

## Information Literacy Evaluated

A co-curricular is an aspect of the academic program whose influence complements and extends beyond the courses being offered. Library Services and Information Literacy are one example of a co-curricular.

For the purpose of the 2025 Assessment, the Seminary has chosen Information Literacy as one of the Community Life co-curriculars to evaluate. [see Core Component 3E]

The Library's website is the principal vehicle by which Bibliographic and Information Literacy instruction takes place. The "Search" tab consolidates into one page the principal resources relevant to the Seminary community. The "How To...?" section introduces book searches in various catalogs, journal article searches in accessible databases, scripture searching techniques, and discussions of multiple considerations that go into constructing an effective search strategy. There are targeted lists of resources\* for courses chosen to be part of the focused Information Literacy assessment (more on this below). Finally, there is a separate tab devoted to a discussion of Information Literacy and its importance in evaluating sources.

Data for the evaluation of these services will be collected in two ways:

First, the **student's perspective** will be measured by means of a five-statement section on Information Literacy included in all Course Evaluation forms. These Likert-scale statements are:

- *The course-specific bibliographic guide helped me to access the information needed.*
- *I am able to critically evaluate information and its sources.*
- *I understand how to use information effectively to accomplish the specific purpose of the assignment.*
- *I understand how to use information ethically and legally.*
- *The Library's pages on the Seminary website are effective vehicles for orientation to Library resources and services and for perspectives on information literacy at the graduate level.*

The **professor's perspective** will be addressed differently.

In lieu of evaluating the Information Literacy component of every course offered at the Seminary, for 2022-2023 we will focus our attention on a sample of ten courses, five courses in the Fall and five courses in the Spring. These courses were chosen because of their prominence in both the MA and the MDiv programs.

<b>Fall Semester</b>		<b>Spring Semester</b>	
HIS 522	Church History I	LIT 560	Liturgical & Sacramental Theology
PAS 560	Canon Law I	SC 514	Synoptic Gospels and Acts
SC 510	Biblical Hermeneutics	TH 541	Catholics, Social Justice, Moral Life
TH 530	Fundamental Theology	TH 537	Ecclesiology
TH 545	God – One and Three	TH 534	Christian Anthropology

For each of these courses, professors will evaluate students' Information Literacy skills as demonstrated in the course **Signature Assignment**. Professors will consider five criteria and rank student performance as 1) Mastering competency, 2) Developing competency, or 3) Beginning competency, based on the SMS Information Literacy Rubric.\*\*

The five criteria are:

- *Determines the Extent of Information Needed*
- *Assesses the Needed Information*
- *Critically Evaluates Information and its Sources*
- *Uses Information Effectively to Accomplish a Specific Purpose*
- *Uses Information Ethically and Legally*

The feedback from the course evaluation forms, together with the evaluations of Information Literacy skills demonstrated in the signature assignments, will form the basis of an assessment of the Library's efforts to raise the profile and enhance the Information Literacy skills of its patrons, and provide a baseline for future revisions and enhancements.

\*Faculty feedback is welcome regarding the composition of these lists. Faculty review and input can only strengthen the relevance of the materials included.

\*\* The SMS Information Literacy Rubric should be embedded into the course rubric for the classes listed above.