

# Standards for Proficiencies for Assessment Librarians and Coordinators

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Presenting on behalf of the Task Force

Library Assessment Conference

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# Charge

To develop a list of proficiencies required of assessment librarians and other librarians who contribute to assessment programs at their institutions, focusing on broad areas of proficiency rather than a comprehensive list of skills; consider similar documents such as ACRL's "Standards for Proficiencies for Instruction Librarians and Coordinators" and RUSA's "Professional Competencies for Reference and User Services Librarians;" outline an approach to assist individuals and organizations in selecting the proficiencies most appropriate for their environment; and follow the standards development requirements in the ACRL Guide to Policies and Procedures.

# The Task Force

- Mark Emmons (chair)
- Stephanie Alexander
- Karen Brown
- Alice Daugherty
- Lisa Horowitz
- JoAnn Jacoby
- Carol Mollman
- Megan Oakleaf
- Terry Taylor
- Zoltán Szentkirályi



# Generative

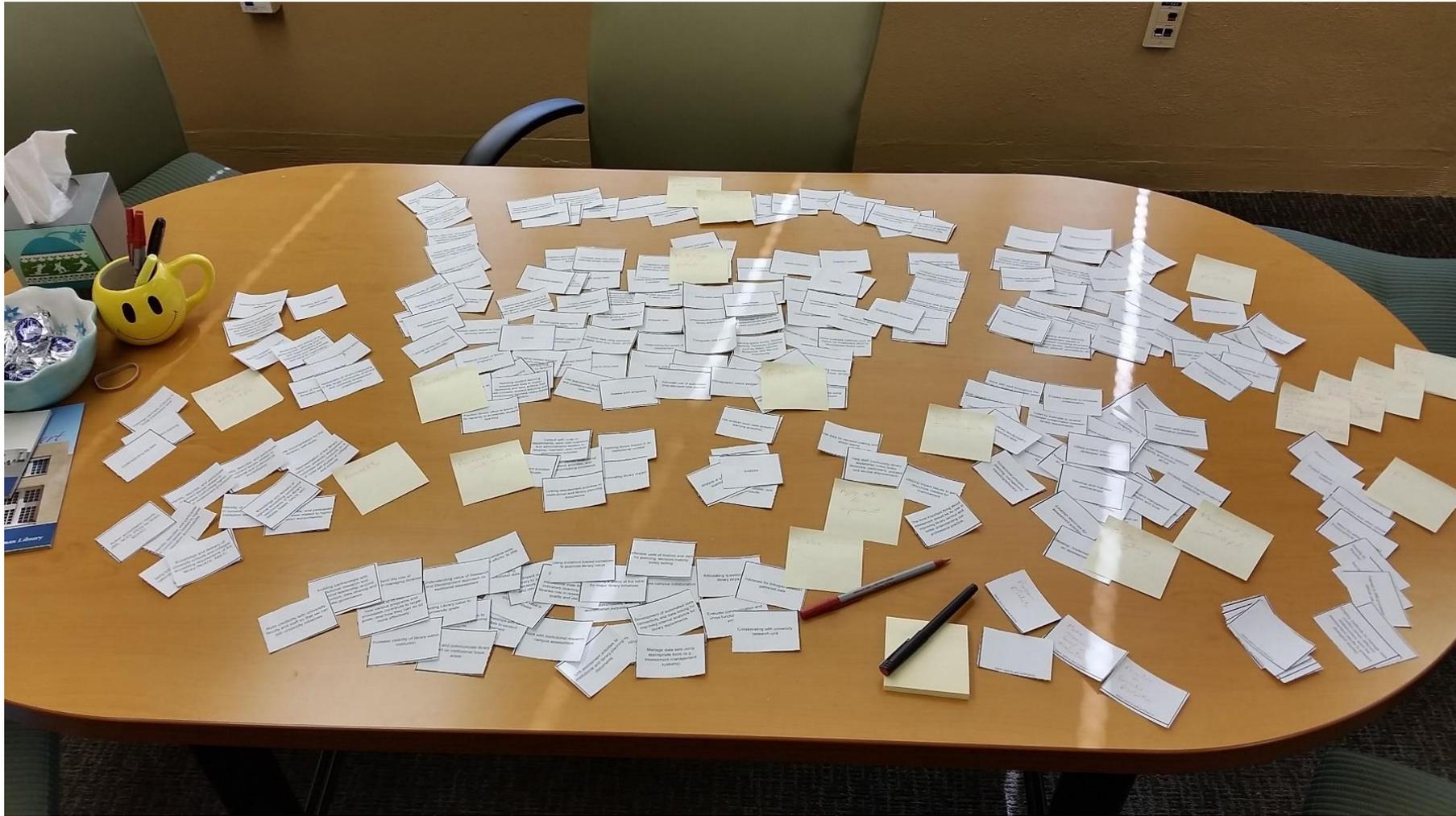
- The Task Force:
  - Reviewed best practices
  - Solicited tacit knowledge from members
  - Conducted a thorough literature review
  - Collected assessment proficiencies from existing professional standards
  - Surveyed assessment experts in librarianship and in higher education

