Dear Kimberly,

On behalf of the MJC Library & Learning Center faculty, thank you for incorporating and emphasizing information literacy in your curriculum. Thank you, too, for inviting a research librarian into your classroom to provide research instruction to your students and to make them feel more comfortable approaching the L&LC for research assistance. We believe it takes a real partnership between library faculty and classroom faculty to fully ensure students become information literate, and we are happy to have you as a partner.

The L&LC faculty is assessing our classroom instruction this semester, and hope that you can find the time to complete this brief, five question survey about your experience partnering with the L&LC. Your feedback will not only help us meet our assessment goals, but will also aid our efforts to improve future instruction sessions.

On January 10th, Brian Greene visited your classroom and addressed your Nursing 275 students. You requested that Brian address the following outcome for your students:

“How to use the library resources to find evidence-based practice articles related to nursing.”

The survey can be accessed via the link, below. It will provide an opportunity for you to evaluate how well Brian did in meeting the above outcome, plus provide feedback regarding your students’ responses to the instruction. We know how busy your semester is, and thank you in advance for you time.

With Regard,
Kathleen Ennis
Coordinator of Library Instruction
Modesto Junior College
1. How well did the librarian address the outcomes you requested?

1 (Not at all)  3 (Somewhat)  5 (Perfectly)

2. Did your students benefit from this instruction session?
   ○ Yes
   ○ No
   ○ Maybe
   ○ I don't know

3. How do you know whether students benefited or not?

4. Would you recommend library instruction sessions to other instructors?
   ○ Yes
   ○ No
   ○ Maybe
   ○ Other (please specify)

5. Is there any other feedback about library instruction you would like to share?


CRAAP Test Quiz

Name _____________________________ Date _______________
Email address _______________________ Phone _______________
Instructor name ____________________ Course and section ____________

Now it’s time to put your skills to the test. Evaluate the article “Is a College Education Worth It?” from the Web site ProCon.org <http://college-education.procon.org/>. Use the CRAAP Test to evaluate this article to decide whether or not you would use it for a research assignment in which you’ve been instructed to cite a minimum of three credible sources.

1. Currency (Circle all that apply)
   A. The article is too old to use for this topic
   B. The article is current enough to use as your only source
   C. The article is current enough to use in conjunction with other current sources
   D. The article has been updated since originally published, suggesting it’s maintained and current

2. Relevance (Circle all that apply)
   A. The article is too basic for academic research
   B. The article doesn’t cite its sources and therefore isn’t credible
   C. The article fits the assignment criteria
   D. The article would help me answer potential research questions

3. Authority (Circle all that apply)
   A. The Web site describes how articles are researched, detailing a thorough, reasonable process
   B. The URL indicates the Web site is hosted and sponsored by an organization, not a government agency or college
   C. The publisher has an agenda that could interfere with providing objective information about higher education
   D. The articles can be edited by anyone

4. Accuracy (Circle all that apply)
   A. The article appears to have been professionally edited
   B. The article includes citations where appropriate
   C. The article includes significant claims that would be hard to verify elsewhere
   D. The article is written with inflammatory language

5. Purpose (Circle all that apply)
   A. The article cites a lot of propaganda
   B. The Web site is sponsored by an organization that clearly conveys its purpose
   C. The goal of the Web site is to sell merchandise
   D. The Web site is primarily funded through donations

When finished, please return this quiz to the Checkout desk on East Campus or the Circulation/Reserve desk on West Campus. What happens next? Your quiz will be graded. Check your email for your results. It’s your responsibility to share the results with your instructor.

Rev 4/16
Know Your Sources Quiz

Date ____________________

Name ____________________ W# ____________________

E-mail address ____________________ Phone ____________________

Instructor name ____________________ Course and section ____________________

1. You would use a popular source to (circle the two best answers):
   a. find a peer reviewed article
   b. find "reference" or "works cited" pages that can lead you to other sources
   c. get general information to help you understand a topic
   d. find comprehensive or detailed information on a topic
   e. find information or opinions on popular culture

2. You would use a substantive source to (circle the two best answers):
   a. find understandable material that is suitable for academic research
   b. find credible information in an article whose author is probably noted
   c. find the results of original research on a topic
   d. find reference or works cited pages that can lead you to other sources
   e. find very short articles

