

University of Toronto

Division of Student Life Assessment Competencies

1. Assessment Fundamentals

- 1.1 Able to understand the basics of the assessment cycle
- 1.2 Able to access and effectively use the resources available to support assessment- Campus Labs, EAB, LOAC
- 1.3 Able to articulate the differences and similarities between evaluation, assessment, research and how they are related
- 1.4 Able to explain why assessment is important and how to use different types of assessment data
- 1.5 Able to articulate different types of assessment (formative/summative, formal/informal etc....)
- 1.6 Able to formulate a plan that allocates time and other resources for assessment efforts
- 1.7 Able to work with an understanding of fundamental principles of good practice
- 1.8 Able to communicate with colleagues in order to review and refine an assessment plan including learning goals and methodology

2. Developing Goals, Objectives and Learning Outcomes

- 2.1 Able to use Bloom's Taxonomy to develop a learning outcome
- 2.2 Able to articulate intentional student learning and development goals and their related outcomes
- 2.3 Able to articulate program goals that are specific and measurable (ie participation rates, engagement statistics etc...)
- 2.4 Able to design and utilize a rubric
- 2.5 Able to map and align goals and outcomes to unit, divisional and institutional missions (SMA, KPIs etc...)
- 2.6 Able to design programs and services likely to foster the proposed outcomes
- 2.7 Able to coordinate with supervisor and team members to articulate goals and what data would be useful to collect

3. Data Collection and Methodology

- 3.1 Able to identify the types of data/information needed to perform the assessment. This includes understanding the benefits of quantitative and qualitative data and exploring what data already exist and do not need to be collected.
- 3.2 Able to design a critical path that outlines the logistics of an assessment effort. This includes the who, what, where, when and why.
- 3.3 Able to select methods of data collection and analysis appropriate to answering the questions posed by the assessment project
- 3.4 Able to identify indirect and direct methods of assessment as well as to use informal assessment when warranted.
- 3.5 Able to select methods of data collection and analysis appropriate to answering the questions posed by assessment projects.
- 3.6 Able to establish assessment and data collection procedures and processes that are manageable, appropriate, and cost-effective for one's work function/division/department.
- 3.7 Able to design an effective survey/surveys – design, sample size, intention to be generalized, finding and adapting existing valid/reliable questions
- 3.8 Able to design and facilitate an effective focus group/interview protocol.
- 3.9 Able to draw upon service statistics, participation rates and other quantitative sources.
- 3.10 Able to demonstrate a respect for student time with regards to assessment activities
- 3.11 Able to design an assessment strategy that is appropriate for the learning experience (ie 1:1, experiential, workshop etc...)



4. Analyzing Data

- 4.1 Able to identify national, regional or local programs or sources of benchmarking data for program, department or institutional use
- 4.2 Able to determine the degree to which elements of an educational practice may have contributed to the intended learning outcome
- 4.3 Able to understand concepts of reliability and validity
- 4.4 Able to analyze and interpret data
- 4.5 Able to aggregate and disaggregate data to identify patterns of student achievement and development
- 4.6 Able to distinguish between statistical significance and practical significance

5. Using and Sharing Data

- 5.1 Able to develop an appropriate written report of findings that recognize the intended audience(s)
- 5.2 Able to effectively communicate results with use of visual support
- 5.3 Able to effect change with the assessment results
- 5.4 Able to apply results to improve programs and services
- 5.5 Able to help others understand the difference between causation and correlation

6. Navigating the Assessment Landscape

- 6.1 Able to identify those who have a stake in the assessment results and to integrate their needs into a design and analysis of assessment(s) as well as reporting results
- 6.2 Able to appropriately determine when and where data and findings should be shared in a way that respects confidentiality and/or anonymity of participants
- 6.3 Able to interpret and apply FIPPA guidelines in assessment and evaluation projects
- 6.4 Able to undertake assessment efforts with an understanding of ethical principles (i.e. role conflicts, anonymity etc...)
- 6.5 Able to use assessment in the context of strategic planning, budgeting, unit or institutional decision making including use of assessment to effect change when warranted
- 6.6 Able to report assessment findings with an awareness of the political context for those results
- 6.7 Able to educate others about the goals, needs and techniques of assessment
- 6.8 Able to work with practitioners across campus on shared outcomes

**Based on the ACPA ASK standards*

