oranges by virtue of the letters students were asked to examine.

Of the 32 pre-tests, 81% (n=26) of students answered 75% or more of the questions correctly. Of the 32 post-tests, 58% (n=19) of students answered 75% or more of the questions correctly. Averaging each student's scores for the two tests, 69% (n=22) answered 75% or more of the questions correctly (Appendix 5).

However, 88% (n=8) of students in the History 299 section (n=9) scored 75% or above on the pre-test, with 66% (n=6/9) of History 299 students scoring a perfect 100%. Post-test scores for the History 299 students were similarly elevated in comparison to the 298 sections. 88% (n=8/9) scored 75% or above on the post-test, and 66% (n=6/9) scored 93% on the post-test

(15/16 points). 100% of History 299 students averaged 75% or better on the two surveys. 100% of History 299 students (n=9) report having had SPCA instruction (in HST 298) prior to the session in HST 299 in which the assessment took place and had worked with primary source documents in DePaul's or another institution's archives during HST 298. Conversely, only 1 of the 22 students in the History 298 sections had prior exposure to SPCA. **Every student (n=10) who had had prior SPCA instruction scored a two-test average of 75% or higher.** While many factors influence this growth from one term to the next, SPCA believes that our instruction and learning experiences with primary source materials are a contributing factor (Appendix 8).

#### Describe your program's satisfaction with the results.

While initially disappointed with the post-test scores, we do not interpret the post-test scores to mean that SPCA instruction reduced students' abilities, but rather view the two tests as two different data sets and as opportunities to determine the areas in which students still need exposure and practice. This first round of assessment successfully provided baseline information about students' abilities to interpret a primary source document; now that we have these results we can have an informed conversation with History faculty, revise instruction, and plan for future assessment.

Though library and archives professional literature calls for meaningful assessment of deep learning, there are no published tools currently available that do so with archival materials, in part due to the claim that all Special Collections and Archives departments are unique just like their holdings, and that there are no one-size-fits-all assessment tools. In this void, most assessment of student use of archival materials has relied on measuring affective change. We chose to challenge ourselves by starting our assessment activities by developing a tool that we hoped would yield data of use to the Library and the History faculty, and that would help us to plan SPCA instruction in concert with faculty, course, and departmental objectives. This assessment project demonstrated that the majority of students possess at least a baseline proficiency with analyzing and identifying a textual object that is unfamiliar to them, and that repeated exposure and instruction contributes to skill development in this area.

#### Recommendations and Plans for Action

Based on the results of your assessment project, what recommendations do you have to improve students' achievement of this learning outcome in the future?

SPCA instruction staff will share this data this fall with History faculty who regularly teach 298 and 299. When we shared our assessment plans with faculty to seek their permission, they thought the surveys were basic and their students would perform well. Through the analysis of the text answers, we found that some students do not understand the structure of a written letter, and that their incorrect assumptions influenced their interpretations of the meaning and intent of the document (for example, if a student thought the address header was a personal name, then errors cascaded through the rest of the questions.) We also found a number of

students who restated the obvious (e.g., Please identify and describe the intended audience for this item – “the person getting the letter”) (Appendix 7). Historians and archivists have developed habits of mind for analyzing primary sources, and pieces of evidence that seem clear to us were not always identified by students. SPCA instruction staff are interested if the answers provided by students are what the History faculty expected, and whether History faculty would like to devote more instruction time to direct, guided examination of various formats of archival materials.

Based on your recommendations for improvement, please describe your plans for implementing your recommendations. Please explain:

- Your expected timeline for each of these actions.
- Any potential barriers you see to implementing these actions.

We do not see any barriers to having conversations with the History faculty this fall and winter, as SPCA has a record of partnering with the History department. However, each faculty member teaches HST 298 and 299 slightly differently and we may not be able to change the nature of our instruction sessions across the board. SPCA staff should be mindful of the individual teachable moments that arise as we interact with students in class and in their subsequent visits to the reading room. Artifactual literacy is something that we need to continue to model, practice or explicitly instruct in our interactions with students.

Going into this project, SPCA staff believed that transformative understanding of primary sources is developed over a period of time, and that repeated exposure (such as instruction sessions and individual use in the reading room) builds this skill set. Future assessment in this area is more likely to factor in more time for learning and skill-building, either through the duration of a specific course, or over a period of time (such as the beginning of HST 298, and then the end of HST 299).



## APPENDIX 1- Pre Test Survey

ID# \_\_\_\_\_

Please take a moment to review the document and answer the following questions.

1. Type of Document (use Other for items not listed, or to add information)

\_\_\_ Artifact

\_\_\_ Memorandum

\_\_\_ Telegram

\_\_\_ Diary

\_\_\_ Newspaper

\_\_\_ Book

\_\_\_ Letter

\_\_\_ Photograph

\_\_\_ Other \_\_\_\_\_

\_\_\_ Map

\_\_\_ Report

\_\_\_\_\_

2. What are the unique or noteworthy physical or textual properties of the item?

3. When was the item created (actual date, or approximate date based on evidence)?

4. Who created this, or is responsible for its creation? What do you learn about the creator from this item?

5. For what purposes was this item originally created?

6. Please identify and describe the intended audience for this item.

7. What pieces of evidence help you to determine the purpose and intent of the item?

8. What else would you like to know about this item or its contents, and how would you go about finding answers?



Dear Friends,

Greetings from the Far East

1540 6-15-41 1/2

Teng-kia-pu, Kiang-si  
Catholic Mission.  
June 15, 1941

Indeed I am not going to wait to get this letter of thanks to you. It takes such a long time to get to the States. Many thanks for the magazines I appreciate them very much. Up to the present I have been reading simple Chinese. Now I can mix it up a bit and read a little american news. If I be not too imposing I would like to know if you have any Catholic Action around. I would like to get my hands on some. I hope you know what I ask for. It is like the life, but its pictures pertain to descent matter and religious matters. Nothing is more appreciated in china than pictures. What goes big here is the Geographical Magazine, and such things.

I tell you it is great to be in China. I like it and the work more than I ever thought I could. I must say the language is not the simplest simple in the world. But I get by after a fasion. I hope to get to be a real chinese in about 20 years. Pard on the mistakes I have many chinese lads around watching and fooling with the machine. Dang it all they what to know is what does it cost, and where whether it is made in America. Of course this was not made in America.

1540 6-15-41 1/2

I must say that I have been busy while I have been in this part of China. Up North I did not do nothing but study. Here I am in and out on calls and Mission work. So far I have performed even Confirmation. I preach every week, either in the country or in the little church here. I am with an Italian confrere. He has been in China over 30 years. He is a big help to me and a ideal preest. He also is giving me much information in medicine. He is an expert in that line.

I have been here 10 months. Since I have been here there have been many bombings but none have been directed at the church. We are left alone in the work, thanks to god. It is too bad there are no rolls of films to buy here I would send you a few pictures, perhaps latter, when all is quiet on the western front' which here is the Eastern Front, I should be able to send you some good ones. I happen to have gone to Pouchou the other day. There they were busy reading the papers you sent them. They also apprealated them much. Well, until I hear from you again, I'll sign off. All the Fathers and our Bishop are well and busy in the work. I hope to be remembered in your prayers as I remember you in mine.

