

The Assessment, Evaluation, and Research competency area focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize

AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education (ACPA & NASPA, 2015).

	Foundational	Intermediate	Advanced
<p>Terms and Concepts</p> <p><i>Know and be able to describe terms, concepts, and strategies, associated with assessment, program review, evaluation, planning and research. Disposition to view AER as an essential element for improvement at the unit, division, institutional, and professional levels.</i></p>	<ul style="list-style-type: none"> Be able to differentiate between assessment, program review, evaluation, planning, and research. 	<ul style="list-style-type: none"> Use AER terminology consistently when participating with colleagues in assessment, program review, evaluation, planning, and research. 	<ul style="list-style-type: none"> Lead and teach others assessment, program review, evaluation, planning, and research.
<p>Values/Ethics/Politics</p> <p><i>Know the value of assessment and the ethical principles associated with data collection, management, analysis, and reporting. Ability to use results towards continuous improvement; to follow institutional policies and procedures. Dispositions to navigate institutional politics effectively; to adhere to standards; and to sustain a culture of assessment.</i></p>	<ul style="list-style-type: none"> Explain institutional and divisional AER procedures and policies with regard to ethical assessment, evaluation and other research activities. Identify political and educational sensitivity of raw and partially processed data and AER results. Handle data with appropriate confidentiality and deference to organizational hierarchies. 	<ul style="list-style-type: none"> Contribute actively to the development of a culture of evidence at the department level by providing AER training, advocating for funding, and incorporating AER in practice. Manage and/or adhere to the implementation of institutional and professional standards for ethical AER activities. Use culturally relevant and appropriate terms and methods to conduct and report AER findings. 	<ul style="list-style-type: none"> Create a culture of evidence in which AER is central to practice and that training happens across the organization. Ensure institutional, divisional, or unit compliance with professional ethical standards concerning AER activities. Anticipate and respond to challenges related to individual and institutional politics, competing constituencies and interests, and divergent values.

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<p>AER Design</p> <p><i>Know theoretical frameworks that align with organizational outcomes, goals, and values. Ability to create learner-centered outcomes that align with divisional and institutional priorities; to design and lead a process-oriented strategy to address the assessment's purpose or research questions. Disposition to think critically and systematically about questions and problems of practice.</i></p>	<ul style="list-style-type: none"> Design program and learning outcomes that are clear, specific, and measurable; informed by theoretical frameworks and aligned with organizational outcomes, goals, and values. Utilize theoretical frameworks and organizational outcomes, goals, and values to design program and learning outcomes. Explain to students and colleagues the relationship of AER processes to learning outcomes and goals. 	<ul style="list-style-type: none"> Prioritize program and learning outcomes with organization's goals and values. Utilize student learning and development theories and scholarly research to inform content and design of learning outcomes and assessment tools. Educate stakeholders about the relationship of departmental AER processes to learning outcomes and goals at the student, department, division, and institutional level. Discern appropriate design(s) based on critical questions, available data, and intended audience(s). 	<ul style="list-style-type: none"> Lead the conceptualization and design of ongoing, systematic, high-quality, data-based strategies at the institutional, divisional, and/or unit-wide level to evaluate and assess learning, programs, services, and personnel. Use assessment and evaluation results in determining institutional, divisional or unit accomplishments toward mission/goals, re-allocation of resources, and advocacy for more resources. Lead a comprehensive communication process to inform campus stakeholders about the relationship of AER processes to learning outcomes, and goals at the student, department, division, and institution level.

	Foundational	Intermediate	Advanced
<p>Methodology, Data Collection, and Data Analysis</p> <p><i>Know strengths and limits of research methodologies. Ability to match methodology with purpose of assessment and guiding questions; to collect and analyze data. Dispositions to take a critical stance in collection and analysis of data; rigorous attention to detail; creative thinking.</i></p>	<ul style="list-style-type: none"> Differentiate among methods for assessment, program review, evaluation, planning, and research. Facilitate data collection for system/department-wide assessment and evaluation efforts using current technology and methods. Assess trustworthiness, and/or validity of studies of various methods and methodological designs. Consider strengths and limitations of methodological approaches when applying findings to practice in diverse institutional settings and with diverse student populations. 	<ul style="list-style-type: none"> Design data collection efforts that are ongoing, sustainable, rigorous, unobtrusive, and technologically current. Demonstrate working knowledge of alternative methodological AER approaches and strategies for ensuring quality results. Participate in the design of qualitative and quantitative AER projects, determining appropriate methods and analyses for each. Articulate the limitations of findings imposed by differences in how quantitative and qualitative data are sampled, analyzed, and verified through validity, reliability, and/or trustworthiness techniques. 	<ul style="list-style-type: none"> Design and integrate ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current. Lead, supervise, and/or collaborate with others to design and analyze assessment, program review, evaluation, and research activities that span multiple methodological approaches.

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<p>Interpreting, Reporting, and Using Results</p> <p><i>Know how to interpret data in practical terms that are relevant to the institutional context. Ability to present results concisely in reports that are useful to a variety of audiences; to use findings to make informed decisions and to align resources. Dispositions to collaborate; to represent findings accurately and fairly; to share interpretations with stakeholders, including students.</i></p>	<ul style="list-style-type: none"> • Articulate, interpret, and apply results of AER reports and studies, including professional literature. • Ensure all communications of AER results are accurate, responsible, and effective. 	<ul style="list-style-type: none"> • Effectively manage, align, and guide the utilization of AER reports and studies. • Communicate and display data in a manner that is accurate, transparent about the strengths, limitations, and context of the data; and sensitive to political coalitions and realities associated with data as a scarce resource. • 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. 	<ul style="list-style-type: none"> • Lead the design and writing of varied and diverse communications of assessment, program review, evaluation, and other research activities that include translation of data analyses into goals and action. • Write and disseminate results in a manner that critically considers the strengths and limitations of implications for practice, policy, theory, and/or future study in a sophisticated way. • Integrate the strategic use and prioritization of budgetary and personnel resources to support high-quality program evaluation, assessment efforts, research, and planning. • Facilitate the prioritization of decisions and resources to implement those decisions that are informed by AER activities.