

Assessment Plan, Data, and Analysis

Mission Statements & Goals

UNIVERSITY MISSION STATEMENT: We Educate and Empower Students to Understand and Transform Our World.

ACADEMIC AFFAIRS MISSION STATEMENT: NA

Linscheid Library MISSION STATEMENT: We collaborate with our community to provide access to resources and education, empowering users to transform our world.

Linscheid Library GOAL(S): To contribute to the development of students who are information literate, which is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" ("Information literacy competency", 2000, p.2).

STUDENT LEARNING OUTCOME 1: After one face-to-face information literacy instruction session, students will be able to evaluate the relevance of context when presenting a position.

Criterion 1: Students will articulate the credibility and/or bias of provided sources within the context of a given research topic.

Instrument/Measurement: Authority Activity Worksheet and Authority Activity Rubric.

Population: Students in ENG 1213 (Freshman Composition II).

Standard: 70% of a purposeful cluster sampling of 80 students in ENG 1213 (Freshman Composition II) will score 3 or above out of 4 on the Authority Activity Worksheet.

Table:

SLO 1: Criterion 1.1	Range of Student Scores	Percent Pass Rate	n
2019-2020	0-4	5.00%	99
2018-2019	ND*	ND*	ND*
2017-2018	ND*	ND*	ND*
2016-2017	ND*	ND*	ND*
2015-2016	ND*	ND*	ND*

*No data, 2019-2020 marks new assessment plan and criterion

Analysis: This standard was not met for 2019-2020. Using a purposeful cluster sampling of 99 students in the freshman-level targeted class (ENG 1213), the data shows that 5% of the sampled students displayed the ability to evaluate the relevance of context when presenting a position at a level three or above, on a scale of zero to four. To score a three or above, students had to

identify two or more relevant aspects of credibility and/or biases when analyzing sample sources on a given research topic. Student answers were then graded and normed (if necessary) by a random pairing of librarians using a rubric. The low number of students who passed can be attributed to a need for clarification in the worksheet prompt (for students) and rubric (for librarians). For example, the prompt asks students to explain which of the provided sources they would use for their essay based on the class discussion on credibility and bias, while also giving specific reasons why they did or did not choose a particular source. Many of the students merely provided simple statements of credible or biased qualities of their chosen source(s) but excluded further analyses as to why those qualities are credible or biased. For this reason, their arguments were considered "simplistic" (i.e. level two) instead of "relevant" (i.e. level three or four) by the majority of librarians based on the rubric. In addition, as first-time graders, a number of librarians graded inconsistently using the rubric, necessitating a disproportional amount of norming, which significantly lowered the average score. To rectify these issues, the prompt will be reworded to clarify the need for students to provide evidence to prove or disprove the credibility and/or biases of chosen source(s). In addition, anonymized sample student responses and definitions of relevant terms for each rubric level have already been added to the grading materials and all liaison librarians will participate in an SLO grading practice session in fall 2020.

STUDENT SERVICE OUTCOME 2: Linscheid Library supports student research through remote access of electronic resources.

Criterion 2.1: Students are satisfied with ease of access to electronic resources.

Instrument/Measurement: Student satisfaction survey administered via the Office of Institutional Effectiveness [The library's electronic resources are easy to access].

Population: All students

Standard: At least 75% of responding students will report satisfaction with access to electronic resources.

Table:

SSO 2: Criterion 2.1 Electronic resources ease of Access	Range of Student Scores	Mean of Student Scores	Percent Pass Rate	n
2019-2020	1-5	4.52	85.49%	255
2018-2019	1-5	4.55	89.29%	364
2017-2018	1-5	4.53	89.84%	315
2016-2017	ND*	ND*	ND*	ND*
2015-2016	ND*	ND*	ND*	ND*

Analysis: This standard was met for 2019-2020, and exceeded expectations by 10%. Library staff strive to make access to library resources as easy as possible, continually updating the proxy server, checking links, and systematically fielding issues immediately. Not satisfied decreased at

both the 1- (-29%) and 5-year (-1%) mark, and Somewhat not satisfied increased at both marks (114% & 6%). Neutral also saw significant increases at both marks (43% & 67%), and Somewhat satisfied saw significant decreases (-23% & -35%). Overall, Very satisfied stayed steady at the 1-year mark (0.5%) and increased at 5 years (5%), showing that server upgrades implemented this year eliminated several issues. The overall standard (Somewhat satisfied and Very satisfied) decreased at both marks (-4%), as well as the number of respondents (-30% & -19%). The significant one year respondent decrease cannot be attributed to the COVID-19 closure as the survey was conducted in the fall semester.

Criterion 2.2: Electronic resources activity for each college or school is proportional to its student credit hours.

Instrument/Measurement: Annual Report Master Table (College/School SCH Produced & Electronic Resources: connects, searches, full-text)

Population: Students in each college and school.

Standard: The percentage of electronic resources activity will be no less than -5 percentage points of student credit hours for each college or school.

Table:

SSO 2: Criterion 2.2 Electronic resources and SCH	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	% Diff
CEP SCH	23.52%	22.07%	23.94%	24.44%	25.76%	16.22%
CEP Electronic Resources	29.58%	30.30%	29.62%	33.01%	41.98%	
CHS SCH	28.75%	29.91%	28.48%	28.91%	29.05%	-1.65%
CHS Electronic Resources	28.48%	28.43%	27.73%	25.77%	27.40%	
CLASS SCH	36.92%	36.74%	35.63%	34.42%	33.43%	-9.52%
CLASS Electronic Resources	34.84%	34.99%	35.98%	34.28%	23.91%	
SSB SCH	10.81%	11.28%	11.95%	12.23%	11.76%	-5.05%
SSB Electronic Resources	7.10%	6.28%	6.67%	6.94%	6.71%	
Total SCH	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%
Total Electronic Resources	100.00%	100.00%	100.00%	100.00%	100.00%	

Analysis: This standard was not met for 2019-2020, however, two of the four academic units did meet with a third only slightly missing target. CEP shows increases at the 1- and 5-year marks (8% & 10%). CHS shows an increase (2%) at the 1-year mark, but an overall decrease (-1%) at 5 years. CLASS shows large decreases at both the 1- and 5-year marks (-9% & -7%). SSB increased by less than 1% at the 1-year, but decreased (-1%) at the 5-year mark. SSB is consistently in the negative, however, the slight increase shows continued consistent liaison assignments are helping correct this trend. Fluctuations can be accounted for due to departmental faculty turnover, leading to confusion of who the liaison librarian is. Liaison librarians continue to work with academic

departments to improve relationships and use of the library. In addition, the COVID-19 closure should have led to some of the increases seen this year.

UNIVERSITY SERVICE OUTCOME 3: Linscheid Library provides support for academic programs through liaison activity.

Criterion 3.1: Collection activity for each college or school is proportional to its student credit hours.

Instrument/Measurement: Annual Report Master Table (College/School SCH Produced & Collection: purchases, donations, withdrawals)

Population: Faculty and students in each college and school.

Standard: The percentage of collection activity will be will be no less than -5 percentage points of student credit hours for each college or school.

Table:

USO 3: Criterion 3.1 Collection and SCH	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	% Diff
CEP SCH	23.52%	22.07%	23.94%	24.44%	25.76%	-3.55%
CEP Collection	10.71%	11.42%	15.80%	32.07%	22.21%	
CHS SCH	28.75%	29.91%	28.48%	28.91%	29.05%	-0.55%
CHS Collection	23.90%	35.09%	20.71%	29.13%	28.50%	
CLASS SCH	36.92%	36.74%	35.63%	34.42%	33.43%	10.8%
CLASS Collection	57.33%	46.81%	57.47%	34.17%	44.23%	
SSB SCH	10.81%	11.28%	11.95%	12.23%	11.76%	-6.70%
SSB Collection	8.06%	6.68%	6.02%	4.63%	5.06%	
Total SCH	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%
Total Collection	100.00%	100.00%	100.00%	100.00%	100.00%	

Analysis: This standard was not met for 2019-2020, however, three of the four academic units did meet. CEP shows a decrease at the 1-year mark (-11%) and an increase at the 5-year mark (9%) ; CHS shows an insignificant decrease (-1%) at the 1-year mark and a slight increase (4%) at 5 years; CLASS shows a significant increase at the 1-year mark (11%) and a somewhat significant decrease at the 5-year mark (-10%) mark; and SSB saw a slight increase (1%) at the 1-year mark and a small decrease (-4%) at 5 years. However, SSB is consistently in the negative. Continued consistent liaison assignments should help correct this trend. Fluctuations can be accounted for due to departmental faculty turnover, leading to confusion of who the liaison librarian is. In addition, the COVID-19 closure led to expenditures being somewhat halted, effecting this portion of assessment.

Criterion 3.2: Instruction activity for each college or school is proportional to its student credit hours.

Instrument/Measurement: Annual Report Master Table (College/School SCH Produced & Instruction: sessions, students, LibGuides)

Population: Faculty and students in each college and school.

Standard: The percentage of instruction activity will be will be no less than -5 percentage points of enrollment for each college or school.

Table:

USO 3: Criterion 3.2 Instruction and SCH	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	% Diff
CEP SCH	23.52%	22.07%	23.94%	24.44%	25.76%	7.30%
CEP Instruction	16.88%	9.39%	16.47%	26.53%	33.06%	
CHS SCH	28.75%	29.91%	28.48%	28.91%	29.05%	-6.53%
CHS Instruction	39.70%	36.33%	35.18%	26.77%	22.52%	
CLASS SCH	36.92%	36.74%	35.63%	34.42%	33.43%	5.37%
CLASS Instruction	33.87%	40.99%	42.41%	40.03%	38.80%	
SSB SCH	10.81%	11.28%	11.95%	12.23%	11.76%	-6.14%
SSB Instruction	9.55%	13.29%	5.94%	6.67%	5.62%	
Total SCH	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%
Total Instruction	100.00%	100.00%	100.00%	100.00%	100.00%	

Analysis: This standard was not met for 2019-2020, however, two of the four units did meet, down one from last year. CEP shows increases at the 1- (5%) and 5-year (14%) mark. CHS shows marked decreases at both the 1- (-4%) and 5-year (-17%) marks. CLASS shows a slight decrease at the 1-year mark (-0.2%) and marked increase (8%) at 5 years. SSB remained steady at the 1- (-1%) with a slightly higher decrease at 5 years (-5%). Fluctuations can be accounted for due to departmental faculty turnover, leading to confusion of who the liaison librarian is. Liaison librarians will continue to work with academic departments to improve relationships and use of the library. The COVID-19 closure may have contributed to several of the decreases due to lack of university planning for a full online instruction environment, however, liaison librarians were poised to provide online information literacy instruction.

Summary Table of Student Support/Learning Outcomes/Criteria			
Outcomes	Criteria/Instrument (modify table to fit your plan)	Met	Not Met
SLO1: After one face-to-face information literacy instruction session, students will be able to evaluate the relevance of context when presenting a position.	1: Students will articulate the credibility and/or bias of provided sources within the context of a given research topic		X
SSO2: Linscheid Library supports student research through remote access of electronic resources.	2.1: Students are satisfied with ease of access to electronic resources.	X	
	2.2: Electronic resources activity for each college or school is proportional to its student credit hours.		X
USO3: Linscheid Library provides support for academic programs through liaison activity.	3.1: Collection activity for each college or school is proportional to its student credit hours.		X
	3.2: Instruction activity for each college or school is proportional to its student credit hours.		X

Staff Meeting: Meeting date(s) and a roster of those in attendance.

August 20, 2020. In attendance:

- Dana Belcher, Director
- Patrick Baumann, Media Services Librarian
- Megan Hasler, Technical Services Librarian
- Marla Loble, Public Services Librarian
- Casey Lowry, Collection Services Librarian
- Calantha Tillotson, Instructional Services Librarian

Sharing with Stakeholders:

1. Stakeholders for this AES Unit include: ECU students, teaching faculty, library faculty, administrators, the University Assessment Committee, and future employers.
2. Current assessment reports will be made available on the website of the Office of Institutional Effectiveness:
https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz

Summary of Actions Related to Assessment Data

See glossary of terms for complete explanation of each section.

