WML ASSESSMENT ACTIVITY REPORT – SOC 218
Donna Witek – Submitted 5/18/2015

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 investigation of topics *in order to* be able to defend or counter specific points-of-view.	**SOC 218: Sociological Theory** (1 section, Rich, Fall 2014)	One criterion of the Literature Review Evaluation Rubric addressed these outcomes: SOCIOLOGICAL CONTEXT. On average, the 15 students who submitted Literature Reviews were scored by their instructor between 18-19 out of 20 possible points for this criterion, demonstrating that they met this outcome.	
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 gain insight and understanding about diverse sources of information *in order to* evaluate and use resources appropriately for their information needs.	**SOC 218: Sociological Theory** (1 section, Rich, Fall 2014)	Two questions on the Information Literacy Pre-/Post-Test addressed reasons to seek out sociological primary and secondary sources. On average, all 15 students scored higher on the Post-Test than on the Pre-Test for these two questions, when scored by both the instructor and the librarian, demonstrating that their knowledge increased by the end of the course.	If Dr. Rich and I use this Pre-/Post-Test again in future offerings of SOC 218, we plan to norm our grading rubric more rigorously than we did this time, so that we are scoring the evaluative criteria in more similar ways than we did this time around; despite this difference, students still demonstrated an increase in knowledge by the end of the course through this Pre-/Post-Test, whether Dr. Rich or I (the librarian) did the scoring.
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, or websites) *in order to* match the requirements of their assignments.	**SOC 218: Sociological Theory** (1 section, Rich, Fall 2014)	One criterion of the Literature Review Evaluation Rubric addressed these outcomes: SOURCES. On average, the 15 students who submitted Literature Reviews were scored by their instructor between 18-19 out of 20 possible points for this criterion, demonstrating that they met this outcome.	If I provide IL instruction for SOC 218 in the future, I will improve the teaching associated with these outcomes by managing the classroom time better so that students have more in-class lab time to look for secondary sources about their sociological theorists using the library's databases.
	Students will articulate the key elements in their research questions *in order to* match the requirements of their assignments.			
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.	**SOC 218: Sociological Theory** (1 section, Rich, Fall 2014)	One criterion of the Literature Review Evaluation Rubric addressed these outcomes: STYLE. On average, the 15 students who submitted Literature Reviews were scored by their instructor between 18-19 out of 20 possible points for this criterion, demonstrating that they met this outcome.	

* Rev 5-28-2014

**Endorsed by the Library faculty June 2014