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| Assessment Plan | Information Literacy |
| Definition | Students will recognize the types of information best suited to the argument and effectively locate, critically evaluate, appropriately use, and ethically cite the information. |
| Outcome(s) | <p>At the Foundations level in ENGL 165, students will be able to:</p> <ul style="list-style-type: none"> identify appropriate digital and print sources for use in specific writing tasks after explicit instruction in evaluating a variety of sources. <p>As they complete the Perspectives level, students will be able to:</p> <ul style="list-style-type: none"> locate, evaluate, and organize information from multiple disciplines to develop, refine, and address questions. |
| Goal(s) | <p>To understand and compare Information Literacy performance at the Foundation and Perspectives levels of the Civitae Core</p> <p>At the Foundation Level in ENGL 165, the target mean score for the IL outcome (ENGL 165 Rubric SLO 3) is a 2 (competent) or higher on a 5-point scale for 80% of students.</p> <p>Longwood University students who are at or near completion of the Civitae Perspectives level will perform at the same level or better than institutional comparison groups.</p> |
| Method(s) | <p>In ENGL 165, student essays will be assessed by a jury of faculty members.</p> <p>All students take four courses at the Perspectives level of our Civitae Core Curriculum program. One of the outcomes at this level specifically addresses Information Literacy. We are assessing Information Literacy at the Symposium level (CTZN 410), after students have taken all or the majority (3 out of 4) of their Perspectives-level coursework. IL assessment is carried out by utilizing the Threshold Achievement Test for Information Literacy (TATIL) administered by Association of College and Research Libraries. The TATIL “is a tool for measuring student knowledge and dispositions regarding information literacy.”</p> |
| Schedule of data collection | <p>Beginning 2020-2021, three consecutive cycles of data will be collected in the first weeks of the fall semester. Data analysis and identification of needed improvements in the assessment process will occur at the end of each year. The years following data analysis will allow for implementation of the improvement strategies and two additional cycles of data collection. SCHEV report for IL will be published on http://solomon.longwood.edu/assessment/assessment-info/longwood-core-competencies/ by August 1, 2026.</p> |
| Communication of findings | <p>Once the test data is obtained, the Director of Civitae, the IL faculty lead, and staff of Office of Assessment and Institutional Research at Longwood will 1) conduct preliminary analysis 2) report and disseminate the findings to the Perspectives instructors, the members of the Core Curriculum Committee, university librarians, and chief academic officers. The discussion will focus on:</p> <ul style="list-style-type: none"> Summarizing the findings Identifying the area(s) in need of improvement Developing strategies for improvement Developing strategies for assessing improvement. |

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| Institutional Contacts | Dr. Heather-Lettner-Rust, Director of Civitae Core Curriculum lethnerrusthg@longwood.edu Natalie Browning, Research Services and Engagement Librarian, browningnl@longwood.edu Jeff Lokey, Assistant Director of Curriculum Assessment, lokeydl@longwood.edu |
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