



Information Literacy (IL) at Longwood University

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

Report Years:
2020-21 to 2025-26

Prepared by Longwood IL
Competency Lead and AIR Staff

Overview

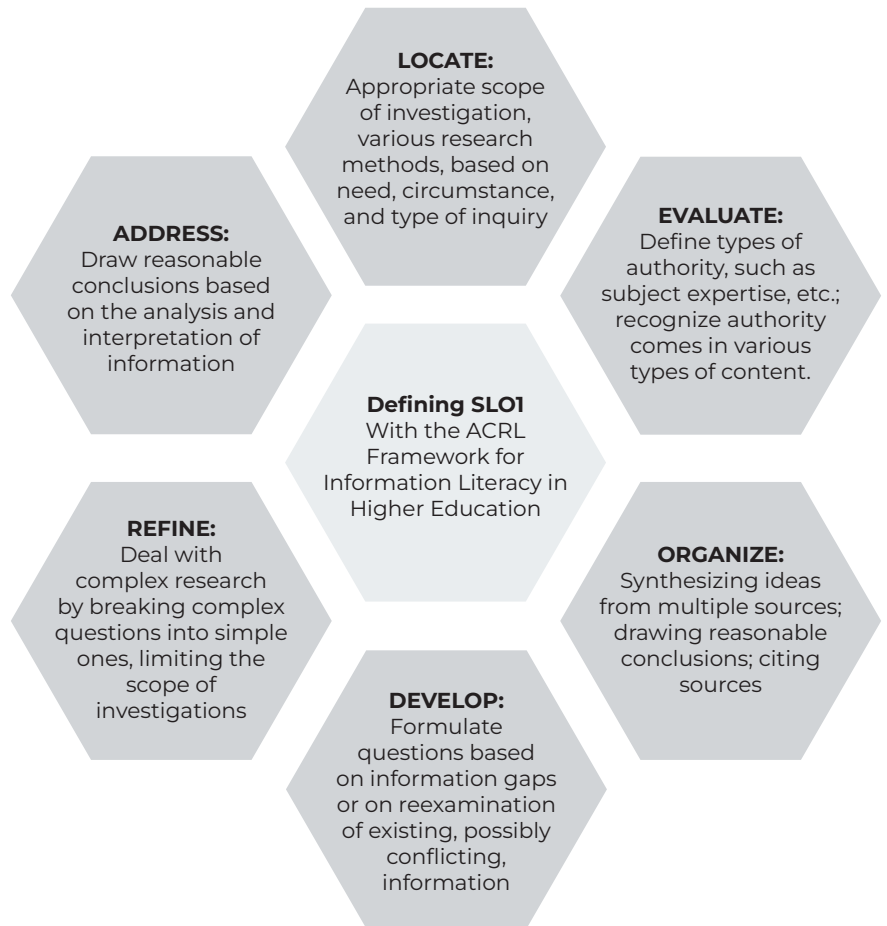
How is this core competency defined at Longwood?

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 at least four courses at the Perspectives level of the Civitae Core Curriculum program.

One of the Perspectives rubric criteria at this level specifically addresses Information Literacy: Locate, evaluate, and organize information from multiple disciplines to develop, refine, and address questions.



Goals & Methods

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) is used for IL assessment. The TATIL “is a tool for measuring student knowledge and dispositions regarding information literacy.”

