

**WML ASSESSMENT ACTIVITY REPORT – BIOL 141L  
Fall 2016 - Bonnie Oldham – Submitted 2/13/17**

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 <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.	<b>BIOL 141L: General Biology Lab – Fall 2016 (16 sections) involving:</b> – 8 Biology faculty – 2 Library faculty	Librarians demonstrated two different databases that contain primary research articles on biology topics.	The next time we teach this class we plan to ask the Biology faculty to share with us where the students found the primary research article on their topic.
	Students will share ideas responsibly in a variety of formats and contexts <i>in order to</i> recognize themselves as knowledge creators.			
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.	<b>BIOL 141L: General Biology Lab – Fall 2016 (16 sections) involving:</b> – 8 Biology faculty – 2 Library faculty	Librarians demonstrated two how to find primary research articles on biology topics using Library databases.	The next time we teach this class we plan to ask the Biology faculty to share with us the number of students in their classes who turned in a primary research article vs. how many students did not.
	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.	<b>BIOL 141L: General Biology Lab – Fall 2016 (16 sections) involving:</b> – 8 Biology faculty – 2 Library faculty	Librarians used the question and answer method to get students to respond to the question, “Why it is important to cite?” They also discussed proper paraphrasing.	The next time we teach this class we plan to ask students to reflect on how to properly distinguish between their own ideas and the intellectual property of others.

\* Rev 5-28-2014

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