WML ASSESSMENT ACTIVITY REPORT – INTD 184
Bonnie Oldham – Submitted 6/30/2014

Institutional Learning Outcomes*	WML Learning Outcomes**	WML "Projects"	Assessments
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** – Spring 2014 (6 sections) involving: – 2 Communications faculty – 2 Computing Science faculty – 6 Library faculty Librarians were "embedded" into the course. In addition to two instruction sessions, they met with students individually or in a lab setting.	For the "I Believe …" assignment, each student received a unique "Snapple Fact" for which they had to research the validity of that fact and give a short presentation on the results of their investigation.
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** – Spring 2014 (6 sections) involving: – 2 Communications faculty – 2 Computing Science faculty – 6 Library faculty Librarians were "embedded" into the course. In addition to two instruction sessions, they met with students individually or in a lab setting.	Students completed two research exercises. For the 1st exercise, they evaluated the results of three different Web searches. For the 2nd exercise, they evaluated the results for three different database searches. These were ungraded; however, the Library faculty reviewed them and commented on them. The exercises were returned to the Communications faculty for their review before being returned to the students.
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) *in order to* match the requirements of their assignments.		
	Students will articulate the key elements in their research questions *in order to* match the requirements of their assignments.	**INTD 184: EP Foundations** – Spring 2014 (6 sections) involving: – 2 Communications faculty – 2 Computing Science faculty – 6 Library faculty Librarians were "embedded" into the course. In addition to two instruction sessions, they met with students individually or in a lab setting.	As part of their Capstone Project, students met with the faculty librarian embedded in their section to plan, review and discuss their research. Evidence of this meeting was a "Golden Ticket" that was then passed on to the Communications instructor. The results of a survey, completed by 20% of the students, indicated that students found this to be a helpful and worthwhile activity.

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 2013 (6 sections)/Spring 2014 (6 sections) involving:
		   – 3 Communications faculty
		   – 3 Computing Science faculty
		   – 6 Library faculty
		Librarians were "embedded" into the course. In addition to two instruction sessions, they met with students individually or in a lab setting.
			Library faculty created a Research Guide on Copyright: http://guides.library.scranton.edu/copyright
			
			Three questions in the final exam were designed to test the students' knowledge of copyright based on the information in the Research Guide.

* Rev 5-28-2014

**Endorsed by the Library faculty June 2014