

WML ASSESSMENT ACTIVITY REPORT- T/RS 121
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| Institutional Learning Outcomes* | WML Learning Outcomes** | WML “Projects” | Assessments |
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| <p>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.</p> | <p>Students will investigate differing viewpoints that they encounter in their investigation of topics <i>in order to</i> be able to defend or counter specific points-of-view.</p> | | |
| <p>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.</p> | <p>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> | <p>T/RS 121: Introduction to the Bible (5 sections, Spring 2014)</p> <ul style="list-style-type: none"> • 4 instructors reached in 5 sections of course • Piloted assessment rubric measuring source evaluation in relation to final research projects on biblical topics • Instruction varied between sections, as it was tailored to research assignment, but all 5 sections received face to face instruction from Prof. Witek; 4 sections were further supported with a course-specific research guide; 2 sections taught by a recipient of an Information Literacy Stipend | <ul style="list-style-type: none"> • See attached for rubric designed to measure effective source evaluation, including full articulation of SLO and descriptions of each level of proficiency scored. • Rubric was scored by each instructor as the research project was graded; this means there is some variation in how instructors interpreted the levels of proficiency for the learning outcome measured. • With this in mind, rubric scores across 5 sections of course were: <ul style="list-style-type: none"> ○ Total Students Enrolled 149 <ul style="list-style-type: none"> ▪ 4. Proficient 66 (44%) ▪ 3. Acceptable 49 (33%) ▪ 2. Basic 16 (11%) ▪ 1. Insufficient 10 (7%) ▪ No rubric available 8 (5%) • Results indicate that 77% of students enrolled across 5 sections achieved either Proficient or Acceptable levels of source evaluation, as evidenced by their final research projects, and as scored by their course instructors. |
| <p>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.</p> | <p>Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, or websites) <i>in order to</i> match the requirements of</p> | <p>T/RS 121: Introduction to the Bible (5 sections, Spring 2014)</p> <ul style="list-style-type: none"> • 4 instructors reached in 5 sections of course | <ul style="list-style-type: none"> • Evidence of instructional emphases described can be found on course-specific research guides for 4 of the 5 sections: <ul style="list-style-type: none"> ○ http://guides.library.scranton.edu/wolf-trs121 |

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| | their assignments. | <ul style="list-style-type: none"> In all 5 sections, emphases in instruction sessions with Prof. Witek included relationship between source type/format and needs of the assignment (first outcome), and parsing out appropriate search terms from students' articulation of their research topic/question (second outcome) | <p>(2 sections; viewed 198 times over course of semester)</p> <ul style="list-style-type: none"> http://guides.library.scranton.edu/sivalon-trs121 (viewed 100 times over course of semester) http://guides.library.scranton.edu/witek-trs121 (viewed 168 times over course of semester) <ul style="list-style-type: none"> Evidence of progress in student learning on these outcomes inferable from assessment rubric scores and analysis described above. |
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| | Students will articulate the key elements in their research questions <i>in order to</i> 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 <i>in order to</i> ethically use information and demonstrate academic integrity. | | |

* Rev 5-28-2014

**Endorsed by the Library faculty June 2014