

**Contributions of Leading Student Affairs Assessment
Associations and Organizations**

Renée Delgado-Riley, Ph.D.
University of Oregon
Director, Assessment & Research,
Division of Student Life
reneedr@uoregon.edu | [LinkedIn](#)

Joseph D. Levy, Ed.D.
Excelsior University
Associate Vice Provost of
Accreditation and Quality Improvement
[LinkedIn](#)

Tori I. Rehr, M.Ed.
Ohio State University
Senior Program Review and
Strategic Planning Analyst
[LinkedIn](#)

Paul Holliday-Millard, Ed.D.
University of North Carolina - Charlotte
Senior Research Associate,
Assessment and Qualitative Research
[LinkedIn](#)

Shaun Boren, Ed.D.
University of Florida
Director, Student Life
Assessment and Research
[LinkedIn](#)

Kimberly A. Kruchen-Spaulding, M.Ed.
University of Colorado Boulder
Associate Director of
Strategic Transformation
[LinkedIn](#)

Gavin W. Henning, Ph.D.
New England College
Director, Center for Innovation in
Teaching, Learning, and Scholarship
[LinkedIn](#)

Ellissa Brooks Nelson, Ph.D.
University of North Carolina - Charlotte
Divisional Director, Student Affairs
Research and Assessment
[LinkedIn](#)

Daniel A. Bureau, Ph.D.
Louisiana State University
Assistant Vice President for
Student Health and Wellbeing
[LinkedIn](#)

Shannon Milligan, Ph.D.
University of California - San Diego
Director of Student Affairs
Assessment, Evaluation, and Research
[LinkedIn](#)

Abstract: Professional organizations have historically and currently played a foundational role in advancing and supporting the field of student affairs assessment through setting standards, professional development, and creating spaces for communities of practice. This article examines the contributions of key student affairs organizations by (a) highlighting their unique efforts to provide professional support and resource dissemination, (b) addressing contemporary challenges collaboratively, (c) advancing the field through strategic partnerships and research, and (d) a call to action to continue to lead in the field and sustain impactful assessment and professional practices.

Keywords: professional organizations, student affairs assessment

As institutions work to understand and enhance student learning, development, and overall success, the need for assessment is more important than ever in the cocurricular

space (Banta & Palomba, 2015; Henning & Roberts, 2016; Levy & Jankowski, 2024). The individual and collective contributions of leading professional associations in the field of student affairs assessment support and advance the profession. Professional associations such as the ACPA Commission on Assessment & Evaluation (ACPA CAE), Association for the Assessment of Learning in Higher Education (AALHE), NASPA Assessment, Evaluation, and Research Knowledge Community (NASPA AER KC), and Student Affairs Assessment Leaders (SAAL), as well as the Council for the Advancement of Standards in Higher Education (CAS), a consortium of over 40 professional associations, play essential roles in promoting the importance of assessment within the co-curricular experience. These organizations offer resources, provide professional development opportunities, and create a sense of community that empower assessment professionals to implement effective assessment strategies.

Role of Professional Organizations and Associations¹

To understand the foundational role these professional associations provide, it is important to recognize their core functions in serving both the profession and its members. These organizations advance a field through functions including setting standards, generating and disseminating specialized knowledge, and advocating for practitioners. Associations support members primarily through professional development, networking opportunities, identity development, and job support. This section will explore these organizations' main purposes and how ACPA CAE, AALHE, NASPA AER KC, SAAL, and CAS fulfill these roles.

Supporting a Profession

Bloland (1997) and Farndale and Brewster (2005) argued that associations professionalize a field and their members through activities, providing legitimacy to their industry and the public by communicating practitioner expertise in a certain area. Pemberton (1994) added that associations differentiate a profession from related fields and establish a profession's unique position in a broader field. A defining characteristic of a profession is its body of knowledge (Otto, 2018; Lee, 2018), also referred to as a body of theory (Greenwood, 1957; Saks, 2012), representing specialized knowledge in a discipline. Professional associations support this literature base by offering research grants (Evans et al., 2016; Zoloth, 2023), publishing scholarship (Bloland, 1997; Merton, 1958; Pemberton, 1994) and sharing this knowledge through various media (Escoffery et al., 2015; Rego & Varanda, 2010; Thomas et al., 2012). Henczel and Macauley (2013) suggested that not only do associations develop this knowledge base but they also safeguard this specialized knowledge through controlled dissemination (e.g., refereed journals). While ACPA and NASPA have special interest groups for assessment, SAAL has focused solely on student affairs assessment. ACPA CAE and NASPA AER KC contribute to and propagate the specialized body of knowledge in student affairs assessment to general practitioners through conferences, workshops, webinars, and other resources, while SAAL hosts monthly Structured Conversations.

