

An aerial, high-angle view of a modern building's interior space. The floor is a light grey, and the walls are white. Several groups of people are seated on modular, geometric seating arrangements in shades of green and grey. The people are dressed in casual attire. The overall atmosphere is bright and open.

# Using Assessment as a Tool for Equity and Inclusion

AAHLE Virtual Conference 2020

Dr. Gavin Henning

Dr. Anne E. Lundquist



## **Anne E. Lundquist, PhD**

*Assistant VP, Campus Strategy*

*Campus Labs*

*(she/her/hers)*



## **Gavin Henning, PhD**

*Program Director, Master of Higher  
Education and Doctorate of Education  
Programs*

*New England College*

*(he/him/his)*



# Context



# An Evolving Conversation

11-14 MARCH 2018

National Institute for Learning Outcomes Assessment

January 2017

## Equity and Assessment: Moving Towards Culturally Responsive Assessment

Erick Montenegro and Natasha A. Jankowski



National  
Institute for  
Learning Outcomes  
Assessment

## Moving Towards Socially Just Assessment

August 2018

Dr. Gavin W. Henning, New England College  
Dr. Anne E. Lundquist, Campus Labs

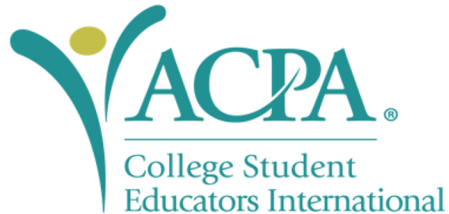
Erick Montenegro and Natasha Jankowski's Occasional Paper entitled *Equity and Assessment: Moving Towards Culturally Responsive Assessment* (2017) along with works by other authors over the last year including Bourke (2017) and (Heiser, Prince, & Levy, 2017) caused us to pause and consider the multiple intersections of assessment, equity and inclusion, and social justice in the field of student affairs as well as the variety of terms used to encompass this concept. As we discussed these intersections in preparation for a session on addressing bias in assessment for the 2018 ACPA Annual Convention, we began to unpack the very process of assessment – recognizing how siloed the “assessment” and “diversity, equity and inclusion” conversations and practices tend to be in the field of student affairs and in practice on campus.

The first realization we came to was the profound impact that **culture** had on the process of assessment. Culture is the aggregate of values, beliefs, assumptions, languages, and behaviors of a group of people. These elements of culture impact every step of the assessment process from the design of assessment projects and questions through data analysis and interpretation. To perform effective assessment, we need to better understand how culture affects that work.



# Socially Just Assessment Project

National Institute for  
Learning Outcomes Assessment  
Making Learning Outcomes Usable & Transparent

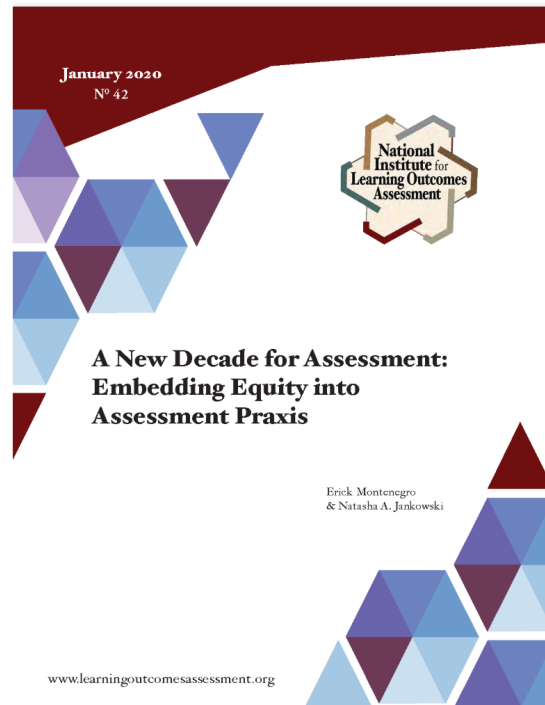


# NILOA Updates

## Occasional Paper:

### [A New Decade for Assessment: Embedding Equity into Assessment Praxis](#)

NILOA's 42<sup>nd</sup> Occasional Paper "A New Decade For Assessment: Embedding Equity into Assessment Praxis" posits that assessment is entering a new decade with an even more diversified college student population which will not only require more assessment models involving students but also deeper professional development of institutional representatives key to student learning. Reflecting upon and building from the conversations over the last three years around culturally responsive assessment and related equity and assessment discussions, this occasional paper highlights questions, insights, and future directions for the decade ahead by exploring what equitable assessment is and is not; the challenges and barriers to equitable assessment work; where the decade ahead may lead; and next steps in the conversation on equity and assessment. [Read More...](#)





# What's In a Word (or words?)

Diversity

Social  
Justice

Equity

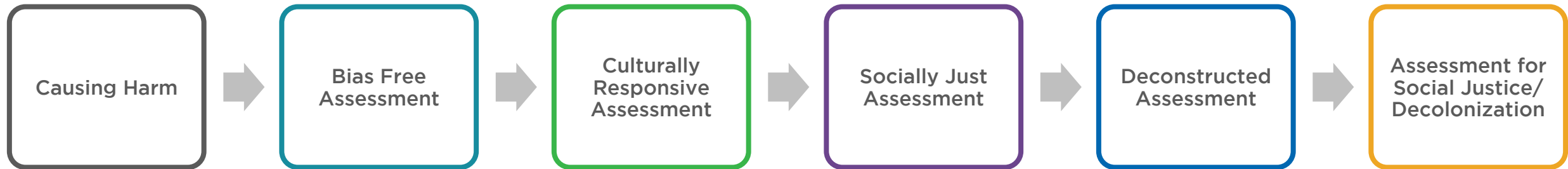
Equity-  
minded  
assessment

Inclusion


Intercultural  
competence

11 - 14 MARCH 2018

# Continuum for Equity-minded Assessment







*Assessment...should be conceived as a practice that attends more fully to the social and political position that it occupies within institutions.*

*Wall, Hursh, & Rodgers, 2014*



A diagram illustrating a process flow. On the left is a large blue circle containing the word "Assessment". On the right is a large purple circle containing the text "Diversity, Equity and Inclusion". A vertical green dashed arrow points downwards from the top of the blue circle to the top of the purple circle, indicating a sequential relationship or flow from assessment to DEI.

**Assessment**

**Diversity,  
Equity and  
Inclusion**



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# Assessment Landscape in Higher Education

- *Changing student demographics/populations*
- *Accountability for Higher Education outcomes*
- *Focus on student learning outcomes*
- *Employability and marketable skills*
- *Real-time data for continuous improvement*
- *Retention, persistence, graduation (RPG) data alignment*
- *Use data to enable institution-specific insights through nuanced analyses*

# Diversity, Equity & Inclusion Landscape in Higher Education

14 MARCH 2018

- *Changing demographics/populations*
- *Opportunity and access disparities*
- *Higher education as key pathway for social mobility*
- *Rise of the “chief diversity officer”*
- *Institutional commitment to promoting student body diversity and inclusion on campus*
- *Focus on inclusive campus climate*
- *Support services for under-represented students*

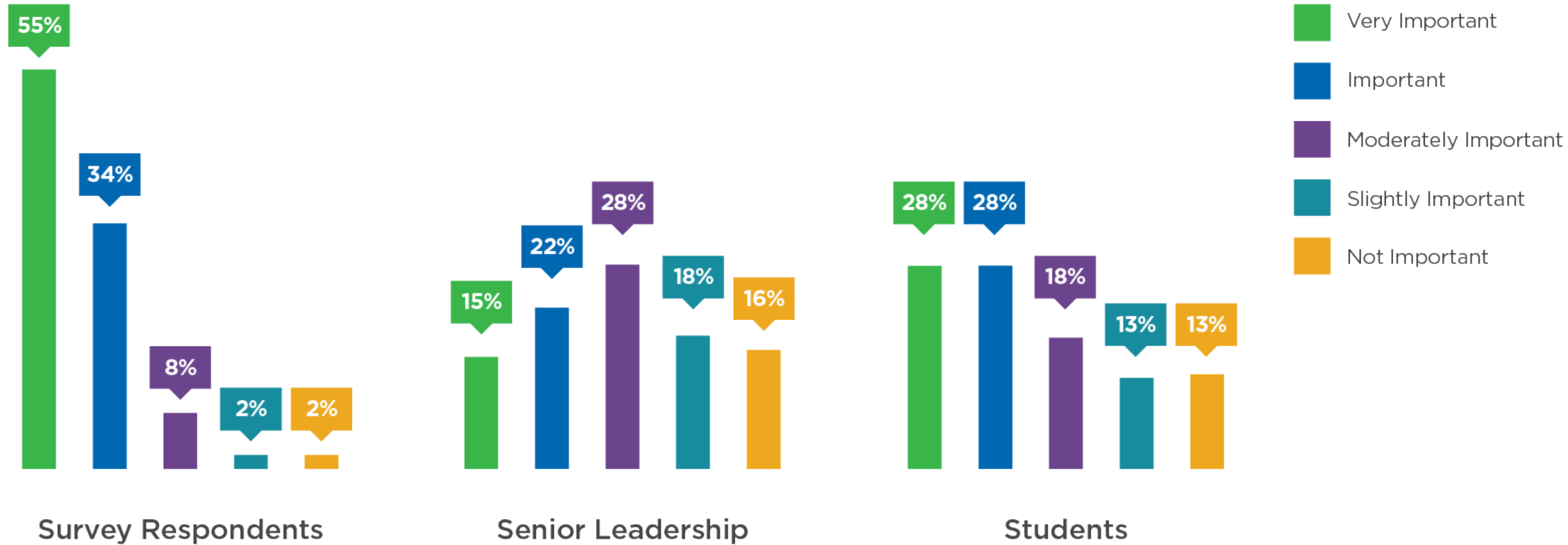
*“It seems like ‘equity’ is everywhere....Equity, once viewed suspiciously as racially divisive...is now being enthusiastically embraced on the academic scene.”*



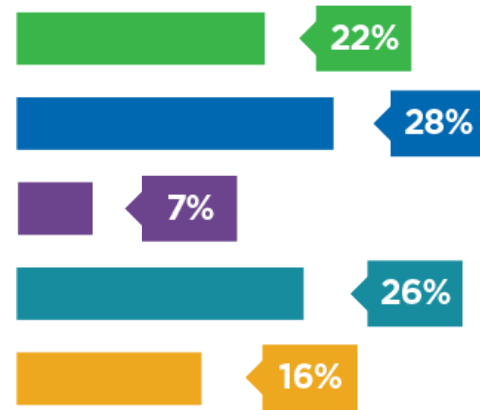


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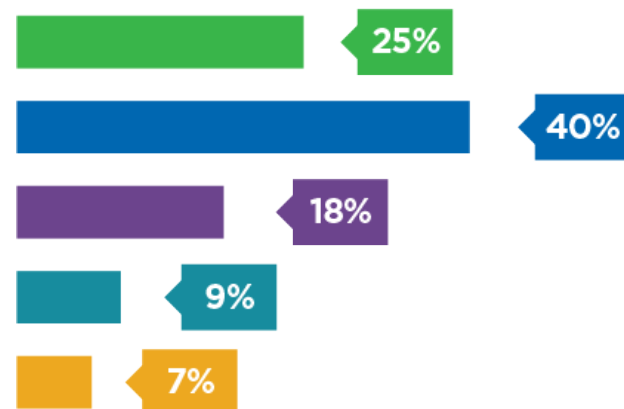
How important is the effective intersection of **equity, diversity,**  
and **inclusion** and assessment practices on your campus?



