



Information Literacy (IL) at Longwood University

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

Report Years:
2022-23 to 2024-25

Prepared by Longwood IL
Competency Lead and AIR Staff

Overview

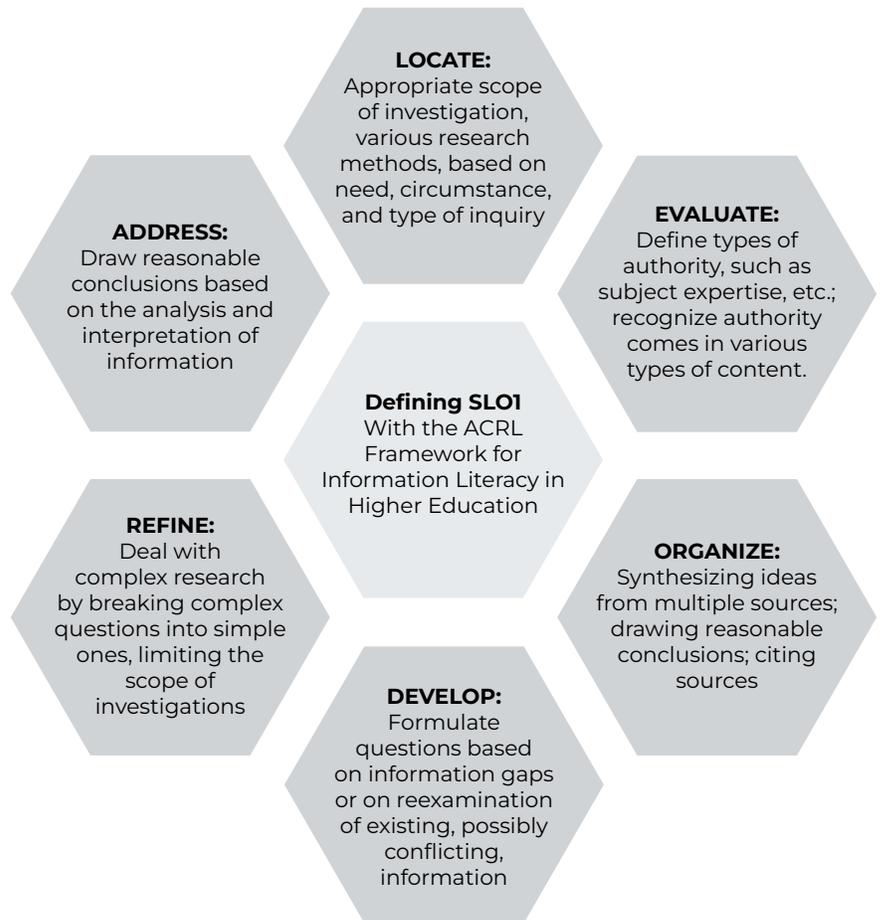
How is this core competency defined at Longwood?

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.”

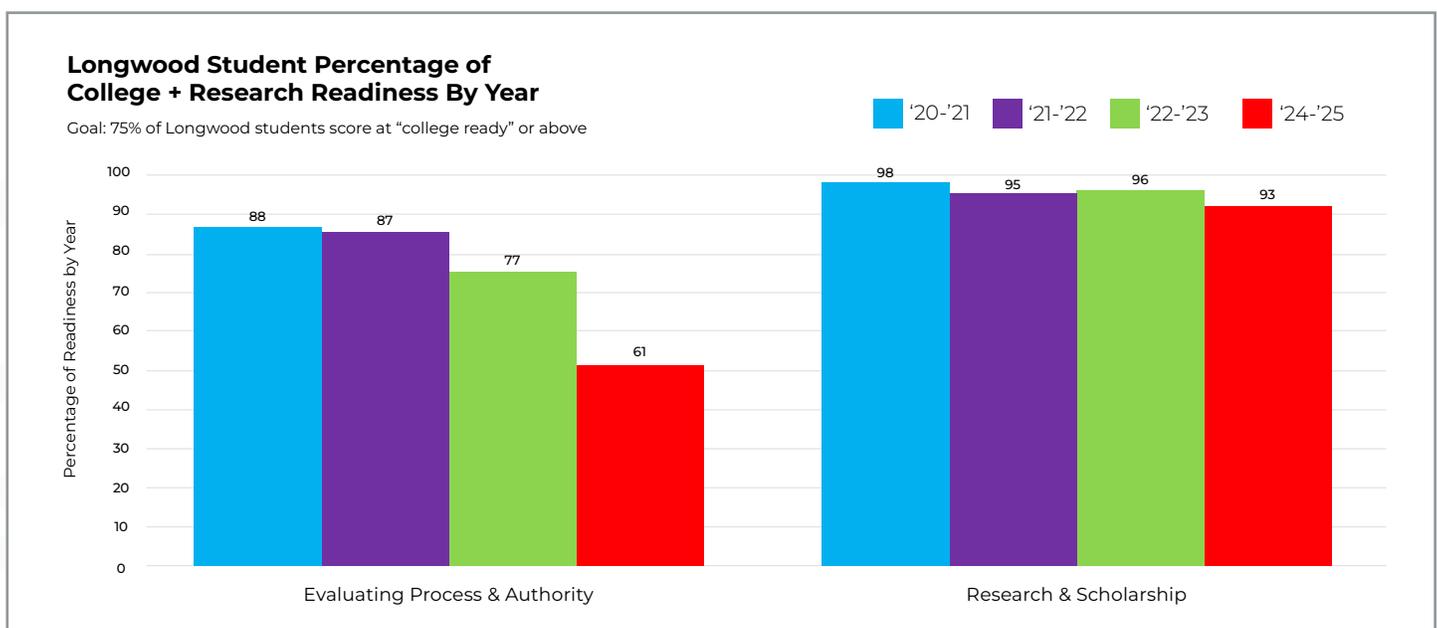
The 6 elements of the IL outcome are mapped to 2 modules: Module 1, evaluating process and authority to locate, evaluate, and organize information; and Module 2, research & scholarship to develop, refine and address questions.

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

The ability of Longwood University students “to apply their knowledge of source creation processes and content to evaluate the authority of a source” and to “apply the knowledge of authority to analyze ones own claims and claims of others” as declined steadily from 2020-21 to 2024-25. In 2024-25, only 61% of students scores at “college ready” for this test module, which did not meet the target goal of 75%. However, Longwood students have conceded the 75% goal for “understanding scholarly communication and knowledge building” and for “understanding the stages of the research process.”

Actions & Next Steps

Action Items and Next Steps to be determined by faculty in Professional Development workshops on August 10, 2025.