CURRENT ACTIONS AND/OR CHANGES

- **ACTION:** SLO 1 – the Authority Activity prompt will be reworded to clarify the need for students to provide evidence to prove or disprove the credibility and/or biases of chosen source(s). In addition, anonymized sample student responses and definitions of relevant terms for each rubric level have already been added to the grading materials and all liaison librarians will participate in an SLO grading practice session in fall 2020.
- **ACTION:** SSO 2.2 – librarians will increase relationship building within CHS, CLASS, and SSB to increase use of electronic resources, utilizing social media, research consultations, instruction, and other liaison activities.
- **ACTION:** USO 3.1 – librarians will increase relationship building within CEP, CHS, and SSB to increase use of the collection, specifically in collection maintenance.
- **ACTION:** USO 3.2 – librarians will increase relationship building within CHS and SSB to increase instruction use, specifically in the number of sessions and course guide hits.

SUMMARY OF LATEST VICE PRESIDENT/UAC REVIEW & STATUS UPDATE

Program Name: Linscheid Library 2016-2017

National Assessment Available: YES or NO

Yes	No	Required Criteria in Program Assessment Report
X		1. University Mission Statement
NA		2. Administrative Branch Mission Statement - admin branches do not have
X		3. AES Unit Mission Statement
X		4. AES Unit Goals
X		5. Current Academic Year
NA		6. Plan assesses across the program by targeting different areas –difficult to do this when limited to student learning outcomes – next year’s plan is much broader with new outcomes <ul style="list-style-type: none"> • Status: All previous SLOs have been eliminated. New SLO, SSO, and USO have been identified.
X		7. Plan contains minimum of 3 Outcomes (University Service/Student Support/Student Learning)
X		8. Plan contains minimum of 2 Criteria per Outcome
X		9. Plan contains minimum of one instrument per criterion
X		10. All instruments are identified and appropriate to criteria
X		11. Plan contains a combination of direct and indirect measures (i.e., minimum one indirect)
X		12. Plan populations are identified and appropriate to criteria
x		13. Plan standards are identified, clear, and appropriate to criteria. – not pretty given what is compared in many (SAILS to Psych), but it will do <ul style="list-style-type: none"> • Status: Standards for new SLO, SSO, and USO are more clear and comparable.
X		14. Data collected for current academic year and placed in table.

NA	15. Data completely analyzed both for current academic year AND longitudinally – first year of changed plan so no longitudinal data to work with <ul style="list-style-type: none"> • Status: New SLO and SSO criterion 2.1 will only have one year of data.
X	16. Evidence of staff meeting to work on program report
X	17. Stakeholders identified
X	18. Evidence of program results communicated to stakeholders
X	19. Summary table of student learning outcomes by criteria complete
X	20. Current Actions/Changes listed and based on analyses
X	21. Summary of Last 5 Years' Actions/Changes and Updates complete (incl. UAC and Vice President reviews) or explanation of why incomplete
X	22. Appendix includes surveys/rubrics/summaries of instruments referenced in report

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES & UPDATE

Academic Year	Current Actions/Changes	Annual Reviews of Vice President/UAC
2018-2019	ACTION: SLO 1.1 – Due to the inability to gather consistent data or validate the pre/post-test, the FY1920 library SLO will be based on evaluating techniques, require the embedding of an artifact worksheet to be graded by librarians using a rubric, and begin with Freshman Composition II sections in Spring 2020.	
2018-2019	ACTION: SLO 1.2 – librarians will continue emphasizing searching techniques, but SLO 1.2 will be discontinued beginning in FY1920	
2018-2019	ACTION: SSO 2.2 – librarians will increase relationship building with teaching faculty to increase use of electronic resources	
2018-2019	ACTION: USO 3.1 – librarians will resume collection maintenance (weeding) efforts in fall 2019 to increase overall collection use.	
2018-2019	ACTION: USO 3.2 – librarians will continue instruction efforts with all academic departments to increase instruction use.	
2017-2018	ACTION: 1.1 Identifies an initial research topic – with the discontinuation of SAILS, the ACRL Framework for Information Literacy for Higher Education #6 Searching as Strategic Exploration	

	instrument was adopted, comparing populations ENG 1213/3193, PSYCH 1113/3933, and EHS 1114/3603	
2017-2018	ACTION: 1.2 Developing appropriate search terms – the ACRL Framework for Information Literacy for Higher Education #6 Searching as Strategic Exploration instrument was adopted, comparing populations ENG 1213/3193, PSYCH 1113/3933, and EHS 1114/3603	
2017-2018	SLO2 replaced with SSO2 Linscheid Library supports student research through remote access of electronic resources	
2018-2019	SLO3 replaced with USO3 Linscheid library provides support for academic programs through liaison activity	
2016-2017	ACTION: 1.1 Identifies an initial research topic – with the discontinuation of UNIV 3001, PSYCH 3933 scaffolding post-test question #1 was added as a comparison to SAILS UNIV 1001.	Most Standards are difficult to understand
2016-2017	ACTION: 1.2 Developing appropriate search terms – with the discontinuation of UNIV 3001, PSYCH 3933 scaffolding post-test question #2 was added as a comparison to PSYCH1113.	Most Standards are difficult to understand
2016-2017	ACTION: 2.1 Selecting the right tool – with the discontinuation of UNIV 3001, PSYCH 3933 scaffolding post-test question #3 was added as a comparison to SAILS UNIV 1001.	Most Standards are difficult to understand
2016-2017	ACTION: 2.2 Searching – with the discontinuation of UNIV 3001, PSYCH 3933 scaffolding post-test question #4 was added as a comparison to SAILS UNIV 1001.	Most Standards are difficult to understand
2016-2017	ACTION: 2.3 Evaluating sources (previously 3.1) – with the discontinuation of UNIV 3001, PSYCH 3933 scaffolding post-test question #6 was added as a comparison to SAILS UNIV 1001.	Most Standards are difficult to understand

2016-2017	ACTION: The following indirect measures were added: 4.1 Welcoming atmosphere 4.2 Librarian encouraged questions and/or participation	
2016-2017	CHANGE: SAILS will no longer be used, eliminating SLOs 1.1, 2.1, 2.2, and 2.3 for AY1718.	Most Standards are difficult to understand
2016-2017	CHANGE: SLO 1.2 Developing appropriate search terms will be replaced in AY1718 with: Students will identify, select, and effectively use appropriate search tools in order to locate and retrieve sources: Selecting the right tool and Searching will be the criterion using the ACRL Framework for Information Literacy for Higher Education #6. Students will be tested in PSYCH 1113 & 3933, ENG 1213 & 3193, and EHS 1114 & 3603 through pre- and post-tests.	next year's plan is much broader with new outcomes
2016-2017	CHANGE: The following SSO and USO will be added for AY1718: SSO: Linscheid Library supports student research through remote access of electronic resources. USO: Linscheid Library provides support for academic programs through liaison activity.	next year's plan is much broader with new outcomes
2015-2016	CHANGE: 1.1 Developing a search strategy – not only has this standard always been met, this year's UNIV 3001 scored higher than all previous UNIV 1001 academic years. However, the score is not meaningfully different from the initial data from fall 2008. Since UNIV 3001 has been removed from the general education curriculum as of fall 2016, a true fifth year of data is impossible to gather. This criterion's standard has maxed out for 3 consecutive years, therefore, it will be dropped.	

2015-2016	CHANGE: 2.4 Retrieving sources – not only has this standard always been met, this year’s UNIV 3001 scored higher than all previous UNIV 1001 academic years. Since UNIV 3001 has been removed from the general education curriculum as of fall 2016, a true fifth year of data is impossible to gather. This criterion’s standard has maxed out for 3 consecutive years, therefore, it will be dropped.	
2015-2016	CHANGE: 3.1 Evaluating sources – this is the first year this standard has met, and this year’s UNIV 3001 scored higher than three of the previous UNIV 1001 academic years. However, the score is lower than the initial data from fall 2008. Since UNIV 3001 has been removed from the general education curriculum as of fall 2016, a true fifth year of data is impossible to gather. The librarians will look to instruction scaffolding programs as the next comparison group.	
2015-2016	3.2 Articulating awareness of established evaluation criteria – not only has this standard always been met, it has met at higher percentage points than established. As this standard is not based on SAILS and is not compared to UNIV 3001, a fifth year of data is possible to gather. However, this criterion’s standard has maxed out for 3 consecutive years and could be a candidate to be dropped.	
2015-2016	CHANGE: 4.1 Citing information sources appropriately – not only has this standard always been met, this year’s UNIV 3001 scored higher than all previous UNIV 1001 academic years. However, the score is not meaningfully different from the initial data from fall 2008. Since UNIV 3001 has been removed from the general education	

	curriculum as of fall 2016, a true fifth year of data is impossible to gather. This criterion's standard has maxed out for 3 consecutive years, therefore, it will be dropped.	
2015-2016	CHANGE: 4.2 Adhering to ECU's policy on Academic Integrity specifically related to plagiarism –this standard has met three of four years, and this year's UNIV 3001 scored higher than two previous UNIV 1001 academic years. However, the score is not meaningfully different from the initial data from fall 2008. Since UNIV 3001 has been removed from the general education curriculum as of fall 2016, a true fifth year of data is impossible to gather. The librarians will look to instruction scaffolding programs as the next comparison group.	
2015-2016	1.2 Developing appropriate search terms – the standard has never met, and the scores for all three targets fell from the previous year. As this standard is not based on SAILS and is not compared to UNIV 3001, a fifth year of data is possible to gather. The librarians will determine if revisions or adjustments need to be made.	
2015-2016	CHANGE: 2.1 Selecting the right tool – this is the first year this standard has not met, and the score is not meaningfully different from the initial data from fall 2008. Since UNIV 3001 has been removed from the general education curriculum as of fall 2016, a true fifth year of data is impossible to gather. The librarians will look to instruction scaffolding programs as the next comparison group.	
2015-2016	CHANGE: 2.2 Searching – this is the first year this standard was not met, and the score is not meaningfully different from the initial data from fall 2008. Since	

	UNIV 3001 has been removed from the general education curriculum as of fall 2016, a true fifth year of data is impossible to gather. The librarians will look to instruction scaffolding programs as the next comparison group.	
2015-2016	CHANGE: 2.3 Using finding tool features – this standard has never been met, and the score is not meaningfully different from the initial data from fall 2008. Since UNIV 3001 has been removed from the general education curriculum as of fall 2016, a true fifth year of data is impossible to gather. The librarians will look to instruction scaffolding programs as the next comparison group.	

APPENDIX

See attached assessments:

Authority Activity Worksheet & Data:

- Authority Activity worksheet
- SLO Data – Fall 2019
- SLO Data – Spring 2020

ECU Student Satisfaction Survey, Fall 2019

- Criterion 2.1

Master Table 2019-2020:

- Criterion 2.2 Electronic Resources
- Criterion 3.1 Collection
- Criterion 3.2 Instruction

Authority Activity

You need to write an essay on the *causes of gun violence in k-12 schools* using only credible sources.

- Step #1: Read the attached summaries for the three possible sources to use for your essay and analyze them based on author qualifications, bias, and credibility.
- Step #2: Answer the following questions based on your analysis.

Exploring Author Qualifications

1. Which of the following sources is the least relevant based on author qualifications?
 - a. Source #1
 - b. Source #2
 - c. Source #3
2. Why do you believe your chosen source is the least relevant? List your reasons.

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Exploring Author Bias

3. Which of the following sources is the least relevant based on author bias?
 - a. Source #1
 - b. Source #2
 - c. Source #3
4. Why do you believe your chosen source is the least relevant? List your reasons.

