

# Information Literacy (IL) at Longwood University



## **REPORT: SCHEV Core Competency Assessment & Planning for Improvement**

Report Years:  
2020-21 to  
2022-23

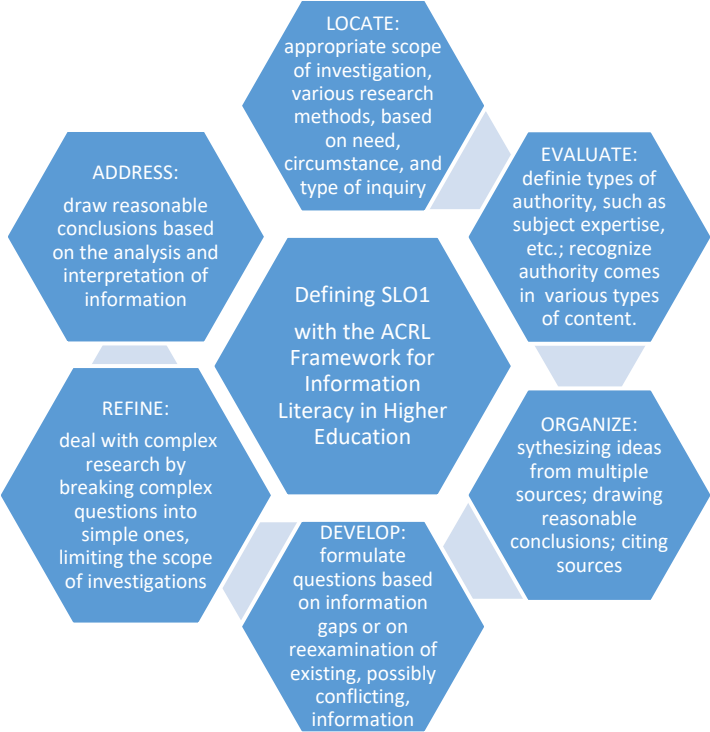
*Prepared by Longwood IL Competency Lead and AIR Staff*

# Overview



How is this core competency defined at Longwood?

Students will recognize the types of information best suited to the argument and effectively locate, critically evaluate, appropriately use, and ethically cite the information.



How are Longwood students able to develop the knowledge and/or abilities expected of this competency?

All students take four courses at the Perspectives level of the Civitae Core Curriculum program.

One of the outcomes at this level specifically addresses Information Literacy: Locate, evaluate, and organize information from multiple disciplines to develop, refine, and address questions (SLO1).



# How do we know whether and how well students have achieved the competency?

IL IS ASSESSED AT THE SYMPOSIUM LEVEL (CTZN 410), AFTER STUDENTS HAVE TAKEN ALL OR THE MAJORITY (3 OF 4) OF THEIR PERSPECTIVES LEVEL COURSEWORK

THE THRESHOLD ACHIEVEMENT TEST FOR INFORMATION LITERACY (TATIL) ADMINISTERED BY CARRICK ENTERPRISES IS USED FOR IL ASSESSMENT. THE TATIL “IS A TOOL FOR MEASURING STUDENT KNOWLEDGE AND DISPOSITIONS REGARDING INFORMATION LITERACY.”

THE 6 ELEMENTS OF THE IL OUTCOME ARE MAPPED TO 2 MODULES: MODULE 1, EVALUATING PROCESS AND AUTHORITY TO LOCATE, EVALUATE, AND ORGANIZE INFORMATION; MODULE 3, RESEARCH 7 SCHOLARSHIP TO DEVELOP, REFINE AND ADDRESS QUESTIONS

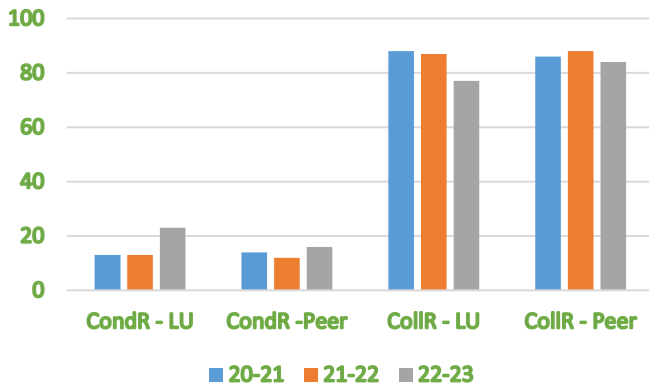
*Expected Level of Success*

75% of Longwood University students who are at or near completion of the Civitae Perspectives level will reach an overall knowledge performance level of “college ready” on the TATIL Assessment.

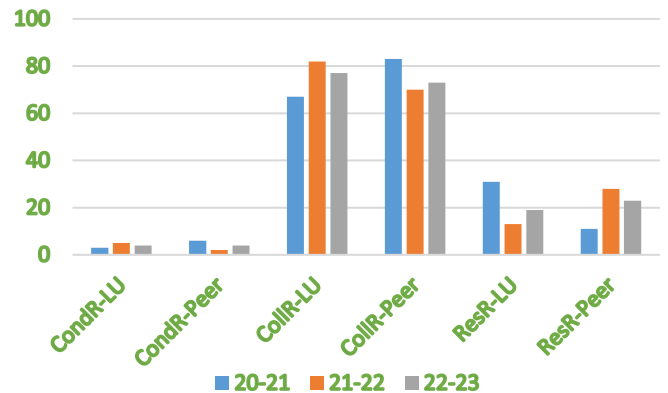
## Competency Assessment Results

Each graph represents the % of Longwood (LU) students’ readiness for the concept in terms of conditionally ready (CondR), college ready (CollR), or research ready (ResR) as compared with peer institutions.

### Evaluating Process & Authority



### Research & Scholarship



# Key Findings



## Comparable to Peers

Longwood students perform the similar with or better than peer institutions on the TATIL.



## College Ready

Longwood students are consistently scoring as college ready. College ready students understand the research process and often do well on class assignments even if they may not necessarily apply those research skills to other parts of life.



## Collaboration

Information literacy is a learning outcome focus in Perspectives, but it is also taught across the curriculum. Upcoming professional development will be applicable to all faculty.

## Actions and Next Steps

How is Longwood using information to improve students' educational experience and enhance future achievement of the competency?

### Action Items



INCREASED THE SAMPLE SIZE IN 2021-22 FOR MORE IN-DEPTH ANALYSIS OF VARIABLES SUCH AS HONORS COLLEGE STUDENT COMPARISONS. STUDENTS TAKE THE ASSESSMENT OUTSIDE OF CLASS TIME, THUS FROM FACULTY RECOMMENDATIONS, THE TESTING WINDOW WAS INCREASED FOR STUDENTS FROM 2 WEEKS TO 4 WEEKS

THE TATIL GIVES DETAILED INFORMATION ON STUDENTS' RESEARCH DISPOSITIONS, E.G. LONGWOOD STUDENTS HAVE IMPROVED IN ARRANGING A SAMPLE SET OF SOURCES INTO THEIR APPROPRIATE POSITIONS ON THE INFORMATION CYCLE. THIS INFORMATION, BOTH WHERE STUDENTS ARE STRONG AND WHERE IMPROVEMENT CAN BE MADE, WILL BE USED IN UPCOMING FACULTY PROFESSIONAL DEVELOPMENT.



### Action Item

### Next Steps



THE TATIL HAS BEEN ACQUIRED BY THE ASSOCIATION OF COLLEGES & RESEARCH LIBRARIES (ACRL). IT IS NOT CLEAR AT THIS TIME, IF THIS WILL CHANGE THE TEST.