Card Num	Card Label	Original Categories (as categorized by partici
8	Analysis	Analysis
9	Analysis of qualitative and quantitative data	Analysis
11	Analyze data using standards analysis tools (e.g.	Analysis
12	Analyzing data	Analysis
68	Deliver evidence ba	
101	Ensure that data is	
130	Identifying valid, rel	
135	Interpret data	
214	Use analytic tools (	
4	Adhere to graphic	
23	Author accreditation	
37	Closing Loop with u	
41	Communicate asse	
42	Communicate data	
43	Communicate data	
44	Communicate with l	
45	Communicate with	
47	Communicating thro	
62	Data informed reco	
69	Delivering/Marketin	
71	Demonstrate oral a	
72	Demonstrate slide p	
90	Development of dat	
91	Display qualitative c	
95	Employ good oral pi	
103	Establish shared vo	
111	Format data for mul	
164	Prepare data for de	
165	Preparing a results	
166	Present using good	
173	Provide documenta	
177	Reporting student le	
178	Representation of t	
188	Strategic Communic	
201	Understand audienc	
219	Use different chart	
223	User centered desi	
229	Verbal communicat	
230	Visual communicati	
234	Written communicat	
6	Advocate use of au	
35	Checking for existin	
39	Collect data from m	
40	Collection and orga	
57	Continuing to mine	
89	Development of aut	
92	Document, manage	
100	Ensure data is avai	
116	Gathering student l	

	A	B	C
53	Managing student learning assessment data over time, programs, departments, etc	knowledge of central research literature in field	Collect data from multiple branches
54	Identifying assessment tools that measure student learning such as tests, rubrics, and performance/artifact assessments, independently and in collaboration with academic faculty or student affairs professionals. Other basic assessment methods include observations, interviews, focus groups, surveys, artifact analysis.	principles and methods used to assess actual and potential value of new research	Explain variances
55	Communicating library impact	principles of planning and budgeting	Submit approved data
56	Identifying valid, reliable, and relevant results	concepts behind methods for assessment and evaluation and their outcomes	Author accreditation reports (ARL, NCES, IPEDs for library, NEASC)
	Reporting student learning assessment results to		

# Convergent: Card Sorting





# Writing

- Large group selects 11 proficiencies
- Small groups draft outcomes for standards

## Standards for Proficiencies for Assessment Librarians and Coordinators

### 1. Knowledge of Assessment in Libraries and Higher Education

The assessment librarian recognizes the purpose and value of assessment in both libraries and higher education. The assessment librarian:

- 1.1. Understands the purposes, values, and theories guiding assessment and evaluation methodologies and activities.
- 1.2. Has a broad understanding of research literature in the field of assessment and the scope, growth, and role of library assessment.
- 1.3. Recognizes the need to connect library value to university goals and mission through key indicators (learning analytics, library's role in research activity, quality, and visibility). Distinguishes the difference between library and institutional definitions of assessment.
- 1.4. Monitors and describes current issues related to higher education accountability, multi-institution assessment initiatives, and regional and professional accreditation that guide higher education assessment.
- 1.5. Stays current with regional and disciplinary accreditation compliance requirements, including data requirements specific to the library.
- 1.6. Demonstrates familiarity with current national initiatives (LibQUAL+, ROI, NSSE, IPEDS/NCES, Ithaka Survey, balanced scorecard, value of academic libraries, etc.), influential library assessment methods (EBLIP, SAILS, RAILS, etc.) and relevant library standards (ACRL Standards for Libraries in Higher Education).

### 2. Ethics

The assessment librarian displays integrity and respect for humans. The assessment librarian:

- 2.1. Protects the welfare and dignity of human subjects and respects the privacy and confidentiality of all library users and librarians. Follows guidelines established by Institutional Review Boards to maximize benefits and minimize harm.
- 2.2. Abides by professional standards such as the American Library Association Library Bill of Rights.