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Authority Activity

Exploring Source Credibility

5. Which of the following sources is the least credible?
 - a. Source #1
 - b. Source #2
 - c. Source #3
6. Why do you believe your chosen source is the least relevant? List your reasons.
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Unique Course Code	Name	Scorer #1	Score #1	Scorer #2	Score #2	Difference	Preliminary Score	Scorer #3	Score #3	Official Score	Notes
MD-ENG1213-01	KB	PB	1	CT	0		0.5			0.5	
MD-ENG1213-01	RB	CT	0	CL	0		0			0	
MD-ENG1213-01	HW	CL	1	ML	3		2			2	
MD-ENG1213-01	MT	ML	0	MH	1		0.5			0.5	
MD-ENG1213-01	S1	MH	1	PB	1		1			1	
MD-ENG1213-01	JC	PB	2	CT	2		2			2	
MD-ENG1213-01	AC	CT	1	CL	1		1			1	
MD-ENG1213-01	AE	CL	2	ML	3		2.5			2.5	
MD-ENG1213-01	H1	ML	0	MH	1		0.5			0.5	
MD-ENG1213-01	BV	MH	3	PB	2		2.5			2.5	
MD-ENG1213-01	MF	PB	2	CT	2		2			2	
CY-ENG1213-03	HG	CL	2	MH	3	-1	3			1.75	
CY-ENG1213-03	JL	CL	1	ML	1	0	1			0.75	
CY-ENG1213-03	JG	CL	1	ML	0	1	0			0.5	
CY-ENG1213-03	LJ	CT	2	CL	0	2	NORM	MH	1	1.25	
CY-ENG1213-03	JB	CT	2	CL	1	1	1			1.25	
CY-ENG1213-03	EJ	CT	1	ML	1	0	1			0.75	
CY-ENG1213-03	SP	MH	2	CT	3	-1	3			1.75	
CY-ENG1213-03	W1	MH	2	CT	2	0	2			1.5	
CY-ENG1213-03	SO	MH	2	PB	2	0	2			1.5	
CY-ENG1213-03	KA	ML	1	MH	2	-1	2			1	
CY-ENG1213-03	MW	ML	1	MH	3	-2	NORM	CT	2	1	
CY-ENG1213-03	AR	ML	3	PB	2	1	2			2	
CY-ENG1213-03	KH	PB	2	CL	1	1	1			1.25	
CY-ENG1213-03	TW	PB	3	CT	3	0	3			2.25	

Authority Rubric

4	Identifies 3+ <u>relevant</u> aspects of credibility <i>and</i> biases. Includes <u>pertinent</u> perspectives in evaluating how bias affects credibility.
3	Identifies 2-3 <u>relevant</u> aspects of credibility <i>and/or</i> biases. Includes <u>pertinent</u> perspectives in evaluating how bias affects credibility.
2	Identifies 1-2 <u>simplistic</u> aspects of credibility <i>and/or</i> biases. Includes <u>rudimentary</u> perspectives of how bias affects credibility.
1	Identifies 1 <u>superficial</u> aspect of credibility <i>and/or</i> biases. Includes <u>underdeveloped</u> perspective of how bias affects credibility.
0	Does not identify aspects of credibility <i>or</i> biases. Does not include a perspective of how bias affects credibility.

How to choose Comp II sections to target?

Unique Course Code	Student	Which source (if any)?	Why or why not?
MD-ENG1213-01	KB	Source #1	I would use source one because its nice to have statistics.
MD-ENG1213-01	RB	None of the above	I would want to find a source with more information, more towards shootings.
MD-ENG1213-01	HW	Source #2	The author seems the most credible out of the three considering that he's been a principle for ten years and has worked out ways to prevent such gun violence to happen in schools and how to be prepared in these instances.
MD-ENG1213-01	MT	Source #3	This source was most helpful just by reading the summary because I got the details of what they were about and it seemed more credible.
MD-ENG1213-01	S	Source #1	It gave more of a qualified point. If I had to choose two I'd use source 2 as well because the principal can give good accounts and an inside in the school side of students.
MD-ENG1213-01	JC	Source #2	Because he is not driven my outside motives and has a decade of experience in this subject.
MD-ENG1213-01	AC	Source #1	Very Credible , doesn't have any huge red flags when it comes to conflict of interest , excellent author qualifications
MD-ENG1213-01	AE	Source #2	I would probably use Source #2 as it addresses a possible cause for gun violence at K-12 schools where teens are present. The author, although he may not have specific qualifications around gun violence, does have experience with students (up to 10 years now) therefore has knowledge of how the students function and reasons for them functioning the way that they do. Being around teenagers has also caused him to gather up his own research, leading to his publication of a book on safety policies and practices at institutions. Overall, he has knowledge of the students, their possible struggles, and how to create a safe environment for all.

Unique Course Code	Student	Which source (if any)?	Why or why not?
MD-ENG1213-01	H	Source #2	It focuses more on what could be causing this to happen and has a solution
MD-ENG1213-01	BV	None of the above	All of these essays have something wrong with them or they are biased in some way. You want something that is factual and neutral on its standpoint of views.
MD-ENG1213-01	MF	Source #2	He is a principal and has been for over 10 years so he would have the most experience in how to keep the kids safe
CY-ENG1213-03	LJ	Source #1	I would use source on, because it has all of the data on school shootings. The dates, time, an places. Source #3 is based off of her town. Source #2 is about a safety course, not really about gun violence more on what to do if it has happened.
CY-ENG1213-03	JL	Source #1	Source #1 because it talks about K-12 schools. I also picked #1 because of who is doing the research. Stanford uni. I believe I can trust what they say.
CY-ENG1213-03	KA	Source #1	Because, Stanford University is a very credible research place, with knowledge on the topic.
CY-ENG1213-03	SO	Source #1	Source 1 because Stanford university is one of the top universities in the nation so will obviously have some credible and relavant information on such an article.
CY-ENG1213-03	TW	Source #1	I would use this source because it seems to contain the most information of the actual topic at hand. They have funds to conduct multiple forms of research and gather the most information to be as accurate as possible. Many people are involved in the study, so there is less chance of a bias opinion rather than facts.
CY-ENG1213-03	JB	Source #1	This source gives you a large range of events to choose from. It gives specific details on the events and the student's background involved with it. Stanford is also a very credible and proven source.

Unique Course Code	Student	Which source (if any)?	Why or why not?
CY-ENG1213-03	JG	None of the above	Although Source 1 has the research about research being done about gun violence in schools, I do not believe it would be where I want my research to come from. In such a broad and huge topic, I would want to have a lot of information almost gathering it is if I were Stanford.
CY-ENG1213-03	MW	Source #1	Stanford has been around for a very long time so they are much more creditable than several other resources. The data given has specific dates, locations, numbers, and names of victims.
CY-ENG1213-03	SP	Source #1 and #3	I would choose source 1 and 3 as sources for my essay. Source 1 is a research done at Stanford University which is a very prestigious and powerful research organization. Source 1 and 3 actually talks about the causes of gun violence and, unlikely Source 2 talks about safety measures.
CY-ENG1213-03	KH	Source #1	Source 1 goes down the list and seems to be the flat out runaway winner. When it comes to research and data mining the Stanford source just stands out. For the source you don't have worry about any author bias as it a research source.
CY-ENG1213-03	EJ	Source #2	Because, he puts why there is gun violence unlike the other sources.
CY-ENG1213-03	HG	Source #1 and #2	Firstly, I would use source #1 because Stanford is a very credible research facility that doesn't have any major conflicts of interest. Source #1 is by far the most credible of the sources. Secondly, I would use source #2 because the principal has many years of practical experience in a school.
CY-ENG1213-03	AR	Source #1 and #2	Obviously I would use source 1's data to help show patterns if any, help people understand the seriousness of this topic, and to see what background the school might have had. I would include source 2's info as potential hypothesis of why these happen.

Unique Course Code	Student	Which source (if any)?	Why or why not?
CY-ENG1213-03	W1	Source #1	I would choose source #1. To me this source is the most credible out of the 3. Source 2 + 3 are very flawed from what I was able to read. Stanford University is ranked one of the top research universities in the world.

	Number	Percentage
4	0	0%
3-3.99	0	0%
2-2.99	5	45%
1-1.99	2	18%
0-.99	4	36%
	11	100%

Unique Course Code	Student's Name	Student's Answer	Score	Notes
MD-ENG1213-01	KB	Source #1; I would use source one because its nice to have statistics.		0
MD-ENG1213-01	JC	Source #2; Because he is not driven my outside motives and has a decade of experience in this subject.		2
MD-ENG1213-01	MF	Source #2; He is a principal and has been for over 10 years so he would have the most experience in how to keep the kids safe		1
MD-ENG1213-01	S1	Source #1; It gave more of a qualified point. If I had to choose two I'd use source 2 as well because the principal can give good accounts and an inside in the school side of students.		1
MD-ENG1213-01	BV	None of the above; All of these essays have something wrong with them or they are biased in some way. You want something that is factual and neutral on its standpoint of views.		1
CY-ENG1213-03	SO	Source #1; Source 1 because Stanford university is one of the top universities in the nation so will obviously have some credible and relavant information on such an article.		2
CY-ENG1213-03	AR	Source #1 and #2; Obviously I would use source 1's data to help show patterns if any, help people understand the seriousness of this topic, and to see what background the school might have had. I would include source 2's info as potential hypothesis of why these happen.		2
CY-ENG1213-03	TW	Source #1; I would use this source because it seems to contain the most information of the actual topic at hand. They have funds to conduct multiple forms of research and gather the most information to be as accurate as possible. Many people are involved in the study, so there is less chance of a bias opinion rather than facts.		3
CY-ENG1213-03	KH	Source #1; Source 1 goes down the list and seems to be the flat out runaway winner. When it comes to research and data mining the Stanford source just stands out. For the source you don't have worry about any author bias as it a research source.		2

Unique Course Code	Student's Name	Student's Answer	Score	Notes
MD-ENG1213-01	KB	Source #1; I would use source one because its nice to have statistics.	1	
MD-ENG1213-01	JC	Source #2; Because he is not driven my outside motives and has a decade of experience in this subject.	2	
MD-ENG1213-01	MF	Source #2; He is a principal and has been for over 10 years so he would have the most experience in how to keep the kids safe	2	
MD-ENG1213-01	RB	None of the above; I would want to find a source with more information, more towards shootings.	0	
MD-ENG1213-01	AC	Source #1; Very Credible , doesn't have any huge red flags when it comes to conflict of interest , excellent author qualifications	2	
CY-ENG1213-03	LJ	Source #1; I would use source on, because it has all of the data on school shootings. The dates, time, an places. Source #3 is based off of her town. Source #2 is about a safety course, not really about gun violence more on what to do if it has happened.	2	
CY-ENG1213-03	JB	Source #1; This source gives you a large range of events to choose from. It gives specific details on the events and the student's background involved with it. Stanford is also a very credible and proven source.	2	
CY-ENG1213-03	EJ	Source #2; Because, he puts why there is gun violence unlike the other sources.	1	
CY-ENG1213-03	SP	Source #1 and #3; I would choose source 1 and 3 as sources for my essay. Source 1 is a research done at Stanford University which is a very prestigious and powerful research organization. Source 1 and 3 actually talks about the causes of gun violence and, unlikely Source 2 talks about safety measures.	3	
CY-ENG1213-03	W1	Source #1; I would choose source #1. To me this source is the most credible out of the 3. Source 2 + 3 are very flawed from what I was able to read. Stanford University is ranked one of the top research universities in the world.	2	
CY-ENG1213-03	TW	Source #1; I would use this source because it seems to contain the most information of the actual topic at hand. They have funds to conduct multiple forms of research and gather the most information to be as accurate as possible. Many people are involved in the study, so there is less chance of a bias opinion rather than facts.	3	

Unique Course Code	Student's Name	Student's Answer	Score	Notes
MD-ENG1213-01	RB	None of the above; I would want to find a source with more information, more towards shootings.	0	
MD-ENG1213-01	AC	Source #1; Very Credible , doesn't have any huge red flags when it comes to conflict of interest , excellent author qualifications	1	
MD-ENG1213-01	HW	Source #2; The author seems the most credible out of the three considering that he's been a principle for ten years and has worked out ways to prevent such gun violence to happen in schools and how to be prepared in these instances.	2	
MD-ENG1213-01	AE	Source #2; I would probably use Source #2 as it addresses a possible cause for gun violence at K-12 schools where teens are present. The author, although he may not have specific qualifications around gun violence, does have experience with students (up to 10 years now) therefore has knowledge of how the students function and reasons for them functioning the way that they do. Being around teenagers has also caused him to gather up his own research, leading to his publication of a book on safety policies and practices at institutions. Overall, he has knowledge of the students, their possible struggles, and how to create a safe environment for all.	3	
CY-ENG1213-03	LJ	Source #1; I would use source on, because it has all of the data on school shootings. The dates, time, an places. Source #3 is based off of her town. Source #2 is about a safety course, not really about gun violence more on what to do if it has happened.	0	
CY-ENG1213-03	JB	Source #1; This source gives you a large range of events to choose from. It gives specific details on the events and the student's background involved with it. Stanford is also a very credible and proven source.	1	
CY-ENG1213-03	JL	Source #1; Source #1 because it talks about K-12 schools. I also picked #1 because of who is doing the research. Stanford uni. I believe I can trust what they say.	1	
CY-ENG1213-03	JG	None of the above; Although Source 1 has the research about research being done about gun violence in schools, I do not believe it would be where I want my research to come from. In such a broad and huge topic, I would want to have a lot of information almost gathering it is if I were Stanford.	1	
CY-ENG1213-03	HG	Source #1 and #2; Firstly, I would use source #1 because Stanford is a very credible research facility that doesn't have any major conflicts of interest. Source #1 is by far the most credible of the sources. Secondly, I would use source #2 because the principal has many years of practical experience in a school.	2	
CY-ENG1213-03	KH	Source #1; Source 1 goes down the list and seems to be the flat out runaway winner. When it comes to research and data mining the Stanford source just stands out. For the source you don't have worry about any author bias as it a research source.	1	

