

WML ASSESSMENT ACTIVITY REPORT – WRTG 107
Donna Witek – Submitted 7/7/2015

Institutional Learning Outcomes*	WML Learning Outcomes**	WML “Projects”	Assessments	Resulting Actions (Closing the Loop)
<p>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.</p>	<p>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.</p>			
<p>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.</p>	<p>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.</p>	<p>WRTG 107: Composition (3 sections, Grettano and Denison1&2, Spring 2015)</p>	<p>Maps to SLO2 for instruction session (rubric: http://tinyurl.com/WitekS15WRTG107Rubric): <i>Identify search tools that match their information need(s)</i> Grettano: SLO2: 26/48 points across 16 students (54% success across whole class) Denison1: SLO2: 18/42 points across 14 students (43% success across whole class) Denison2: SLO2: 13/27 points across 9 students (48% success across whole class)</p>	<p>This instruction session relied on a collaborative Google spreadsheet activity during which students practiced each step in the research process as I modeled it, populating spreadsheet cells with the evidence of this practice. I used this activity across all three sections, but the instructors’ interaction with the activity varied in a significant way that impacted the evidence of student learning I was able to collect:</p> <p>For Grettano, student work was limited to work produced during the 75-minute IL session. In addition, the class meeting ended during the activity focused on SLO3, and points earned for student work reflect this (i.e., collected student work for SLO3 is incomplete for this class).</p> <p>Whereas for Denison1&2, student work was produced both during the 75-minute IL session <i>and</i> for homework (assigned by instructor, and completed by next class meeting). In addition, after the earlier class meeting with Grettano’s section of the course, instruction was adjusted to deemphasize SLO2 so that more time could be spent on SLO3, and points earned for student work in Denison1&2 on both SLOs reflect this.</p> <p>Specific things I will change the next time I use this Google spreadsheet activity in WRTG 107 are:</p> <ul style="list-style-type: none"> • make the measurable learning outcomes less complex (with less moving parts); • make the levels of achievement in the rubric (http://tinyurl.com/WitekS15WRTG107Rubric) tied to quality not quantity (i.e., aim to measure how well they

				<p>did, not THAT they did—less moving parts in the SLOs will help with this);</p> <ul style="list-style-type: none"> fewer SLOs/tasks so the outcomes don't become homework, or, plan in advance with instructors that some of the practice will occur during homework so evidence of student learning collected is consistent across sections.
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.	WRWG 107: Composition (3 sections, Grettano and Denison1&2, Spring 2015)	Maps to SLO3 for instruction session (rubric: http://tinyurl.com/WitekS15WRWG107Rubric): <i>Practice searching for and locating possible information sources for their research projects</i> Grettano: SLO3: 15/48 points across 16 students (31% success across whole class) Denison1: SLO3: 36/42 points across 14 students (86% success across whole class) Denison2: SLO3: 21/27 points across 9 students (78% success across whole class)	See above.
	Students will articulate the key elements in their research questions <i>in order to</i> match the requirements of their assignments.	WRWG 107: Composition (3 sections, Grettano and Denison1&2, Spring 2015)	Maps to SLO1 for instruction session (rubric: http://tinyurl.com/WitekS15WRWG107Rubric): <i>Brainstorm research questions, search terms, and information types/formats related to their research topics</i> Grettano: SLO1: 48/48 points across 16 students (100% success across whole class) Denison1: SLO1: 41/42 points across 14 students (98% success across whole class) Denison2: SLO1: 26/27 points across 9 students (96% success across whole class)	See above.
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.	WRWG 107: Composition (3 sections, Grettano and Denison1&2, Spring 2015)	Maps to SLO3 for instruction session (rubric: http://tinyurl.com/WitekS15WRWG107Rubric): <i>Practice searching for and locating possible information sources for their research projects</i> Grettano: SLO3: 15/48 points across 16 students (31% success across whole class) Denison1: SLO3: 36/42 points across 14 students (86% success across whole class) Denison2: SLO3: 21/27 points across 9 students (78% success across whole class)	See above.

* Rev 5-28-2014

**Endorsed by the Library faculty June 2014