

ACPA/NASPA Professional Competencies
Longwood University Student Affairs Individual Self-Assessment:
Assessment, Evaluation, and Research

The **Assessment, Evaluation, and Research** competency area (AER) focuses on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus. *On the left*, please rate your skill, ability, and knowledge regarding the outcomes. *On the right*, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Differentiate among assessment, program review, evaluation, planning, and research and the methodologies appropriate to each.	1	2	3	4
1	2	3	4	Effectively articulate, interpret, and use results of assessment, evaluation, and research reports and studies, including professional literature.	1	2	3	4
1	2	3	4	Facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods.	1	2	3	4
1	2	3	4	Assess trustworthiness and other aspects of quality in <u>qualitative</u> studies and assess the transferability of these findings to current work settings.	1	2	3	4
1	2	3	4	Assess <u>quantitative</u> designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability.	1	2	3	4
1	2	3	4	Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities.	1	2	3	4
1	2	3	4	Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.	1	2	3	4
1	2	3	4	Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to the organizational hierarchy.	1	2	3	4
1	2	3	4	Align program and learning outcomes with organization goals and values.	1	2	3	4
1	2	3	4	Design ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current.	1	2	3	4
1	2	3	4	Effectively manage, align, and guide implementation of results of assessment, evaluation, and research reports and studies.	1	2	3	4
1	2	3	4	Contribute to the understanding of colleagues, faculty, and other publics in the institution of the relationship of departmental AER processes to learning outcomes and goals at the student, department, division, and institutional level.	1	2	3	4
1	2	3	4	Discern and discuss the appropriate design(s) to use in AER efforts based on critical questions, necessary data, and intended audience(s).	1	2	3	4

1	2	3	4	Construct basic surveys and other instruments with consultation.	1	2	3	4
1	2	3	4	Use culturally relevant and culturally appropriate terminology and methods to conduct and report AER findings.	1	2	3	4
1	2	3	4	Create the climate at the department level that assessment, evaluation, and research are central to the department's work and ensure that training/skill development in these areas is valued, budgeted for, and fully embedded in day-to-day procedures.	1	2	3	4
1	2	3	4	Apply the concepts and procedures of <u>qualitative</u> research, evaluation, and assessment, including creating appropriate sampling designs and interview protocols with consultation, participating in analysis teams, contributing to "audit trails," participating as peer de-briefer, and using other techniques to ensure the trustworthiness of qualitative designs.	1	2	3	4
1	2	3	4	Participate in design and analysis of <u>quantitative</u> AER studies, including understanding statistical reporting that may include complex statistical methods such as multivariate techniques, and articulating the limitations of findings imposed by the differences in practical and statistical significance, validity, and reliability.	1	2	3	4
1	2	3	4	Manage the implementation of institutional and professional standards for ethical AER activities.	1	2	3	4
1	2	3	4	Prioritize program and learning outcomes with organization goals and values.	1	2	3	4
1	2	3	4	Effectively lead the conceptualization and design of on-going, systematic, high quality, data-based strategies at the institutional, divisional, and/or unit-wide level to evaluate and assess learning, programs, services, and personnel.	1	2	3	4
1	2	3	4	Effectively use assessment and evaluation results in determining the institution's, the division's, or the unit's accomplishment of its missions/goals, re-allocation of resources, and advocacy for more resources.	1	2	3	4
1	2	3	4	Lead a comprehensive communication process to the campus community of the relationship of institutional AER processes to learning outcomes and goals at the student, department, division, and institution level.	1	2	3	4
1	2	3	4	Lead the writing of assessment and evaluation reports and other research studies and activities that include translation of data analyses into goals and action.	1	2	3	4
1	2	3	4	Lead the strategic use and prioritization of budgetary and personnel resources to support high-quality program evaluation, assessment efforts, research, and planning.	1	2	3	4
1	2	3	4	Lead, supervise, and/or collaborate with others to design and analyze <u>qualitative</u> studies and evaluation, assessment, and other research activities, including assessing transferability and trustworthiness in a sophisticated way.	1	2	3	4
1	2	3	4	Lead, supervise, and/or collaborate with others to design and analyze <u>quantitative</u> studies, data collection schemes, and other AER activities, including writing and disseminating statistical reporting for audiences at varying levels of statistical expertise in a way that informs practice.	1	2	3	4
1	2	3	4	Create the expectation in the institution, division, or unit that AER are central to professional practice and ensure that	1	2	3	4

				training/skill development happens across the organization.				
1	2	3	4	Ensure institutional, divisional, or unit compliance with professional standards concerning ethical AER activities.	1	2	3	4
1	2	3	4	Facilitate the prioritization of decisions and resources to implement those decisions that are informed by AER activities.	1	2	3	4
				««««Calculate Sub-Totals for each column»»»»				

Total for all columns on left ____ ÷ 30 = ____ (Average for Skill, Ability & Knowledge)

Total for all columns on right ____ ÷ 30 = ____ (Average for Importance)

Competencies considered to be areas of strength:

Competencies most needing improvement:

Plan for Improvement:

*The language for each outcome was taken from the 2010 ACPA/NASPA Professional Competencies Areas for Student Affairs Practitioners and the Individual Self-Assessments were adapted for use by the Student Affairs Division at Longwood University in 2010.