Unique Course Code	Student's Name	Student's Answer	Score	Notes
MD-ENG1213-01	HW	Source #2; The author seems the most credible out of the three considering that he's been a principle for ten years and has worked out ways to prevent such gun violence to happen in schools and how to be prepared in these instances.	2	
MD-ENG1213-01	AE	Source #2; I would probably use Source #2 as it addresses a possible cause for gun violence at K-12 schools where teens are present. The author, although he may not have specific qualifications around gun violence, does have experience with students (up to 10 years now) therefore has knowledge of how the students function and reasons for them functioning the way that they do. Being around teenagers has also caused him to gather up his own research, leading to his publication of a book on safety policies and practices at institutions. Overall, he has knowledge of the students, their possible struggles, and how to create a safe environment for all.	3	
MD-ENG1213-01	MT	Source #3; This source was most helpful just by reading the summary because I got the details of what they were about and it seemed more credible.	0	
MD-ENG1213-01	H1	Source #2; It focuses more on what could be causing this to happen and has a solution	0	
CY-ENG1213-03	EJ	Source #2; Because, he puts why there is gun violence unlike the other sources.	1	
CY-ENG1213-03	JL	Source #1; Source #1 because it talks about K-12 schools. I also picked #1 because of who is doing the research. Stanford uni. I believe I can trust what they say.	1	
CY-ENG1213-03	JG	None of the above; Although Source 1 has the research about research being done about gun violence in schools, I do not believe it would be where I want my research to come from. In such a broad and huge topic, I would want to have a lot of information almost gathering it is if I were Stanford.	0	
CY-ENG1213-03	KA	Source #1; Because, Stanford University is a very credible research place, with knowledge on the topic.	1	
CY-ENG1213-03	MW	Source #1; Stanford has been around for a very long time so they are much more creditable than several other resources. The data given has specific dates, locations, numbers, and names of victims.	1	
CY-ENG1213-03	AR	Source #1 and #2; Obviously I would use source 1's data to help show patterns if any, help people understand the seriousness of this topic, and to see what background the school might have had. I would include source 2's info as potential hypothesis of why these happen.	3	

Unique Course Code	Student's Name	Student's Answer	Score	Notes
MD-ENG1213-01	MT	Source #3; This source was most helpful just by reading the summary because I got the details of what they were about and it seemed more credible.	0	
MD-ENG1213-01	H1	Source #2; It focuses more on what could be causing this to happen and has a solution	0	
MD-ENG1213-01	S1	Source #1; It gave more of a qualified point. If I had to choose two I'd use source 2 as well because the principal can give good accounts and an inside in the school side of students.	1	
MD-ENG1213-01	BV	None of the above; All of these essays have something wrong with them or they are biased in some way. You want something that is factual and neutral on its standpoint of views.	2	
CY-ENG1213-03	HG	Source #1 and #2; Firstly, I would use source #1 because Stanford is a very credible research facility that doesn't have any major conflicts of interest. Source #1 is by far the most credible of the sources. Secondly, I would use source #2 because the principal has many years of practical experience in a school.	3	
CY-ENG1213-03	SO	Source #1; Source 1 because Stanford university is one of the top universities in the nation so will obviously have some credible and relavant information on such an article.	2	
CY-ENG1213-03	SP	Source #1 and #3; I would choose source 1 and 3 as sources for my essay. Source 1 is a research done at Stanford University which is a very prestigious and powerful research organization. Source 1 and 3 actually talks about the causes of gun violence and, unlikely Source 2 talks about safety measures.	2	
CY-ENG1213-03	W1	Source #1; I would choose source #1. To me this source is the most credible out of the 3. Source 2 + 3 are very flawed from what I was able to read. Stanford University is ranked one of the top research universities in the world.	2	
CY-ENG1213-03	KA	Source #1; Because, Stanford University is a very credible research place, with knowledge on the topic.	2	
CY-ENG1213-03	MW	Source #1; Stanford has been around for a very long time so they are much more creditable than several other resources. The data given has specific dates, locations, numbers, and names of victims.	3	

	Number	Percentage
4	0	0%
3	5	5%
2	48	48%
1	33	33%
0	13	13%
	99	100%

Freshman Comp II

Professor	Course/Section #	Date	Time	# of Students	Unique Course Code
x Joshua Grasso	ENG 1213-01	MWF		9	23
Steve Benton	ENG 1213-02	MW		9	13 SB-ENG1213-02
Eril Hughes	ENG 1213-03	MW		10	22
Rebecca Nicholson-Weir	ENG 1213-04	MW		10	12 RNW-ENG1213-04
Megan Donelson	ENG 1213-05	MW		11	22 MD-ENG1213-05
Steve Benton	ENG 1213-06	MW		11	12
Eril Hughes	ENG 1213-07	MW		12	17 EH-ENG1213-07
Megan Donelson	ENG 1213-08	MW		12	13
Rebecca Nicholson-Weir	ENG 1213-09	MW		1	8 RNW-ENG1213-09
Jennifer Dorsey	ENG 1213-10	T	9:30		11 JD-ENG1213-10
x Joshua Grasso	ENG 1213-11	TR	9:30		24
Christopher York	ENG 1213-12	T		11	20 CY-ENG1213-12
Christopher York	ENG 1213-13	T	12:30		6

	Total	Percentage of Total	Targeted	Targeted Percentage of Total
MW	142	70%	72	70%
T	61	30%	31	30%
	203		103	

x = did not gather data

Unique Course Code	Student	Which source (if any)?	Why or why not?
SB-ENG1213-02	RN	Source #1	Stanford has the journalism accolades that would make me want to use that source. Also they have all of their information backed up for when the shooting happened.
SB-ENG1213-02	TG	Source #1	After reading the source it left me with the feeling of certainty. It definitely seemed the most professional and the most leading, since it was published by the author that graduated from one of the nation top ranked research schools. I will use source #1 because firstly it talk more broadly on the "Mass shootings of America. Secondly it has specific information on every mass shooting, the location, names and numbers of deaths and injuries. Lastly it a university doney research project which means it has to be credible.
SB-ENG1213-02	TA	Source #1	
SB-ENG1213-02	MM2	All of the above	Because they all contain things about gun violence and even if I do think one is bias they could still give me something I can use.
SB-ENG1213-02	DG1	Source #2	I would use source #2, just because the principle published a book on gun safety. The book would help the teachers and students I would most likely use source 2 based on the fact that he is a principal for 12 years so he knows that children need safety, he also makes sure that he gives his knowledge to others. The principal has a book over gun safety.
SB-ENG1213-02	SP	Source #2	
SB-ENG1213-02	KS1	Source #2	I would use source 2 because it talks about how gun violence is used in schools. Out of the three it's the only one about schools. The question talks about the causes which source 2 talks about the difference way to help it at schools.
SB-ENG1213-02	KM2	Source #1	I would use source 1 because they have the most research. They have dates and statistics. The author went to Stanford as was still there. The website is credible based on the fact. It has .edu at the end. It has the most credible information which makes it reliable.
SB-ENG1213-02	NB	Source #1 and #2	Source 1 - Stanford is a very credible source that does many studies and also uses a large pool of information to come to their conclusions. Source 2 - He has been a principal for 10 years and sees troubled kids and has to teach others of the gun violence that can occur. Source 3 - Not using because she is too heavily biased and doesn't have much qualifications other than her growing up in one city.
SB-ENG1213-02	CC2	None of the above	I don't know that I'd use any of the sources, but you never know. Stanford talks about the statistics of previous shootings, but not necessarily reasons why. The principle talks about prevention and not causes. The journalist just dismisses it entirely.
SB-ENG1213-02	KL	Source #1	I would use Stanford Geospatial Center. They are a well-known university, they are a top researches in the country. They have a very wide scope of covering the whole nation, not a single town or school.
SB-ENG1213-02	TS1	Source #1	Source 1 seems the most credible. It talks about the mass shootings from a large time frame. This could support certain points for gun violence. Source's 2 and 3 just seem too biased and a little unreliable.

Unique Course Code	Student	Which source (if any)?	Why or why not?
SB-ENG1213-02	AS1	Source #1 and #3	I would use A and C because they are more based on the cause than reaction. Source #1 is purely fact and would be great to show data. Source #3 is more closely related also because it talks about prevention at the state level.
SB-ENG1213-02	CC3	Source #1	I would chose source 1 from Stanford because they are ranked 1 on private research and would bring the most reliable. I would not use the two others because they are horribly based for money or use reliable sources. Souce three uses her [illegible] political view and two uses a man who gains money for teaching this.
SB-ENG1213-02	DT	Source #1	I would use the research from Stanford because not only have they noted and catalogued all the mass shootings but they have gotten every detail from the number of injured but also who committed this awful crime so they would be able to dig more into his background to really see what had triggered him to commit this unthinkable act.
SB-ENG1213-02	JB1	Source #2	Even though there are some details missing for number 2 he has the most information I feel relevant to the topic. He as a principal has a viewpoint that would to me make him a little more credible. I would use source #1 and #2 because both have connecting points in the topic. #1 shows data that can back up claims, #2 has points that are given to connect with your points you use in our paper.
SB-ENG1213-02	JW	Souce #1 and #2	
SB-ENG1213-02	BV	Source #1	I would use this souce because of how much credibility it has, who done the research, the intelligence level of that school, and how many resources they have to go through at Stanford just to write a paper. Stanford is a well-known credible school.
SB-ENG1213-02	TS	Source #1	I would choose the Stanford source over the rest because it seems to be the least bias. It holds only statistics and collected descriptions of the event and the aftermath.
SB-ENG1213-06	MM	Source #1	Scource 1 is what the most credible because staford is one of the top research universities in the world and they get \$26 billion dollars that they can use for research. All they do is spend time researching.
SB-ENG1213-06	JS1	Source #1	Because source 1 is statistic heavy. It'll show all the facts and would be one of the sources I'd use for an essay. I'm sure there will be info on K-12 kids, as they make up a huge part of the casualties in most shooting.
SB-ENG1213-06	SC1	None of the above	I believe that I would be able to find other sources more relevant to my topic. "cause of gun violence in K-12 schools". Every source has its pros and cons each of the sources weren't exactly what I would look for if I were to write this essay.
SB-ENG1213-06	OW	Source #1	I would #1 because they have access to the entirety of all mass shooting. I wouldn't use #2 or #3 because there just isn't enough there.
SB-ENG1213-06	JR1	Source #1	I would use source #1 because it is a college. It has the data on all mass shootings in the U.S. so I could find k-12 and use the data to find out the causes of gun violence. It is the most credible by far since source #2 is principle that is making money for his company and source #3 is a journalist that is bias to her area.