Yours in Christ,

Fr. T. J. Lawrence, S. M.

## APPENDIX 2 - Post Test Survey

ID# \_\_\_\_\_

Please take a moment to review one item you have selected from the materials you reviewed today.

1. Type of Document (use Other for items not listed, or to add information)

|                                   |                                     |                                      |
|-----------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Artifact | <input type="checkbox"/> Memorandum | <input type="checkbox"/> Telegram    |
| <input type="checkbox"/> Diary    | <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Book        |
| <input type="checkbox"/> Letter   | <input type="checkbox"/> Photograph | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Map      | <input type="checkbox"/> Report     | _____                                |

2. What are the unique or noteworthy physical or textual properties of the item?

3. When was the item created (actual date, or approximate date based on evidence)?

4. Who created this, or is responsible for its creation? What do you learn about the creator from this item?

5. For what purposes was this item originally created?

6. Please identify and describe the intended audience for the item.

7. What pieces of evidence help you to determine the purpose and intent of the item?

8. What else would you like to know about this item or its contents, and how would you go about finding answers?

9. Please check all that apply:

a. Year in school: ☐ Sophomore ☐ Junior ☐ Senior ☐ Other (specify): \_\_\_\_\_

10. Have you been to an instruction session in DePaul Special Collections and Archives before?

☐ Yes which course, if known: \_\_\_\_\_

☐ No

11. What is your experience with primary source materials? (Choose just one)

| 1  | 2   | 3  | 4   | 5   |
|--|---|--|---|---|
| <b>None</b> - this is my first time using primary sources in person, in print, or online | <b>Minimal</b> - I have encountered primary sources in class but have not searched online for them or visited an archives | <b>Some digital</b> – I have searched for and used digital primary sources | <b>Some in person</b> -I have visited archives and/or special collections before today to use primary sources | <b>Substantial</b> – I have conducted more than one archival research project, using both digital and in-person resources |



916 St. Andrew Street  
New Orleans, La. 70130  
January 10, 1988

Mr. Tom Mitchell  
Shreveport Journal  
P.O. Box 31110  
Shreveport, La. 71130

Dear Mr. Mitchell,

Enclosed is an op ed piece that I would like to submit to your newspaper. I send it to you, Mr. Mitchell, with a great sense of urgency. The death penalty is not an academic subject for me. I have watched three human beings die in the electric chair. I have also begun to be involved in helping murder victims' families. From what I've seen close up, the death penalty doesn't help anyone, and that includes taxpayers when you begin to look at the cost.

The urgency comes because we need to educate the public. As in the struggle for civil rights for blacks in the 60's, newspapers and other media play a vital part. I urge you to publish my editorial. Without moralizing or preaching, I try to lay out the cost of the death penalty: money, international image, soul.

I commend your newspaper for its forthright and consistent stance against capital punishment since its reinstatement in 1977. You have been a shining light in a whole lot of darkness. But now look, James Gill of the Picayune is beginning to come around. I hope others will follow.

I enclose some editorials on the cost of the death penalty and Amnesty International's tabloid on its international campaign against the death penalty in the U.S. I have available their briefing paper and in-depth study if you wish to read it.

Keep up the good work. You help give me courage.

Call me if I can be of help to you in any way.

Sincerely,

Telephone: (504) 522-5519 (off)  
488-6327 (home)

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Helen Prejean,csj

# APPENDIX 3 - Pre Test Rubric

| Pre-Test Question  | None       | No  | Yes  |
|--|------------|---|--|
|  | 0          | 1   | 2  |
| <p>Observation and Identification</p> <p>1. Type of Document (use Other for items not listed, or to add information): Artifact, Diary, Letter, Map, Memorandum, Newspaper, Photograph, Report, Telegram, Book, Other</p> | Left Blank | Selects incorrect format  | Selects the correct format   |
| <p>Observation and Identification</p> <p>2. What are the unique or noteworthy physical or textual properties of the item?</p>  | Left Blank | Provides information that does not expand on the type of document; does not provide additional description or deeper than identification in Question 1; basic/vague ( <i>letter, two pages, old, long/short</i> ) | Provides <b>at least one</b> example/detail about the item:<br><br>adjective; narrative or physical description  |
| <p>Observation and Identification</p> <p>3. When was the item created (actual date, or approximate date based on evidence)?</p>  | Left Blank | No date, partial date, or incorrect date  | Date is provided – full date, all elements (mm/dd/yyyy)  |
| <p>Interpretation/Context/Inference</p> <p>4. Who created this, or is responsible for its creation?<br/><br/><b>and</b><br/>What do you learn about the creator from this item?</p>                                      | Left Blank | Incorrect or extremely vague, such as:<br>Chinese national<br>Man<br>Person   | Name transcribed or refers to signature; or describes author, such as:<br>Religious person<br>Priest<br>Someone in China   |
| <p>Interpretation/Context/Inference</p> <p>5. For what purpose was this item originally created?</p>   | Left Blank | Incorrect or extremely vague, such as:<br><br>write a letter/send a report  | Provides <b>at least one</b> example, such as:<br>greetings, thanks, asks for Catholic Action, out in the community, bombings, pray for me, communicates, shares, keeps in touch, personal insight – adjustments/transition, keep connection with home |
| <p>Interpretation/Context/Inference</p> <p>6. Please identify and describe the intended audience for this item.</p>  | Left Blank | Incorrect or extremely vague, such as:<br><br>Friends<br>Teng-kia-pu and Kiang-siu  | Provides at least one identifier and/or one descriptor, such as:<br>Correspondents who support missionaries<br>People in the US<br>Familiar friends/casual tone  |

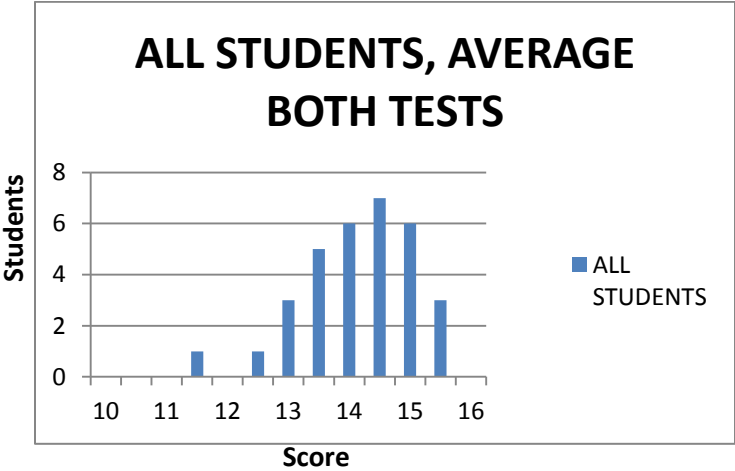
| Pre-Test Question  | None       | No  | Yes  |
|--|------------|---|--|
|  | 0          | 1   | 2  |
| <p>Evaluation/Critical Thinking</p> <p>7. What pieces of evidence help you determine the purpose and intent of the item?</p>   | Left Blank | <p>Incorrect<br/><b>or</b><br/>simply restates<br/>“write a letter/send a report”<br/>Or copies straight text/textual content</p>   | <p>Provides at least one piece of evidence:</p> <p>structure: salutation, greeting, address, date, closing; stationery/paper, first person familiar tone</p> |
| <p>Evaluation/Critical Thinking</p> <p>8. What else would you like to know about this item or its contents?<br/><b>and</b><br/>How would you go about finding answers?</p> | Left Blank | <p>Poses unrelated/incorrect question without textual or contextual basis<br/><b>or</b><br/>states “nothing” shows no curiosity</p> | <p>At least one question<br/><b>and</b><br/>at least one solution offered (even if solution is not the best course of action)</p>                            |