¹ ChatGPT was used to help identify and summarize some of the sources in this section (Open AI, 2024a, 2024c).

Setting standards is another way that professional associations professionalize a field. Janosik et al. (2006) contended that professional associations have an ethical obligation to ensure that practitioners are appropriately qualified. Creating and advancing standards of excellence (Biblarz et al., 1975; Henczel & Macauley, 2013; Merton, 1957) and ethical codes (Bloland, 1997; Rego & Varanda, 2010) are ways to accomplish this (Pemberton, 1994). Some organizations enforce these standards through certification and licensure, attained by professionals through training and education (Rego & Varanda, 2010). Through this process, associations can certify that practitioners hold the field's specialized knowledge (Henczel & Macauley, 2013) and credential those individuals (Benton et al., 2017) through competency-based assessment (Thomas et al., 2012). In a series of documents, ACPA and NASPA articulated student affairs assessment standards. In 2006, the NASPA AER KC utilized the findings from an assessment competencies and training needs survey to develop a 20-topic assessment curriculum framework to guide professional development (Henning & Bentrin, 2022). In 2006, ACPA's Commission for Assessment for Student Development (now Commission for Assessment and Evaluation) published the Assessment, Skills, and Knowledge (ASK) Standards outlining 13 standards for student affairs assessment (ACPA, 2006). In 2010, ACPA and NASPA jointly developed sets of professional competencies for student affairs practitioners in multiple functional areas; one competency area was assessment, evaluation, and research. A revised version of the competencies was published in 2015, and at the time of this writing, they are being reviewed and updated.

CAS may be the most well-known organization promulgating standards in student affairs. The CAS Standards include both General Standards and standards specific to student affairs assessment. The CAS General Standards includes a section centering assessment structured in a manner that mirrors the assessment cycle. In 1986, CAS published a set of standards specific to research and evaluation, which is now called Assessment Programs.

Associations advance a profession in a number of additional ways. They foster prestige (Henczel & Macauley, 2013) and enhance the status and image of practitioners in a field (Bloland, 1997; Pemberton, 1994; Rego & Varanda, 2010). Advocacy is another function of professional associations (Benton et al., 2017), including keeping members informed of important issues and trends, and in some cases, lobbying government officials (Rego & Varanda, 2010; Henczel & Macauley, 2013) and influencing policy (Biblarz et al., 1975). Additionally, associations advance their respective profession by facilitating innovation (Henczel & Macauley, 2013; Thomas et al., 2012) through conferences, meetings, and journals (Rego & Varanda, 2010).

Supporting Members

These organizations provide a structured environment where practitioners can develop specialized skills, knowledge, and competencies (Benton et al., 2017; Biblarz et al., 1975; DePrisco, 2023; Janosik et al., 2006; Merton, 1957) through education in various formats, including conferences, webinars, and seminars (Evans et al., 2016; Kim, 2018; Pemberton, 1994). Professional education is the primary purpose of ACPA and NASPA (Schrank & Young, 1987), which they provide through conferences, institutes, webinars, magazines, journals, and other resources and services. Additionally, these organizations provide space

(physical and virtual) for members to exchange ideas and experiences which enriches the collective expertise in the field.

Networking with others in the field to share ideas and connect is a key benefit of membership in a professional association (DePrisco, 2023; Henczel & Macauley, 2013; Zoloth, 2023). Interacting with professionals with common interests facilitates community and support (Chernow et al., 2003; Hayes & Gabhart, 1991; Rego & Varanda, 2010) and a sense of belonging (Benton et al., 2017). The ACPA CAE and NASPA AER KC are examples of assessment-related communities of practice within larger professional organizations.

Finally, professional associations construct a cultural identity for the field (Rego & Varanda, 2010) and a professional identity for practitioners (Benton et al., 2017; Chernow et al., 2003; Farndale & Brewster, 2005). These groups create shared norms that practitioners adopt, helping to create a collective understanding of what it means to be part of the profession (Benton et al., 2017; Chernow et al., 2003; Farndale & Brewster, 2005). As members engage with these organizations, they internalize the professional standards and cultural ethos promoted by the organization. This process serves both as a socialization mechanism and a reinforcement of the identity the organization seeks to cultivate. By repeatedly exposing their members to values, attitudes, and behaviors, professional organizations solidify not only a sense of individual identity, but also a larger cultural identity that reflects the collective professional community (Henczel & Macauley, 2013).

