

**WML ASSESSMENT ACTIVITY REPORT – BUS 184
2015 Fall - George Aulisio – Submitted 12/22/2015**

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 strategic investigation of topics <i>in order to</i> be able to develop their own informed arguments or hypotheses.			
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 <i>in order to</i> evaluate and use resources appropriately for their information needs.	<p>BUS 184: EP Oral and Information Proficiency (4 sections - Rocco & Gregorowicz, Fall 2015)</p> <p>Lecture and in-class assignment</p>	The librarian instructor demonstrates a number of business databases that are used for diverse information needs. Basic explanations are given for what each type of information might be used for. After the demonstration portion, students are asked to complete a six question research assignment that requires them to select appropriate resources to find the information needed to answer each question or task.	Students email their in-class assignments to me. I review the results to see which tasks are straightforward and which needs to be given more explanation during in-class demonstration.
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.) <i>in order to</i> critically evaluate the usefulness of the information for their research need.	<p>BUS 184: EP Oral and Information Proficiency (4 sections - Rocco & Gregorowicz, Fall 2015)</p> <p>Lecture and in-class assignment</p>	One of the tasks in the in-class assignment is to select a specific article from a database that is on a company they have selected to research. Students are instructed on the differences between different types of information and are expected to list what type of publication (scholarly, professional, news media) on the in-class assignment.	I review the results of the assignment. This task seems to be difficult to get across in a cursory amount of time and with only limited time for the in-class assignment. I attempt to refine my explanations by emphasizing what to look for in the article to make a cursory judgement.
	Students will articulate the key elements in their research questions <i>in order to</i> develop and execute a search strategy.			
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 <i>in order to</i> ethically use information and demonstrate academic integrity.			

* Rev 5-28-2014**Endorsed by the Library faculty June 2014; revised November 2015