Measuring Undergraduates Information Literacy Skills: A Baseline Study
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Pre-Test
Sample Question:
If you were assigned a 10-page research paper about drug treatment programs, the best research question would be:

a. Where are methadone centers located in the United States?

b. What are the most effective methods for drug treatment of teen mothers used at the Allegany County Addictions Services Joseph S Massie Unit?

c. What barriers exist when trying to implement an effective drug treatment program in the prison system?

d. What factors contribute to illicit drug abuse among teens?

Concept: Identify Source Relevance
Guiding Question: How clearly has the writer identified his/her position?

Lessons Learned:
- Librarians and Writing Instructors examine student work through different lenses
- Librarians must communicate information literacy concepts to faculty more effectively
- Students need explicit instructions
- Assessment is challenging when assignments are variable
- Designing instruments and building consensus present unique challenges

Next Steps
- Implement changes to instruction based on collected data
  - Additional focused sessions in WRIT 300
  - Revise course goals for INFO 110
- Work with faculty to create assignments targeting areas where students need additional instruction
- Use data to educate faculty about student skill levels and information literacy competencies

Background:
The University of Baltimore faculty and administration are actively trying to deepen its culture of assessment

Project Goals:
a. Gather baseline data from which to improve student success in the acquisition of information literacy skills
b. Develop an assessment model for other units on campus

Project Design:
Two-part assessment administered in multiple classes:
- A pre and post test administered at the beginning and end of the semester
- The creation and use of a rubric to assess information literacy skills in culminating research based assignments

Courses Studied
INFO 110: Introduction to Information Literacy
- Taught primarily to freshman
- ~100 students enrolled, Fall 2013
- Self-reported skill level: 3.7 out of 5

WRIT 300: Advanced Expository Writing
- Taught primarily to juniors and seniors
- ~420 students enrolled, Fall 2013
- Self-reported skill level: 3.7 out of 5

Scoring with Campus Team
Rubric Results

Developing a Rubric

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