Unique Course Code	Student	Which source (if any)?	Why or why not?
SB-ENG1213-06	BB1	Source #1	I would use source #1 because Stanford University has the best research of the three sources. Even though it's about mass shootings over all you can still find something about schools.
SB-ENG1213-06	LL	Source #1	I would use the Stanford University because it is from a professional university of research. It has extremely detailed data on every mass shooting in America, so finding information in need would be easy. Also, being a university, the articles are written by English professionals.
SB-ENG1213-06	JS2	All of the above	I would possibly use all 3. The first source because the college has total statistics from Mass shooting which can correlate to cases. The second source, it's a principle so he was in the school seeing the types of behaviors that went on. The third source we could use to show gun violence in a smaller area that could correlate to school violence causes.
SB-ENG1213-06	AS	Source #1	I would use source one because it has the most credible information on gun violence. They talk about gun violence in K-12 not only that but they also talk about the violence that's happened/happening all over.
SB-ENG1213-06	LS	Source #1	Source #1 makes a credible, non-biased, and a qualified for the use of research. Having a college background affirms peer-review. Peer-review helps check for biased opinions and credible sources.
SB-ENG1213-06	CG1	Source #1	I would use source #1 because it would provide the most details of shootings along with examples and solutions. Source #1 is the most credible considering it uses facts and reliable knowledge.
SB-ENG1213-06	RB1	Source #2 and #3	Source #2 and #3 involve actual facts of Gun Violence in K-12 Schools. Source #1 is just Gun Violence in General.
SB-ENG1213-06	JM1	Source #1	Because it's made by a graduate from a top school and is relative to today. It will also provide a lot of data to the topic.
SB-ENG1213-06	DV	Source #1	made by a graduate from a top school which would make it more [illegible].
MD-ENG1213-05	CT1	Source #1 & #2	I would use sources 1 and 2 because source 1 has the most credible information and source 2 works directly with kids K-12.
MD-ENG1213-05	KT	Source #1 & #2	I would use source 1 because it goes in depth about gun violence and mass shooting in America as a whole. I would also use 2 because it has an experienced principle who also owns a safety course for schools. I wouldn't use 3 because it's very biased.
MD-ENG1213-05	JT	All of the above	I would use all of these sources because the first source is from a ranked research university in the world. So it's very credible. The second source because he's done 10 years as a principle so has a lot of experience and the third source because she's a journalist and hits great points.
MD-ENG1213-05	CS	Source #1 & #2	The reason I would use source 1 is because it comes from a university where some people there do nothing but look up references. I would choose source 2 because he has experiences and he has the connection to the people and issues he's talking about.

Unique Course Code	Student	Which source (if any)?	Why or why not?
MD-ENG1213-05	EF	Source #1 & #2	I would use sources 1 and 2 because even though they might be biased they both have straight forward facts to help against gun violence in schools. One has facts and others have 10 years of experience to help his cause.
MD-ENG1213-05	MD	Source #2	I would use source #2 because he has more background than the other two because he worked in the school system. It also talks to the teachers, students, and family members.
MD-ENG1213-05	SD	Source #1	I would use source 1 because the articles state actual data and not as much opinion. It lets you make your own decision. The article is also from a credible source. *Researchers investigate many options for solutions *# 2 was a principle for 10 years * Research is up to date
MD-ENG1213-05	CA	Source #1 & #2	*Informational content, not based by bipartism media
MD-ENG1213-05	CW	Source #1	I would use the first source because it talks about shootings not necessarily all school but the dataset might have info on school shootings.
MD-ENG1213-05	WH	Source #1	I would use source one because although it receives large amounts of money, most universities do and that seems to be the source with the least conflict of interest. This source seems the most reliable because the study was done at a top university proving its credibility.
MD-ENG1213-05	NW	Source #1	I would use it because it seems the most reliable/credible and it covers mass shootings overall and a percentage of mass shootings sadly happened at schools.
MD-ENG1213-05	WB	Source #1	I would use source 1. The source gives straight factual statements. It's nothing but numbers, with little to no opinion involved.
MD-ENG1213-05	AA1	Source #2	Because I can read his book to get more information from than a reporter like on source #3. Source 1 will be at first glance an obvious choice for many reasons. 1.) He is highly educated in this field. 2.) He has given his life to this research. 3.) I believe there isn't much bias.
MD-ENG1213-05	RT	Source #1	
MD-ENG1213-05	CF	All of the above	I would use any of them because they all have information that could be useful in different ways. They have authors that have different experiences about the subject. Because this article could teach students/teachers how to protect themselves from shooters. For example, at my old high school we did drills every week & we were told if there was a gun man to grab a book and throw at him.
MD-ENG1213-05	KW	Source #2	
MD-ENG1213-05	TR	All of the above	I would use all of them. For a good research paper you need the information you need for a good credible essay. You can get opinions and good facts from using all of these.
MD-ENG1213-05	JR	Source #1	I would use Stanford's article because it gives prior info. about the shooters. Which could help you figure out why they did it.
MD-ENG1213-08	BW	None of the above	All of the authors were either highly paid in the issue, it was their own opinion and not about people who are certified in it, and their bias was shifted to one point of view.

Unique Course Code	Student	Which source (if any)?	Why or why not?
MD-ENG1213-08	KR1	Source #1	Stanford is reputable, the study is recent, and though they are receiving a lot of money in donations and they may be pushing an agenda, it shouldn't skew the results of the study.
MD-ENG1213-08	TW	Source 1# & #2	While each source has a certain amount of bias, source 1 & 2 were much more credible regarding gun violence in schools. Source #2's main author is a high school principal who has written a book on school safety and make money [illegible] other schools. Source #1 was done by Stanford university. I would use the Stanford source even though we don't know where the money for the research is coming but the sound of the data makes it seem like a logical source to have in your essay on gun violence.
MD-ENG1213-08	DM	Source #1	It is not written by just one person. Stanford is one of the most prestigious Universities in America. Even though the University gets paid billions of dollars, it is to fund the people doing the research and not going to an individual. Admittedly, we aren't sure where they get their funding, but it seems they're just reporting on data rather than running a story and number, typically, don't lie.
MD-ENG1213-08	ML	Source #1 and #2	I would only use source #1, because it is the only source that has a thoroughly credible author, that is qualified in this realm of study. Also it has a lot of relevant information and statistics.
MD-ENG1213-08	LW	Source #1	I would use the Stanford source because it has the least amount of bias in terms of self and or family promotion. It's also backed by facts giving you the numbers in more than 1 region of the U.S.
MD-ENG1213-08	SC	Source #1	Because Stanford is a very respectable school, even though they are receiving a bunch of money, they are still very respectable, and you will probably have really good information. I would use source #1. A research performed by a highly respectable college will contain a lot of information, including risks and benefits including. The other sources have biased backgrounds. While Stanford does have a possibility, I would most likely use it.
MD-ENG1213-08	A1	Source #1	I would use the 1st source, because Stanford is highly respectable school. The research that this college performed would have a lot of info., such as risks and benefits. The other sources have biased backgrounds.
MD-ENG1213-08	JS3	Source #1	The first one might push a money driven agenda. The second one is a stance I don't care for. The third one is a family affair written to help Stanley Smith get elected. They are all either bias to their own opinion, or have a private way of doing things.
MD-ENG1213-08	CH	Source #1	Because they're very skilled in research and have no bias factors or anything affecting their research. College or university is often overseen by a head overseer as to produce a good research article or source as to uphold their reputation.
MD-ENG1213-08	SM	Source #1	
MD-ENG1213-08	HJ	None of the above	
MD-ENG1213-08	KM3	None of the above	
MD-ENG1213-08	NC	Source #1	

Unique Course Code	Student	Which source (if any)?	Why or why not?
MD-ENG1213-08	UB	Source #2	I would choose source #2 because the author provides us a number of interviews with community leaders including city councilman which will prove that it is trustable.
MD-ENG1213-08	SN	Source #2	It contains details about the experience of the author regarding the topic. Sources one also practical and trustable.
EH-ENG1213-03	KM4	Source #1	I would use #1 because it had in depth research that seemed reliable. It had fewer discrepancies in bias and relevancy compared to the other two sources as well. Plus, it is a source that is more renowned and it's hard to find an unbiased source.
EH-ENG1213-03	HM	Source #1	I feel as if this was the most credible source out of the three. It would also be the least likely to be unbiased.
EH-ENG1213-03	MV	Source #1	I would use Stanford University's research because while there is some possibility of them showing bias from/for the private donations, it's also the least likely. All of their information should be peer checked and then checked again. So there should be at least one person who doesn't agree and speaks up.
EH-ENG1213-03	CL	Source #1 and #2	The first source has the most information regard shootings without what seems like bias. What I mean is it mainly just shows facts of them rather than persuading the readers one way or the other. My "2nd" source can provide insight on how to stop or prevent an event from happening as well as why people decide to do such awful things.
EH-ENG1213-03	RB	Source #3	Author of source #3 has done BA in journalism. She might have done more research and knows more about the gun violence than other two authors.
EH-ENG1213-03	TM	Source #1	Because this source is the most credible in my opinion. It is ranked one of the top research universities in the world. Source #1 is an analytical source, meaning that with other proper sources, a link to gun violence can be found by putting ideas together. Such as if you use another source that deals with increase use of electronics in that area can be linked with source one.
EH-ENG1213-03	JM2	Source #1	
EH-ENG1213-03	EN	None of the above	Every source was either missing information or bias points or just didn't seem trustworthy. Source 1 was the best, but I would still be sceptical about using the source. I wouldn't use the principle because I'm not sure if he is in it for the money or the kids, and the last one seemed to just want to help her uncle.
EH-ENG1213-03	SH	Source #1	It's a source that has more credibility than the rest. It does depend on what you're looking for. I would try to find the better sources in general just because none I feel are fully credible. I would not use source #2 because the other source sources have more information for me to work with. I don't know too much background information on principle, Phillips. This principle wouldn't have enough credible information for me to write a report well enough for me to inform you about everything he has gone through.
EH-ENG1213-03	AD	Source #2	

Unique Course Code	Student	Which source (if any)?	Why or why not?
EH-ENG1213-03	ES	Source #1	It is the least biased and states more factual evidence that the other two, also it was researched at one of the top research universities. Also, it is the most up to date source, giving the most information. On the basis that not a one had any truly qualified people to properly speak on this subject. Political interference, lobbying, and for profit organizations are not the proper look to learn/nor help those who are afflicted.
EH-ENG1213-03	ZD	None of the above	It comes from a well known and creditable institution. It comes from a committee rather than one person so it's less likely to be bias. It listas facts withouts bia or opinion.
EH-ENG1213-03	PZ	Source #1	All the sources have their flaws, like the journalist interviewing her uncle, or the principal with his business and book. I would look for a different source before I used any of the three.
EH-ENG1213-03	MS	None of the above	If this were my own essay; I'd choose source #1 and source #2. Source #1 is from an incredibly reliable source that has the least amount of bias. While srouce #2 would have some bias. It would still be beneficial to have something from a principal of 10 years. I would use soruce 2 for mine. The principal has spent 10 years at his position, which means he already has tons of hands on experience with situations at school. Although he has a book that's making profit, I doubt his motivation is to make money, but to put out information he deems is important that he's seen through.
EH-ENG1213-07	CJ	Source #1 and #2	Source #1 doesn't really give a lot of information about the causes. It just gives statistics. Source #3 is very relevant because the journalist covers a general field about it. I would use them because Stanford is a well known school used for research. In the summary she mentioned 2 other shootings that has happened in the past.
EH-ENG1213-07	MG	Source #2	Based on our discussions, Source #1 would be a good source out of all three because it was not mentioned as much as the other two. They were more probelematic that source #1. Because the person is from Stanford, and that is one of the top programs in the country. Also 2 and 3 aren't reliable because 2 is a principal and wrote a book and does other things for money and 3 is bias.
EH-ENG1213-07	TV	Source #3	I would use the first source because they are ranked one of the top researches in the world. The other two sources aren't as reliable because they don't know as much as the first source would.
EH-ENG1213-07	CC4	Source #1	I would choose soruce #1 because it seems to be more broad and not limited. I didn't think there was any bias and found it to be very credible.
EH-ENG1213-07	SB	Source #1	I would not use source #2 or #3 because of the possible bias/unreliable information. I would rather choose information from a reliable and well known organization/institute like source #1. The authors in soruce 2 and 3 are probably not ideal for getting reliabel information.
EH-ENG1213-07	JF	Source #1	
EH-ENG1213-07	AG	Source #1	
EH-ENG1213-07	IK	Source #1	
EH-ENG1213-07	RG	Source #1	