We have worked with our DEII Offices to design demographic questions that are current and inclusive.



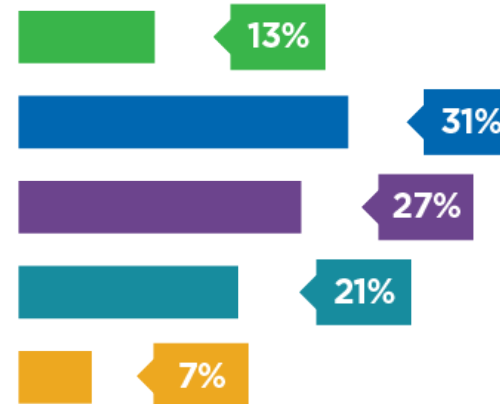
For student surveys, we disaggregate data by student population.



We include students in the design of learning outcomes statements.

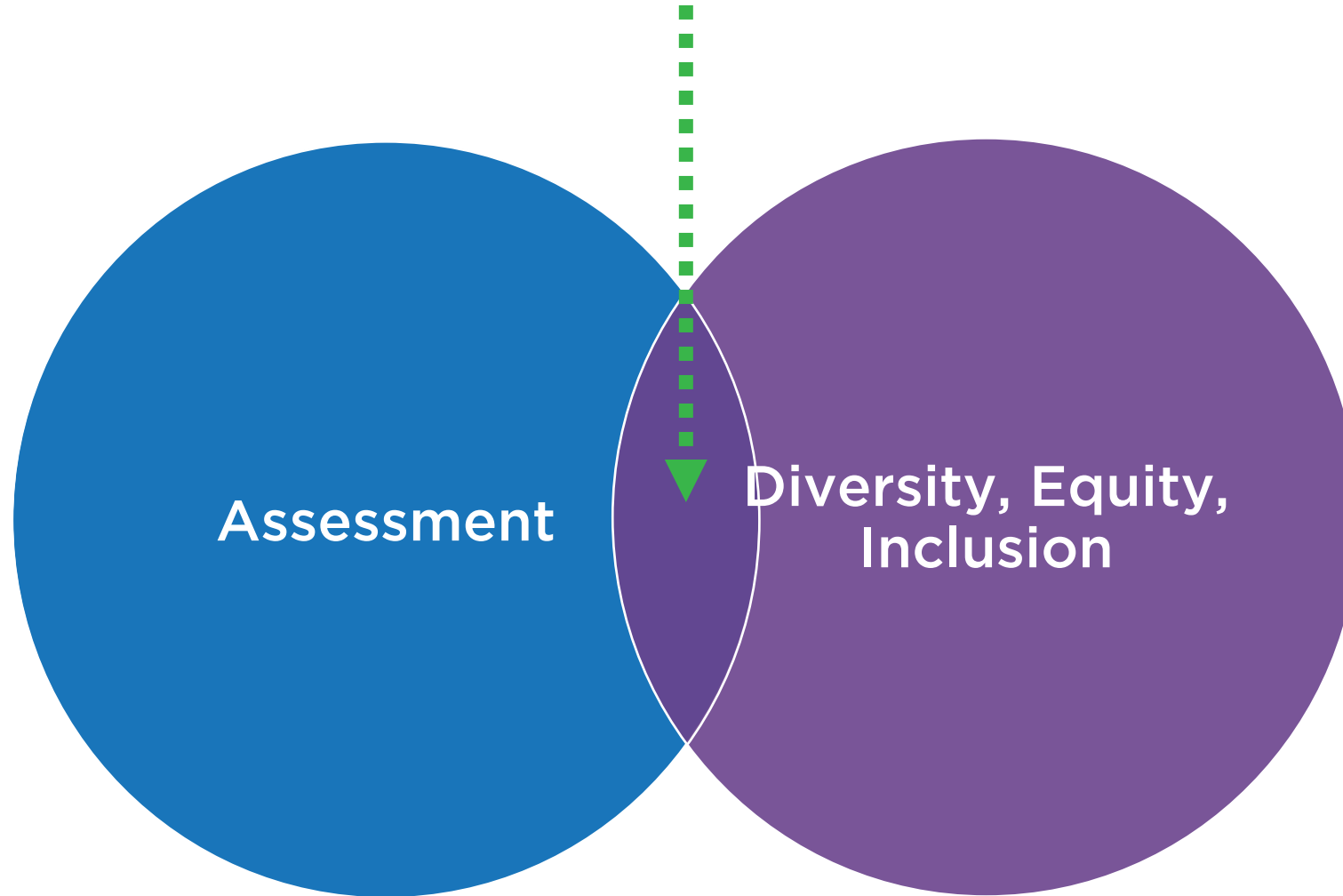


We provide multiple and varied methods for students to demonstrate achievement of student learning outcomes.



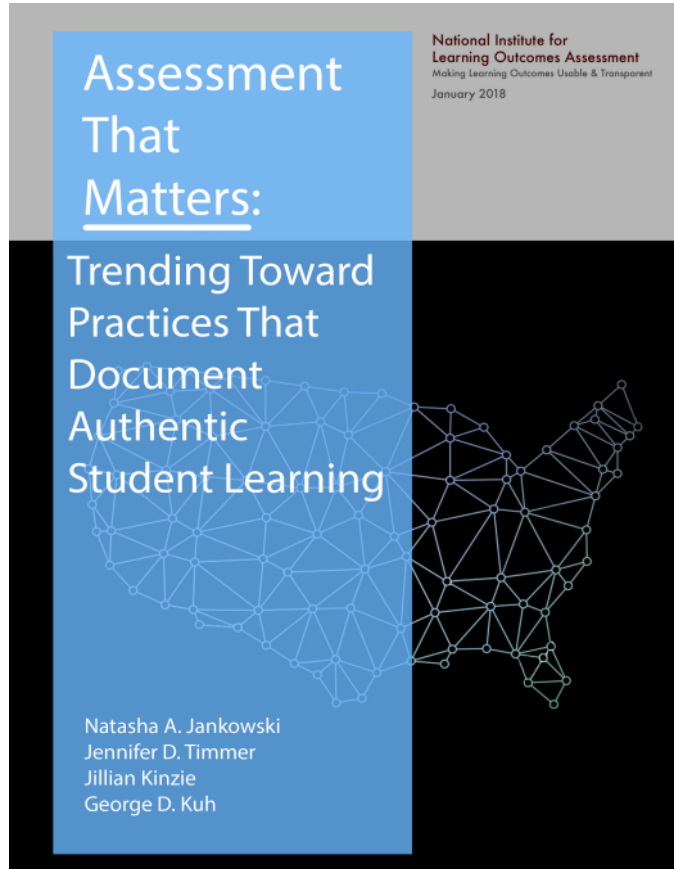
# Changing demographics, focus on campus climate, student success and RPG

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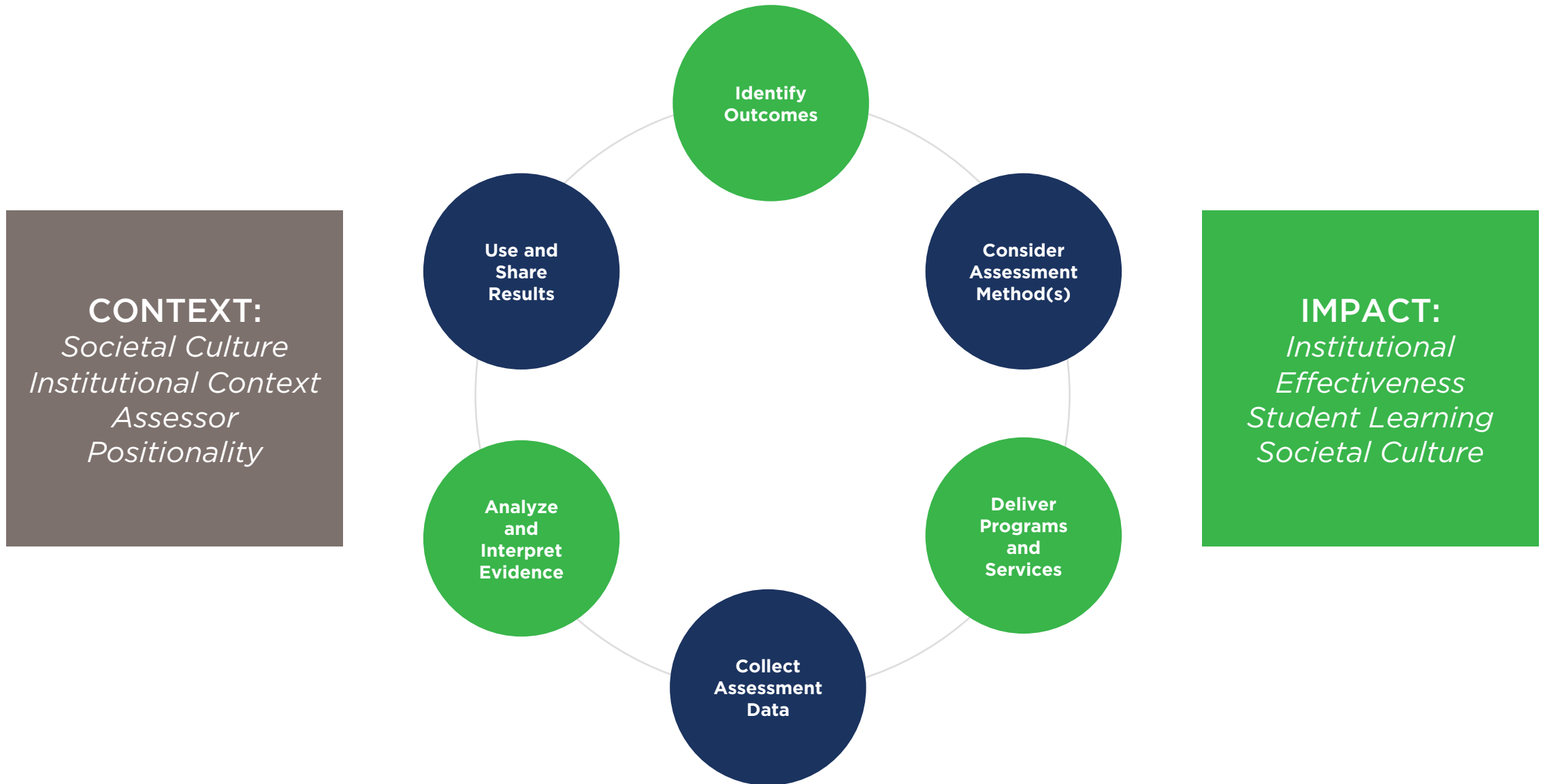
# January 2018 NILOA Report



