

# Course Outcome Assessment Report

## Basic Information:

**Course:** LIBR B55 Information Competency Workshops

**College:** Bakersfield College

**Assessment Term:** Spring, 2014

**Status:** Pending

**Co-contributors:** Anna M. Agenjo, Nancy T. Guidry, Kirk A. Russell,

## Learning Outcome:

**Target of Performance:** 80% of students scoring 70% or higher

**Learning Outcome:** Analyze a research topic in order to select key search terms and differentiate between controlled vocabulary and keyword searching.

**Assessment Tool/Scoring Method:** Other(Workshop Exercise)

## Assessment Plan:

**Changes Made Since Last Assessment:** This was the first assessment for this workshop.

**Assessment Plan:** After students attend a 40-minute workshop, they complete an exercise covering the library research skills that the workshop exposed them to. Every 4th exercise, taken from random order, is scored.

## Assessment Results:

**Results:** 85.34% of students scored 70% or higher on the exercise.

**Analysis and Plan for Improvement and Reassessment:** Students exceeded our goal in their success with this assessment. However, we found that students had the the most difficulties with the questions related to selection of keywords/synonyms and truncation. These two concepts are difficult for students who have had the benefit of our 8 week, 1 unit English B34 (LIBR B1) class to grasp—especially keyword selection, which requires experience and the application of critical thinking skills based on that experience. This type of experience would be difficult to obtain in a forty minute workshop, even though as a part of it, we do select keywords and do truncation. We have found that the most effective way to help students having trouble with these concepts is to work with them one-on-one as they complete the exercise. For instance, if the instructor explains the concept of truncation again, and together the student and instructor complete the first example, the student is usually able to complete the second and third examples without any problems. The same holds true for keyword searching: if students receive initial help in selecting the most

important keywords, they are then able to come up with synonyms for them in the second part of the exercise. Based on the interactions described above, I have decided that I will include an example of keyword selection and truncation at the beginning of the questions that deal with these concepts. If the example does not provide enough prompting, I can follow-up with a one-on-one review.

**Participants:** Nancy Guidry, Anna Agenjo, Dawn Dobie, Marci Lingo, and Kirk Russell.

## **Attachments:**

[Research Strategies Assmt Spr 2014](#)