Unique Course Code	Student	Which source (if any)?	Why or why not?
EH-ENG1213-07	KD	Source #1	I would use the first source because they were the least biased. This means that they would also be the most credible. They are one of the best research centers also, which means they would have some of the best information to help me write my paper. There was multiple red flags with the reporter. The question as at bias and her unclce is one of her sources, Just seems like a safer bet.
EH-ENG1213-07	KH	Source #3	
EH-ENG1213-07	EA	Source #1 and #2	I would use source #1 for statistics and broad overview on gun violence, emphasis on data regarding K-12 school shootings. With source #2 I would be very clear that the information in it was one man's opinion, then discuss his position based on his status as principal, and his thoughts on the causes of gun violence. I wouldn't use any because I am a more credible source, being that I've been through a shooting. I'm not even doing it for money I'm not even doing it for money I'm just telling my side of the story.
EH-ENG1213-07	KR	None of the above	
EH-ENG1213-07	CC1	Source #1	This source gives a lot of details and specific dates. It is also a source from one of the top research universities.
EH-ENG1213-07	EM	Source #3	Source number 3 was credible but also spoke about the casues at gun violence and what they are planning to stop it. Because Stanford university studies the event and go into full detail. The research is also private. Stanford is talking about an actual event.
EH-ENG1213-07	CG	Source #3	
CY-ENG1213-13	CC	Source #2	The author is a principle and has been for 10 years. He has the experience in the topic to be credible.
CY-ENG1213-13	CM	Source #2	If I was to use any source it would be source #2 because he is a principal at a school and has gone through many experiences and things as a principal/teacher.
CY-ENG1213-13	CT	Source #1	The universtiy of Stanford is a research university. They still have to publish the truth they can withhold some facts but they do not lie in their work.
CY-ENG1213-13	JS	Source #1	I would use source 1 due to them basing all data on factual evidence and being a world reown university. Overall any source found anywhere can have biased info no matter the credibility.
CY-ENG1213-13	HE	Source #2	I would use source two. In this source the author qualifications are spot on. I like that he practices in a k-12 institution. He also worked as a school principle for 10 years so he knows and has a lot of experience in the causes of gun violence in k-12 schools.
CY-ENG1213-13	PF	Source #2	I would use source 2, because it is the most related to the topic. The author was also a principle for 10 years which shows that he has background experience.
CY-ENG1213-13	BB	Source #1	I would choose source #1 for my essay because among those three sources, source #1 is more focused on facts and evidence which are very important things to create an essay. The writer is experience and history makes more impact too.
CY-ENG1213-13	BM	Source #1	I feel that source one would be the best. Because it's a well known university, known for its great research. Although it is a private research university, its one of the top in the world.

Unique Course Code	Student	Which source (if any)?	Why or why not?
CY-ENG1213-13	GL	Source #1 & #2	I would not use source 2 as the background cannot be truly established based on the information provided. It is my belief that the other two sources are more credible in this instance. Because every one will be a little bias, but every one will have some truth in them. There will never be a source that can be the end all be all source. Every one will have their own say in a matter at some point.
CY-ENG1213-13	KF	All of the above	I would none of these sources because none of them provide the adequate information required for this essay.
CY-ENG1213-12	KM1	None of the above	I would use source #1 because if I am writing a paper I need credible facts of event, and ect that happened in more than one place. Also source #1 has all the information of the person who did it, where and what happened, and how many people injured.
CY-ENG1213-12	MH	Source #1	Source #3 is really bias towards the issue because of her close relationship with the city. Source #2 didn't really help.
CY-ENG1213-12	EM1	Source #1	I would use source 1 because it is the most credible out of the three. Because of stanford being a private research university it helps them become more relevant and credible.
CY-ENG1213-12	KM	Source #1	I wouldn't use the first source, because it seems like it's just data about past shootings. I wouldn't use the second source, because it gives safety tips. There's nothing about the cause, and he seems like the least credible. I wouldn't use the third because it seems biased to one area.
CY-ENG1213-12	BC	None of the above	I would choose this source based on its credibility being ranked so high for its research. Specialising in mass shooting and giving accurate information for supporting arguments.
CY-ENG1213-12	VT	Source #1	Each source talks about something different about gun violence. I feel like each source would help a little in writing a paper about gun violence. I would take a look at each one if I was writing a paper.
CY-ENG1213-12	QO	All of the above	None of these articles talk about gun violence and the causes of them. The first article only talks about statistics which is not causes. The 2nd one only talks about safety methods and not causes. The 3rd one has nothing to do with causes at all or k-12 schools.
CY-ENG1213-12	SR	None of the above	Stanford is one of the best and most respected research universities in the world and have a data base with details of every mass shooting in America since 1922.
CY-ENG1213-12	JB	Source #1	I would pick #1 because they are a credible source, coming from stanford university. They don't have a very "bad" conflict of interest. The author qualifications like how the school is one of the top schools in research.
CY-ENG1213-12	AA	Source #1	I really don't believe I would use any of these if I were writing an essay. The first reason is all of these have bias in one way or another. Another reason is I think I could find better articles to research.
CY-ENG1213-12	BH	None of the above	

Unique Course Code	Student	Which source (if any)?	Why or why not?
CY-ENG1213-12	KB	Source #1	I would use source #1. Stanford university is ranked as one of the top research universities and receives large amounts of money annually. The summary stated that every entry included specific details which gives me more information to write about.
CY-ENG1213-12	MW	Source #1	I would use source #1 because it seems to be the most credible based on stanford universities reputation. I also like how it gives details about the shooters background, gives the names of the victims, and gives details about the event and the aftermath. Source #1 is most credible. This source seems to be reliable in all of the important aspects for writing this paper. For these reasons I would use source #1.
CY-ENG1213-12	BR	Source #1	I would use source #1 because it seems to be the most credible based on stanford universities reputation. I also like how it gives details about the shooters background, gives the names of the victims, and gives details about the event and the aftermath. Source #1 is most credible. This source seems to be reliable in all of the important aspects for writing this paper. For these reasons I would use source #1.
CY-ENG1213-12	MA	Source #1 & #2	Both offer a decent way of viewing the cases. Stanford presents detailed decriptions of the situations as a whole, and the principal has actual experience working with children. The third source has nothing, completely irrelevant.
RNW-ENG1213-04	RG1	Source #1	I would use source 1 because it's a good credible article and has a lot of research done over it.
RNW-ENG1213-04	RG2	Source #1	I would use soruce number one because it's a university. So there will be more facts than offical statements. The univeresity wouldn't want to hurt its self by sorta picking sides so they would put more facts.
RNW-ENG1213-04	SF	Source #2	I would choose source 2 because the principal puts his students first and cares about their mental health and wants to prevent shootings. He gives ideas on how to help.
RNW-ENG1213-04	BB2	Source #1	Source 1 is extremely credible. Source 2 is for profit deeming it less credible. Source 3 is least credible because of political bias. Source one offers no opinion, only facts, source 2 is non-scientific bias. The principle just wants the cash. He talks about possible causes for school shootings, and he is actibely reseraching this topic on his own. The other sources have personal gain from researching it.
RNW-ENG1213-04	CO	Source #2	Source 1 is extremely credible. Source 2 is for profit deeming it less credible. Source 3 is least credible because of political bias. Source one offers no opinion, only facts, source 2 is non-scientific bias. The principle just wants the cash. He talks about possible causes for school shootings, and he is actibely reseraching this topic on his own. The other sources have personal gain from researching it.
RNW-ENG1213-04	NA	Source #1	I would choose sources 1 and 3. Source 1 I could research schools where shootings have taken place, and study them. I wouldn't use [illegible]. Due to the facts it barely takes about what causes violence to behin with. I wouldn't use either because it doesn't apply to the k-12 school idea either.
RNW-ENG1213-04	CE	Source #2	Mental health is a big factor in the causes of school shootings, and he cares for the prevention.
RNW-ENG1213-04	JS4	Source #1	Source 1 is extremely credible. Source 2 is for progit deeming it less credible. Source 3 is least credible because of political bias. Source 1 offers no pinion, only facts, source 3 is non-scientific bias. The principle just wants the cash. Although they have been possible influenced by their private investors, they are known research institution.
RNW-ENG1213-04	CH2	Source #1	Source one was written by Stanford University, which is a top research university. The article also only states facts that can't be influences by biased.
RNW-ENG1213-04	MM	Source #1	Source one was written by Stanford University, which is a top research university. The article also only states facts that can't be influences by biased.

Unique Course Code	Student	Which source (if any)?	Why or why not?
RNW-ENG1213-04	SW	All of the above	I would use all sources because each one can offer certain insight to the question on the table. And one source could be used to prove/disprove another source. They all seemed quite sketch. The 1st one seemed to be very biased. The 2nd one isn't very credible. The 3rd one is biased and not credible.
RNW-ENG1213-04	CD	None of the above	Each one of those sources has either a bias, is not specific to our topic, or has no credibility. Source 1 is not specific to school shootings and has private donations. Source 2 is written by just one principle who has no experience in an actual school shooting. Source 3 interviews her [illegible] who is running for re-election.
RNW-ENG1213-04	RW	None of the above	Each one of those sources has either a bias, is not specific to our topic, or has no credibility. Source 1 is not specific to school shootings and has private donations. Source 2 is written by just one principle who has no experience in an actual school shooting. Source 3 interviews her [illegible] who is running for re-election.
RNW-ENG1213-04	CR	Source #1	Could still provide baseline/background info on gun violence in general even though it's not specifically for K-12 schools. I would use source one because he has a degree in research. He uses a database based on events around gun violence to form statistics that would [illegible] claims of causes to gun violence. I would pick source three cause her story pulls statistics from multiple sources herself. A degree in journalism, knows how to research topics.
JD-ENG1213-10	KP	Source #1 and Source #3	Stanford is very impressive university. [illegible] It is a high-ranking institution and university. Stanford's experience and knowledge is much better than the other sources. Just the only thing bothering me is the private donations.
JD-ENG1213-10	WC	Source #1	Stanford is very impressive university. [illegible] It is a high-ranking institution and university. Stanford's experience and knowledge is much better than the other sources. Just the only thing bothering me is the private donations.
JD-ENG1213-10	EK	Source #1 and Source #2	I would use both source A and B. To give personal experience to my piece the principle would be the only source to offer that. Also, to give the most legitimate information I would use source A due to their background.
JD-ENG1213-10	JB2	All of the above	I think that there will probably be good arguments from each piece. We can cross-reference each source and determine where each article agrees and disagrees with each other therefore enabling us to filter out quality arguments.
JD-ENG1213-10	RS	Source #1	I would choose source 1 because the background is more reliable. It comes from Stanford University and that university is known for all research topics. The summary also includes more data than the other and I think in a research essay you write you will need as much data as you can get.
JD-ENG1213-10	KR2	Source #1	Out of the 3 sources given, I would only use source #1. Source #1 was written by Stanford University Geospatial Center, a highly respected research university, the source uses data of mass shootings from 1922-2019, and the source is the most up to date, being published in August 2019.
JD-ENG1213-10	TT	Source #1 & #2	I feel like source #1 is the best to use because they have packed information about shootings. Not only do they have packed info, but they also have a wide range [illegible] the details of the mass shooting. Their qualifications [illegible].

Unique Course Code	Student	Which source (if any)?	Why or why not?
JD-ENG1213-10	LM	None of the above	I believe that everyone seems a bit bias on their reasons to want to control gun violence. Source one and two are not have very much credibility to be writing about the subject. Source one recives private donations that could lead to him changing his view.
JD-ENG1213-10	KS	Source 32	Phillips Bert wrote a book about "a training for security conscience educators seeking to protect htier students". In the question it states K-12 schools specifically and he speaks not only about gun violence, but howt ot prevent it in K-12 schools.
JD-ENG1213-10	CH1	Source #1	I would use this rouce because when reviewing the information on it, it seems the most credible. There is not a specific name, so there must have been several people collectively conducting research, which illiminates some potential personal bias. It is also an esteemed source becasse it comes form "one of the top research univiersities in the world".
RNW-ENG1213-09	DF	Source #1 and Source #2	I would trust sources one and two because I feel that they have much more credibility than three. It seems source two has the most experience in the subject field, and soure one is written by a trusted respected university.
RNW-ENG1213-09	TH	Source #2	I believe source two is the most credible source because it specifically talks about the k-12 school setting as well as the lack of mental health srVICES available to stuents possibly being the cause of mass shootings and gun violence.
RNW-ENG1213-09	JM3	Source #1	Source 1 has been proven to be a fairly reliable soruce, and has the least amount of influence for bias.
RNW-ENG1213-09	DG		If I had to use source #1 in my essay , as it is published by stanford university, which has largest research facility but only after varifying all the details like if they are really being biased because of private funding.
RNW-ENG1213-09	JM	Source #2	Source 2 is prinicple that has been working with kids for 10 years. That helps him be more credible than stanford or the journalist. He also seems to not be as biased because the journalist is related to a city member and the university is privately funded.
RNW-ENG1213-09	OA	Source #2	I would use tow because the author has idea about gun violence and he has been writing for a while. This summary was well detailed. [illegible]
RNW-ENG1213-09	SS	Source #1 and Source #2	I would use one and two because they seem the most credible. Source one details shootings dating back to the twenties and I think this makes them very knowledgible about the topic as will of because they are all well known and trusted institution. I chose source two becasse the author seems knowlegable in the area having published a book and worked in this setting for years.
RNW-ENG1213-09	RY	Source #1	Source 1 seems to have the most research done. Even if there is a little bias involved the fact that they're been taking data on gun violence ensures that they will have credible soruces focused on k-12 school gun violence. I would've picked source two but it doesn't specify gun violence so we wouldn't even know if it pertain to our chose topic.

