

**WML ASSESSMENT ACTIVITY REPORT –WRTG 107
Spring 2016 - Betsey Moylan – Submitted 6/10/2016**

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 investigation of topics <i>in order to</i> be able to defend or counter specific points-of-view.			
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.			
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, or websites) <i>in order to</i> match the requirements of their assignments.	WRTG 107 : Composition (Kratz) Spring 2015 & Spring 2016	During Spring 2015, students were instructed to use peer-reviewed journal articles <i>and</i> scholarly books to support the research question they had formulated. In spring of 2016, I fine-tuned my instruction to focus strictly on peer-reviewed journals in select databases and introduce students to library’s ebook collection, showing how they can access additional quality resources through this up-to-date collection. As in 2015, I examined the works cited pages of all submitted final papers to determine how students fared with my instruction.	I continued to show how to limit for peer-reviewed articles and use other advanced searching techniques in demonstrating database searching. The instructor gave me access through the LMS to the final papers and I was able to check the works cited pages for their final papers to assess if my instruction was effective. Virtually all students were successful in selecting two (or more) relevant peer-reviewed journal articles and several used titles from our ebook collection. However, I discovered that they were not as proficient in properly citing the sources. Even though the articles had the full array of necessary elements to complete a proper MLA citation, many of the students improperly cited the articles in their final list. In order to close this loop, I will emphasize the tools available on the databases themselves to properly cite, and discourage the students from using EasyBib or other less effective tools they have chosen to use in constructing their citations. I also noticed in examining their works cited pages that when the students were citing a website, they more often than not put n.d. rather than dig deeper for the actual date the site was updated. This was true even for articles they found in the databases. Date is critical, especially in areas of medical or scientific discovery, and the students should be demonstrating that they have used the most recent as well as the most accurate information.

	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; revised November 2015