# APPENDIX 4 - Post Test Rubric

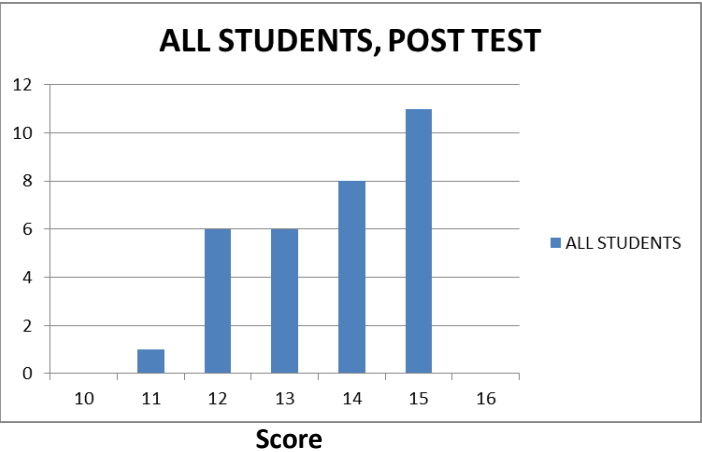
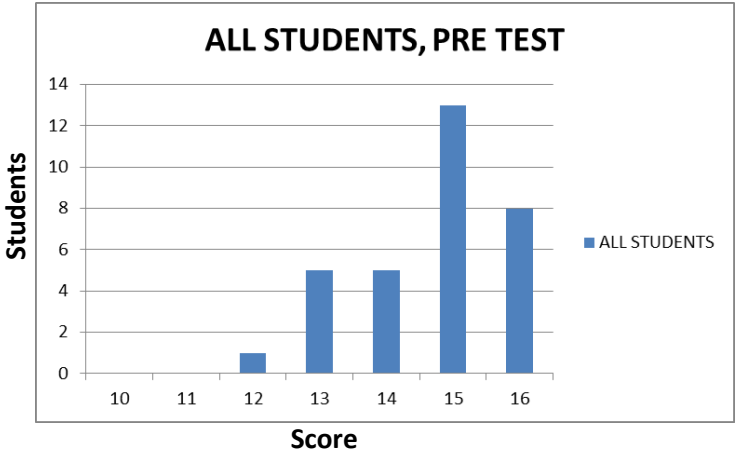
| Post-Test Question   | None       | No  | Yes  |
|--|------------|---|--|
|  | 0          | 1   | 2  |
| <p>Observation and Identification</p> <p>1. Type of Document (use Other for items not listed, or to add information): Artifact, Diary, Letter, Map, Memorandum, Newspaper, Photograph, Report, Telegram, Book, Other</p> | Left Blank | Selects incorrect format  | Selects the correct format   |
| <p>Observation and Identification</p> <p>2. What are the unique or noteworthy physical or textual properties of the item?</p>  | Left Blank | Provides information that does not expand on the type of document; does not provide additional description or deeper than identification in Question 1; basic/vague ( <i>letter, two pages, old, long/short</i> ) | <p>Provides <b>at least one</b> example/detail about the item (adjective; narrative or physical description), such as:</p> <p>Typewritten (word processed), discoloration, shadowing, paper-clip mark in left corner, letter is not signed</p> |
| <p>Observation and Identification</p> <p>3. When was the item created (actual date, or approximate date based on evidence)?</p>  | Left Blank | No date, partial date, or incorrect date  | Date is provided – full date, all elements (mm/dd/yyyy)  |
| <p>Interpretation/Context/<br/>Inference</p> <p>4. Who created this, or is responsible for its creation?<br/><br/><b>and</b><br/>What do you learn about the creator from this item?</p>                                 | Left Blank | <p>Incorrect or partial, such as:</p> <p>Name only<br/>CSJ only<br/>Copy of text with no interpretation</p>   | <p>Provides correct identification and description/<br/>name and description, such as:</p> <p>Helen Prejean, CSJ<br/>Sister/Religious/Nun/Against the Death Penalty<br/>Name or ID and additional info</p>                                     |
| <p>Interpretation/Context/<br/>Inference</p> <p>5. For what purpose was this item originally created?</p>  | Left Blank | <p>Incorrect or extremely vague, such as</p> <p>“write a letter”<br/>Educate the public</p>   | <p>Provides <b>at least one</b> example, such as:</p> <p>Contact newspaper, appeal letter, letter to editor, personal insight, share her opinion/views</p>   |
| <p>Interpretation/Context/<br/>Inference</p> <p>6. Please identify and describe the intended audience for this item.</p>   | Left Blank | <p>Incorrect ore extremely vague, such as:</p> <p>Editor (no name)<br/>Readers of the paper</p>   | <p>Provides correct identifier:</p> <p>Tom Mitchell<br/>Works at Shreveport Journal, on staff at newspaper, [editor], [journalist]</p>   |

| Post-Test Question   | None       | No  | Yes  |
|--|------------|---|--|
|  | 0          | 1   | 2  |
| <p>Evaluation/Critical Thinking</p> <p>7. What pieces of evidence help you determine the purpose and intent of the item?</p>   | Left Blank | Incorrect<br><b>or</b><br>simply restates<br>“write a letter”   | Provides at least one piece of evidence, such as:<br>salutation, greeting, address,<br>date, closing;<br>stationery/paper, first person<br>tone, rhetorical tools,<br>specific intent cited from<br>letter |
| <p>Evaluation/Critical Thinking</p> <p>8. What else would you like to know about this item or its contents?<br/><b>and</b><br/>How would you go about finding answers?</p> | Left Blank | Poses unrelated/<br>incorrect question<br>without textual or<br>contextual basis<br><b>or</b><br>states “nothing” shows no<br>curiosity | At least one question<br><b>and</b><br>at least one solution offered<br>(even is solution is not the<br>best course of action)   |



