



**BUILDING SELF-EFFICACY AND
CAPACITY IN THE ASSESSMENT,
EVALUATION, AND RESEARCH
COMPETENCY:
STUDYING THE IMPACT OF A
LEARNING COMMUNITY MODEL**

**IUPUI ASSESSMENT INSTITUTE
OCTOBER 30, 2023**

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Mentimeter instructions

Mentimeter Test Slide

Opportunity to practice with Mentimeter.

Why are you here today?

LEARNING OUTCOMES

Explain the study design

1

Compare initial findings from the pre-test survey to existing data on self-efficacy of AER competency

2

Suggest implications of the learning community model to increase self-efficacy and capacity

3

SESSION OUTLINE

Introduction to
the study and
literature
review

1

Study
methodology
and design

2

Initial findings

3

What does it
mean?

4

INTRO TO STUDY

SACSCOC Accreditation and institutional context

Increase self-efficacy and capacity

Assessment through Inquiry

ACPA & NASPA Professional Competencies in Student Affairs –
Assessment, Evaluation, and Research (AER)

LIT REVIEW

Assessment, Evaluation, and Research (AER) competency tends to be the professional competency with the lowest self-efficacy (Sriram, 2014; Young & Dean, 2015a), deemed the least important (Sermersheim and Keim, 2005), used less frequently (Cooper et al., 2016; O'Brien, 2016), yet highly desired knowledge and skill (Gansemer-Topf & Ryder, 2017; Herdlein et al., 2013).

Higher levels of education predicted increased levels of self-efficacy (Muller et al., 2017) and increased perceived value of the competency (Sermersheim and Keim, 2005). More years of full-time employment and increased age correlated with higher levels of AER competency attainment (Muller et al., 2017).

LIT REVIEW CONT.

AER mentioned most frequently as a competency developed while in graduate preparation programs (Cooper et al., 2016) leading to entry-level professionals with higher confidence in AER competency than perceived by their supervisors (Cuyjet et al., 2009).

Ryder and Kimball (2015) suggested increasing self-efficacy and capacity through reflexive assessment practice by making people do it, making it routine, and integration throughout the division (supported by research from Gansemer-Topf et al., 2014).

RQ1

Are there initial differences in self-efficacy for the AER competency based on professional experiences, positions, or AER experiences?

RQ2

What is the impact, if any, of a yearlong, guided learning community on the self-efficacy for professionals on the AER competency?

RESEARCH QUESTIONS

METHODOLOGY

Theoretical and Conceptual Frameworks

1. Astin Involvement Theory (1999)
2. Bandura Social Cognitive Theory (1986)
3. Carpenter and Stimpson (2007)

Study Design

- Pre-test survey
- Yearlong, guided learning community on assessment through inquiry as an intervention
- Culminating experience –
Assessment through Inquiry Showcase
- Post-test survey

VARIABLES

Independent

1. Education
2. Years of Experience
3. Professional Status
4. AER Experiences
5. Personal Demographics

Dependent

1. Terms & Concepts
2. Values/Ethics/Politics
3. AER Design
4. Methodology, Data Collection, Data Analysis
5. Interpreting, Reporting, Using Results

Findings in Mentimeter

Of the independent variables, select the ones you believe have significant differences on the each of the dependent variables.

Five quiz slides one for each dependent variable.

Findings in Mentimeter

What is most interesting of the findings?

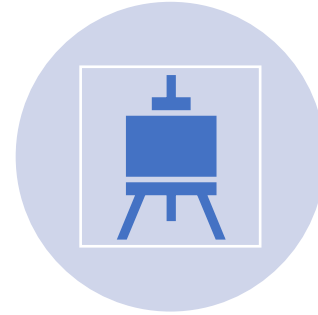
Anything surprising or sticks out?

What might you have expected?

ASSESSMENT THROUGH INQUIRY INTERVENTION



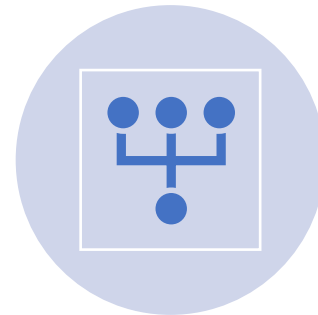
Scaffolded curriculum, presented in monthly voluntary workshops, focused on moving participants towards a feasible assessment project and final product for the culminating experience.



Workshops and materials are shared in Canvas LMS for access.



Assessment Brief, a guided document to fill out for units to develop and conduct assessment and evaluation projects.

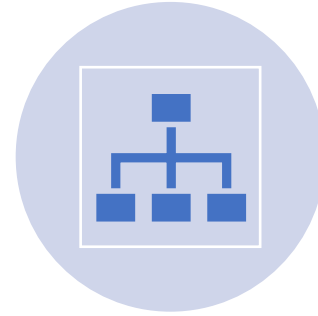


Assessment Fellows to conduct workshops and working one-on-one with participating units.

CHALLENGES & LIMITATIONS



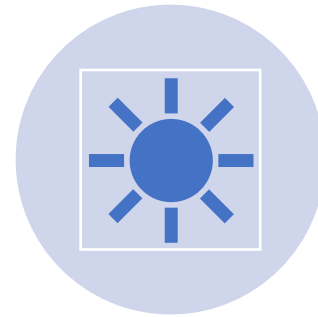
Attendance at monthly voluntary workshops varied.



Turnover in positions and changes to organizational structures.



Impact of legislative uncertainty and ambiguity on morale.



Implementation of timeline was pushed back affecting units looking to collect new data as these months fell over summer.

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Based on findings, intervention, challenges, and limitations,
what might we expect/anticipate to find?

WHAT DOES IT MEAN?

Based on initial findings, intervention, challenges, and limitations we expect to see the following in the post-survey:

1. Attendance at sessions will contribute to an increase in self-efficacy.
2. Process of intervention and culminating product leads to increase in self-efficacy for those in low AER Experience group.
3. Anecdotal evidence of increased capacity through culminating product and ongoing Assessment Brief.
4. Other measured changes from evaluative tools – triangulation point
Culture of Evidence in my Department & Division

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If you want to learn more or follow-up, share your information here.



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UNIVERSITY *of*
NORTH FLORIDA

**FOSTERING A CULTURE
OF EVIDENCE THROUGH
A COMMUNITY OF
PRACTICE**

IUPUI ASSESSMENT INSTITUTE
TUESDAY, OCTOBER 31, 2023 | 7:00AM



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THANK YOU!

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