Assessment Proficiencies in LIS Education
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Background
In April of 2014, the ACRL Executive Committee formed the Task Force on Standards for Proficiencies for Assessment Librarians and Coordinators. They focused on developing broad areas of proficiency rather than a list of comprehensive skills. Their collaboration resulted in 11 broad categories with 52 specific proficiencies.

Research Question
To what extent does LIS curriculum address outcomes related to each of the proficiencies?

Research Design
We generated a list of over 100 potential participants from each of the ALA accredited universities in the field. There were 21 responses from university personnel. Only 8 completed the survey; 5 were professors and 3 were chairs/deans. There were 13 surveys were incomplete.

Conclusion
Most respondents frequently said that instructors in their LIS programs: do not cover the outcomes; or only introduce, mention, or allude to outcomes.

Areas which appear to have little to no coverage in LIS curricula include “Data Collection and Analysis,” “Management,” and “Mentoring, Training, & Coaching.”

While this data presents a limited picture of assessment proficiencies included in LIS curricula, one may conclude that additional research is merited as well as substantial communication, outreach, and advocacy to connect professional realities with LIS educational programs.