WML ASSESSMENT ACTIVITY REPORT – INTD 112
Fall 2015 - Bonnie Oldham – Submitted 1/5/2016

Institutional Learning Outcomes*	WML Learning Outcomes**	WML "Project"	Assessment	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.			
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.	**INTD 112: EP Foundations** – Fall 2015 (2 sections) involving: − 1 Communications faculty − 1 Computing Science faculty − 2 Library faculty	As part of their Capstone Project, students met with the faculty librarian embedded in their section to plan, review and discuss their research. Students submitted a "Golden Ticket" on which they reflected on what they learned during their meetings with the librarians. In previous semesters, some students mentioned something new that they learned *about their topic* rather than about the search process.	We revised the text on the "Golden Ticket" to more clearly state that the students should reflect on what they learned about finding information about their topic rather than what they learned about the topic itself.
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.	**INTD 112: EP Foundations** – Fall 2015 (2 sections) involving: − 1 Communications faculty − 1 Computing Science faculty − 2 Library faculty	After an initial information literacy session, students completed a journaling exercise whose purpose was to give them the opportunity to strategically explore their topics through the search process. The librarians assessed the students' responses based on the following rubric:	During their second information literacy session with the students, the librarians provided feedback to the class as a whole about strategic searching and about their responses.

			Criteria	
			DETERMINE & MATCH: Provides sufficient level of detail in reflective responses to Q 3-5	
			SEARCH & EXPLORE: Provides sufficient level of detail in reflective responses to Q 6-8	
			EVALUATE & GATHER: Provides sufficient level of detail—including complete citation information and evaluation descriptions—in responses to Q 9-11	
			The average raw score for the total of 32 students in the two classes was 12.9/15 or 86%.	
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.			

* Rev 5-28-2014

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