3. You would use a scholarly source to (circle the two best answers):
   a. get general information to help you understand a topic
   b. find articles written in an informal, easy-to-read format
   c. find the results of original research on a topic
   d. find articles illustrated with photographs
   e. find "reference" or "works cited" pages that can lead you to other sources

4. Read the article "Crisis U" and answer the following questions as they relate to that article:
   a. What magazine or journal was this article published in? ____________________
   b. What type of source is this article (popular, substantive, or scholarly)?
      ____________________
   c. List two reasons to support your answer in 4b (above)
      ____________________

When finished, please return this quiz to the Checkout desk on East Campus or the Circulation/Reserve desk on West Campus.

What happens next? Your quiz will be graded. Check your email for your results. It's your responsibility to share your results with your instructor.

rev 3/16
1. Imagine you are doing a research project on the benefits of protein in the human diet. Your task is to evaluate the provided article using the criteria and techniques you learned in Ready, Set, Research. In the box below, 1) describe the process you would use to evaluate the article. 2) Ultimately, is this article an acceptable source for a college-level paper? Why or why not?

<table>
<thead>
<tr>
<th>2. INSTRUCTOR USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Conceptual Understanding</td>
</tr>
<tr>
<td>2.2 Processes and Strategies</td>
</tr>
<tr>
<td>2.3 Accuracy</td>
</tr>
</tbody>
</table>
| 2.4 Has the student met the LO being assessed? Yes ☐ No ☐                         | 1 | 2 | 3 | 4 | 5

- Yes ☐ No ☐
Pumping up Protein for Good Health

The latest science indicates that as you age you should boost your intake of wholesome protein foods—reduced-fat dairy, fish, lean meats, eggs, and legumes.

Say the word "protein" and it likely conjures up everything from Paleo and Atkins diets for weight loss to soy protein for heart health and whey protein for muscle building. At the other end of the protein spectrum are claims that too much can harm your kidneys or that the key to good health is to avoid animal protein and focus on eating only plant protein. The science behind how much and what type of protein your body needs is really complicated. But the tide seems to be shifting as more and more researchers suggest one simple fact: For most of us, protein needs are greater than called for by current dietary recommendations.

Recommended Dietary Allowance for protein. The Recommended Dietary Allowances (RDA) say adults of all ages should have a protein intake of 0.8 grams (g)/kilogram (kg) body weight/day (to calculate protein needs, multiply .8 by your weight in pounds and divide by 2.2, that's 55 g/day for a 150-pound person). This is based on the amount of protein required to avoid a deficiency. However, researchers now believe that diets that provide more protein than the RDA may improve health by helping to prevent obesity, osteoporosis, type 2 diabetes, and metabolic syndrome (Nutrition & Metabolism, 2009).

"When we're young, hormones help us use dietary protein very efficiently for growth; adults need more dietary protein to maintain healthy muscles and bones"—necessary for energy balance, blood sugar regulation and bone health—says protein researcher Donald Layman, Ph.D., Professor Emeritus in the Department of Food Science & Human Nutrition at the University of Illinois in Urbana.

Protein needs increase with age. While the current RDA for protein stays the same regardless of age, the amount of protein intake becomes even more important as we age. Calorie intake often decreases with age, but protein requirements do not. A recent report on the protein needs of older people concluded that to maintain physical function, healthy older people need more dietary protein than younger people—in the range of 1.0 g/kg to 1.2 g/kg/day. That translates into 68–81 g of protein/day for a 150-pound person (Journal of the American Medical Directors Association, 2013.) Older people who are acutely or chronically ill need even more—1.2 g/kg–1.5 g/kg/day (81–102 g of protein/per day for that same 150-pound person).

The bottom line? Protein needs are based on weight, not calorie intake, so even if calorie intake drops, protein intake should stay the same or increase as you age.

Potential benefits of more protein. Protein makes up about 50 percent of the volume of bone and one-third of its mass (American Journal of Clinical Nutrition, 2008). While there has been a widely held belief that high-protein diets were bad for bones, causing calcium to leach out and leading to osteoporosis, research now suggests that calcium and protein intake interact to actually improve bone health. As part of the Framingham Offspring Study, researchers found that greater protein intake may benefit bone health in older women, especially those with lower calcium intakes (Public Health Nutrition, 2013).