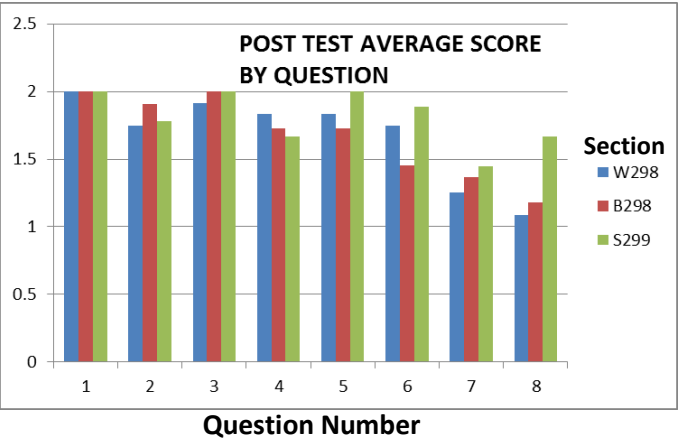
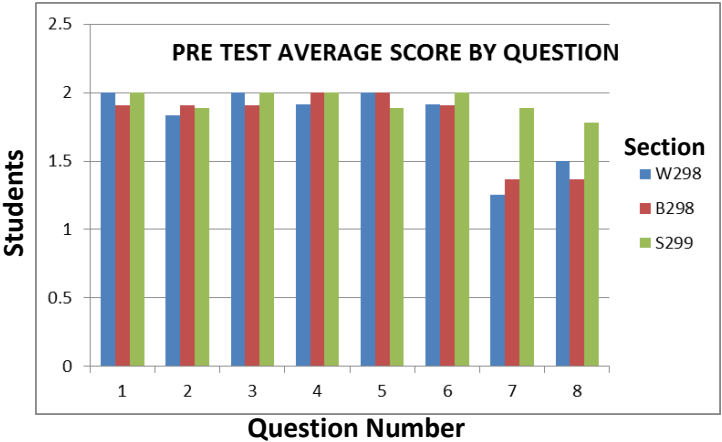


| Average, Two Tests | Mean    | Median | Mode |
|--------------------|---------|--------|------|
| W298               | 13.917  | 14     | 14.5 |
| B298               | 13.864  | 13.5   | 13.5 |
| S299               | 14.944  | 15     | 15.5 |
| ALL STUDENTS       | 14.1875 | 14.25  | 14.5 |



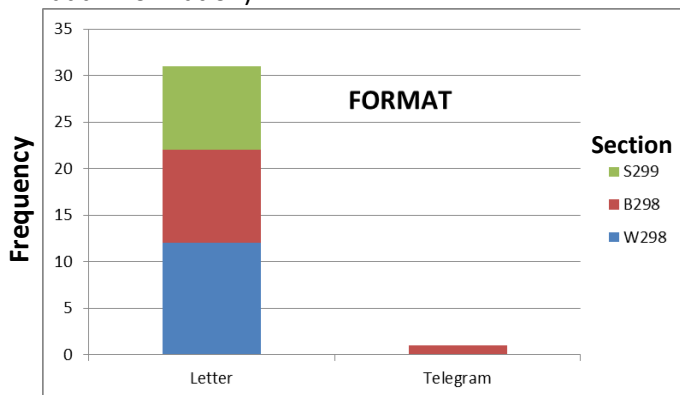
| Pre Test     | Mean    | Median | Mode |
|--------------|---------|--------|------|
| W298         | 14.417  | 15     | 15   |
| B298         | 14.364  | 15     | 15   |
| S299         | 15.444  | 16     | 16   |
| ALL STUDENTS | 14.6875 | 15     | 15   |

| Post Test    | Mean    | Median | Mode |
|--------------|---------|--------|------|
| W298         | 13.417  | 13.5   | 15   |
| B298         | 13.364  | 13     | 14   |
| S299         | 14.444  | 15     | 15   |
| ALL STUDENTS | 13.6875 | 14     | 15   |



