

**WML ASSESSMENT ACTIVITY REPORT –WRTG 107
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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	During Spring 2014, 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 2015, I fine-tuned my instruction to focus strictly on peer-reviewed journals in select databases.	Focusing on searching for peer-reviewed articles allowed the students to spend more time on reading the abstracts, discerning the distinct nature of peer-reviewed articles, and retrieving the actual articles. I was able to check the works cited pages for their final papers to compare the two years. In 2015, The class averaged 5 out of 9 sources using the databases I demonstrated and of the 5, all were peer-reviewed articles.
	Students will articulate the key elements in their research questions <i>in order to</i> match the requirements of their assignments.	WRTG 107: Composition (Kratz) Spring 2015	During the spring 2014 session, I took for granted that the students were able to locate sources which did not have attached PDF's or full-text links. In the spring 2015 session, I gave a brief in class assignment where I passed out a works cited page with a number of sources listed, and asked the class to identify where they could locate the resources in the WML	Because the databases vary (Article Linker, 360 Link, etc.) and because the freshman may not have had exposure to the link resolvers or to ILLIAD, this assignment gave the students the opportunity to practice how to get the full-text of an article. I will use this short exercise in future classes.
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