Professional associations serve a foundational role in advancing the field and supporting their members in numerous ways. By setting standards, generating and sharing knowledge and expertise, and advocating for the advancement of the field, these organizations professionalize the field. They offer professional development, networking, and identity formation, which encourage a sense of belonging and professionalism among their members. ACPA CAE, NASPA AER KC, CAS, and SAAL can continue to serve this role by providing resources, mentoring, and professional development opportunities. These organizations offer services and resources that specifically advance the field by promoting a culture of continuous improvement within student affairs, making sure assessment practices continue to evolve and contribute to student success.

Student Affairs Assessment Organizations

ACPA CAE and NASPA AER KC provide frameworks, mentoring, coaching, and guidelines that help practitioners develop and refine their assessment practices. Their publications and training opportunities help foster a culture of evidence-based decision-making within student affairs. Similarly, AALHE focuses on advancing assessment through research; publication; and innovation; creating community for its members; and advocating for academic and student affairs assessment synergy in service of student learning and success. By facilitating dialogue and knowledge sharing among professionals, AALHE contributes to the continuous improvement of assessment practices and overall effectiveness of higher education. CAS, with its longstanding history of establishing standards in higher education, collaborates closely with its over 40 member organizations to ensure alignment and consistency in functional area standards that influence

assessment practices across institutions. SAAL, known for its professional community created through its responsive and engaging listserv, offers an extensive repository of resources, including structured conversations (recurring webinars), blogs, and an open online course on student affairs assessment. A recent collaboration with CAS amplifies how partnerships allow SAAL to enhance the support available to assessment professionals, providing tailored professional development and access to expert consultations.

These associations play essential roles in supporting the structures and processes used to ensure effective student affairs assessment and support their members. This article provides an overview of how these organizations advocate for and support assessment professionals and explores the contributions of these student affairs assessment organizations, examining key initiatives, programs, resources, and the impact they have on the student affairs assessment community.

ACPA Commission on Assessment and Evaluation (CAE)

The ACPA Commission on Assessment and Evaluation (CAE) was founded in 1961 as the Commission for Research and Evaluation in Student Personnel Work, one of the first eleven functional areas recognized by ACPA (Mitchell & Dixon, 2022). CAE has since evolved to its current mission of promoting assessment skills and knowledge that facilitate and support student learning, development, and effective student affairs practice. As an entity group within ACPA, CAE provides a valuable resource for ACPA members and to student affairs practitioners broadly to strengthen their assessment practice through professional development offerings and educational materials.

CAE's hallmark program is the annual Student Affairs Assessment Institute, offering a guided training experience for staff in a structured curricular format. In 2023, the Institute celebrated its 20th anniversary and established new tracks reflecting the need for foundational skill development while recognizing the ongoing growth of assessment at the divisional level. Informed by the ACPA Strategic Imperative for Racial Justice and Decolonization, the Institute also strives to center an equity-focused lens in its curriculum and invited speakers.

CAE also provides other educational opportunities throughout the year, including webinars about exemplary assessment practices or building a career in student affairs assessment. Webinars in 2024 included accessing a career in student affairs assessment through non-traditional pathways, publishing in assessment, and strategies for understanding institutional assessment culture. In 2023, the commission launched its mentorship program for professionals interested in working in higher education assessment. The program aims to build a pathway for emerging professionals to build their assessment knowledge while extending their network. As an association, ACPA also provides important scholarly contributions to the field via the *Journal of College Student Development* and the *ACPA/NASPA Professional Competencies* (ACPA-College Student Educators International & NASPA-Student Affairs Administrators in Higher Education, 2015). CAE provides recommendations and representatives to these initiatives when requested.

Major Publications and Resources

CAE regularly undertakes projects to support advancement of higher education assessment, such as developing the *Assessment Skills and Knowledge (ASK) Standards* (ACPA, 2006) to articulate the areas of content knowledge, skill and dispositions that student affairs professionals need to assess the degree to which students are mastering learning and development outcomes. The *ASK Standards* can either be used to supplement other competencies (e.g., *ACPA/NASPA Professional Competencies*) or as a standalone resource to guide development of student affairs assessment professional competency. Most recently, the commission led the Higher Education Assessment Syllabi Project, which analyzed over 100 syllabi from higher education and student affairs assessment courses. This project benchmarked the state of graduate assessment education, as well as provided suggestions for future direction of coursework and student affairs assessment. CAE is currently working to disseminate findings and suggest next steps for faculty and affiliated professional organizations (Rehr et al., 2024).