Pre Test

1. Type of Document (use Other for items not listed, or to add information)



Mean Score: 1.97

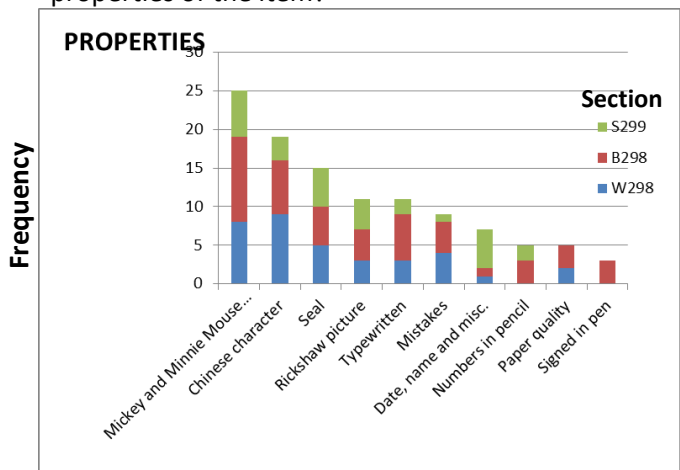
Post Test

1. Type of Document (use Other for items not listed, or to add information)



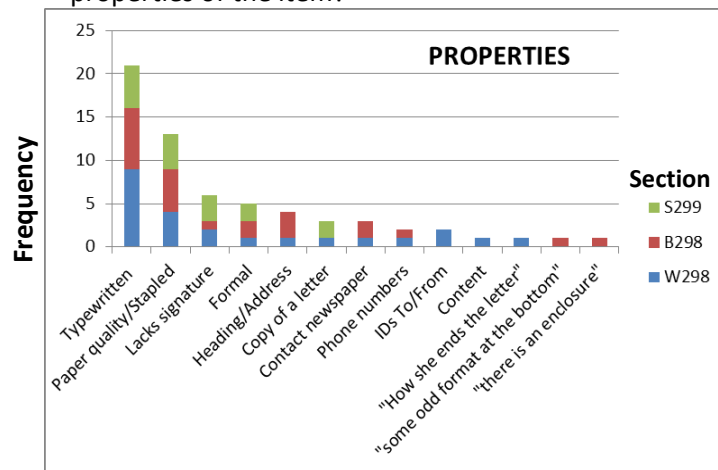
Mean Score: 2

2. What are the unique or noteworthy physical or textual properties of the item?



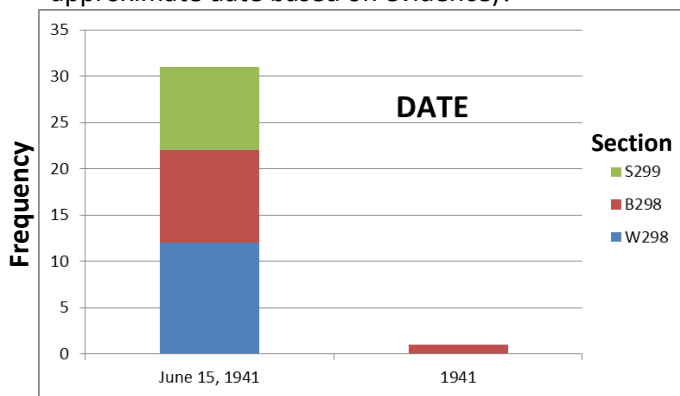
Mean Score: 1.88

2. What are the unique or noteworthy physical or textual properties of the item?



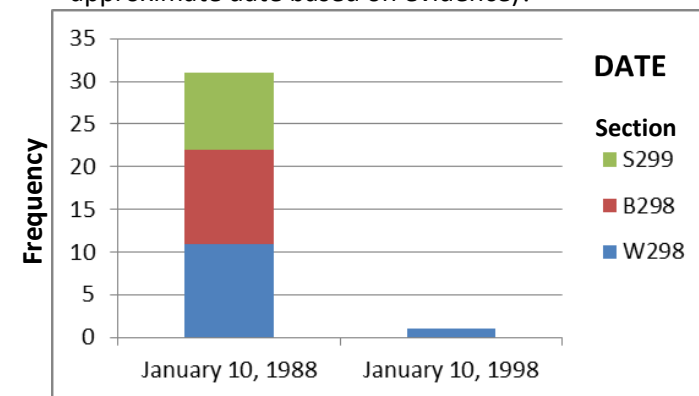
Mean Score: 1.81

3. When was the item created (actual date, or approximate date based on evidence)?



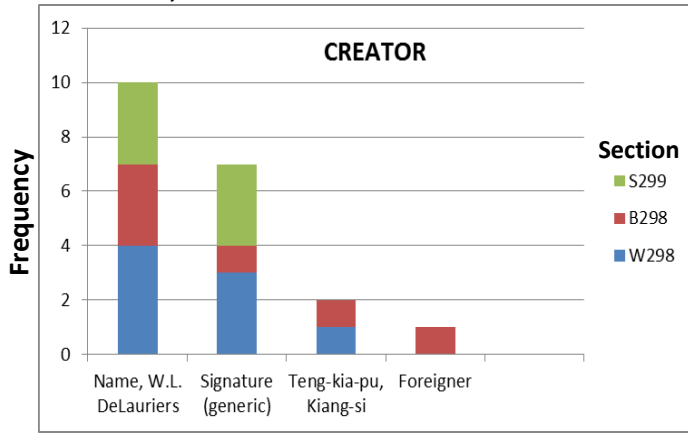
Mean Score: 1.97

3. When was the item created (actual date, or approximate date based on evidence)?

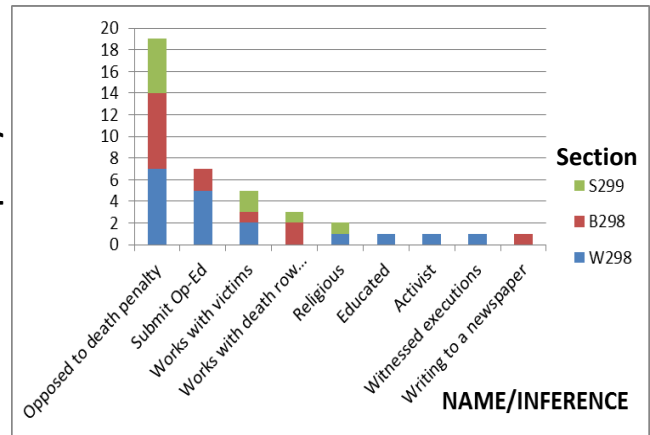
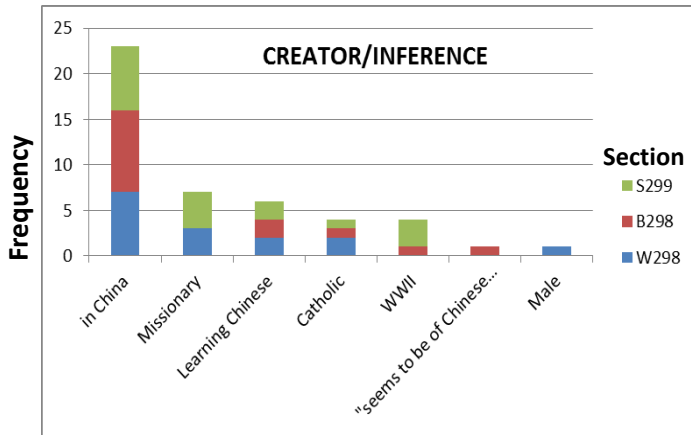
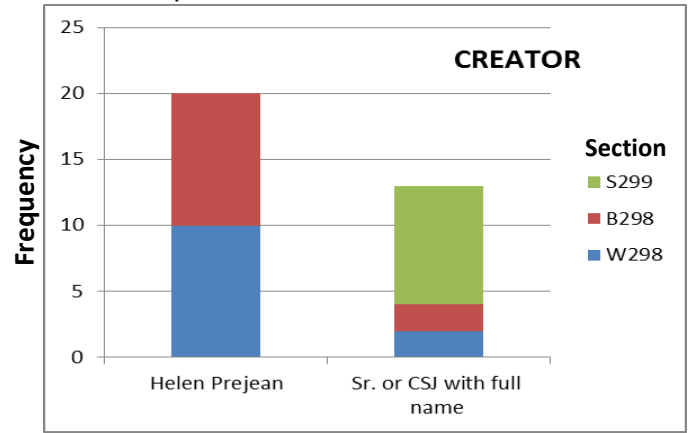


Mean Score: 1.97

4. Who created this, or is responsible for its creation?  
What do you learn about the creator from this item?



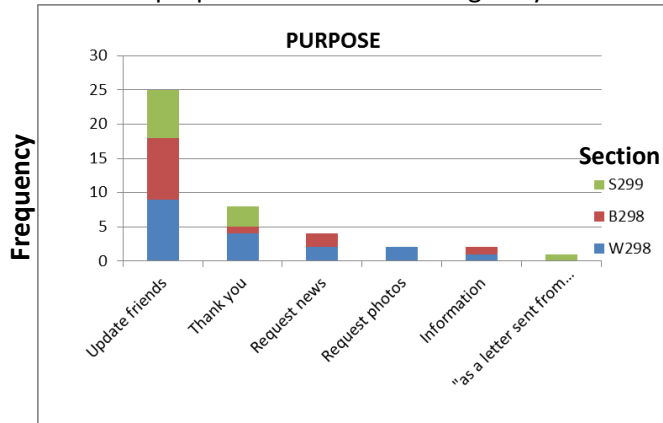
4. Who created this, or is responsible for its creation?  
What do you learn about the creator from this item?