Unique Course Code	Name	Scorer #1	Score #1	Scorer #2	Score #2	Difference	Preliminary Score	Scorer #3	Score #3	Official Score
CY-ENG1213-12	JB	PB	1	CT	3	-2 NORM	CL		1	1
CY-ENG1213-12	KM1	CL	0	ML	0	0	0			0
CY-ENG1213-12	MH	ML	3	MH	2	1	2			2
CY-ENG1213-12	EM1	MH	2	PB	1	1	1			1
CY-ENG1213-12	KM	PB	1	CT	2	-1	2			1
CY-ENG1213-12	BC	CT	3	CL	2	1	2			2
CY-ENG1213-12	VT	CL	2	ML	3	-1	3			2
CY-ENG1213-12	QO	ML	2	MH	1	1	1			1
CY-ENG1213-12	SR	MH	0	PB	0	0	0			0
CY-ENG1213-12	AA	CT	2	CL	2	0	2			2
CY-ENG1213-12	BH	CL	1	ML	1	0	1			1
CY-ENG1213-12	KB	ML	2	MH	2	0	2			2
CY-ENG1213-12	BR	PB	0	CT	1	-1	1			0
CY-ENG1213-12	MA	CT	3	CL	2	1	2			2
CY-ENG1213-12	MW	MH	3	PB	1	2 NORM	CT		2	2
EH-ENG1213-07	CC1	MH	3	PB	0	3 NORM	CT		3	2
EH-ENG1213-07	CG	CT	3	CL	1	2 NORM	PB		1	2
EH-ENG1213-07	EM	PB	0	CT	2	-2 NORM	MH		1	0
EH-ENG1213-07	CJ	CT	3	CL	3	0	3			2
EH-ENG1213-07	MG	CL	2	ML	3	-1	3			2
EH-ENG1213-07	TV	ML	1	MH	1	0	1			1
EH-ENG1213-07	CC4	MH	2	PB	1	1	1			1
EH-ENG1213-07	SB	PB	0	CT	1	-1	1			0
EH-ENG1213-07	JF	CT	3	CL	2	1	2			2
EH-ENG1213-07	AG	CL	2	ML	2	0	2			2
EH-ENG1213-07	IK	ML	2	MH	2	0	2			2
EH-ENG1213-07	KH	CT	2	CL	1	1	1			1
EH-ENG1213-07	EA	CL	4	ML	4	0	4			3
EH-ENG1213-07	KR	ML	2	MH	2	0	2			2
EH-ENG1213-07	KD	PB	1	CT	3	-2 NORM	ML		2	1
EH-ENG1213-07	RG	MH	3	PB	0	3 NORM	CT		2	2
JD-ENG1213-10	CH1	PB	1	CT	3	-2 NORM	MH		3	1
JD-ENG1213-10	JB2	MH	2	PB	0	2 NORM	CT		3	2
JD-ENG1213-10	KS	MH	2	PB	0	2 NORM	CL		1	1
JD-ENG1213-10	KP	CT	3	CL	2	1	2			2
JD-ENG1213-10	WC	CL	2	ML	2	0	2			2
JD-ENG1213-10	EK	ML	3	MH	2	1	2			2
JD-ENG1213-10	RS	PB	1	CT	2	-1	2			1
JD-ENG1213-10	KR2	CT	3	CL	2	1	2			2
JD-ENG1213-10	TT	CL	2	ML	3	-1	3			2
JD-ENG1213-10	LM	ML	2	MH	3	-1	3			2
MD-ENG1213-05	AA1	PB	0	CT	2	-2 NORM	MH		1	0
MD-ENG1213-05	CA	PB	0	CT	4	-4 NORM	CL		2	1
MD-ENG1213-05	CT1	ML	1	MH	2	-1	2			1
MD-ENG1213-05	KT	MH	2	PB	1	1	1			1
MD-ENG1213-05	CS	CT	2	CL	2	0	2			2
MD-ENG1213-05	EF	CL	2	ML	3	-1	3			2
MD-ENG1213-05	MD	ML	3	MH	2	1	2			2
MD-ENG1213-05	CW	CT	2	CL	1	1	1			1
MD-ENG1213-05	WH	CL	3	ML	3	0	3			2
MD-ENG1213-05	NW	ML	2	MH	1	1	1			1
MD-ENG1213-05	RT	CT	3	CL	2	1	2			2
MD-ENG1213-05	CF	CL	2	ML	3	-1	3			2
MD-ENG1213-05	KW	ML	0	MH	0	0	0			0
MD-ENG1213-05	TR	MH	0	PB	0	0	0			0
MD-ENG1213-05	JR	PB	0	CT	3	-3 NORM	CL		1	0
MD-ENG1213-05	JT	PB	1	CT	3	-2 NORM	MH		3	1

Unique Course Code	Name	Scorer #1	Score #1	Scorer #2	Score #2	Difference	Preliminary Score	Scorer #3	Score #3	Official Score
MD-ENG1213-05	SD	MH	3	PB	1	2 NORM		CT	3	2
MD-ENG1213-05	WB	MH	3	PB	0	3 NORM		ML	2	2
RNW-ENG1213-04	BB2	PB	1	CT	4	-3 NORM		MH	4	2
RNW-ENG1213-04	CD	ML	0	MH	2	-2 NORM		CL	1	0
RNW-ENG1213-04	CE	ML	2	MH	0	2 NORM		PB	0	1
RNW-ENG1213-04	JS4	MH	4	PB	1	3 NORM		CT	3	3
RNW-ENG1213-04	RG1	CL	1	ML	2	-1	2			1
RNW-ENG1213-04	RG2	ML	3	MH	3	0	3			2
RNW-ENG1213-04	CO	CT	3	CL	2	1	2			2
RNW-ENG1213-04	NA	CL	2	ML	2	0	2			2
RNW-ENG1213-04	CH2	PB	1	CT	2	-1	2			1
RNW-ENG1213-04	MM	CT	3	CL	2	1	2			2
RNW-ENG1213-04	RW	MH	4	PB	2	2 NORM		ML	2	3
RNW-ENG1213-04	CR	PB	0	CT	0	0	0			0
RNW-ENG1213-04	SF	MH	2	PB	0	2 NORM		ML	1	1
RNW-ENG1213-04	SW	CL	1	ML	3	-2 NORM		PB	1	1
RNW-ENG1213-09	DG	MH	3	PB	1	2 NORM		CT	4	3
RNW-ENG1213-09	DF	CT	3	CL	2	1	2			2
RNW-ENG1213-09	TH	CL	2	ML	0	2 NORM		PB	0	1
RNW-ENG1213-09	JM3	ML	2	MH	3	-1	3			2
RNW-ENG1213-09	JM	PB	1	CT	2	-1	2			1
RNW-ENG1213-09	OA	CT	2	CL	1	1	1			1
RNW-ENG1213-09	SS	CL	3	ML	3	0	3			2
RNW-ENG1213-09	RY	ML	3	MH	3	0	3			2
SB-ENG1213-02	RN	PB	1	CT	3	-2 NORM				1
SB-ENG1213-02	TG	CT	3	CL	2	1	2			2
SB-ENG1213-02	TA	CL	1	ML	1	0	1			1
SB-ENG1213-02	MM2	ML	2	MH	2	0	2			2
SB-ENG1213-02	DG1	MH	2	PB	1	1	1			1
SB-ENG1213-02	SP	CT	3	CL	2	1	2			2
SB-ENG1213-02	KS1	CT	2	CL	1	1	1			1
SB-ENG1213-02	KM2	CL	2	ML	2	0	2			2
SB-ENG1213-02	NB	ML	4	MH	3	1	3			3
SB-ENG1213-02	CC2	MH	0	PB	1	-1	1			0
SB-ENG1213-02	KL	CL	2	ML	3	-1	3			2
SB-ENG1213-02	TS1	CT	3	CL	2	1	2			2
SB-ENG1213-02	AS1	CL	2	ML	1	1	1			1
SB-ENG1213-02	CC3	ML	0	MH	1	-1	1			0
SB-ENG1213-02	DT	MH	2	PB	1	1	1			1
SB-ENG1213-02	JB1	ML	2	MH	2	0	2			2
SB-ENG1213-02	JW	CT	1	CL	2	-1	2			1
SB-ENG1213-02	BV	CL	2	ML	3	-1	3			2

Unique Course Code	Student	Which source (if any)?	Why or why not?
SB-ENG1213-02	JS1	Source #1	Because source 1 is statistic heavy. It'll show all the facts and would be one of the sources I'd use for an essay. I'm sure there will be info on K-12 kids, as they make up a huge part of the casualties in most shooting.
SB-ENG1213-02	SC1	None of the above	I believe that I would be able to find other sources more relevant to my topic. "cause of gun violence in K-12 schools". Every source has its pros and cons each of the sources weren't exactly what I would look for if I were to write this essay.
SB-ENG1213-02	OW	Source #1	I would #1 because they have access to the entirety of all mass shooting. I wouldn't use #2 or #3 because there just isn't enough there.
SB-ENG1213-02	JR1	Source #1	I would use source #1 because it is a college. It has the data on all mass shootings in the U.S. so I could find k-12 and use the data to find out the causes of gun violence. It is the most credible by far since source #2 is principle that is making money for his company and source #3 is a journalist that is bias to her area.
SB-ENG1213-02	LL	Source #1	I would use the Stanford University because it is from a professional university of research. It has extremely detailed data on every mass shooting in America, so finding information in need would be easy. Also, being a university, the articles are written by english professionals.
SB-ENG1213-02	RB1	Source #2 and #3	Source #2 and #3 involve actual facts of Gun Violence in K-12 Schools. Source #1 is just Gun Violence in General.
MD-ENG1213-05	JT	All of the above	I would use all of these sources because the first source is from a ranked research university in the world. So it's very credible. The second source because he's done 10 years as a principle so has a lot of experience and the third source because she's a journalist and hits great points.
MD-ENG1213-05	SD	Source #1	I would use source 1 because the articles state actual data and not as much opinion. It lets you make your own decision. The article is also from a credible source.
MD-ENG1213-05	CA	Source #1 & #2	*Researchers investigate many options for solutions *# 2 was a principle for 10 years * Research is up to date *Informational content, not based by bipartism media
MD-ENG1213-05	WB	Source #1	I would use source 1. The source gives straight factual statements. It's nothing but numbers, with little to no opinion involved.
MD-ENG1213-05	AA1	Source #2	Because I can read his booke to get more information from than a reporter like on source #3.
MD-ENG1213-05	JR	Source #1	I would use stanford's article because it gives prior info. about the shooters. Which could help you figure out why they did it.
EH-ENG1213-07	RG	Source #1	I would not use source #2 or #3 because of the possible bias/unreliable information. I would rather choose information from a reliable and well known organization/institute like source #1. The authors in source 2 and 3 are probably not ideal for getting reliabel information.
EH-ENG1213-07	KD	Source #1	I would use the first source because they were the least biased. This means that they would also be the most credible. They are one of the best research centers also, which means they would have some of the best information to help me write my paper.
EH-ENG1213-07	CC1	Source #1	This source gives a lot of details and specific dates. It is also a source from one of the top research universities. Source number 3 was credible but also spoke about the casues at gun violence and what they are planning to stop it.
EH-ENG1213-07	EM	Source #3	Because Stanford university studies the event and go into full detail. The research is also private. Stanford is talking about an actual event.
EH-ENG1213-07	CG	Source #3	Stanford is one of the best and most respected research universities in the world and have a data base with details of every mass shooting in America since 1922.
CY-ENG1213-12	JB	Source #1	I would use source #1 because it seems to be the most credible based on stanford universities reputation. I also like how it gives details about the shooters background, gives the names of the victims, and gives details about the event and the aftermath.
CY-ENG1213-12	MW	Source #1	I would choose source 2 because the principal puts his students first and cares about their mental health and wants to prevent shootings. He gives ideas on how to help.
RNW-ENG1213-04	SF	Source #2	Source 1 is extremely credible. Source 2 is for profit deeming it less credible. Source 3 is least credible because of political bias. Source one offers no opinion, only facts, source 2 is non-scientific bias. The principle just wants the cash.
RNW-ENG1213-04	BB2	Source #1	Mental health is a big factor in the causes of school shootings, and he cares for the prevention.
RNW-ENG1213-04	CE	Source #2	Source 1 is extremely credible. Source 2 is for progit deeming it less credible. Source 3 is least credible because of political bias. Source 1 offers no pinion, only facts, source 3 is non-scientific bias. The principle just wants the cash.
RNW-ENG1213-04	JS4	Source #1	I would use all sources because each one can offer certain insight to the question on the table. And one source could be used to prove/disprove another source.
RNW-ENG1213-04	SW	All of the above	They all seemed quite sketch. The 1st one seemed to be very biased. The 2nd one isnt very credible. The 3rd one is biased and not credible.
RNW-ENG1213-04	CD	None of the above	
RNW-ENG1213-04	RW	None of the above	Each one of those sources has either a bias, is not specific to our topic, or has no credibility. Source 1 is not specific to school shootings and has pricate donations. Source 2 is written by just one prnciple who has no experience in an actual school shooting. Source 3 interviews her [illegible] who is running for re-election.
JD-ENG1213-10	JB2	All of the above	I think that there will probably be good arguments from each piece. We can cross-reference each soruce and determine where each article agrees and disagrees with each other therefore enabling us to filter out quality arguments.
JD-ENG1213-10	KS	Source 32	Phillips Bert wrote a book about "a training for security conscience educators seeking to protect htier students". In the question it states K-12 schools specifically and he speaks not only about gun violence, but howt ot prevent it in K-12 schools.

