WML ASSESSMENT ACTIVITY REPORT – INTD 184
Bonnie Oldham – Submitted 1/30/2015

Institutional Learning Outcomes*	WML Learning Outcomes**	WML "Project"	Assessment	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 *in order to* be able to defend or counter specific points-of-view.	**INTD 184: EP Foundations** – Fall 2014 (4 sections) involving: – 2 Communications faculty – 2 Computing Science faculty – 4 Library faculty	Those students who gave a refutation as part of their capstone speech were required to present both sides of their issue.	This SLO was not assessed during Fall 2014; however, we have a plan to assess it during Fall 2015.
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 *in order to* evaluate and use resources appropriately for their information needs.	**INTD 184: EP Foundations** – Fall 2014 (4 sections) involving: – 2 Communications faculty – 2 Computing Science faculty – 4 Library faculty	After an initial information literacy session, students completed a journaling exercise whose purpose was to give them the opportunity to explore their topics through the search process.	The librarians assessed the students' responses and then provided feedback during their second information literacy session with the students.
	Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, or websites) *in order to* match the requirements of their assignments.			
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 articulate the key elements in their research questions *in order to* match the requirements of their assignments.	**INTD 184: EP Foundations** – Fall 2014 (4 sections) involving: – 2 Communications faculty – 2 Computing Science faculty – 4 Library faculty	As part of their Capstone Project, students met with the faculty librarian embedded in their section to plan, review and discuss their research. Students submitted a "Golden Ticket" on which they reflected on what they learned during their meetings with the librarians. A review of the reflections on the "Golden Tickets" indicated that 31 of the 40 students learned something new about finding information about their topics such as which databases to search, specific search techniques, or more relevant keywords.	9 students mentioned something new that they learned *about their topic* rather than about the search process. The next time this course is taught, we will revise the text on the "Golden Ticket" to more clearly state that the students should reflect on what they learned about finding information about their topic rather than the topic itself.

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 *in order to* ethically use information and demonstrate academic integrity.	**INTD 184: EP Foundations** – Fall 2014 (4 sections) involving: – 2 Communications faculty – 2 Computing Science faculty – 4 Library faculty	Three questions in the final exam were designed to test the students' knowledge of copyright based on the information in the Research Guide. Students performed well on 2 of the 3 questions (90% and 100%); however on the 3rd question, only 11% knew the correct answer.	The next time this course is taught, we will revise these test questions to be more generally about academic integrity than specifically about copyright.

* Rev 5-28-2014

**Endorsed by the Library faculty June 2014