Another goal of the commission is to maximize ACPA experiences for members interested in assessment. Through a rigorous program proposal review process, CAE endorses programs at the ACPA Annual Convention that incorporate exemplary contributions to the broader field, strongly integrate ACPA's *Strategic Imperative for Racial Justice and Decolonization* (2019), and explore the intersections of assessment with other student affairs functional areas. CAE provides communication about initiatives, projects, and opportunities to ACPA members and student affairs professionals through a monthly newsletter and social media (e.g., LinkedIn, Facebook). The commission also maintains a YouTube page with recordings of webinars that is accessible to the broader student affairs community.

Impact on the Student Affairs Assessment Community

Central to the commission's work is the advancement of assessment skills, knowledge, research, and practice not only to strengthen student learning and development but also to champion best practices in student affairs assessment. The commission achieves this in four distinct ways:

1. CAE provides educational opportunities for student affairs practitioners engaging in assessment through different contexts (e.g., program assessment vs. divisional strategic planning) and with different levels of expertise.
2. For those with an interest in student affairs assessment, CAE provides practitioners with pathways to build their skills and supports identification of leadership opportunities within the field.
3. As an entity group within ACPA, CAE is well-positioned to link student affairs assessment practitioners and faculty in higher education and student affairs programs, as well as to encourage student affairs practitioners broadly to incorporate assessment into their practice.
4. CAE ensures that ACPA is represented across the assessment space, such as nominating representatives to the CAS Advisory Committee and the Grand Challenges in Assessment Project.

Association for the Assessment of Learning in Higher Education (AALHE)

The Association for the Assessment of Learning in Higher Education (AALHE) was founded in 2009, and initially based at the University of Kentucky following closure of the American Association for Higher Education (AAHE) in 2005. Sensing a void in online resources and opportunities for meaningful assessment-focused interaction both in-person and online, the AALHE Founding Board of Directors sought to build on the AAHE foundation. AALHE is the national membership community of assessment professionals who promote, advocate for, inform, and lead ethical and equity-minded assessment practices in higher education. The Association serves as a central assessment resource that empowers its members to cultivate and improve student learning and institutional quality. Through publications and events such as webinars, AALHE also facilitates scholarship and professional development, generates knowledge and resources, and provides networking and idea-sharing opportunities.

AALHE's annual conference provides an opportunity for in-person networking, collaboration, and engagement in idea-sharing. In 2011 AALHE hosted its first conference in Lexington, KY, and has continued to host conferences across the country since then.

Major Publications and Resources

As mentioned previously, the AALHE annual conference is a key resource for building community and engaging in idea-sharing. The member-led Member Engagement Committee is integral in this community building, coordinating elements such as new attendee welcome events and a literal welcome wagon.

AALHE also offers a variety of online professional development opportunities throughout the year, organized by member-led committees. These opportunities have included initiatives such as a book club, now known as Sharing Professional Assessment Reading and Knowledge (SPARK), which focuses on discussion and engagement, and the Assessment Learning Exchange (ALE), where assessment practitioners at all levels can engage in discussions on topics such as equitable assessment reporting and fostering partnerships with faculty members. Webinars and other virtual professional development activities are also offered, sometimes available to non-members, with a focus on improving assessment practices in higher education and enhancing the skills of assessment professionals. Past topics have included the foundations of assessment, effective committee leadership, and the RARE model (Clucas Leaderman & Polychronopoulos, 2019).

AALHE also publishes three main resources. These include *Intersection: A Journal at the Intersection of Assessment and Learning*, a peer-reviewed research journal focused on student learning assessment in higher education for professional development and the advancement of knowledge through scholarship; *Emerging Dialogues*, which publishes articles addressing the challenges faced by higher education professionals; and *Conference Proceedings*, a compilation of articles based on presentations from AALHE conferences.

Lastly, AALHE offers a members-only newsletter and inventory of assessment-related resources. The ASSESS listserv (<https://www.aalhe.org/assess-listserv>) is housed at the University of Kentucky, shares roots with AALHE, and is included as a resource on the AALHE website.

Impact on the Student Affairs Assessment Community

There are numerous opportunities for leadership and service within AALHE, thanks to its eight standing committees and Board of Directors. The organization values leadership from many areas of assessment, as evidenced in 2023-2024 when AALHE was led by its first President from the student affairs assessment field.

AALHE emphasizes knowledge sharing across the institution, though most members have historically come from academic-focused areas. With changes in budgets and staffing, many assessment professionals are now involved in both curricular and co-curricular assessment. As a result, there is growing interest in learning about co-curricular assessment and collaborating with those who handle such responsibilities.

