

**WML Assessment Activity Report – EXSC 448
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 448: Research Methods - (Breloff – Spring 2016 – 2 sections – 7 information literacy sessions)	A review of the references used in the students’ poster presentations indicated that they used appropriate resources.	If I teach this class again, I will definitely repeat this process
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.	EXSC 448: Research Methods - (Breloff – Spring 2016 – 2 sections – 7 information literacy sessions)	As a homework assignment students were given 3 articles and directed to determine which were research articles. 100% of the students correctly identified the first article as <i>not</i> a research article. 100% of the students identified the second article, a research study, as a research article. However, only 15% of the students identified the third article, a case study, as a research article.	The students’ responses were reviewed in class. I discussed Levels of Evidence with them and gave them a chart (on the EXSC 448 Research Guide) to determine levels of evidence. If I teach this class again, I will provide the class with the chart in conjunction with the homework assignment.
	Students will articulate the key elements in their research questions <i>in order to</i> develop and execute a search strategy.	EXSC 448: Research Methods - (Breloff – Spring 2016 – 2 sections – 7 information literacy sessions)	At the end of the 6 th session, students had the opportunity to write down what they thought was their “muddiest point.”	During the 7 th session, I attempted to clear up these muddy points. If I teach this class again, I will definitely repeat this process.
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.	EXSC 448: Research Methods - (Breloff – Spring 2016 – 2 sections – 7 information literacy sessions)	100% of the students correctly answered questions about plagiarism in the midterm and final exams.	Students in this class seem to have a good grasp of how not to plagiarize; however, if I teach this class again, I will continue to emphasize the importance of academic integrity and the reasons it is necessary to properly cite. I have also provided this information in the EXSC 448 Research Guide.

* Rev 5-28-2014; **Endorsed by the Library faculty June 2014; revised November 2015