Proficiencies for Assessment in Academic Libraries

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professionals from both academic libraries and higher education assessment communities who have expertise in equity-centered assessment.

The updated   were developed with an understanding that individuals conducting library assessment play an important role in guiding their organizations in evidence-informed decision-making high ri

write job descriptions, identify candidates for a position, plan for onboarding, establish baseline measures and gauge progress towards goals, provide clear expectations, assess performance, identify skill gaps, and design professional development programs. For library and information studies educators, the   may help guide student learning outcomes and course design. The   are a step forward in establishing library assessment as a field that is grounded in an understanding of purposes, values, and theories around assessment.

To make the best use of the   , individuals engaging in assessment should:

Apply ethics to guide all assessment practices.

Center assessment around people and their well-being.

Approach assessment with a continuous learning and growth mindset.

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4.3.   Discuss and communicate limitations of the assessment, including those inherent in the design. When possible, develop and implement a course of action to address the identified limitations.

4.4.   Review results and interpret them in relation to the original goals, questions, or needs that served as the impetus for the assessment project.

4.5.   Identify stories that are present in the data and consider what perspectives may be missing.

4.6.   Determine whether assessment data are sufficient before making decisions or taking actions based on the results.

4.7.   Involve stakeholders and communities of interest in the interpretation of findings when possible.

4.8.   Ensure that conclusions are drawn explicitly from the results, not from sources external to the assessment. Conclusions should be used to respond to the questions that are the focus of study.

5.   Communicatinl om

5.4.   Create customized evidence-based narratives, user stories, and strong business cases that contain clear calls-to-action and inspire stakeholders to prioritize and implement change.

5.5.   Contextualize findings within the landscape of institutional mission and values.

5.6.   Demystify metrics and statistics by providing clear and accessible explanations that invite audience engagement.

assumptions, and demonstrate humility, self-awareness, and a willingness to learn from others.

6.4. Facilitate and empower teams and colleagues, guide processes, and steward resources throughout assessment projects.

6.5. Prioritize social justice, equity, diversity, inclusion, and accessibility goals wherever possible and motivate colleagues and team members to conduct equity-centered assessment.

6.6. Demonstrate transparency regarding the purposes, outcomes, results, and action plans resulting from assessment practices.

6.7. Advise, support, educate, coach, and mentor library practitioners engaged in assessment to build assessment capacity, encourage broad engagement, and apply high quality assessment practices.

6.8. Mentor and recruit assessment practitioners with diverse backgrounds and perspectives.

6.9. Create formal and informal communities of practice on assessment.

Self-Check

Assessment practitioners should continuously check in with themselves and examine their own behaviors, assumptions, and practices. The following self-check questions are designed to be revisited throughout the entire assessment process from project inception to completion. They are intended to help practitioners develop awareness about themselves and others, identify what is working well, uncover opportunities for adjustment and

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Bibliography and Suggested Readings

The bibliography is available via this separate PDF link and includes resources that the working group consulted as well as select resources recommended by reviewers.

https://tinyurl.com/ProficienciesBibliography