WML ASSESSMENT ACTIVITY REPORT - COUN 520
Fall 2016 - Donna Witek - Submitted 1/18/17

Institutional Learning Outcomes*	WML Learning Outcomes**	WML "Projects"	Assessments	Resulting Actions (Closing the Loop)
Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.	Students will investigate differing viewpoints that they encounter in their strategic investigation of topics *in order to* be able to develop their own informed arguments or hypotheses.	**COUN 520: Professional Issues: Rehabilitation Counseling** (Dalgin) **Overall Summary**: • 6 students completed the cumulative assessments and course • Cumulative assessments (i.e., components of the research assignment designed by Dr. Rebecca Dalgin) included developing a poster session proposal; compiling an annotated bibliography in APA format; designing a professional poster communicating the research on the topic; and presenting the poster in a poster session held on campus on Nov. 16, 2016 • An additional assessment was developed by Librarian Donna Witek, consisting of a reflective prompt in which students reflect on the experience of delivering their research in their poster session presentations: "Write a 500-word reflection (no more than 1 page single-spaced) in response to the following questions: In what ways did the process of researching your poster session topics prepare you to speak with visitors to your poster? Was there a relationship between the depth of research you pursued and your level of confidence during the poster session? If so, describe that relationship. How might the research you did for this class inform your future as a practicing rehabilitation counselor?" Librarian Donna Witek delivered information literacy instruction on Sept. 14, 2016, concentrating on the following two classroom-level student learning outcome for which she developed a worksheet for students to use to organize their initial research process: • **Students will use the search process as an opportunity to strategically explore their topics.** (Note: This maps to the WML Student Learning Outcome: **Students will investigate differing viewpoints that they encounter in their strategic investigation of topics *in order to* be able to develop their own informed arguments or hypotheses.**) • **Students will articulate the key elements in their research questions *in order to* develop and execute a search strategy.** (Note: This is also a WML Learning Outcome.)	The classroom-level SLO "**Students will use the search process as an opportunity to strategically explore their topics**" was assessed primarily through the reflective prompt exercise. All 6 reflection prompt exercises showed evidence that students used the research process as an opportunity to strategically explore their topics. Example quotes include: "Here Donna showed us how to narrow our searches by selecting or omitting certain words in the search bar. It was interesting to see that one simple word can completely change the results I found." "When I was searching for articles, I came across animal assisted therapy. I had a lightbulb moment, this is what I will do the poster on." "As a class, we were able to discuss which topics were of interest and process the ideas as a group. I felt this was helpful in order to brainstorm ideas." In addition, Librarian observations at the poster session presentations included the fact that 2 out of 6 students changed their topics partway through the research process for the assignment, based on the information they discovered through the research process.	**Resulting Actions Overall Summary**: The next time I teach information literacy for this course, I will think of ways to more explicitly tie my classroom-level SLOs, which are targeted in my information literacy session at the very start of the semester, to the cumulative assessments such as the reflective prompt exercise. This way there is even more direct evidence related to these SLOs. In all, though, I am very pleased with this collaboration with Dr. Dalgin, including using students' cumulative assessments such as their annotated bibliographies and the poster session presentation experience to assess some of our farther-reaching WML Learning Outcomes regarding knowledge creation and academic integrity.

