

In September 2012, I did an assessment of three (3) sections of HIST 2020 - American History II out of a total of eight research sessions taught for the course for a sampling of thirty-eight percent (38%).

The four (4) outcomes, measured by means of a worksheet completed by fifty-four (54) students during the three research sessions, included:

1. Selecting a primary source from a specific primary source database, *Social and Cultural History: Letters and Diaries Online*
2. Correctly identifying citation elements for a primary source in Chicago style, with a goal of eighty percent (80%) correctly citing their source
3. Selecting at least two concepts from a topic for a search strategy
4. Correctly identifying citation elements for 2 journal articles from either the *America: History and Life* or *JSTOR* database in Chicago style, with a goal of eighty percent (80%) correctly citing their source

While the worksheet used prepares students for the research, the time available was not sufficient to measure all four outcomes. Outcome 1 was completed by fifty-two percent (52%) of the students. Of the students who selected a primary source, thirty-eight percent (38%) correctly completed all ten citation elements (Outcome 2), while just over seventy percent (70%) were able to complete eight of ten citation elements correctly. Outcome 3 was completed by fifteen percent (15%) of the students. Outcome 4 was completed by only four percent (4%) of the students, but was correctly completed at one hundred percent (100%).

The biggest obstacle to students completing the worksheet was time available during the session. Students in the longer eighty-five (85) minute session were more likely to complete more of the worksheet than those in the fifty-five (55) minute sessions. As there is only one time with the students, it may be better to examine the completed essays for the primary and secondary source assignments than the worksheet. If the essays are turned in in D2L or Turn tin, it would be possible to collect them without causing any additional work to the instructor or students. Also, being embedded in the classes' D2L would allow the students opportunities to ask questions about both the research process and citing sources. Further refinement of the worksheet may also help clarify concepts for which there is not time to go over in detail.