

# Finding a 'new normal' for library assessment: Lessons & reflections from COVID-19

## BACKGROUND

- COVID-19 and movements for equity and racial justice affected assessment activities at the University of Washington Libraries.
- Lessons learned will continue to shape our program.
- There is a need to explore questions about the role of library assessment in the context of continued change and uncertainty.

## LITERATURE REVIEW THEMES

- **Establish partnerships with students:** "...students' lived experiences should drive the planning of student academic support services" (Jankowsky & Bheda, 2022).
- **Practice equity-informed assessment to advance equity** (Jankowski, 2022).
- **Collaborate with faculty, students, and administrators across the organization** (Jankowsky & Bheda, 2022).
- **Empathy and care are crucial for trauma-informed practices** (Venas & Woosley, 2020; Breslin et al., 2020).
- **Less assessment/data gathering, more improvement & action**
- Explore the full literature review at [tinyurl.com/UWNNewNormalLitReview](https://tinyurl.com/UWNNewNormalLitReview)

Icons:  
"equity" by Laura Amaya from Noun Project  
"Data" by sasicreatives from Noun Project  
"online" by balyanbinmalkan from Noun Project  
"collaboration" by Roberto Chiaveri from Noun Project

## LESSONS LEARNED

### Prioritize



### Equity

### Use



### Existing data

### Strengthen



### Online capacity

### Invest in



### Partnerships



### Prioritize equity:

- Make intentional project choices
- Raise the visibility of external data sources
- Focus on action-oriented conversations about how libraries can respond to wider trends in student needs.



### Use existing library data more effectively:

- Surface existing data sources in order to reduce survey fatigue
- Highlight the potential of data already collected for ongoing insights.



### Strengthen capacity for online assessment projects:

- Build skills in online methods and interactive, participatory methods.
- Continue to engage students online, with a view to equity and inclusion.



### Invest in partnerships:

- Nurture library and institutional partnerships to support taking action on results and reduce duplicative efforts.
- Explore ways to foster ongoing conversations with students about actions arising out of their feedback.

## CASE STUDIES\*

- **Student experiences during COVID-19 & Black Lives Matter:** review of institutional, library, and higher education data sources, with a focus on local action.
- **Data portal:** multiple sources of previously siloed information to strengthen data-informed decision making.
- **Student needs during reopening:** a year-long mixed methods study, including an online diary study.
- **Online participatory design project:** 11-week project focused on online students.
- **Institutional survey participation:** a campus-wide survey on student preferences for online, hybrid, or in person campus services.

## FURTHER QUESTIONS

- What skills are necessary to do library assessment work now?
- What does it look like to center student voices in our work?
- What does healing-centered libraries assessment look like?
- What measures would help us understand the impact of libraries on equity and collaboration with students?
- What is the role of library assessment in the context of continued change and uncertainty?
- How do we balance equity issues in online assessment activities?