Update on Library Research Skills Integration into Departmental Learning Outcomes and Assessment
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Tisch Library continues to be involved with the NEASC reaccreditation process.

Evan Simpson and Jo-Ann are on the Learning Outcomes Assessment Committee which reports to the Dean for A&S and is charged with developing a program of assessment to meet NEASC standards.

A summary of activities:

- Evan met with the committee in April of 2010 to propose including the library in general and/or department/discipline-specific learning objectives
- The committee developed and recommended 8 "general academic skills" for students in Arts and Sciences which includes "Mastery of Library Research Skills"
- The committee encouraged departments to consider the 8 as they developed department/discipline-specific learning objectives
- Members of the committee have worked with departments to help them develop learning objectives
- "Mastery of Library Research Skills" is not explicitly stated in any departmental learning objectives, but many of the objectives drafted by departments speak to the role the library plays and can play helping students develop research skills
- Evan met with consultants who have been hired to help the Dean with reaccreditation to discuss the library's role thus far

Some takeaways:

- In raising awareness of the services the library provides students and faculty, some interesting questions have emerged:
  - If "mastery of library research skills" is a fundamental skill set required to be mastered by all Tufts undergraduates by the time they leave Tufts, the question arises as to how best to help them in doing so.
  - The English 1-4 program gives Tisch the opportunity to reach incoming First Year students. But since English 1-4 instructors are not required to participate in the library instruction program, only about 80% of students enrolled in English 1-4 courses get introduced to the library.
  - Since about 1/4 of each incoming class places OUT of English 1-4 based on AP exam scores, we see that a large swath of each incoming class does not receive the benefit of library instruction during their critical first year at Tufts.
  - Until something programmatic, or mandatory, is put in place, the library instruction program will never reach all incoming first year students.

Next steps for the library:

- Continue working with Learning Outcomes Assessment Committee
- Continue talking about possibilities to reach all incoming First Year students
- Work with departments to highlight learning objectives librarians can support
- Develop assessment program for library instruction to implement in fall 2011, both for English 1-4 and beyond.