Mean Score: 1.97

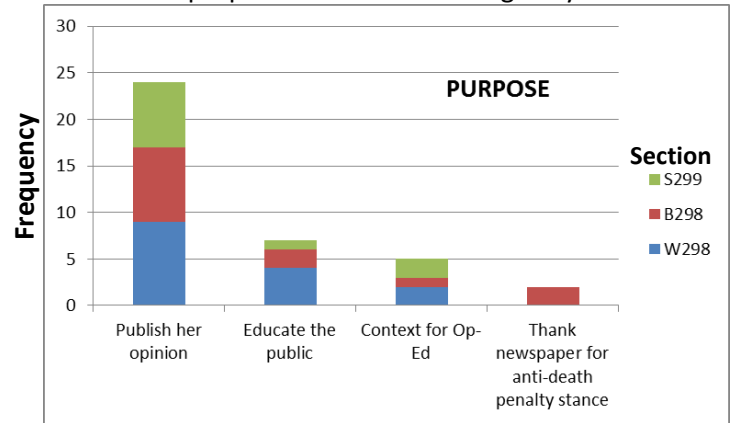
Mean Score: 1.75

5. For what purposes was this item originally created?



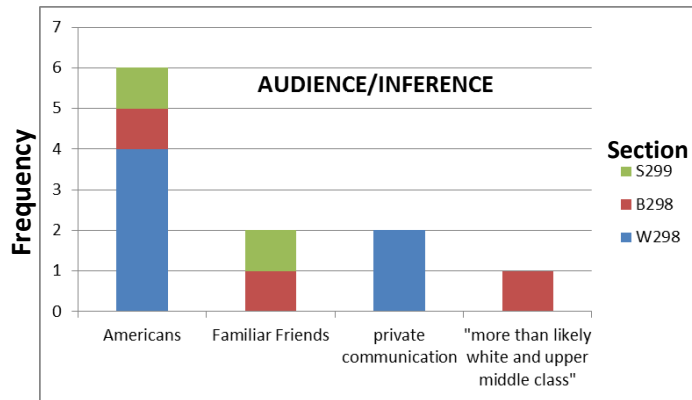
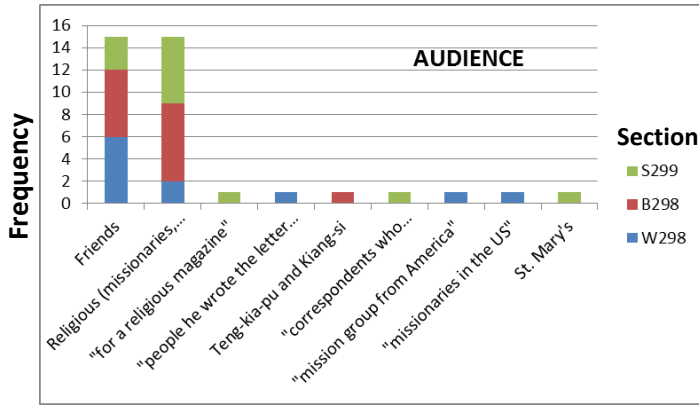
Mean Score: 1.97

5. For what purposes was this item originally created?



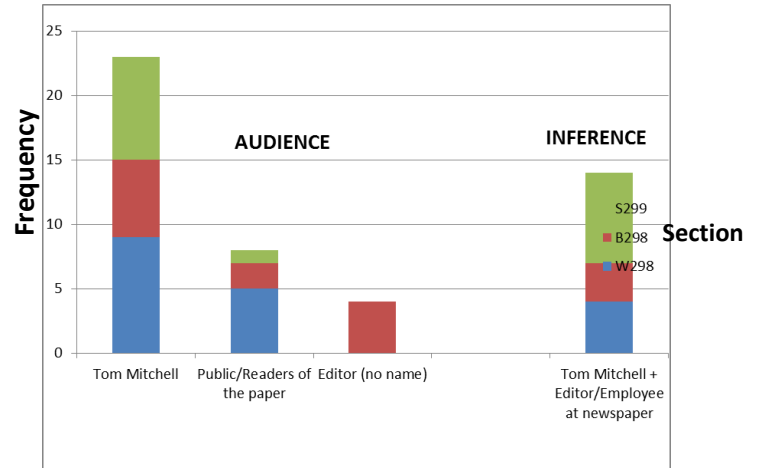
Mean Score: 1.84

6. Please identify and describe the intended audience for this item.



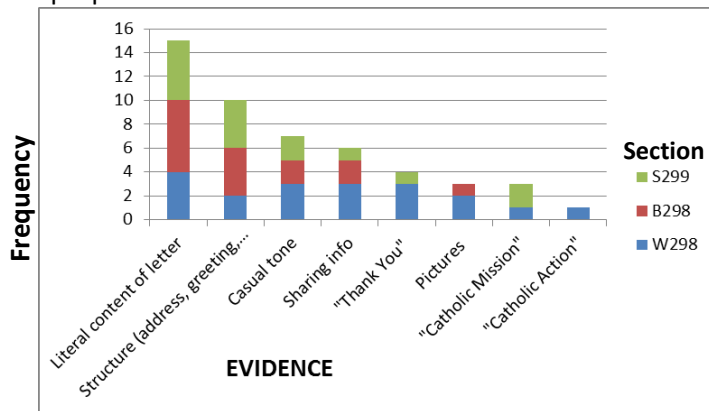
Mean Score: 1.94

6. Please identify and describe the intended audience for the item.



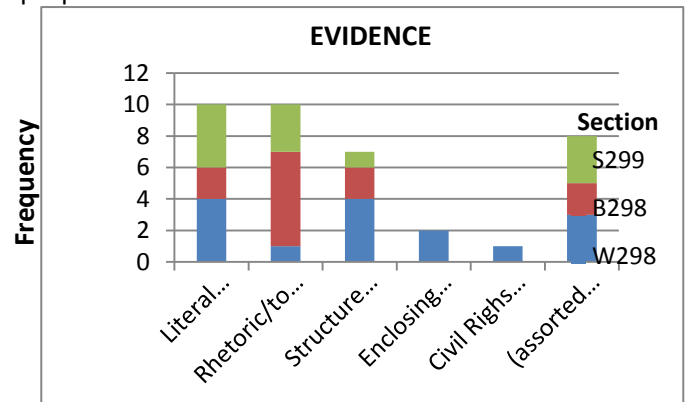
Mean Score: 1.69

7. What pieces of evidence help you to determine the purpose and intent of the item?



Mean Score: 1.47

7. What pieces of evidence help you to determine the purpose and intent of the item?



Mean Score: 1.34

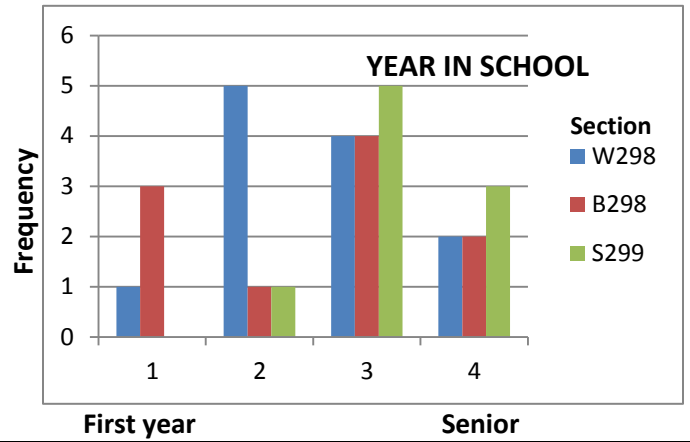
8. What else would you like to know about this item and its contents, and how would you go about finding answers?

The answers to this question were not categorized and charted because they were open-ended and varied widely.

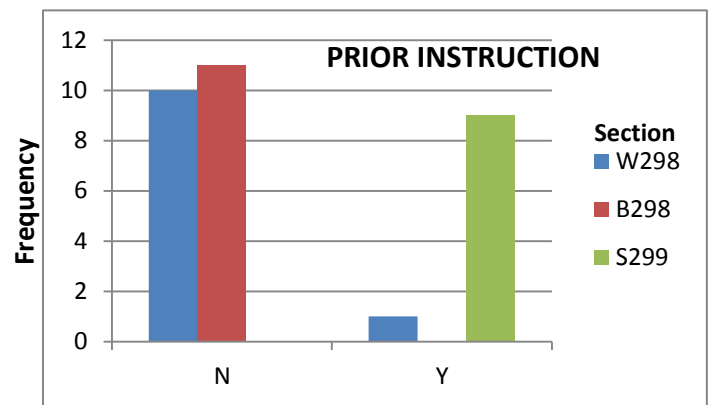
8. What else would you like to know about this item and its contents, and how would you go about finding answers?