	Students will gain insight and understanding about diverse sources of information *in order to* evaluate and use resources appropriately for their information needs.		
Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.	Students will share ideas responsibly in a variety of formats and contexts *in order to* recognize themselves as knowledge creators.	**COUN 520: Professional Issues: Rehabilitation Counseling** (Dalgin) See above for **Overall Summary** The reflective prompt exercise maps to the WML Learning Outcome: **Students will share ideas responsibly in a variety of formats and contexts *in order to* recognize themselves as knowledge creators.**	To assess this WML Learning Outcome, the reflective prompt exercise was assessed for the following things: 1) Did the research process prepare the student for the poster session presentation? 2) Did the students' confidence increase as a result of the research process? These questions connect to the idea of students developing their sense of identity as creators of knowledge by engaging the research process. All 6 reflective prompt exercises demonstrated that the research process prepared the student for the poster session presentation, with 2 of the students noting that they used the information they found not only in the visual presentation of the poster, but in their verbal presentation as well; this speaks to the students "sharing ideas responsibly in a variety of formats and contexts." Example quotes include: "This increased amount and quality of research allowed me to feel more comfortable and knowledgeable about my topic, which in turn made my presentation/interaction with guests much more rewarding and beneficial." "At first I was nervous, but the articles combined with the books helped me get prepared. . . . What I did was put facts, and statistics on my poster, and memorized other information; that way I could still inform people about it." All 6 reflective prompt exercises demonstrated that the students' confidence increased as a result of the research process. Example quotes include: "There was a relationship between the depth of research I pursued and my level of confidence during the poster session. . . . I was not afraid that a visitor would approach my poster and ask me a question that I could not answer." "As a result of [the Librarian's] presentation, I felt much more confident in the research I was finding (and quite

			frankly was able to find a lot more than I probably would have if I wasn't as informed about the databases)." Finally, students demonstrated through their reflective prompt exercises that this assignment has helped them develop their professional identities as future rehabilitation counselors, including the important role research plays in that identity. A representative quote is the following: "The research that I completed with this project . . . has helped me to learn more about how the process of research is critical for relevant, effective, and ethical practice."	
Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.	Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) *in order to* critically evaluate the usefulness of the information for their research need.			
	Students will articulate the key elements in their research questions *in order to* develop and execute a search strategy.	**COUN 520: Professional Issues: Rehabilitation Counseling** (Dalgin) See above for **Overall Summary** Librarian Donna Witek delivered information literacy instruction on Sept. 14, 2016, concentrating on the following two classroom-level student learning outcome for which she developed a worksheet for students to use to organize their initial research process: • **Students will use the search process as an opportunity to strategically explore their topics.** (Note: This maps to the WML Student Learning Outcome: **Students will investigate differing viewpoints that they encounter in their strategic investigation of topics *in order to* be able to develop their own informed arguments or hypotheses.**) • **Students will articulate the key elements in their research questions *in order to* develop and execute a search strategy.** (Note: This is also a WML Learning Outcome.)	The classroom-level SLO "**Students will articulate the key elements in their research questions *in order to* develop and execute a search strategy**" was assessed primarily through Librarian observation and the reflective prompt exercise. Four out of 6 reflection prompt exercises showed evidence that students developed their search strategies by analyzing their research questions, even though this wasn't directly asked through the prompt. Example quotes include: "I was able to look at the big picture and narrow it down to what I specifically wanted to research. This process helped me to identify that [sic] I wanted to present on and could articulate my choice to clients." "Donna Witek had helped us narrow our topics by helping us specify what we want to research." "I was able to research studies and find clear evidence why this type of therapy can be effective, especially with the population I chose . . ."	See above for **Resulting Actions Overall Summary**

			In addition, the Librarian observed during the information literacy session students actively brainstorming about the different components of their topics, including patient population.	
Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.	Students will properly distinguish between their own ideas and the intellectual property of others *in order to* ethically use information and demonstrate academic integrity.	**COUN 520: Professional Issues: Rehabilitation Counseling** (Dalgin) See above for **Overall Summary** The annotated bibliography maps to the WML Learning Outcome: **Students will properly distinguish between their own ideas and the intellectual property of others *in order to* ethically use information and demonstrate academic integrity.**	The instructor Dr. Dalgin assessed the students' annotated bibliographies using a rubric of her own design, where the highest level of achievement was "Ten or more sources with proper APA documentation." The average score on the annotated bibliography for the 6 students in the class was 89.9, with the lowest score a 70 ("Less than ten sources with complete APA documentation") and two students achieving a score of 100. Thus, as assessed by the instructor, all 6 students demonstrated that they successfully practiced properly distinguishing between their own ideas and the intellectual property of others, using information ethically in the process.	See above for **Resulting Actions Overall Summary**

* Rev 5-28-2014

**Endorsed by the Library faculty June 2014; revised November 2015; revised May 2016