PROTEIN POINTS TO REMEMBER
- You need more high-quality protein as you get older.
- Protein should be divided among meals.
- Aim for 25–40 grams of high-quality protein per meal; less than 15 grams won't benefit bone or muscle.
- Get plenty of calcium (1,000–1,200 milligrams/day) along with protein.
- Use caution with high-protein diets if you have kidney disease. While a high protein intake won't cause kidney disease, it can be harmful if the kidneys aren't functioning properly.

Researchers also are discovering that the way in which dietary protein is distributed throughout the day is important. To maximize the muscle-building and help prevent bone loss, daily calcium intake should be adequate (1,000 to 1,200 milligrams/day) and protein should be provided with each meal.

Getting more high-quality protein. If you're trying to manage your weight or simply eating less than you used to, getting enough protein is even more important for your overall good health. Here are a few examples of high-quality proteins to include at each meal:

- Beans (7 g/3/4 cup)
- High-protein breakfast cereals (up to 13 g/1 cup)
- Eggs (7 g/1 large)
- Skim milk (8 g/cup)
- Lean beef and pork (21–24 g/3 ounces)
- Nuts—peanuts, pistachios and almonds are highest (6–7 g/1 ounce)
- Veggie burgers (11–15 g each)
- 100% Whey protein powder added to smoothies and shakes (up to 24 g/1 ounce)
- Greek yogurt (12 g/5 ounces)

How much protein per meal? Researchers suggest about 25–40 g of high-quality protein (proteins that provides all the essential amino acids) at breakfast, lunch and dinner (Current Opinions in Clinical Nutrition and Metabolism Care, 2009.) Small meals that contain less than 15 g of protein, says Layman, provide no benefit to muscle health.

"Ideal protein intake doesn't mean extra large serving sizes," he says, "but 25 to 40 grams of protein at each meal. A balanced diet should provide proteins from a mixture of foods that may include milk, meats, eggs or beans."

—Densie Webb, PhD, RD

Hi-Protein Meals

These sample meals provide at least 25 grams of protein.

<table>
<thead>
<tr>
<th>FOODS</th>
<th>PROTEIN (G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>2 large eggs, scrambled</td>
<td>14</td>
</tr>
<tr>
<td>8 oz glass nonfat milk</td>
<td>8</td>
</tr>
<tr>
<td>1 veggie &quot;sausage&quot; link</td>
<td>4</td>
</tr>
<tr>
<td>Total: 26</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>5 oz Greek yogurt</td>
<td>12</td>
</tr>
<tr>
<td>1 oz slivered almonds</td>
<td>6</td>
</tr>
<tr>
<td>7 small lentil crackers</td>
<td>3</td>
</tr>
<tr>
<td>1 oz reduced-fat provolone cheese</td>
<td>5</td>
</tr>
<tr>
<td>Total: 26</td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>3 oz grilled chicken</td>
<td>31</td>
</tr>
<tr>
<td>1/2 brown rice</td>
<td>3</td>
</tr>
<tr>
<td>1/2 peas</td>
<td>4</td>
</tr>
<tr>
<td>Total: 38</td>
<td></td>
</tr>
</tbody>
</table>

4 ENVIRONMENTAL NUTRITION June 2014 www.environmentalnutrition.com
1. Using the techniques you learned in this workshop, create a citation for the provided source in the box below.

2. INSTRUCTOR USE ONLY

2.1 Conceptual Understanding
2.2 Processes and Strategies
2.3 Accuracy
2.4 Has the student met the LO being assessed?   Yes   No
Using the techniques you learned in this workshop, describe how you would find the video *Curious Case of Benjamin Button* in WorldCat.

Since MJC doesn't own that video, how could you get it?

<table>
<thead>
<tr>
<th>Instructor Use Only</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Processes and Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has student met LO being assessed?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In words or pictures, show one way you could set up an advanced search in WorldCat to find any books of poetry written by MJC instructor Sam Pierstorff in the last decade.

What will this search string, using abbreviation for various indexes, actually search for?

kw:sonnet au:elizabeth barrett browning ln:eng mt:bks

<table>
<thead>
<tr>
<th>Instructor Use Only</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Processes and Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has student met LO being assessed?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>