Unique Course Code	Student	Which source (if any)?	Why or why not?
JD-ENG1213-10	CH1	Source #1	I would use this source because when reviewing the information on it, it seems the most credible. There is not a specific name, so there must have been several people collectively conducting research, which eliminates some potential personal bias. It is also an esteemed source because it comes from "one of the top research universities in the world".
RNW-ENG1213-09	TH	Source #2	I believe source two is the most credible source because it specifically talks about the k-12 school setting as well as the lack of mental health services available to students possibly being the cause of mass shootings and gun violence.
RNW-ENG1213-09	DG		If I had to use source #1 in my essay, as it is published by Stanford University, which has the largest research facility but only after verifying all the details like if they are really being biased because of private funding.

Unique Course Code	Name	Scorer #1	Score #1	Scorer #2	Score #2	Scorer #3	Score #3	Official Score	Notes
SB-ENG1213-5	AA1	PB	0	CT	2	MH	1	1	
SB-ENG1213-04	BB2	PB	1	CT	4	MH	4	3	
SB-ENG1213-5	CA	PB	0	CT	4	CL	2	2	
SB-ENG1213-07	CC1	MH	3	PB	0	CT	3	2	
SB-ENG1213-04	CD	ML	0	MH	2	CL	1	1	
SB-ENG1213-04	CE	ML	2	MH	0	PB	0	1	
SB-ENG1213-07	CG	CT	3	CL	1	PB	1	2	
SB-ENG1213-10	CH1	PB	1	CT	3	MH	3	2	
SB-ENG1213-09	DG	MH	3	PB	1	CT	4	3	
SB-ENG1213-07	EM	PB	0	CT	2	MH	1	1	
SB-ENG1213-12	JB	PB	1	CT	3	CL	1	2	
SB-ENG1213-10	JB2	MH	2	PB	0	CT	3	2	
SB-ENG1213-5	JR	PB	0	CT	3	CL	1	1	
SB-ENG1213-2	JR1	ML	4	PB	0	MH	4	3	
SB-ENG1213-2	JS1	MH	3	PB	1	ML	2	2	
SB-ENG1213-04	JS4	MH	4	PB	1	CT	3	3	
SB-ENG1213-5	JT	PB	1	CT	3	MH	3	2	
SB-ENG1213-07	KD	PB	1	CT	3	ML	2	2	
SB-ENG1213-10	KS	MH	2	PB	0	CL	1	1	
SB-ENG1213-2	LL	PB	1	CT	3	CL	1	2	
SB-ENG1213-12	MW	MH	3	PB	1	CT	2	2	
SB-ENG1213-2	OW	CL	2	MH	0	CT	3	2	
SB-ENG1213-2	RB1	PB	0	CT	2	ML	2	1	
SB-ENG1213-07	RG	MH	3	PB	0	CT	2	2	
SB-ENG1213-04	RW	MH	4	PB	2	ML	2	3	
SB-ENG1213-2	SC1	CT	0	ML	3	PB	1	1	
SB-ENG1213-5	SD	MH	3	PB	1	CT	3	2	
SB-ENG1213-04	SF	MH	2	PB	0	ML	1	1	
SB-ENG1213-04	SW	CL	1	ML	3	PB	1	2	
SB-ENG1213-09	TH	CL	2	ML	0	PB	0	1	
SB-ENG1213-5	WB	MH	3	PB	0	ML	2	2	

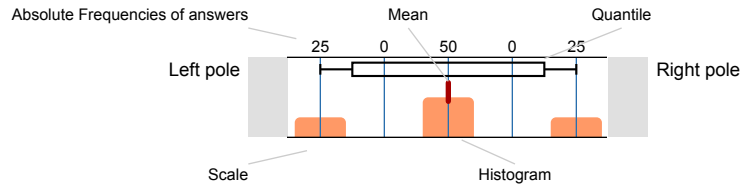
Library Elec Resources Fall 2019

No. of responses = 603
Summer 2020



Legend

Question text



n=No. of responses
av.=Mean
ab.=Abstention

1. Informed Consent

You are entitled to skip any question that you do not want to answer.

5. Non-Instructional

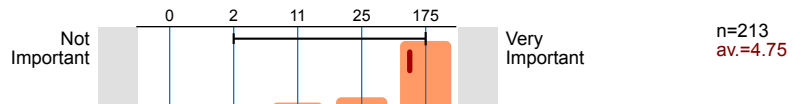
Please check "Yes" for each department that you have interacted with at ECU.
For each statement that appears below the department rate BOTH the level of Importance to you and your level of Satisfaction as

1) Not at all, 2) Somewhat Not, 3) Neutral, 4) Somewhat Yes, 5) Very.

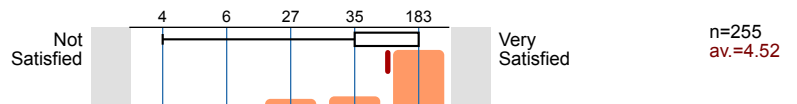
5.97) Linscheid Library



5.104) The Library's electronic resources are easy to access.



5.105) The Library's electronic resources are easy to access.



Profile

Compilation: **Library Elec Resources Fall 2019**

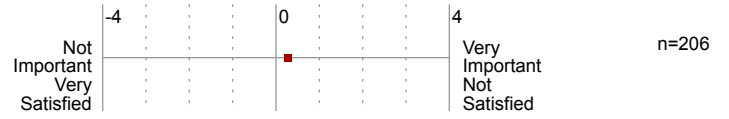
Values used in the profile line: Mean

5.104) The Library's electronic resources are easy to access.	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="text-align: center;">Not Important</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="text-align: center;">Very Important</td> </tr> </table>	Not Important						Very Important	<p>n=213 av.=4.75 md=5.00 dev.=0.59</p>
Not Important						Very Important			
5.105) The Library's electronic resources are easy to access.	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="text-align: center;">Not Satisfied</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="text-align: center;">Very Satisfied</td> </tr> </table>	Not Satisfied						Very Satisfied	<p>n=255 av.=4.52 md=5.00 dev.=0.89</p>
Not Satisfied						Very Satisfied			

(*) Note: If the number of responses to a question is too low the evaluation will not be displayed in the profile line.

Dual Scale Profile Line

The Library's electronic resources are easy to access.



**Linscheid Library
AY1920 Master Table**

	College of Education & Psychology		College of Health & Sciences		College of Liberal Arts & Social Sciences		School of Business		College/ School Totals
	Count #	% of whole	Count #	% of whole	Count #	% of whole	Count #	% of whole	
Student Credit Hours produced	22,894	25.76%	25,813	29.05%	29,702	33.43%	10,452	11.76%	88,861
Circulation – checkouts, renewals, reserves, in-house use, document delivery, ILLs requested	1,522	22.62%	1,411	20.97%	3,034	45.10%	761	11.31%	6,728
checkouts (all pcode3) - PS	1,129	31.15%	1,170	32.28%	949	26.19%	376	10.38%	3,624
*in-house use (all icode2) - PS	339	24.74%	140	10.40%	849	63.08%	24	1.78%	1,346
# of trad reserves - PS	25	1.81%	16	1.16%	1,005	72.83%	334	24.20%	1,380
# of ereserves - PS	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1
document delivery filled - CS	7	38.89%	4	22.22%	7	38.89%	0	0.00%	18
ILL (borrowed) - CS	27	7.52%	81	22.56%	224	62.40%	27	7.52%	359
Collection – purchases, donations, withdrawals	2,783	22.21%	3,571	28.50%	5,541	44.23%	633	5.05%	12,528
# purchases (fund) - DO	226	34.04%	89	13.40%	323	48.64%	26	3.92%	664
# additions (donated) - TS	7	5.60%	4	3.20%	112	89.60%	2	1.60%	125
# additions (gov docs) - TS	75	1.10%	3,172	46.47%	3,234	47.38%	345	5.05%	6,826
# withdrawals (icode2 & govdocs) - TS	2,475	50.38%	306	6.23%	1,872	38.10%	260	5.29%	4,913
Electronic Resources –connects (WAM), searches, & full-text	460,702	41.98%	300,701	27.40%	262,393	23.91%	73,543	6.70%	1,097,338
connects - CS	354,559	41.98%	231,421	27.40%	201,939	23.91%	56,599	6.70%	844,518
searches - CS	79,231	41.98%	51,714	27.40%	45,126	23.91%	12,648	6.70%	188,719
full-text - CS	26,912	41.98%	17,566	27.40%	15,328	23.91%	4,296	6.70%	64,101
Instruction – sessions, students, Research Guides	11,737	33.06%	7,993	22.52%	13,772	38.80%	1,997	5.63%	35,499
sessions - IS	51	21.98%	54	23.28%	119	51.29%	8	3.45%	232
students - IS	1,025	22.06%	1,467	31.58%	2,009	43.24%	145	3.12%	4,646
# hits - subject guides - IS	1,753	28.73%	1,591	26.07%	1,799	29.48%	959	15.72%	6,102
# hits - course guides - IS	8,874	36.38%	4,858	19.91%	9,789	40.13%	874	3.58%	24,395
# course guides - IS	34	27.42%	23	18.55%	56	45.16%	11	8.87%	124
Research Assistance – research posters, non-print, articles copied, GSR bookings, faculty/student consultations, reference queries	671	13.56%	2,578	52.09%	845	17.07%	855	17.28%	4,949
research posters - MS	0	0.00%	39	84.78%	7	15.22%	0	0.00%	46
**work orders - MS	1	2.94%	13	38.24%	15	44.12%	5	14.71%	34
***digital humanities lab bookings - CS	0	0.00%	13	39.39%	20	60.61%	0	0.00%	33
study room bookings - CS	262	8.77%	1,989	66.57%	205	6.86%	532	17.80%	2,988
fac/stud consultations - CS	54	25.23%	81	37.85%	59	27.57%	20	9.35%	214
**reference queries - IS	354	21.66%	443	27.11%	539	32.99%	298	18.24%	1,634

*added AY1415

**added AY1617