*“Assessment continues to be driven by both compliance and improvement, with an emphasis on equity.”*



# The Larger Context



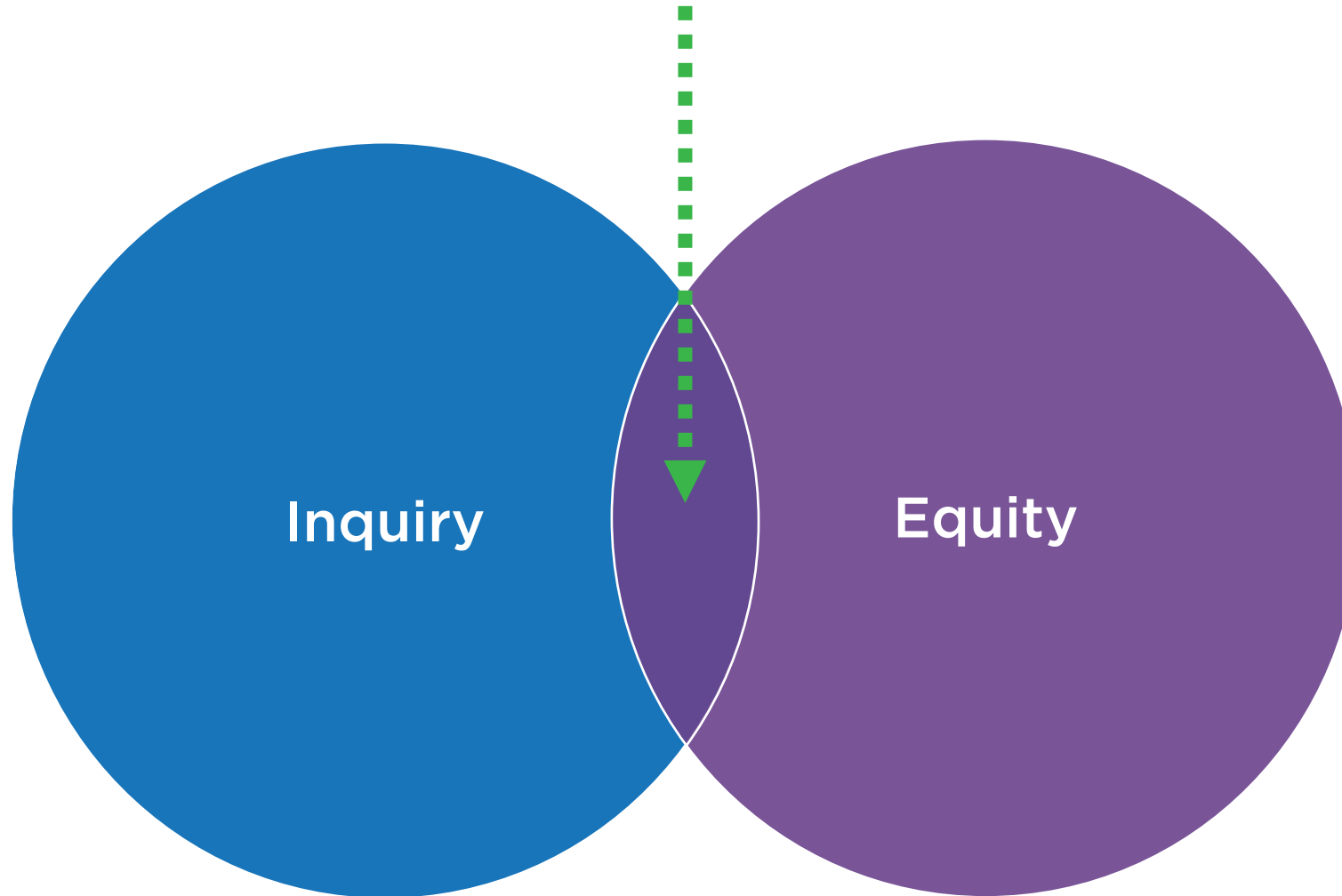
# Reframing: Assessment as Inquiry

*It is important that we actively engage in understanding ourselves and those who are different from us in order to critically examine the picture we are painting. Who is in it and who is missing? Have we considered lived experiences different from our own? Are we aware of which stakeholders will also be looking at this picture and how it will be interpreted?*

*Considering these questions, including social justice in all pieces of our work, not just a hat we wear when called upon, will continue to lead inquiry as an act of justice.*

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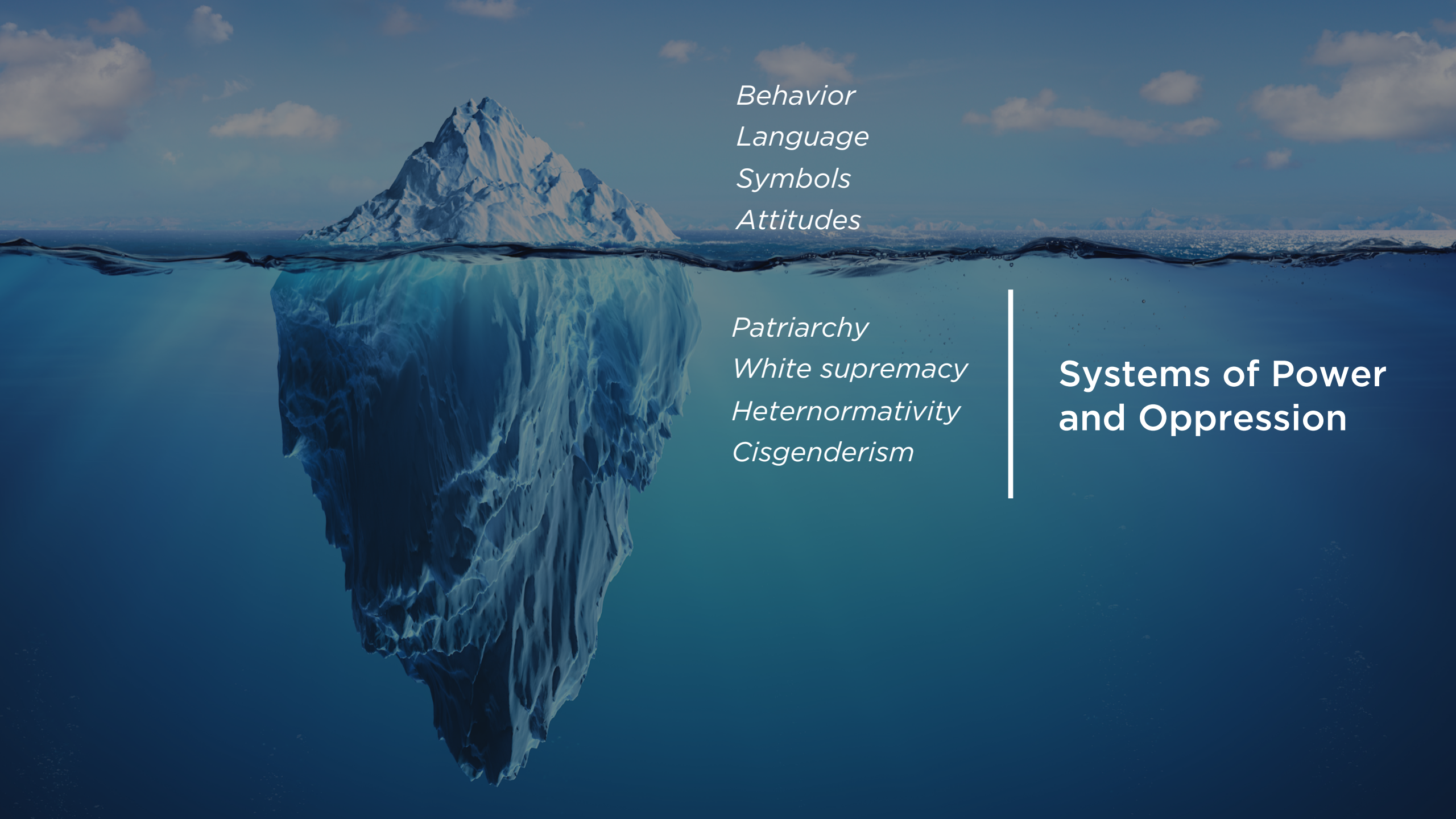
# The Conversation Continues to Evolve



# Culture and Paradigms







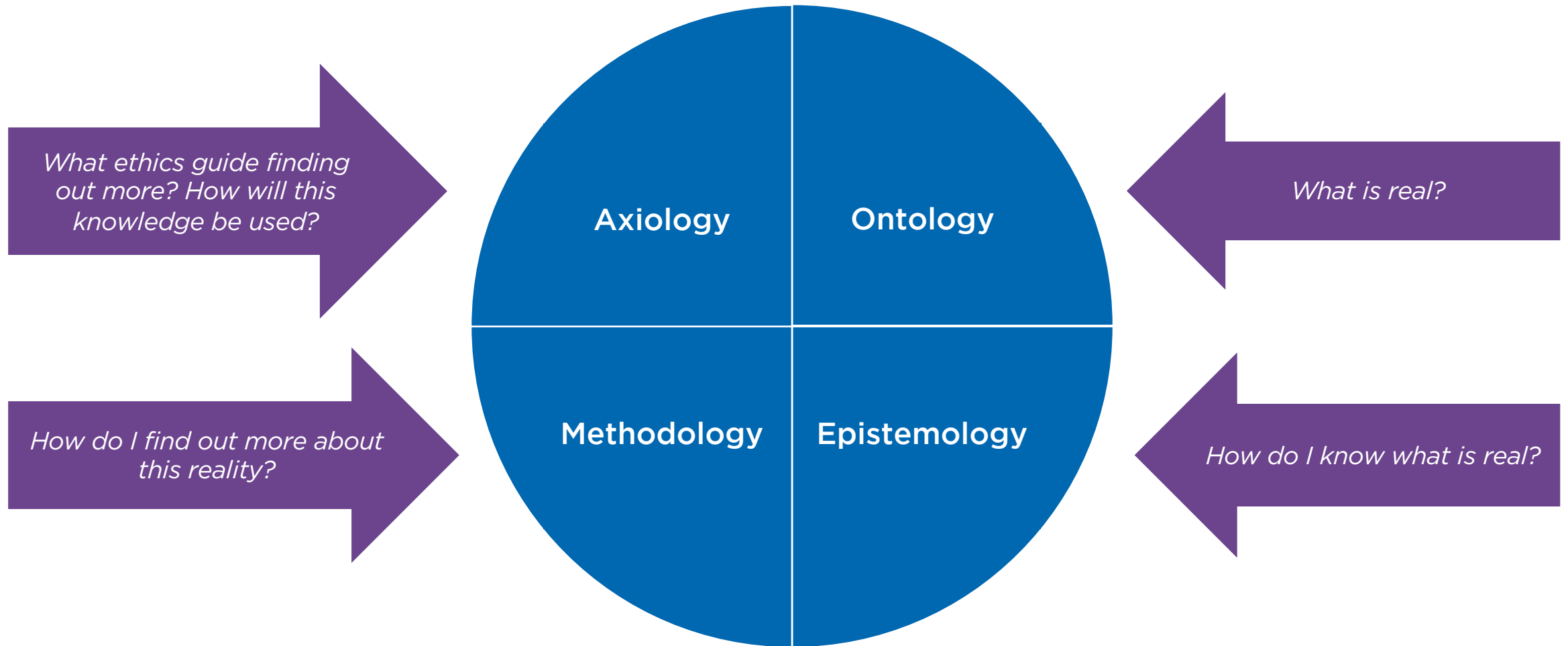
*Behavior*  
*Language*  
*Symbols*  
*Attitudes*

