

**WML Assessment Activity Report – EXSC 435
Spring 2016 - Bonnie Oldham – Submitted 6/24/16**

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.	EXSC 435: Exercise, Nutrition and Women’s Health - (Bachman – Spring 2016 – 1 section)	This is the third semester that Dr. Bachman and I have collaborated for this course. Previously, I provided 2 information literacy sessions. The focus of our assessment was a homework assignment that was given after the first session. Students submitted a search log documenting how they executed their search strategies to find an original research article.	This semester I revised my presentation to the students. I created a PowerPoint that included each step necessary to chase a citation. I printed out the slides in handout format (one for each student) so they could follow along and take notes. During the class session, students worked in pairs to chase 3 citations listed on one of the PPT slides. Then 3 of the pairs demonstrated the process that they used. The students used the remainder of the class time to chase one of the citations from the reference list in an original research article that they had previously found. Dr. Bachman and I walked around the room providing help where needed and answering questions. By the end of the 75 min. class, all students had found the full text article that they were chasing or had placed an Interlibrary Loan request for the article.
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.		This semester I taught only the second session, which focused on citation chasing—finding the full text of an article from a citation in a reference list.	
	Students will articulate the key elements in their research questions <i>in order to</i> develop and execute a search strategy.		In past semesters, I demonstrated the process that they should use to chase those citations and then gave them a worksheet with examples of citations for them to chase. Students struggled with this concept.	
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