



## Equity-minded Assessment

University of Arizona's mission and values are advanced by conducting equity-minded assessments. Opportunities exist at every stage of the **assessment cycle** to enact inclusive assessment design and tailor assessments to achieve equitable outcomes. These may include the creation of clear goals and culturally-relevant **measurable learning outcomes** that account for the diverse backgrounds and interests of diverse populations, employing relevant methodologies, using **inclusive demographic questions** to disaggregate findings to better understand the ways in which campus community members uniquely experience and benefit from college, and the intentional communication and use of the findings to inform changes to policy and practice.

*At its core, equitable assessment calls for those who lead and participate in assessment activities to pay attention and be conscious of how assessment can either feed into cycles that perpetuate inequities or can serve to bring more equity into higher education.*

– Montenegro & Jankowski (2020)

## Continuum of Equity-minded Assessment

Henning and Lundquist (2018) conceptualize a continuum of equity-minded assessment that portrays increasing levels of one's actions to address systems of power and oppression. The beginning of the continuum points to the potential ways a lack of critical reflection may be causing unintentional harm to students within assessments. Moving through the continuum, assessment for social justice and decolonization includes prior dimensions of addressing bias, culturally responsive, socially just, and deconstructed assessment, but also centers the assessment itself to advance social justice and decolonization. Consider where your assessment is located within the continuum.



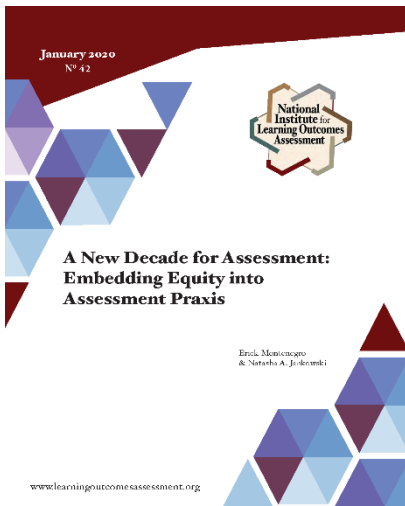
## Recommendations for Practice

The National Institute for Learning Outcomes Assessment (NILOA) recommends that practitioners:

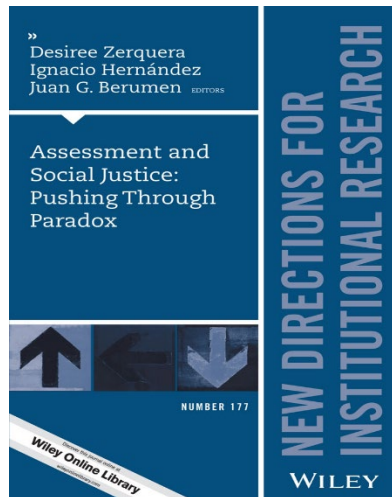
- Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
- Use multiple sources of evidence appropriate for the students and the assessment effort.
- Include student perspectives and take action based on insights.
- Increase transparency in assessment results and actions.
- Ensure collected data can be meaningfully disaggregated and interrogated.
- Make evidence-based changes that address issues of equity that are context-specific.

## Additional Resources

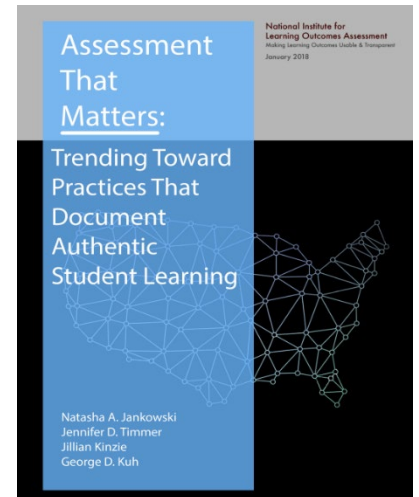
Consultation and questions regarding equity-minded assessment can be directed to the [Office of Research and Assessment](#). In addition, consider the below linked resources as you develop and implement your assessment plan.



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



[Assessment and Social Justice: Pushing through the Paradox](#)



[Assessment that Matters: Trending Toward Practices That Document Authentic Student Learning](#)

### Socially Just Assessment Podcast Series

- [Episode 1: Culturally Responsive Assessment](#)
- [Episode 2: Critical Theory as a Framework to Advance Equity Through Student Affairs Assessment](#)
- [Episode 3: Socially Just Assessment](#)
- [Episode 4: Diversity, Inclusion, Equity and Assessment: Graduate School Preparation for Future Student Affairs Practitioners](#)
- [Episode 5: The Connections between Decolonization, Social Justice and Assessment](#)

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Henning, G., & Lundquist, A. E. (2018). *Moving towards socially just assessment* (Equity Response). University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Montenegro, E., & Jankowski, N.A. (2020). *A new decade for assessment: Embedding equity into assessment praxis*. National Institute for Learning Outcomes Assessment.