

**WML ASSESSMENT ACTIVITY REPORT – INTD 112
Fall 2016 - Bonnie Oldham – Submitted 1/20/17**

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.	INTD 112: EP Foundations – Fall 2016 (2 sections) involving: <ul style="list-style-type: none"> – 2 Communications faculty – 2 Library faculty 	As part of their Capstone Project, students met with the faculty librarian embedded in their section to discuss their research. After this meeting, the students submitted a “Golden Ticket” on which they reflected on what they learned ‘about finding information’ during their meetings with the librarians. Of the 28 “Golden Tickets” submitted, 22 students described what they learned in their meeting with a librarian. 16 mentioned how to better search databases, particularly how to narrow a search, and 3 mentioned how to easily cite. Of particular note, one student mentioned that she is “currently using the databases for other classes as well.”	Based on the “Golden Ticket” submissions, some students did not document what they learned about finding information. In the future, the librarians should be sure to emphasize to the students what the question is that they are being asked.
	Students will share ideas responsibly in a variety of formats and contexts <i>in order to</i> recognize themselves as knowledge creators.	INTD 112: EP Foundations – Fall 2016 (2 sections) involving: <ul style="list-style-type: none"> – 2 Communications faculty – 2 Library faculty 	As the culmination of their Capstone Project, students shared their research with their classmates in the form of an oral presentation that included visuals using presentation software.	
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.			
	Students will articulate the key elements in their research questions <i>in order to</i> develop and execute a search strategy.	INTD 112: EP Foundations – Fall 2016 (2 sections) involving: <ul style="list-style-type: none"> – 2 Communications 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:	When librarians are embedded in this class again, they will organize students into three groups during the second information literacy session. Each group will be assigned one of the three search tools that the students strategically explored. Groups will share with the rest of the

			<table border="1"> <thead> <tr> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>DETERMINE & MATCH: Provides sufficient level of detail in reflective responses to Q 3-5</td> </tr> <tr> <td>SEARCH & EXPLORE: Provides sufficient level of detail in reflective responses to Q 6-8</td> </tr> <tr> <td>EVALUATE & GATHER: Provides sufficient level of detail—including complete citation information and evaluation descriptions—in responses to Q 9-11</td> </tr> </tbody> </table> <p>The average raw score for the total of 31 students in the two classes was 12.6/15 or 86.2%.</p>	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	<p>class all of the techniques that they can find for that search tool that are helpful. The librarians will follow up with feedback to the class as a whole about strategic searching and about their responses.</p>
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<p>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.</p>	<p>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.</p>	<p>INTD 112: EP Foundations – Fall 2016 (2 sections) involving:</p> <ul style="list-style-type: none"> – 2 Communications faculty – 2 Library faculty 	<p>A question about techniques available in Library databases to capture citation information was included on the final exam. Students scored 90% on this question.</p> <p>-----</p> <p>Students were required to cite their sources in their presentations. Two of these sources were required to be from Library databases. One of the librarians had the opportunity to observe 10 of the presentations, 8 of which did document at least two sources from Library databases.</p>	<p>90% was an acceptable score. Librarians will continue to emphasize the techniques available in Library databases to capture citation information.</p> <p>-----</p> <p>When the librarians are embedded in this class again, they will emphasize to students that two of their reference sources must be from Library databases and that these sources must be cited in their presentations.</p>				

* Rev 5-28-2014

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