The organization also fosters community building by supporting collaboration and the exchange of ideas among student affairs professionals. This helps to enhance the quality and impact of assessment work and promotes collaboration between student affairs and academic-focused areas.

Finally, AALHE's resources and publications have also played a key role in shaping best practices in student affairs assessment, ensuring that these efforts align with institutional goals and effectively support student learning outcomes.

NASPA Assessment, Evaluation, and Research Knowledge Community (AER KC)

NASPA's Assessment, Evaluation, & Research Knowledge Community (AER KC) was created in 2005, and now has one of the largest memberships of NASPA's 36 knowledge communities. The AER KC encourages and supports student affairs professionals as they assess learning, evaluate programs, and conduct research. By providing quality education and networking opportunities, the AER KC promotes continuous improvement and best practices within student affairs.

The AER KC serves the field of student affairs assessment through its ability to collaborate across functional areas while focusing on and promoting assessment practices. The AER KC works closely with other knowledge communities and NASPA regions to advocate and prioritize the use of assessment in their work. The work of the AER KC helps practitioners investigate the impact they have at their institution. Members of the community are able to access a variety of resources and services that can help build their assessment knowledge and skills.

The AER KC plays a key role in NASPA's Assessment, Planning & Data Analytics (APDA) Conference, including service on the planning and session review committees, and consistently providing a variety of sessions. Informed by participation of AER KC members, the planning and session review committees discuss the competencies needed now and in the future to effectively conduct student affairs assessment and then curate an APDA

curriculum that meets the needs for foundational, intermediate, and advanced practitioners. The conference offers a variety of resources to professionals who are new to assessment through opportunities such as an Assessment 101 introductory workshop.

At the 2024 APDA Conference, Assessment 101 was a sold out full-day workshop, established as a recurring offering at both APDA and the Annual Conference. There were also 21 general sessions, including a variety presented by AER KC leaders, covering survey question design, assessment planning, accreditation, and politics in student affairs assessment. AER KC leaders also hosted an APDA networking session. The networking session offered an informal opportunity to build connections, discuss common challenges, and share insights.

A variety of other initiatives are currently being planned and developed. A grant program is being established to provide financial support to professionals and/or graduate students who are developing promising assessment practices in the classroom or co-curricular space. These practices are meant to be conducted in the near future to test innovative assessment methods that can be shared with the community.

Conversations are being planned with authors who have recently published journal articles that are relevant to the field of student affairs assessment. These conversations are designed to examine the choices researchers are making in the design of their assessment, to explore the results and their applicability to other institutions, and to strengthen the connection between practitioners and scholars.

Major Publications and Resources

The AER KC connects with members through its LinkedIn Group posts, as well as the occasional email to all members or region-specific membership. The AER KC hosts a variety of online learning opportunities, including sessions for NASPA's Virtual Conference, instructional webinars, and more conversational virtual meetings, such as a recent "water cooler" conversation with the Wellness and Health Promotion KC to discuss the effective assessment of health promotion in higher education. The knowledge community is also facilitating conversations with student affairs leaders such as the NASPA president and incoming board chair in an effort to understand the importance of assessment in leadership positions, and the role assessment professions play in supporting the vice president of student affairs and other campus leaders. The KC will also be hosting discussions with professionals serving in director of assessment roles exploring best practices for assessment of student affairs and running student affairs assessment departments.

The AER KC also contributes an article to the biannual *NASPA Knowledge Community Publication*. The publication is a collection of articles from each of the knowledge communities that highlights their perspectives and insights on the field. The latest AER KC article focused on working with data in the current political environment. This timely article provided resources and suggestions for overcoming common challenges facing the field of student affairs assessment.

Impact on the Student Affairs Assessment Community

The educational workshops and conference opportunities detailed above support pathways into AER, skill-building, and advancement of career pathways within and beyond AER-specific roles. Sessions presented at conferences also provide an opportunity to describe innovative approaches to assessment challenges, and to see the use of assessment findings in practice. Professionals who participate in these conferences share ideas that improve the student experience, learn about opportunities to make the most of available resources, and adapt to the changing higher education landscape.

Through nurturing partnerships with other assessment organizations, and with other knowledge communities, the AER KC has facilitated professional connections essential to AER practitioners. The AER KC has also developed regionally based communities that communicate and organize engagement opportunities within their region to adapt to the needs of the region and address specific challenges within the region.