*Patriarchy*  
*White supremacy*  
*Heteronormativity*  
*Cisgenderism*

**Systems of Power  
and Oppression**

# Assessment and Research Paradigm

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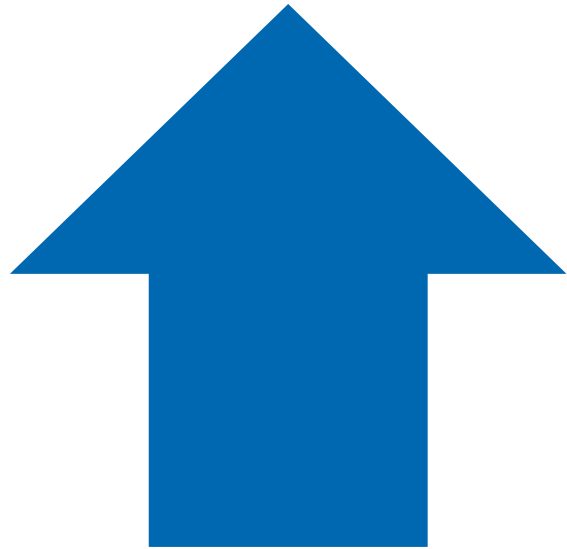
(Wilson, 2008)

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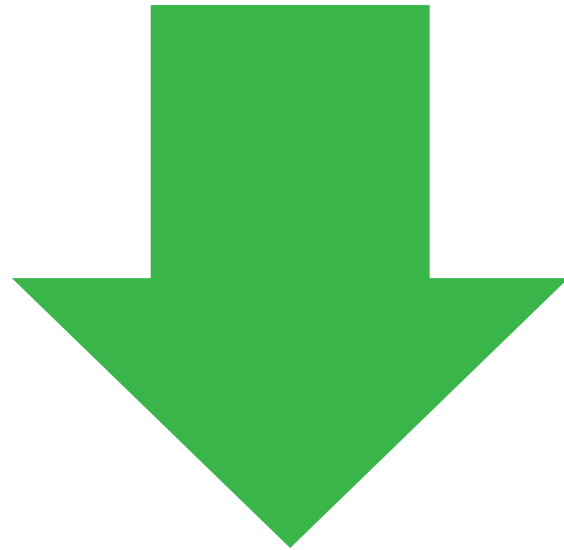


**Procedures  
and Methods**

**Foundational Assumptions,  
Philosophical Paradigms,  
and Worldview**



Quantitative



Qualitative



# Knower

2018

# Known




# Assessment as Social Justice

- *Cannot understand students' experience without understanding the systems of oppression that they live in*
- *Uncover and examine biases in the assessment process and then determine how we ensure culturally responsive and socially just assessment*
- *Intentional shift from implementing assessment to using assessment to deconstruct systems of oppression by first exposing them*
- *Assessment shouldn't be transactional or procedural—it should be transformational*



This Photo by Unknown Author is licensed under [CC BY-SA](#)





*“Often, assessment follows non-justice based paradigms, serves neoliberal external mandates, and reflects research practices that further marginalize underserved students.”*

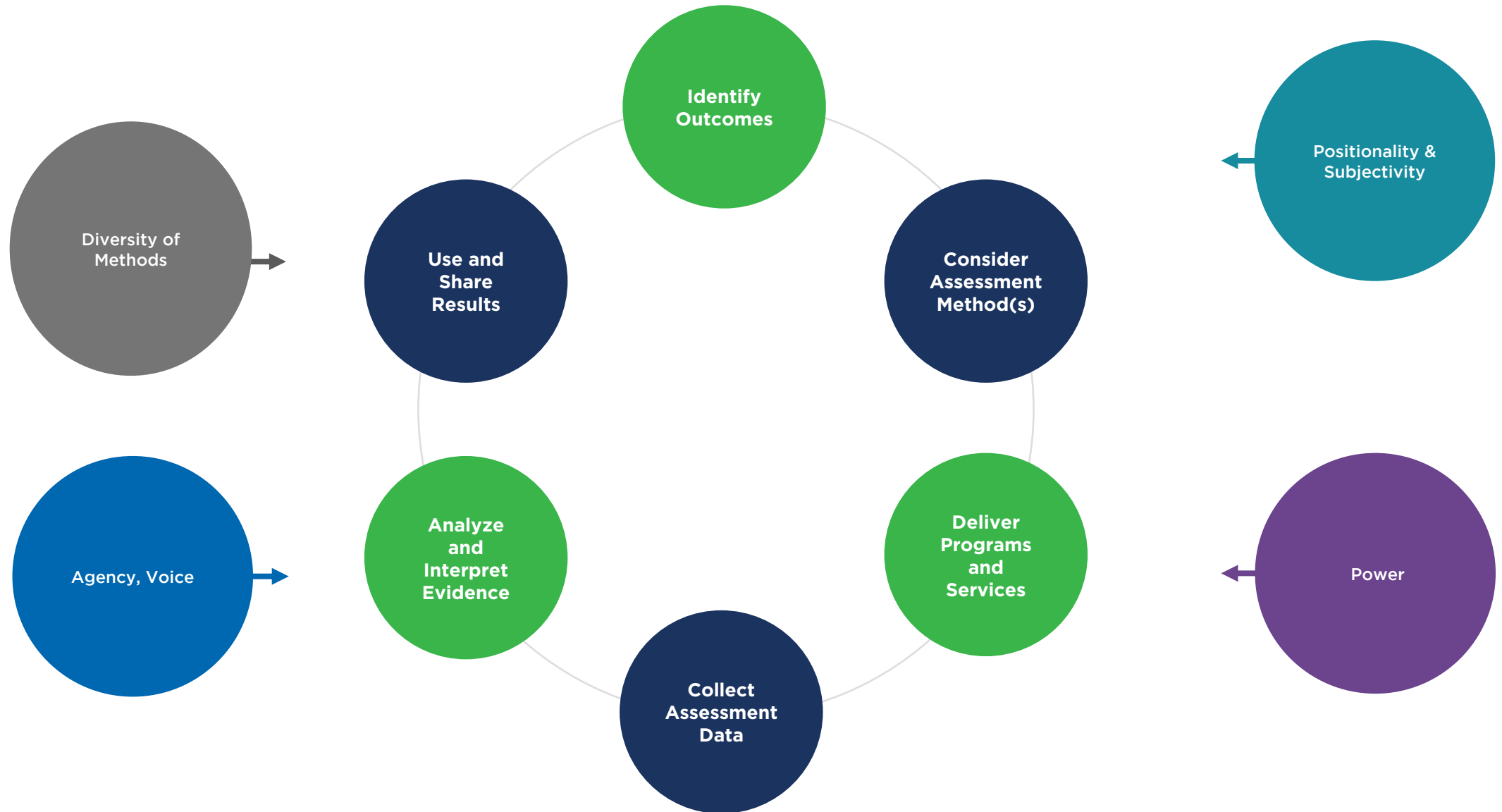
*Zerquera, Hernandez, and Berumen, 2018*

*Assessment and Social Justice: Pushing Through Paradox*

# Socially Just Assessment Around the Assessment Cycle



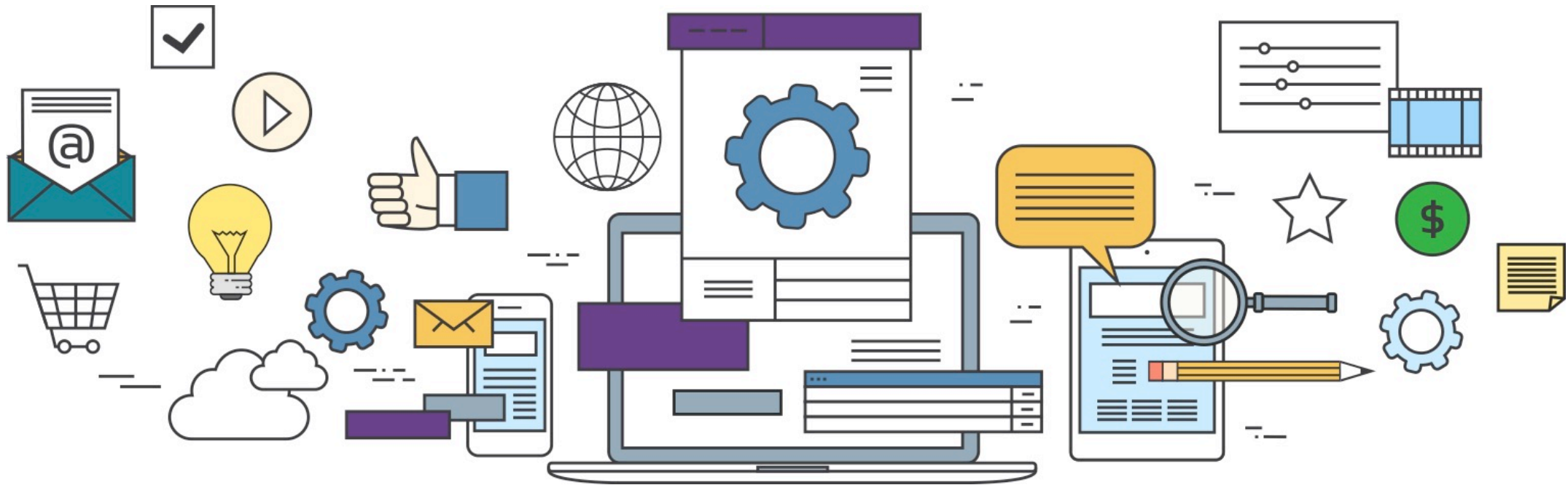
# Social Justice and the Assessment Cycle