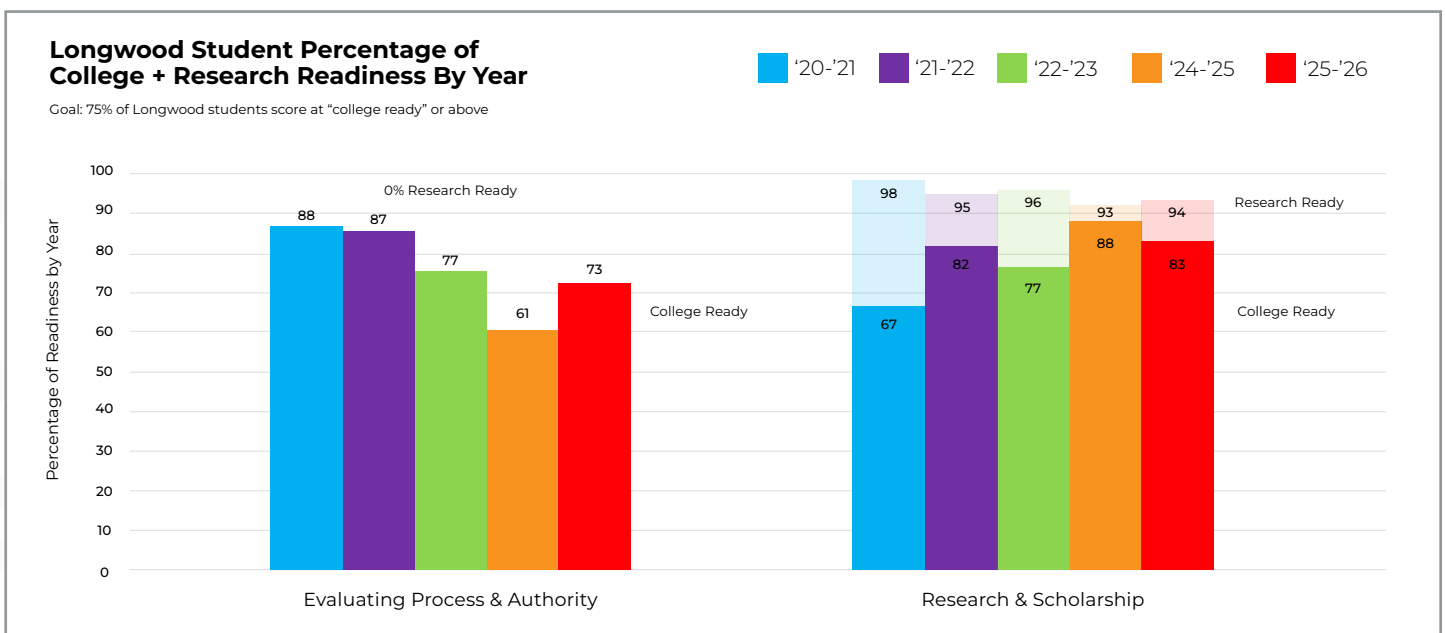
The 6 elements of the IL outcome are mapped to 2 modules: Module 1, evaluating process and authority to locate, evaluate, and organize information; and Module 2, research & scholarship to develop, refine and address questions.

Expected Level of Success:

75% of Longwood University students who are at, or near, completion of the Civitae Perspectives level will score at “college level” or above.

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.



Key Findings

Evaluating Research & Authority (Module 1)

136 out of 178 students completed this module= 76% completion rate.

- 27% Conditionally Ready
- 73% College Ready
- 0% Research Ready

Research & Scholarship (Module 3)

149 out of 166 students completed this module= 89% completion rate.

- 6% Conditionally Ready
- 83% College Ready
- 11% Research Ready

Analysis

Improvements over Fall 2024:

- 7% improvement on Productive Persistence: Committing to building a knowledge base through background research when exploring an unfamiliar topic.
- 9% improvement on Mindful Self-Reflection: Spending time exploring a topic with openness and curiosity before committing to a thesis or claim.
- 11% improvement on Applying knowledge of authority to analyze others' claims and to support one's own claims.
- 12% improvement on Responsibility to Community (Research & Scholarship): Identifying and pursuing appropriate ways to enter the scholarly conversation while still an undergraduate.
- 15% improvement on Toleration of Ambiguity: Deciding what to do when authorities disagree, and flexibly using traditional and non-traditional information sources at appropriate points in the research process.
- 17% improvement on applying knowledge of source creation processes and context to evaluate the authority of a source.
- 19% improvement on Responsibility to Community (Evaluating Process & Authority): Taking responsibility for critically evaluating and explaining sources' authority to one's audience when stating and standing by their claims.

Consistently Strong over all testing years:

- Evaluate an emerging scholar's likelihood of being accepted into the scholarly conversation.
- Order the stages of the research process when writing a research paper.
- Categorize common types of sources by whether the authors are expected to list their cited sources.
- Classify descriptions of specific actions taken during the research process by the stage in the research process when they are most likely to happen.

Consistently Weakest over all testing years:

- Match the source type with the amount of time it usually takes to publish it.
- Identify relevant elements of an author's expertise.
- Identify the appropriate relationship between a research question and a thesis statement.

Actions & Next Steps

The Greenwood Library will continue to support the Information Literacy competency by offering Library Expedition visits to CTZN 110 and ENGL 165 course sections, by establishing Liaison Librarians for subject area support, and by setting up research appointments with faculty and students. In the summer of 2026, Library staff will create a set of activities that will help students in Perspectives courses to evaluate the quality of research sources. These activities will be implemented in the Fall semester of 2026.