The AER KC also develops practitioner-scholars. Some areas of focus have included support for emerging scholars through a coaching program, advocacy to develop strategic planning competency in the field, and research on current trends (such as the syllabi and listserv projects).

Student Affairs Assessment Leaders (SAAL)

As an organization, Student Affairs Assessment Leaders (SAAL) offers a variety of opportunities focused on helping assessment professionals develop skills and knowledge. Specifically, SAAL furthers its values in assessment work: curiosity, community, equity, and responsibility. SAAL promotes approaching assessment with a curious mind and being accountable to the shared responsibility to engage in the work, as well as act on the results. In providing resources which are accessible and promote equity, SAAL reinforces and benefits from a community of practitioners and practice around student affairs assessment.

Values and key initiatives are furthered by the programs SAAL offers, including its listserv, structured conversations, blogs, resource repository, and an open online course, *Applying and Leading Assessment in Student Affairs*, which is praised by participants for its practical application and successful completion rates for a MOOC. In addition to professional development programming, SAAL engages in collaborative partnerships with organizations like CAS. This collaboration provides members with professional development resources related to CAS products, access to consultations with CAS experts, and discounted subscriptions with the ultimate goal to enhance continuous improvement. These partnerships ensure SAAL members have access to a wealth of resources and expertise.

SAAL is also committed to understanding and addressing the needs of student affairs assessment professionals. The Research On and Advancing Knowledge of the Profession Committee conducts regular needs assessments to gather information about what its members need, as well as recommendations for SAAL. This proactive approach enables SAAL to customize its professional development effectively, guaranteeing that its programs and resources are aligned with the current demands of professionals. This process guides

SAAL's future research agenda, making the process continuously responsive to emerging needs.

SAAL Support and Resources

SAAL maintains a comprehensive repository of assessment resources, including foundational assessment frameworks and literature, assessment planning and strategies materials, training and development resources, equity-centered assessment examples, methodological support, organizational structures to build a culture of assessment, and useful websites, all to support student affairs assessment practitioners in their work. This repository serves as a tool for student affairs professionals seeking to enhance their assessment practices. SAAL creates a community of practice through various platforms such as an active and supportive listserv, monthly structured conversations, "In Case You Missed It" emails, and blogs. These mediums enable members to share best practices, ask questions, discuss challenges, and collaborate on solutions, thereby enhancing collective knowledge and fostering professional growth within the field.

Historically, SAAL has produced and disseminated a variety of publications, including research articles, case studies, and practical guides through the *Journal of Student Affairs Inquiry, Improvement, and Impact (JSAIII)*. These publications advance the field of student affairs assessment by providing actionable strategies for practitioners. SAAL's focus on research and publications has significantly contributed to the body of knowledge in student affairs assessment, offering valuable strategies and guidance for practitioners and advancing the field as a whole.

Impact on the Student Affairs Assessment Community

Through its professional development programs and resources, SAAL has significantly contributed to the upskilling of student affairs assessment professionals. SAAL support has enabled practitioners to conduct more impactful assessments on their campus by sharing knowledge. By providing targeted training and resources, SAAL assures its members are well equipped with the latest skills and knowledge necessary for high-quality assessment practices. The open course, along with the adoption of CAS standards, have helped institutions align their assessment efforts with best practices in the field and created reputable resources. Numerous SAAL members have indicated sharing assessment frameworks and strategies through the course and collaborative efforts have further advanced the quality of assessment work.

By fostering a community of practice, SAAL has created a strong network of professionals who support each other, share knowledge, and collaborate on assessment projects. This network significantly strengthens the overall capacity of the student affairs assessment community, enabling it to effectively respond to emerging challenges and opportunities. For instance, during the impacts of COVID-19 and recurring social injustices and unrest, SAAL played a role in creating a sense of community and sharing timely resources. SAAL has consistently engaged in national conversations and pressing political issues, stepping forward to share expertise, perspectives, and to create a space for meaningful dialogue. This proactive approach ensures that SAAL remains a supportive community, advocating,

and leading within the field as well as continually advancing the profession through collective action and shared wisdom.

SAAL nurtures a compassionate community by placing the human experience at the heart of its vision. Through active engagement and meaningful collaboration, SAAL members are empowered to leverage their collective expertise to address complex issues and drive continuous improvement in assessment practices. This human-centered approach ensures that the work of assessment is not just about metrics and outcomes, but also about the people involved, both the professionals dedicated to this work and the students whose experiences they strive to enhance. SAAL members consistently report a deep sense of trust and reliance on the community for support, which significantly enhances the organization's role in promoting the wellbeing of its members. This network becomes more than just a professional resource; it transforms into a community where members can find solidarity, encouragement, and understanding amidst the challenges they face. By centering the human aspect in these conversations, SAAL not only advances the field but also ensures that the voices, experiences, and wellbeing of its members remain at the forefront of its advocacy efforts.