# Identifying Outcomes

11 - 14 M

Identifying  
Outcomes





# Identifying/Writing Outcomes

- *Driven by the values of the institution (therefore, not neutral) and sometimes "constrained by tortuous bureaucratic processes" (McArthur, 2016)*
- *Reflect on what is expected and what constitutes "learning"*
- *Evaluate the language used in the SLOs for bias, cultural assumptions, relevance to various student populations – include many stakeholders*
- *Include students in writing SLOs*

*"If we write learning outcomes statements for and with students, we increase the chances of students understanding what is expected of them. In addition, instead of students' knowledge conforming to how we traditionally measure it, students would now have agency in how to demonstrate learning."*

*Montenegro & Jankowski (2017, p. 12)*

**CREATE**

*Putting elements together to form a novel, coherent whole or make an original product.*

**EVALUATE**

*Making judgments based on criteria and standards.*

**ANALYZE**

*Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.*

**APPLY**

*Carrying out or using a procedure in a given situation.*

**UNDERSTAND**

*Determining the meaning of instructional messages, including oral, written, and graphic communication.*

**REMEMBER**

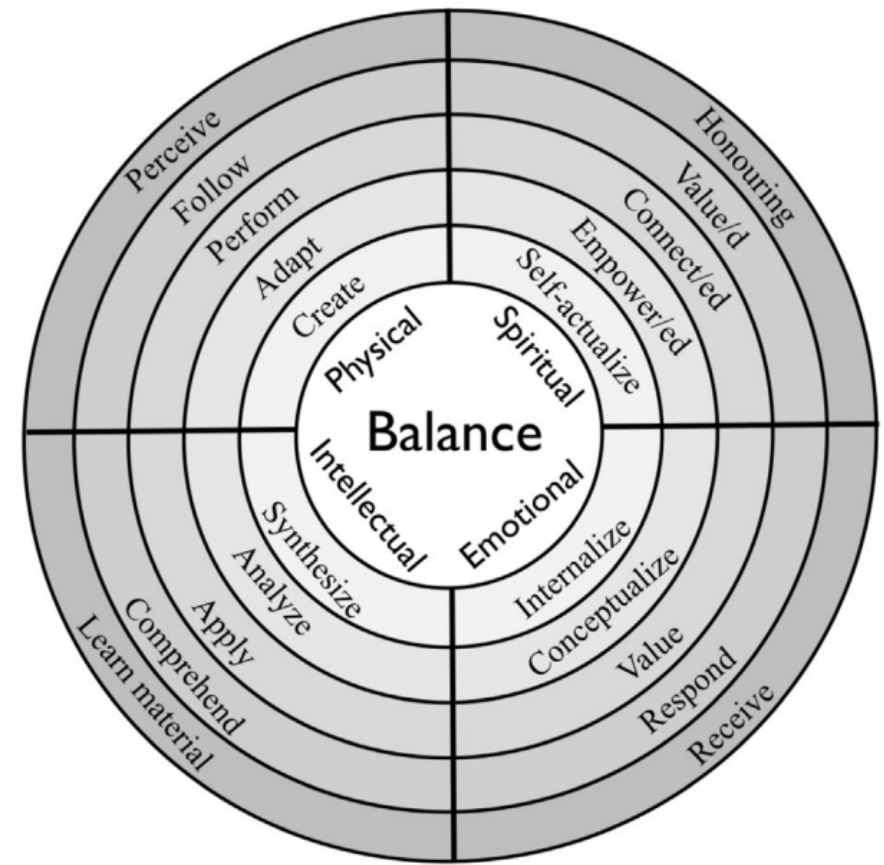
*Retrieving relevant knowledge from long-term memory*

# Switching from Bloom to the Medicine Wheel: creating learning outcomes that support Indigenous ways of knowing in post-secondary education

Marcella LaFever

To cite this article: Marcella LaFever (2016) Switching from Bloom to the Medicine Wheel:  
creating learning outcomes that support Indigenous ways of knowing in post-secondary education,  
Intercultural Education, 27:5, 409-424, DOI: [10.1080/14675986.2016.1240496](https://doi.org/10.1080/14675986.2016.1240496)

To link to this article: <https://doi.org/10.1080/14675986.2016.1240496>



**Figure 1.** Four-domain framework.

# Spiritual Domain (transcend self-interest)

				Self-Actualize/d
			Empower/ed	<b>Definition</b> Ability to honour and be honoured as a unique individual within a group, in order for each member to become what each is meant to be.
		Connect/ed	<b>Definition</b> Provide and feel supported by an environment that encourages strength and confidence, especially in controlling one's life and claiming one's rights.	<b>Sample verbs</b> Become Self-define Use resources Create Progress Reinforce Remain Possess Sustain Dream Envision Guide
	Value/d	<b>Definition</b> Link, build, and sustain positive relationships with someone or something [i.e. community, culture, etc].	<b>Sample verbs</b> Consult Work with Bond Support Relate to Respond Care for Cooperate Participate Provide Develop Build	
Honouring	<b>Definition</b> Building relationships that honour the importance, worth, or usefulness of qualities related to the human spirit.	<b>Sample verbs</b> Empathize Honour Acknowledge Balance Exemplify Serve Recognize Respect		
<b>Definition</b> Conscious or aware of learning that is not based in material or physical things, and transcends narrow self-interest.				
<b>Sample verbs</b> Consider Meditate on Be aware Seek Open Allow Listen Observe				



Figure 2. Sample verbs and progression for creating outcome statements.

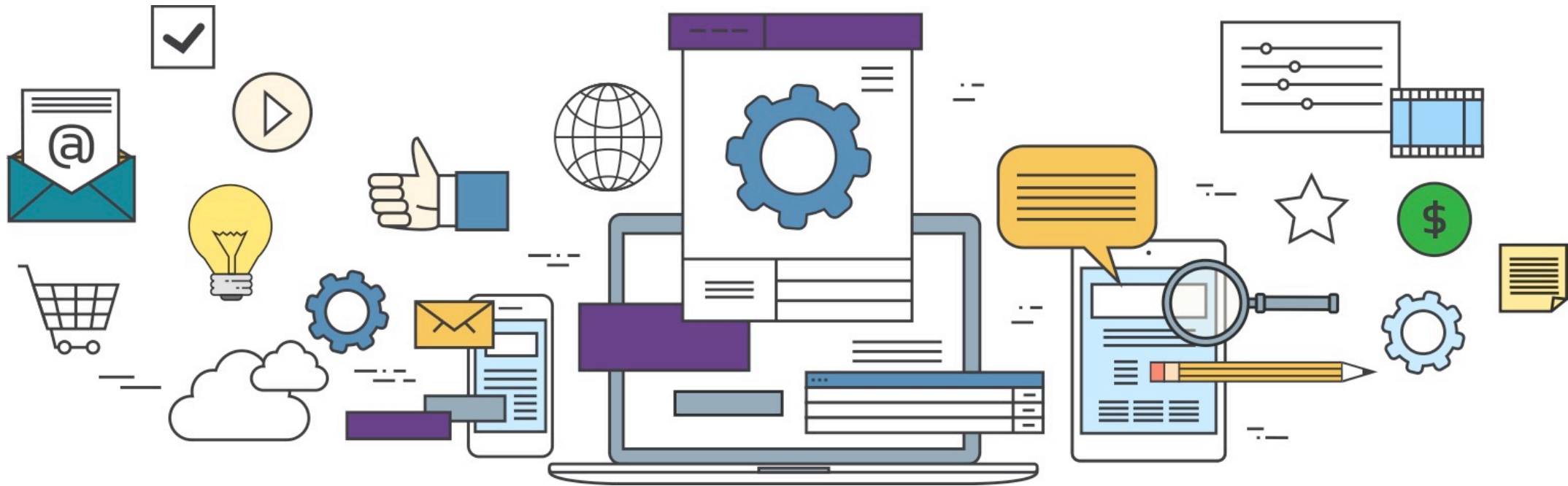
*"Closely related to the framing of questions or statements of desired learning is the matter of what will be accepted as trustworthy evidence in formulating answers. Conversations among stakeholders may reveal different perspectives on what 'counts' as credible evidence"*

*Hood, Hopson, and Kirkhart, 2015, p. 294*

# Collecting Assessment Data

11 - 14 MAR

Collect  
Assessment  
Data







*"Beyond the tools or instruments themselves, the procedures surrounding their use must also be responsive to cultural context. This applies equally to the collection of qualitative and quantitative data."*

*Hood, Hopson, and Kirkhart, 2015, p. 295*

# Qualitative Methods

- *Enlighten experiences*
- *Explore issues*
- *Reveal processes*
- *Map learning environments*
- *Examine complex issues*

Biddix, 2018

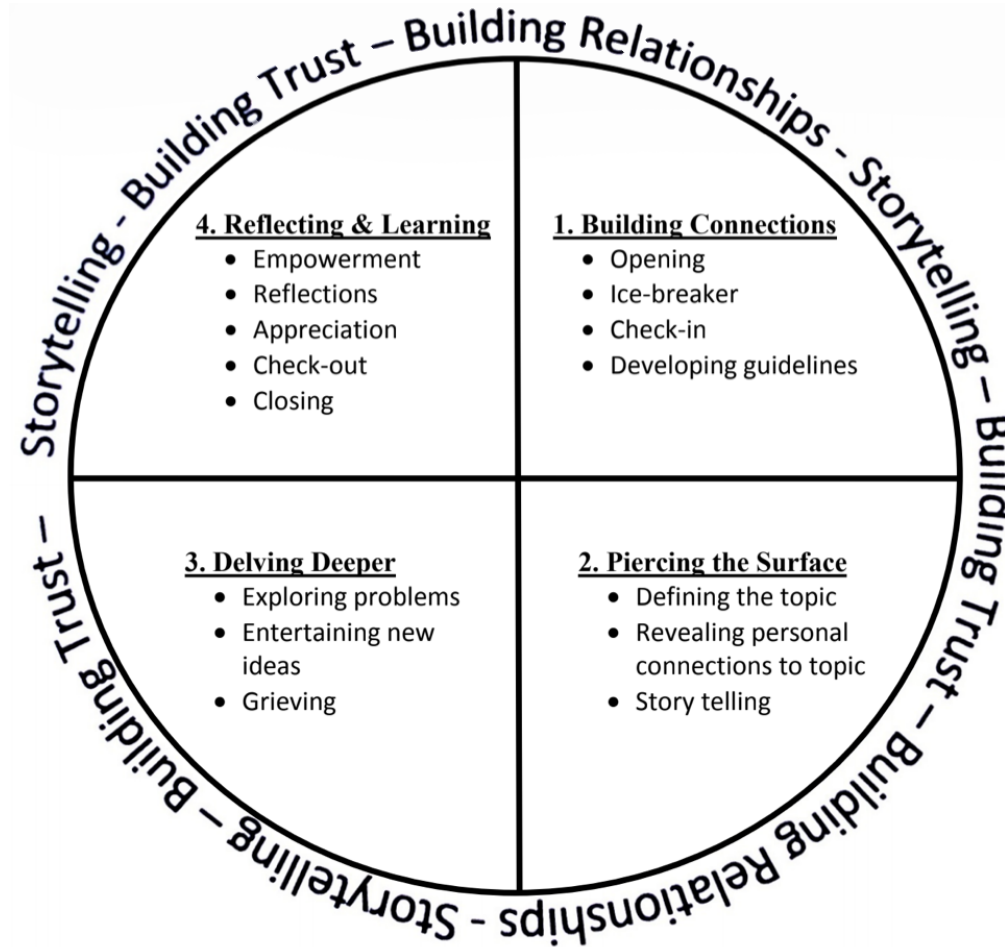
*Following a constructivist approach (acknowledgement of multiple realities) Qualitative data can reveal additional information missing from aggregated data, can help to identify processes that act to support or to inhibit success, and can provide new insights by allowing a closer look at “the why” behind successes and failures of programs, services, and initiatives.*