The answers to this question were not categorized and charted because they were open-ended and varied widely.

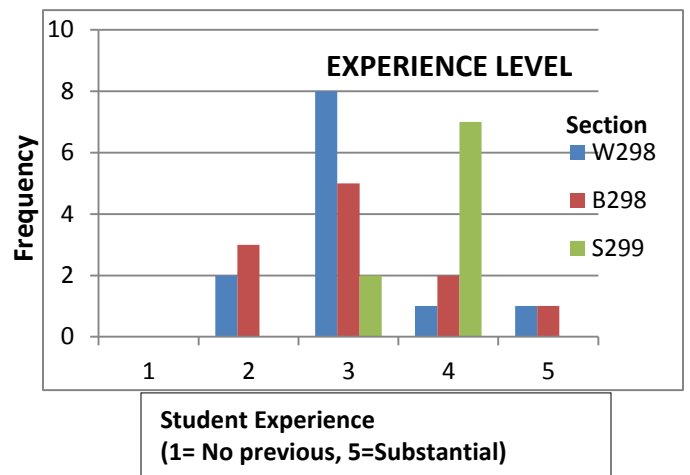
9. Year in School



10. Have you been to an instruction session in DePaul Special Collections and Archives before?



11. What is your experience with primary source materials?



## Sample of Answers to Open-Ended Questions

| PRE TEST   | POST TEST  |
|--|--|
| <p><b>2. What are the unique or noteworthy physical or textual properties of the item?</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• Good answer/several elements all listed together- “There is a Chinese character stamped into the middle of page 2, and right below that a stamp of what appears to be a Mickey and Minnie Mouse. Top right corner of each page is a watermark or seal. Top left of page 1 is an image of a rickshaw.”</li> <li>• “Typewritten letter, has some stamps that make it look official” (vague but correct)</li> </ul> <p><b>Inadequate/Incorrect (1 point)</b></p> <ul style="list-style-type: none"> <li>• Mistaken inference: “It was translated because some of the sentences aren’t perfect English.” (Comes to that conclusion despite other evidence that does not support that interpretation.)</li> <li>• “Feels genuine due to the texture of the paper, maybe along the lines of papyrus”</li> <li>• “yellowing parchment” (incorrect, students handled a photocopy on standard office paper)</li> <li>• “ -Names<br/>-Dates<br/>-Images”<br/>(too vague for credit, could describe any document)</li> </ul> | <p><b>2. What are the unique or noteworthy physical or textual properties of the item?</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• “Besides that it was prob [sic] a copy of a letter...It looks typed, it is either faded or of a yellow vanilla color.” (seems to understand nature of a copy retained for files, notes two elements – typed and color)</li> <li>• “The letter was typed on a type-writer, instead being handwritten. This suggests more formality.” (identifies an element of a business letter.)</li> <li>• “evidence something had been stapled to it, formal format, typed” (refers to paperclip rust)</li> </ul> <p><b>Inadequate/Incorrect (1 point)</b></p> <ul style="list-style-type: none"> <li>• “A letter addressed to a newspaper” (too vague, no details)</li> </ul> |
| <p><b>4. Who created this, or is responsible for its creation? What do you learn about the creator from this item?</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• Good answer: “The actual name is difficult to read, as it is in the form of a signature. We know the writer is in China on a Catholic Mission.” (understands the signature area is the author’s name, and includes information found in the letter structure and content to describe the author)</li> <li>• Good, not great, answer: “The man who signed the letter wrote it – has access to typewriter and mail.” (understands signature</li> </ul>  | <p><b>4. Who created this, or is responsible for its creation? What do you learn about the creator from this item?</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• “Sister Helen Prejean, from this document, you get the sense of urgency and strength with which she is throwing herself against the death penalty.” (Doesn’t just restate phrases; also picks up tone)</li> <li>• “Helen Prejean, CSJ. To submit a piece to a newspaper about how death penalty doesn’t help anyone.”</li> <li>• “Helen Prejean. It is likely someone concerned about the death penalty. Added ‘concerned</li> </ul>  |