This commitment to human-centered practice is what makes SAAL a unique and invaluable community within the student affairs landscape. By providing its members with the tools and knowledge at no cost, SAAL enables its members to succeed while supporting this professional community. Its collaborative efforts, professional development opportunities, and focus on community engagement and research have had a substantial positive impact on the field.

Council for the Advancement of Standards (CAS)²

The Council for the Advancement of Standards in Higher Education (CAS) was founded in 1979 with the purpose of promoting standards for good practice in the field of student affairs and services within higher education. Its inception was motivated by the growing need for a structured and informed approach to enhance and provide guidance in the form of proposed shared standards for good practice in the work of student affairs professionals and to ensure the quality and consistency of student support programs and services across institutions. CAS was not founded as an accrediting organization, and it remains committed to self-study for the purpose of improving programs though institutions may use results for their regional accreditation processes (Council for the Advancement of Standards, n.d.; Drechsler Sharp, 2017; Gordon, 2016).

The founding of CAS was spearheaded by representatives from seven professional associations within the student services domain, most notably launched in partnership between ACPA and NASPA, reflecting a broad consensus among stakeholders about the importance of establishing a common set of standards across all functional areas while bringing forth unique attributes of diverse programs and services ranging across different functional areas. In 1986, the first “bluebook” was published, presenting sets of 16 functional area standards. In 2024, there are 52 functional area standards, including areas

² ChatGPT was used to help write the history of CAS in this section (OpenAI, 2024b).

such as case management, e-sports, and sustainability - areas that were not in place when CAS first launched (Council for the Advancement of Standards, n.d.).

Initially, the organization's primary goal was to develop a unified set of standards that could be applied across various functional areas in higher education, such as academic advising, campus activities, and residence life. Over the years, the standards have evolved to encompass a wide range of services and functions within student affairs, recognizing the diverse needs of students and the changing landscape of higher education (Gordon, 2016). CAS standards are designed to provide a framework for institutions to assess and improve their programs, thus enhancing the overall student experience and contributing to student learning, development and success (Council for the Advancement of Standards, 2024).

The modern purpose of CAS extends beyond developing and promoting professional standards; the consortium plays a vital role in the professional development of student affairs practitioners by providing resources, tools, and guidelines for implementing the standards effectively (Drechsler Sharp, 2017). CAS works collaboratively with over 40 professional associations, each representing different areas of student services, to ensure that the standards are comprehensive, relevant, and adaptable to various institutional contexts. This collaboration not only strengthens the standards but also fosters a sense of community and shared responsibility among professionals in the field (Council for the Advancement of Standards, n.d.).

CAS operates through a Council of Representatives with up to two individuals representing each member association, allowing for an interdisciplinary approach to standards development and attending to the diverse program implementation and self-study needs of the diverse functional areas including student affairs assessment as a functional area. CAS uses a governing board and a network of committees that oversee the development, review, and revision of standards. This inclusive and collaborative structure allows CAS to remain responsive to emerging trends and challenges in higher education. The organization also provides regular training and professional development workshops, typically at member association conferences and through webinars and social media platforms to help institutions and practitioners implement the standards effectively (Council for the Advancement of Standards, n.d.).

A key aspect of CAS's work is the development of standards for professional practice, which are grounded in empirical research and commonly understood good practices. These standards serve as benchmarks for evaluating the effectiveness of student services and programs, providing a basis for self-assessment and continuous improvement (Council for the Advancement of Standards, 2024). As a result of using the Standards, functional areas within student services divisions across diverse institutional types are able to create and implement high quality programs and services, assess their implementation, and then determine ways to better align the operations of the functional area with the specific area standards (Wells, 2017). By adhering to these standards, institutions can ensure that their services meet the needs of their students and contribute to their overall development and success. The standards also serve as a tool for accountability, helping institutions demonstrate the value and impact of their student affairs programs to stakeholders,

including students, parents, and accrediting bodies (Council for the Advancement of Standards, 2024).

Current offerings for assessment professionals that support the implementation of CAS Standards include the 11th edition of the *CAS Professional Standards for Higher Education* (Council for the Advancement of Standards, 2024), self-assessment guides to inform the self-study and program review initiatives of divisions of student services, webinars, conference presentations, resource papers, blogs, and partnerships with member associations to provide timely responses to questions CAS users may have to effectively use the Standards (Council for the Advancement of Standards, n.d.).