*Further, qualitative data can reveal where and how learning is promoted and/or inhibited in various environments.*

# Talking/Conversation Circles

11 - 14 MAF

Collect  
Assessment  
Data



Alaina Winters,  
Heartland Community College

11 - 14 MAR

## Collect Assessment Data

<

# Written Communication

[⚙️ Rubric Settings](#)
[🛠️ Rubric Tools](#)

**Total Rubric Value**

**100 / 100 points**

Capstone	Milestones	Milestones	Benchmark
4	3	2	1
ACHIEVEMENT VALUE <b>100%</b>	ACHIEVEMENT VALUE <b>67%</b>	ACHIEVEMENT VALUE <b>33%</b>	ACHIEVEMENT VALUE <b>0%</b>

Context and Purpose for Writing	Milestone 1	Milestone 2	Benchmark
Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).  DIMENSION VALUE: <b>20/100 pts</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.  <b>20 pts</b>	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).  <b>13.4 pts</b>	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).  <b>6.6 pts</b>
<b>Content Development</b>  Dimension Description  DIMENSION VALUE: <b>20/100 pts</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.  <b>20 pts</b>	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.  <b>13.4 pts</b>	Uses appropriate and relevant content to develop and explore ideas through most of the work.  <b>6.6 pts</b>
<b>Genre and Disciplinary Conventions</b>  Dimension Description	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization. Attempts to use a consistent system for basic organization and presentation.

# Portfolios

11 - 14 MAF

Collect  
Assessment  
Data





*Assessment approaches and processes can help reinforce a sense of belonging or add to students' belief that they do not belong because their learning or experiences are not deemed as valid or important.*

*Montenegro & Jankowski, 2017*

# Tips for Methods

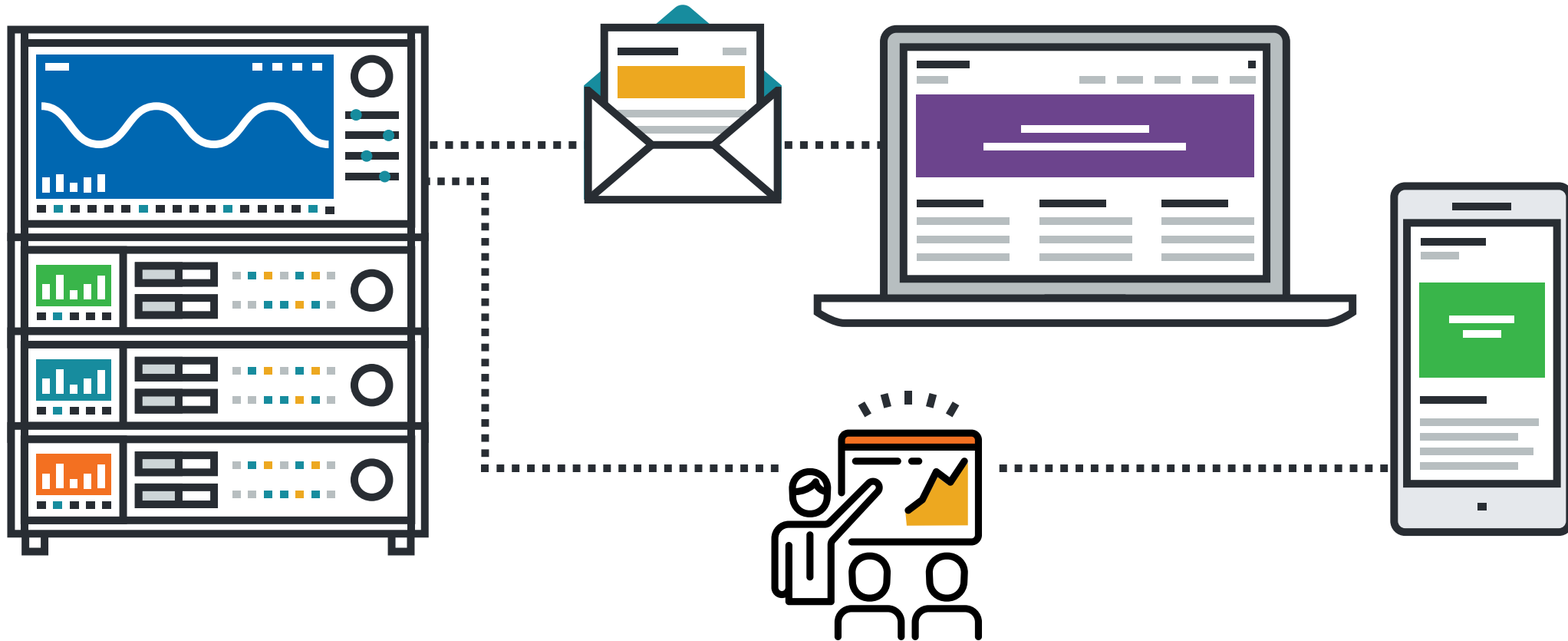
- *Consider how your identity could influence data collection (what kind and how)*
- *Consider how methods used may privilege certain types of information and thus certain students*
- *Consider how socio-historic aspects about the institution, community and student experience inform the analysis*
- *Use authentic and embedded assessment methods*
- *Allow students options (1+) for demonstrating their learning*
- *Use multiple methods of data collection to create a more complex picture of a phenomenon*
- *Involve students in collecting data*



# Analyze and interpret data

11 - 14 MAR

Analyze  
and  
Interpret  
data



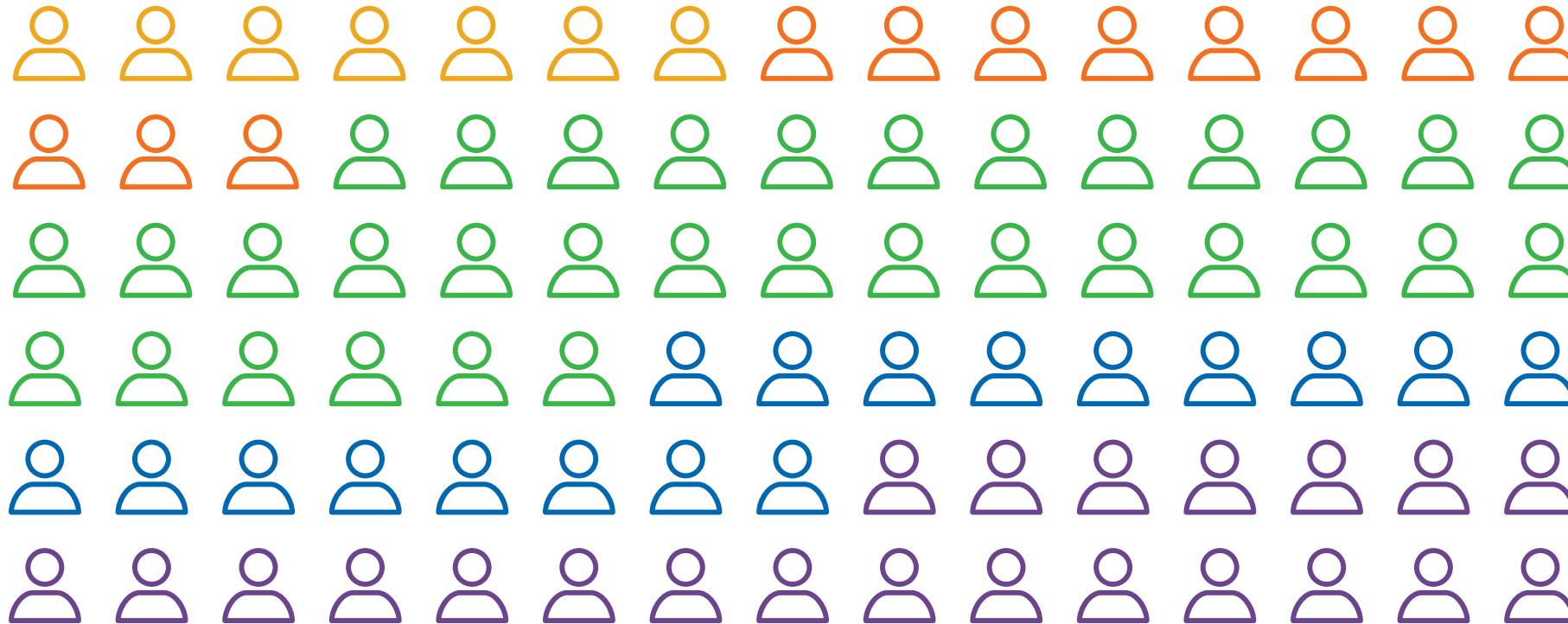


Analyze  
and  
Interpret  
data

*Data do not speak for themselves;  
they are given voice by those who  
interpret them.*

*Hood, Hopson, and Kirkhart, 2015, p. 296*

# Disaggregation by Student Population



## Aggregated Data

- *Collected from 2 or more sources*
- *Gather separate sets of data and present as a whole*
- *Collective or summary form*
- *Group data variables such as age, profession, income to preserve confidentiality of individuals*

## Disaggregated Data

- *Extrapolated from aggregated data and divided and broken down into smaller units*
- *Delving more deeply into results to highlight issues that pertain to individual subsets or results of aggregated data*
- **Positive:** *expose hidden trends*
- **Downside:** *enable identification of individuals or vulnerable populations*

11-14 MAR

Analyze  
and  
Interpret  
Data

# Rethinking and Updating Demographic Questions: Guidance to Improve Descriptions of Research Samples

(Hughes, Camden, & Yangchen)

11-14 MAY

Collect  
Assessment  
Data

Analyze  
and  
Interpret  
data

- *Provide an accurate description of the sample*
- *Communicate the values for inclusion and respect for people's dignity*
- *Often not afforded the same thoughtful selection process as more intriguing variables of that require complex scales*
- *A lack of attention to demographic variables can result in*
  - *inaccurate descriptions of the sample, which can in turn*
  - *lead to misguided notions of who the research applies to or who it might be generalizable to*
  - *or communicating subtle but painful messages that perpetuate marginalization (also known as microaggressions; Nadal et al., 2011).*
- *The Result: unintended and collateral harms to research participants*



### Inclusive and Functional Demographic Questions

Survey instruments often include questions that allow respondents to self-describe various aspects of their personal and academic identities. Such questions and response items should be:

- Purposefully included based on an intentional rationale (e.g., monitor trends over time, disaggregate responses based on identity, distribute information) and;
- Designed in a way that acknowledges the scope, complexities, and contextualized nature of social identities (ACPA, 2013).