# Editing

- Incorporate feedback from:
- ACRL members
- Assessment experts
- AiA participants
- Approval of process from ACRL Standards Committee
- Approval from ACRL Board

3. **Assessment Methods & Strategies**  
The assessment librarian selects the appropriate tools or solutions and aligns the assessment activity with institutional mission and priorities. The assessment librarian:
  - 3.1. Applies quantitative and qualitative assessment methods, with the ability to implement and integrate multiple methods for a mixed-methods approach.
  - 3.2. Demonstrates familiarity with current national initiatives, influential library assessment methods, and relevant library standards.
  - 3.3. Designs assessment instruments such as surveys, focus groups, interviews, rubrics, balanced scorecard, and internal data collection forms.
  - 3.4. Manages different approaches to assessment such as user-centered design, ethnographic research, usability studies, and evaluation design utilizing input, output, outcomes, and impact measures.
4. **Research Design**  
The assessment librarian understands research design and prepares and analyzes data ethically and legally. The assessment librarian:
  - 4.1. Identifies problems or questions that can be answered by available data sets.
  - 4.2. Demonstrates knowledge and skills of analytical tools (databases, spreadsheets, statistical analysis, qualitative analysis, and data visualization).
  - 4.3. Is trained in IRB processes, specifically data management, sharing, security, and ethical conduct in human research.
  - 4.4. Designs research projects to generate data to solve a research problem.
  - 4.5. Applies statistical or quantitative research methods to a research problem.
5. **Data Collection & Analysis**  
The assessment librarian understands best practices for efficient and sustainable data collection, data management, and data storage. Knowledge of data practices includes documentation of the library's current data practices and steps toward improvement. The assessment librarian:
  - 5.1. Visualizes and implements roadmap for attaining optimal data collection and reporting processes, including data automation and integration of multiple data sources.
  - 5.2. Utilizes available time-stamped system data, institutional data, and library operational data

 **Mark Emmons**  
"I also thought that categories 3&4 were very similar and had quite a bit of overlap. I'd also like to see some mention of "action research" in the methods section, as that is what most of us doing student learning assessment are actually doing."

 **Mark Emmons**  
"3.2 duplicate? The familiarity came in section 1, section 3 is next step of action "select""

Is this too similar to 1.6?

 **Mark Emmons**  
"include methods like citation analysis, collection mapping, and usage analysis."

Should we?

 **Mark Emmons**  
"More generally, I would like to suggest that there be some inclusion of development and/or use of theoretical foundations for research design."

This seems like a good idea to me. What are your thoughts on either (1) an additional statement in the

 **Mark Emmons**  
I'd suggest it read:  
4.4. Designs research projects to generate data that addresses a research problem.

I suggest this because frequently, the first of any research design doesn't solve the problem, and on

 **Mark Emmons**  
"include "data from third-party resources relevant to

# 1. Knowledge of Assessment in Libraries and Higher Education

*The assessment librarian understands the purposes, values, and theories guiding assessment and evaluation methodologies and activities.*

## 2. Ethics

*The assessment librarian displays integrity and respect for humans.*

### 3. Assessment Methods & Strategies

*The assessment librarian selects the appropriate tools or solutions and aligns the assessment activity with institutional mission and priorities*

## 4. Research Design

*The assessment librarian designs research based on theoretical foundations.*

## 5. Data Collection & Analysis

*The assessment librarian understands best practices for efficient and sustainable data collection, data management, and data storage.*

## 6. Communication & Reporting

*The assessment librarian serves as a catalyst for change within the library by delivering evidence and analysis to fuel better decision making*

## 7. Advocacy & Marketing

*Building on the insights of data and analysis, the assessment librarian expands the voice of the library in arenas that can impact the life of the institution.*

## 8. Collaboration & Partnerships

*The assessment librarian works collaboratively within the library, with partners on campus and at other institutions, and with professional library and higher education organizations.*

## 9. Leadership

*Librarians responsible for assessment, whether they have formal positional authority or not, should ideally possess the full range of leadership proficiencies.*

## 10. Management

*Librarians who have formal responsibility for assessment should possess the full range of management proficiencies.*

# 11. Mentoring, Training, & Coaching

*Mentoring, training, and coaching are key to building a culture of assessment and building organizational capacity for assessment.*

# Ways to Use the Proficiencies

In context of institutional and organizational missions and goals

- Craft position descriptions
- Onboard new employees
- Inform performance appraisals
- Guide professional development