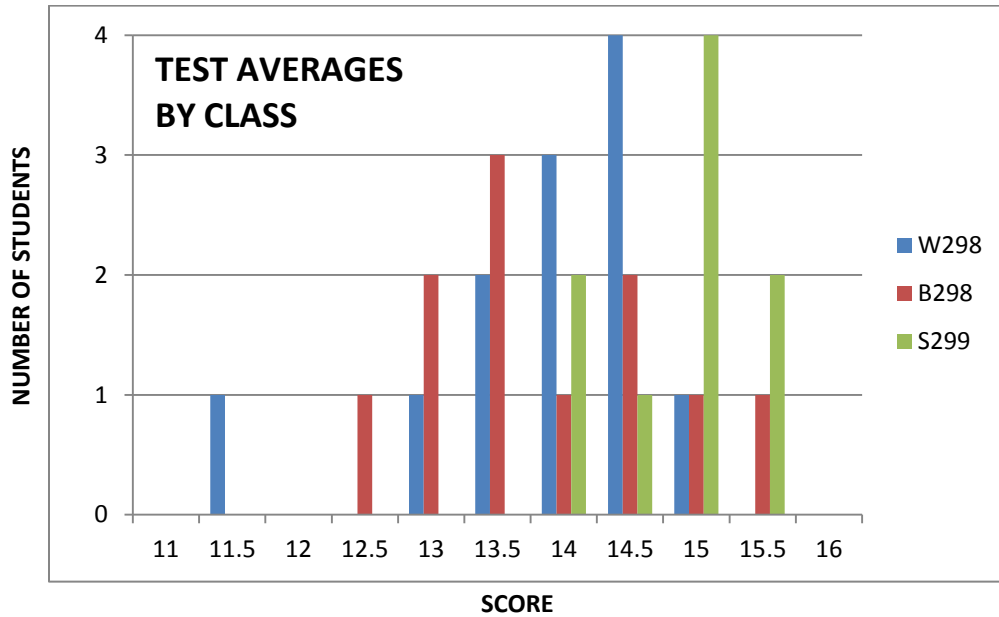
|   |   |
|---|---|
| <p>area, somewhat obvious information (typewriter and mail) but does not interpret the text itself).</p> <ul style="list-style-type: none"> <li>• “A Catholic Missionary in China” (vague but correct)</li> <li>• “Somebody religious. Possible missionary in China” (Vague but correct)</li> </ul> <p><b>Inadequate/Incorrect ( 1 point)</b></p> <ul style="list-style-type: none"> <li>• “Teng-kia-pu. He is a Catholic missionary working in China. He also seems to be of Chinese descent.”</li> <li>• “Teng-kaa-pu, Kiang-Si. This person is a Catholic Missionary who presumably speaks poor English.” (Does not understand address header in letter, and misses in the 2<sup>nd</sup> paragraph that author is still learning Chinese.)</li> </ul> | <p>about soul,’ [sic] probably a religious person. Likely educated....good spelling/grammar.”</p> <p><b>Inadequate/Incorrect (1 point)</b></p> <ul style="list-style-type: none"> <li>• “Helen Prejean” (restates name but adds no details about creator)</li> </ul>  |
| <p><b>5. For what purpose was this item originally created?</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• Good answer/several elements: “To send thanks back to the US and to report on the author’s current condition and experiences in China.”</li> <li>• Okay answer: “The purposes for this letter is [sic] that this person lives in China and wants to be fully Chinese and wants photos and the Catholic Action.” (got the Catholic Action request correct )</li> <li>• Vague: “For friends, to tell of his adventures”</li> </ul> <p><b>Inadequate/Incorrect (1 point)</b></p> <ul style="list-style-type: none"> <li>• “As a letter sent from China to America” (no interpretation, elaboration)</li> </ul> | <p><b>5. For what purpose was this item originally created?</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• “She sent this to Tom Mitchell of Shreveport Journal to try and persuade him to publish an editorial of hers about the costs of capital punishment.”</li> <li>• “-To persuade the newspaper to print her Op-Ed<br/>-Thank the newspaper for its stance against the death penalty”</li> </ul> <p><b>Inadequate/Incorrect (1 point)</b></p> <ul style="list-style-type: none"> <li>• “To educate public how the death penalty doesn’t help anyone.” (secondary; this is purpose of the op-ed. Letter is to ask for op-ed to be published.)</li> <li>• “To fight against the capital murder stance in the newspaper.” (This particular newspaper is already against capital punishment according to the letter)</li> </ul> |
| <p><b>6. Please identify and describe the intended audience for this item.</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• “Other Catholic clergy; familiar, friends” (‘familiar’ picks up on the tone and word choice)</li> <li>• “By ‘friends’ I assume that this is meant for a large group of American clergymen or even parishioners.”</li> </ul>  | <p><b>6. Please identify and describe the intended audience for this item.</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• “Tom Mitchell probably a chief editor of the Shreveport Journal. If not editor, then some type of powerful person there.”</li> <li>• “The audience is Mr. Mitchell, likely a newspaper editor”</li> </ul>  |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• “Religious individuals; Teng-kia-pu &amp; Kiang-Si” (example of a correct (though vague) answer (religious individuals) paired with an incorrect answer, thinking the sent-from address are people’s names)</li> </ul> <p><b>Inadequate/Incorrect (1 point)</b></p> <ul style="list-style-type: none"> <li>• “The people he wrote the letter to.” (too vague, no attempt to identify or describe audience)</li> </ul>  | <p><b>Inadequate/Incorrect (1 point)</b></p> <ul style="list-style-type: none"> <li>• “Mr. Mitchell” (no description)</li> <li>• “General public to inform of death penalty”</li> <li>• “Public-&gt; anyone who reads the New Orleans newspaper” (letter is not directly meant for the public, and it’s the Shreveport paper, not the New Orleans paper)</li> <li>• “Readers of the Shreveport Journal”</li> <li>• “Editor of a newspaper/journal” (too vague when the details are readily present)</li> </ul>  |
| <p><b>7. What pieces of evidence help you determine the purpose and intent of the item?</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• “-Mentioning ‘Thank You’ first sentence<br/>-Wrote as in answering questions or already in conversation<br/>-Information given like pleasantries” (picks up on the back-and-forth nature of correspondence and tone)</li> <li>• “The writing – he states that he is writing to thank them and the rest of its content is [sic] talking about his experiences.”</li> </ul> <p><b>Inadequate/Incorrect (1 point)</b></p> <ul style="list-style-type: none"> <li>• “It was a letter so the text of the letter itself” (too vague)</li> <li>• “Catholic Action, send a few pictures” (restates but no elaboration)</li> <li>• “Several notions and action throughout the letter” (too vague)</li> </ul> | <p><b>7. What pieces of evidence help you determine the purpose and intent of the item?</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• “She says she is enclosing an op-ed she wants to submit with “great sense of urgency”</li> <li>• ““Using words like ‘urgency’ – ‘I commend you...’ = gratitude. Explanation of her op-ed” (more than just restates text; interprets and understands tone)</li> </ul> <p><b>Inadequate/Incorrect (1 point)</b></p> <ul style="list-style-type: none"> <li>• “She states it in her letter”</li> <li>• “reference to Civil Rights movement”</li> <li>• “rhetoric”</li> <li>• “Prejean is very explicit in her aim”</li> <li>• “clearly stated”</li> <li>• “the words written in it” (all the above are too vague)</li> </ul> |
| <p><b>8. What else would you like to know about this item or its contents? How would you go about finding answers?</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• Good answer/several thoughts<br/>Q: “Finding out who “friends” are might be difficult but possible with other correspondence. Also curious is the apparent partnership of the Italian and American priests.”<br/>A: “Research Catholic policy on international cooperation of clergy in wartime -&gt;WWII-&gt;Italy &amp; US at war.” (Demonstrates understanding of correspondence and collections by thinking other correspondence might provide additional clues; poses additional question and</li> </ul>  | <p><b>8. What else would you like to know about this item or its contents? How would you go about finding answers?</b></p> <p><b>Correct (2 points)</b></p> <ul style="list-style-type: none"> <li>• Q: “Did Helen’s piece get posted? “<br/>A: “Find out by looking for a follow up letter, or the Shreveport Journal’s publishing after this date”</li> <li>• Q: “I would like to see the op ed piece enclosed + Mitchell’s response.”<br/>A: “These might be in the Prejean archives or other archives from this time + place.”</li> <li>• Q: “Why is it urgent?”<br/>A: “Look up to see if someone was being executed at the time.” (no specifics for “look up”)</li> </ul>   |



|   |  |
|---|--|
| <p>starts to narrow terms/concepts, uses prior historical knowledge (US and Italy as opponents) which sparks curiosity about US/Italian clergy cooperation.)</p> <ul style="list-style-type: none"> <li>Q: "What specific collection it is in, name of collection."<br/>A: "Possibly use finding aids online to determine where this item is located."</li> <li>Okay answer:<br/>Q: "learning the full history of the author. His journey and so forth. The Catholic mission. China in 1941."<br/>A: "I would research the author, if no luck then the mission itself." (practical steps of "research" are not elaborated)</li> </ul> <p><b>Inadequate/Incorrect (1 point)</b></p> <ul style="list-style-type: none"> <li>"What nationality the writer was. Said just started speaking English but only been in China 10 months. "Up north all I did was study."" (question, but no suggestion about how to find answer)</li> <li>"How it relates to WWII" (no suggestion to find answer)</li> <li>"Where is the typewriter from?" (not central to the document analysis, plus does not include suggestion to find answer)</li> </ul> | <p><b>Inadequate/Incorrect (1 point)</b></p> <ul style="list-style-type: none"> <li>"Google Helen Prejean" (no question being asked)</li> <li>"I'd like to see the op-ed, and similar op-eds run by not just the Shreveport Journal but others in the area and nationwide. Why is she so strongly against capital punishment?" (Good curiosity, but no attempt to find answers)</li> <li>"I would like to know where Shreveport is" (no suggestion for how to figure this out)</li> <li>"the public's perspective on the death penalty" (no attempt to find answer)</li> </ul> |
|---|--|

## APPENDIX 8 - Scores by Class Section and Prior SPCA Instruction



### TEST AVERAGES RELATED TO PRIOR INSTRUCTION

(Y= PRIOR SPCA INSTRUCTION)