Demographic questions which exclude identity options where students are unable to select or are unable to select more than one category may result in unintended negative outcomes for respondents (Sanchez, 2010; Townsend, Markus, & Bergsieker, 2009). Rankin and Garvey (2015) discuss this as a balancing act of demographic survey questions which supports intersectional theory, inclusiveness, and quantitative methods. The following statements and survey questions are examples of how one might intentionally support this balance and honor students' fluid and intersecting identities.

### Demographic Questions

*The following questions about your identity and background will be kept private and secure. Responses will be used to better understand and serve all students at the University of Arizona.*

*Note: If possible, demographic questions should be optional for respondents to answer, as opposed to required. This allows respondents to continue taking the survey while skipping questions they may not feel comfortable answering at the moment.*

**What is your academic class standing?**

- First-year
- Sophomore
- Junior
- Senior

14 MAY

Collect  
Assessment  
Data

Analyze  
and  
Interpret  
Evidence



# Analyzing Small Populations

- *Groups experience higher education differently, some groups are small*
  - *Experience of small populations can be lost in aggregate results*
  - *Not studying small populations can further marginalize often-marginalized groups*
- *Who are the small populations you want to know more about on your campus?*
  - *Percent differences and descriptive analyses are legitimate forms of analysis.*

# Tips for Analysis and Interpretation

- *Give voice to data through reflection*
- *Engage multiple stakeholders*
- *Include students in the process*
- *Triangulate with multiple data sources and multiple perspectives*
- *Disaggregate data*
  - *But, beware of reductionist approach with disaggregation*

*“The ways these data are analyzed and interpreted are important. We encourage you to be conscious of the ways our work may perpetuate problematic and limited understandings of already marginalized groups. In this guide we offer a few tips to consider for more inclusive data sharing and analysis.”*

## Tips for More Inclusive Data Sharing and Analysis

Using evidence to inform institutional improvement efforts has been a goal at NSSE since its inception. This is why NSSE data and reports provide actionable information about critical dimensions of educational learning.

However, we often get questions about ways to analyze and interpret our data and reports, especially as it relates to diversity and inclusion. Some common questions include:

- How do we identify subgroups of students struggling or excelling in their experiences?
- How do we analyze subgroups with very few responses?
- How do we better identify the needs and experiences of students from underrepresented backgrounds?
- How do we avoid approaching the data from a deficit perspective?
- How do we better share these data and results with others on campus?

The ways these data are analyzed and interpreted are important. We encourage you to be conscious of the ways our work may perpetuate problematic and limited understandings of already marginalized groups. In this guide we offer a few tips to consider for more inclusive data sharing and analysis. Whether you are preparing reports for internal stakeholders or conducting research to share externally, we hope these tips allow us all to be more attentive to the ways we engage in this work.



Xavier University

### Tip 1. Disaggregate your data

Survey data such as NSSE can be used to broadly assess the experiences of students in a way that is efficient and accessible. Examining your institution's results overall and drilling down to disciplinary or departmental subgroups can quickly give you an overview of students' common experiences. There is a danger, however, in relying on the results of the "average" student. An average student is likely reflective of an institution's majority populations, and an overreliance on examining the experiences of our average students likely hides the experiences of more vulnerable populations.

One of the easiest ways to be more inclusive in analyses is to disaggregate your data as aggregated data can mask the variation of experiences within your institution. In your NSSE data files, you will have the ability to disaggregate based on a variety of subgroups including:

- Identity characteristics (racial/ethnic identification, gender identity, sexual orientation, first-generation status, veteran status, diagnosed disabilities or impairments, etc.)
- Student characteristics (transfer status, major or major field, class level, enrollment status, taking courses online, grades, educational aspirations, living situation, etc.)
- Engagement characteristics (participation in high-impact practices, student athlete membership, fraternity or sorority membership, time spent studying, participation in co-curricular activities, etc.)
- The intersection of these and other characteristics

You might also consider incorporating important subgroups specific to your institution in your NSSE population file as a grouping variable which is then returned to you in your data file. Contact your Project Services Team for more details.

### Tip 2. Pay attention to small populations

Those interested in disaggregating survey data such as NSSE typically encounter subpopulations with small numbers of respondents. This could be due to a variety of reasons such as a low response rate, a small population from which to elicit responses, or data collection methods that make subpopulation respondents difficult to contact (e.g., inviting respondents with rarely-checked email addresses) or create difficulties for subpopulations to respond (e.g., low access to technology for an online survey).



# Inclusive Assessment



**Positionality/  
Subjectivity**



**Agency/Voice**



**Methodological  
Diversity**



**Power**

# Learn from Universal Design for Learning (UDL)

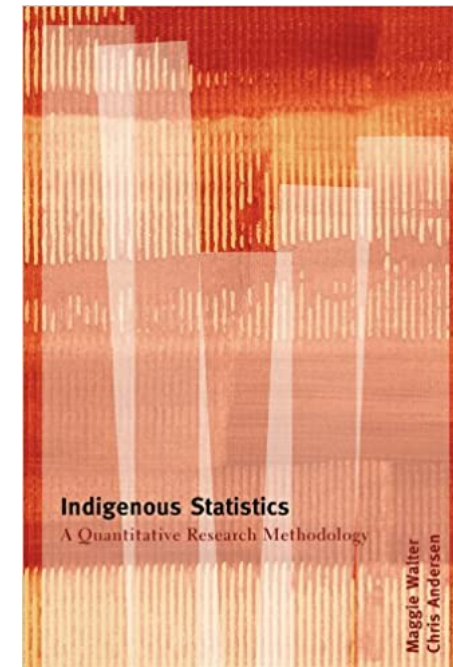
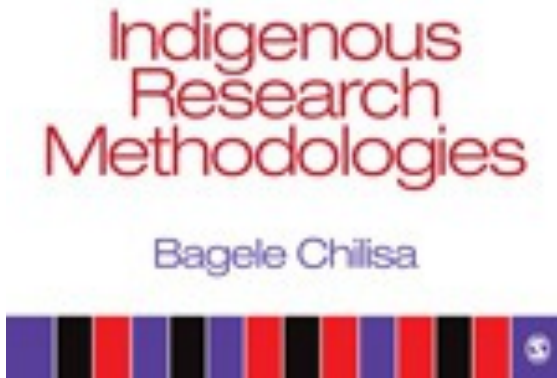
- *Impact of environment and emotion on learning*
- *Individualizes learning for all students*
- *Give students options for demonstrating their learning*
- *Best feedback is intrinsic, relevant, immediate, and continuous*
- *Embed assessment in the learning itself to be more authentic and reduce time between learning and assessment*

[http://udloncampus.cast.org/page/udl\\_about](http://udloncampus.cast.org/page/udl_about)



# Indigenous Research Methods and Scholarship

11-14 MARCH 2018



*Indigenous Research Methods: A Reading List*  
<https://helenkara.com/2017/07/04/indigenous-research-methods-a-reading-list>

# Learn from Indigenous Paradigm

- *People are connected to...*
  - *Each other*
  - *The earth*
  - *The cosmos*
- *Knowledge is relational and shared*
- *Knowledge cannot be owned or discovered*
- *Equity, equality, and inclusion is a value*
- *Focus on assessment by whom, for whom*



*“To be genuinely inclusive of all students requires more than simply their greater involvement in assessment. It requires questioning a myriad of **taken for-granted assumptions** about the nature and purposes of assessment....*

*The challenges are huge. The idea of **fairness through assumed sameness** is pervasive within society and within our assessment practices. **Reforming assessment**...involves changes not simply in our assessment practices but in **how we understand our roles as assessors**... and how we understand our relationships with our students.”*

11 - 14 MARCH 2018

# Equity in Assessment is not an Afterthought

*“Addressing issues of equity may involve some uncomfortable, challenging and courageous conversations and discussions. Equity data-informed discussions have the power to foster progress.”*

Dr. Jillian Kinzie, Associate Director of the  
Indiana University Center for Postsecondary  
Research and the National Survey of Student  
Engagement (NSSE) Institute



Culture



Individual  
Awareness and Action



Organizational  
Commitment and  
Accountability



Impact



Socially Just  
Assessment

# Be Mindful of Our Own Assumptions

*"Failing to be aware of our own biases or subconscious ideas...may cause the assessment endeavor to implement outdated norms as a means of comparison, which can misclassify certain students as underachievers, confusing, or outliers; and can also lead to the mistake of failing to connect the data to the actual lived experiences and realities of the students the institution serves."*

*Goldrick-Rab & Cook, 2011*

Throughout the assessment process, reflect on and articulate your own...



**Positionality**



**Agency**



**Power**

# Ask ourselves: To what extent are we promoting unconsidered inquiry?

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- *Cultural, contextual and historical factors*
- *Forms of oppression*
- *Structures, conditional effects ignored*
- *Assumptions of homogeneity*
- *Multiple vs. Singular (theories, ways of knowing, evidence, intersectionality)*
- *Marginalized voices*



# Transformational Assessment

- *Explore and engage your worldview, biases, and cultural assumptions*
- *Investigate and discuss who decides, who benefits from assessment*
- *Confront emphases on procedures and methods*
- *Consider how value is attached to what is measured*
- *Discuss and critique how meaning is attached to data, results*
- *Recognize and address the extent to which assessment work prevents social justice and structural transformations*



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# A Continuum of Organizational Growth and Development



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# Where can you make an organizational impact?



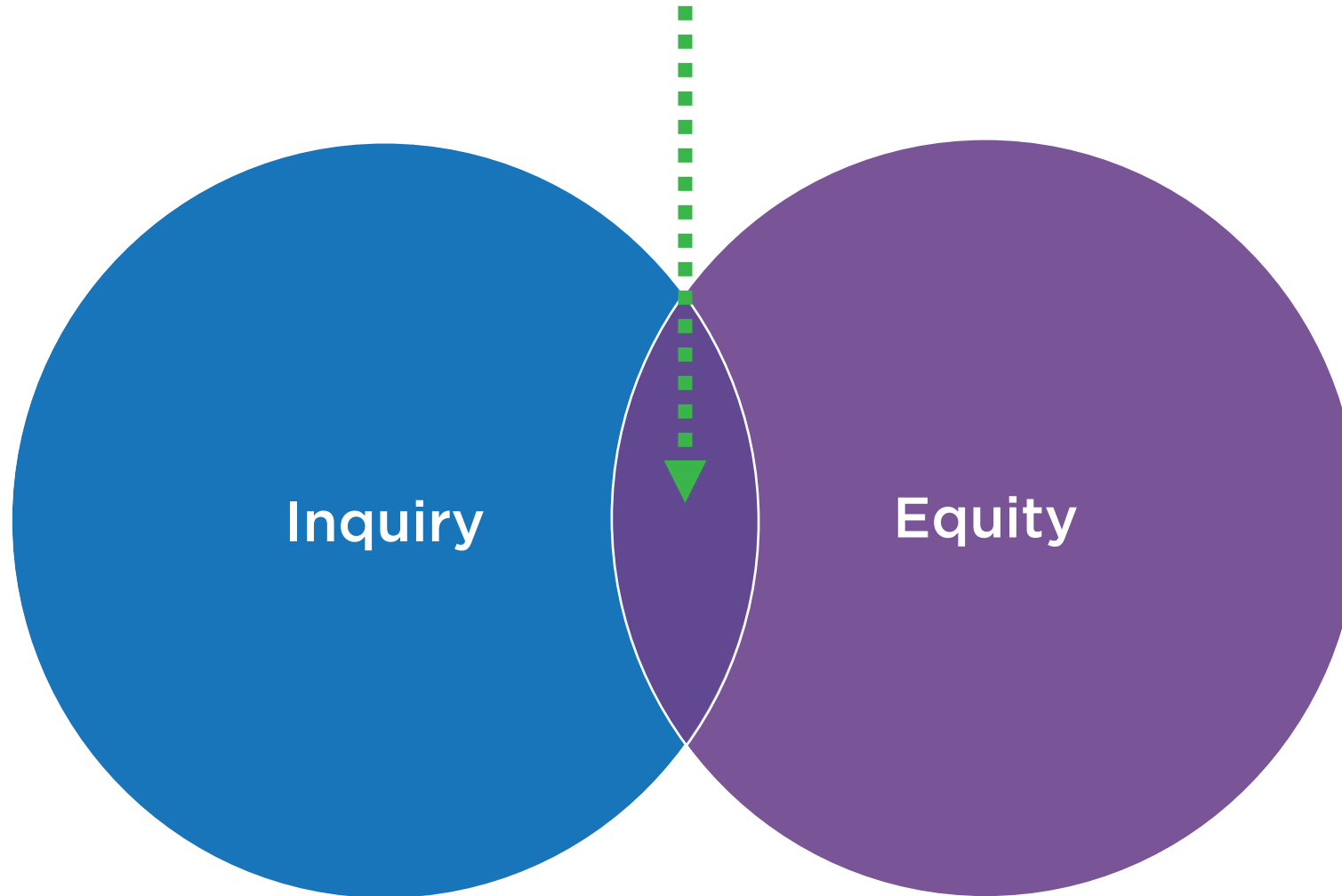


*Assessment in higher education is uniquely positioned to transform inquiry as a more inclusive practice in pursuit of equity because it draws “on a wealth of scholarly traditions in order to critique the status quo, integrate power, theorize agency, and work toward social justice.”*

*Pasque, Carducci, Kuntz, & Gildersleeve, 2012 p. 17*

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# The Conversation Continues to Evolve



Association for the Assessment  
of Learning in Higher Education



# INTERSECTION


*A journal at the intersection of assessment and learning*

Fall 2019

## Contents

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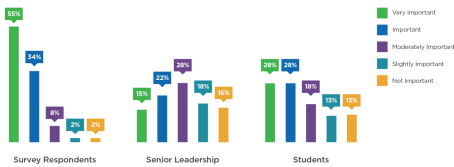
OverviewPodcast Series

Socially Just Assessment

In higher education, it's important for there to be a cross-campus focus on equity, diversity, inclusion, and intercultural competence in our approach to developing impactful programs and services. However, it's equally important to be intentional in ensuring cultural responsiveness and avoiding bias in assessment work—with a commitment to implementing socially just assessment practices. Campus Labs, in partnership with NILOA and other like-minded higher education organizations, has gathered resources focused on socially just assessment, including a series of webinars and podcasts on the topic.

Campus Labs recently partnered with other organizations to survey assessment professionals in both student and academic affairs to learn what current perspectives, knowledge and practices exist regarding the intersection of equity, inclusion and assessment. Approximately 120 assessment professionals responded, with a first look at initial results below.

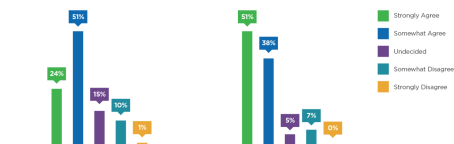
How important is the effective intersection of **equity, diversity, and inclusion** and assessment practices on your campus?



Group	Very Important	Important	Moderately Important	Slightly Important	Not Important
Survey Respondents	55%	34%	4%	2%	5%
Senior Leadership	15%	25%	25%	30%	5%
Students	25%	25%	15%	30%	5%

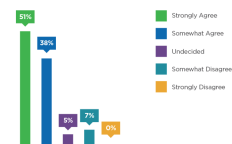
Note: Respondents were asked to rate how important they believed the effective intersection of equity, diversity and inclusion and assessment practice was to themselves, senior campus leadership and students.

I have the necessary background, training, and skills to conduct appropriate diversity, equity, and inclusion practices in my role.



Response	Strongly Agree	Somewhat Agree	Unsure	Somewhat Disagree	Strongly Disagree
Survey Respondents	24%	51%	15%	10%	5%

I have the necessary background, training, and skills to conduct appropriate assessment practices in my role.



Response	Strongly Agree	Somewhat Agree	Unsure	Somewhat Disagree	Strongly Disagree
Senior Leadership	51%	38%	5%	7%	0%

Note: broader results and implications from this survey are being presented at the ACPA and NASPA annual conferences, and will be made available online soon.

# Socially Just Assessment Podcast Series

EP 1

*Culturally Responsive Assessment*

EP 2

*Critical Theory as a Framework to Advance Equity Through Student Affairs Assessment*

EP 3

*Socially Just Assessment*

EP 4

*Diversity, Inclusion, Equity and Assessment: Graduate School Preparation for Future Student Affairs Practitioners*


EP 5


*The Connections between Decolonization, Social Justice and Assessment*

[campuslabs.com/socially-just-assessment](https://campuslabs.com/socially-just-assessment)

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Recorded Webinar

Beyond Bias: Culturally Responsive and Critical Assessment for Social Justice


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Recorded Webinar

Beyond Culturally Responsive Assessment: Socially Just Assessment

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Recorded Webinar

Deconstructed Assessment: Using Assessment to Foster Social Justice

[More Info](#)



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GENERAL

April 17, 2017

## Advancing Toward Social Justice via Student Affairs Inquiry

Brian Bourke



Just as our roles and responsibilities of student affairs educators have evolved, so must our conceptions of the roles and responsibilities of those engaged in student affairs inquiry.

[Abstract](#)





**The Journal of Student Affairs  
Inquiry**




11 - 14 MARCH 2018



## Critical Approaches to Student Affairs Assessment: Using Critical Theory to Infuse Equity in Assessment Practice

Ciji Heiser, The University of North Carolina at Chapel Hill, @CijiAnn  
Joe Levy, National Louis University, @JoeBooks  
Krista Prince, The University of North Carolina at Chapel Hill



#NASPA17    @NASPATWEETS

Vol. 2, Issue 1, 2017

## Examining Critical Theory as a Framework to Advance Equity Through Student Affairs Assessment

Ciji A. Heiser Krista Prince and Joseph D. Levy<sup>1</sup>

The Journal of Student Affairs Inquiry

Apr 14, 2017



Association for  
Institutional Research

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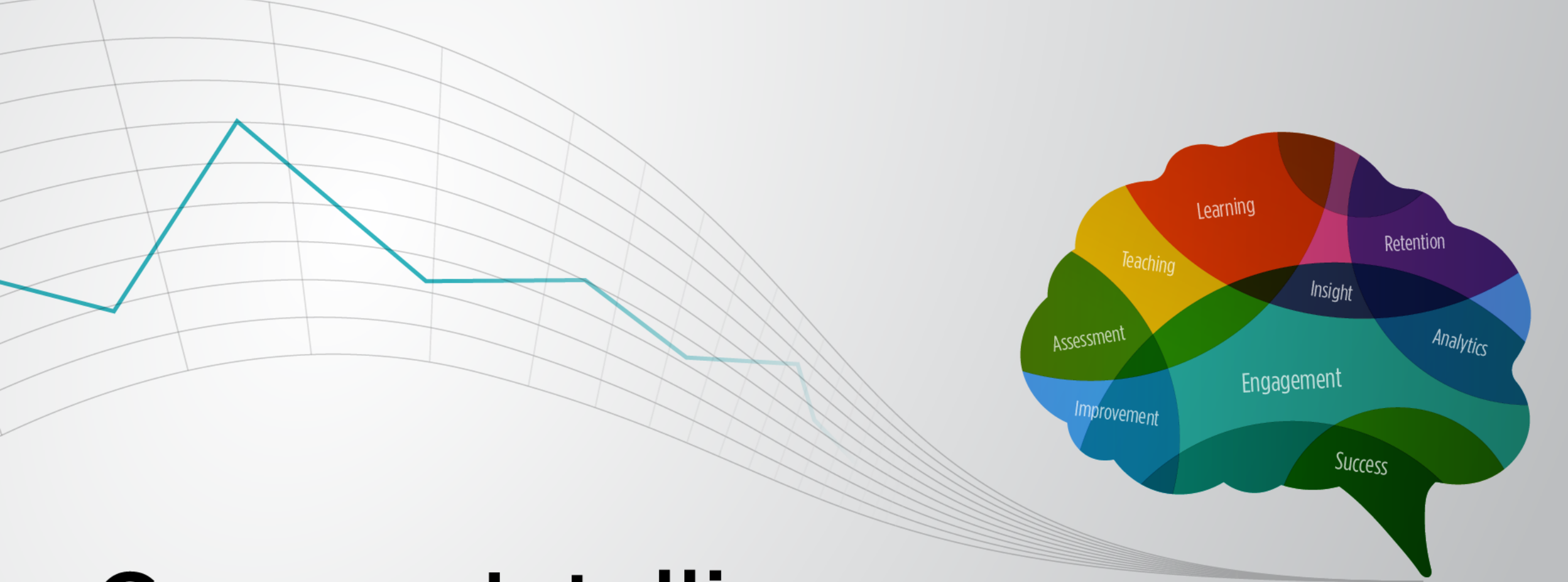


Volume 2018, Issue 177

Special Issue: Assessment and Social  
Justice: Pushing Through Paradox

Pages: 1-144

Spring 2018



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[www.campusintelligence.com](http://www.campusintelligence.com)

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An aerial, high-angle view of a modern office lounge or common area. The space is furnished with numerous modular, geometric seating units in shades of grey and green. Several people are scattered throughout the area, some sitting on the furniture, others standing and talking. The floor is a light-colored, polished material. The overall atmosphere is professional and collaborative.

# Thank You!