Advancing Student Affairs Assessment Through Collaboration

These organizations are actively working towards advancing the field of student affairs assessment through intentional alignment. By engaging in collective research, these associations have identified emerging trends to improve support for student affairs professionals. Their collaborative scholarship has resulted in co-authored papers, conference presentations, and disseminating valuable findings. Networking opportunities through these initiatives have facilitated professional connections. These collaborative efforts help the organizations better understand and support colleagues engaged in student affairs assessment through their collective expertise. This section reviews seven key areas in which these student affairs associations and organizations are working intentionally and collaboratively with one another.

Syllabi Project

A collective, past project was the Syllabi Project, whose main goal was to understand how assessment is taught in Higher Education Student Affairs (HESA) graduate programs and identify trends across these courses. Representatives from ACPA CAE, NASPA AER KC, and SAAL collaborated to collect and analyze over 100 assessment syllabi from HESA graduate programs nationwide. Findings from this study can be found in *What's Next in Student Affairs Assessment? Insights from Current Graduate Education Practices* (ACPA et al., 2024). There was a strong emphasis on assessment design and data collection within graduate courses. However, the consistent application of ASK professional standards and NASPA/ACPA professional competencies was often unclear in these courses. The study also highlighted three areas: (a) institutional contexts, (b) the politics of assessment, and (c) equity-centered assessment methodologies, as well as a tendency for some programs to heavily emphasize either program evaluation or research over assessment. These findings have been helpful in shaping the future direction of student affairs assessment education and can be more deeply explored in *JSAIII* (Rehr et al., 2024).

Listserv Project

These many student affairs assessment associations and organizations are engaged in several collaborative projects to advance the field of student affairs assessment. One such initiative is the Listserv Project, which continues the research of Biddix, Collom, and Roberts (2010). The goal is to analyze SAAL listserv posts from 2020 to 2024 to identify popular topics and trends. The results will be shared via a SAAL blog post, presentations at

ACPA and NASPA conferences, and a submission to *JSAIII*. Additionally, a process will be developed to replicate this analysis several times per year to provide regular updates on trends. Results will guide professional development topics in which members may be most interested and used by these associations and organizations to drive timely support for its members.

Career Development Pathways

Another collaborative initiative, the Career Development Pathways project, focuses on creating synergy across these student affairs associations and organizations by outlining and visually mapping career pathways for professionals in student affairs assessment. This collaboration's goals are to (a) provide clarity and guidance to help professionals navigate the diverse associations and organizations and (b) identify the most suitable opportunities for involvement. By addressing the overlaps and intersections between different organizations, the goal is to eliminate confusion and uncertainty among members about how to engage effectively. The tangible outcome will be an interactive visual map or dashboard to help student affairs assessment professionals find their niche but be intentional about community building. This visual tool can help members of the various organizations maximize their contributions and professional growth within the field of student affairs assessment.

Leveraging Resources

Since 2024, CAS has been investing in SAAL by supporting its administration through funding the Operations Coordinator position, which has significantly enhanced organizational efficiency. This can serve as a framework for how student affairs assessment associations and organizations can strategically support one another as well as leverage resources to promote their sustainability. Supporting each other's administrative functions, such as staffing, technology, or conference planning, can improve the sustainability of student affairs assessment organizations. By pooling resources, organizations can invest in common goals like research, professional development, or certification programs, ensuring long-term impact without overburdening individual entities. Leveraging resources can also contribute to the creation of a community of practice among student affairs assessment professionals. SAAL and CAS, through their partnership, is just one of many examples that can serve as leaders in this effort by facilitating regular exchanges of ideas, case studies, and research on assessment trends across higher education, thus fostering continuous improvement within the field.

Looking forward, there is significant potential for student affairs assessment organizations to set long-term goals for collective impact. By strategically collaborating on conferences, research initiatives, and the development of assessment standards, these organizations can collectively shape the future of student affairs assessment, ensuring the field continues to evolve in response to the changing needs of students and institutions.

Sharing Expertise

The 2024 AALHE Conference introduced the idea of a new co-curricular assessment track. Although this concept is still in the planning stages for the 2025 Conference, this has great potential to enhance the conference experience by providing additional opportunities for

learning and engagement outside the traditional curricular framework. By incorporating this new track, there would be deeper collaboration with and innovation in student affairs assessment within AALHE. ACPA's CAE, NASPA's AER KC, SAAL, and AALHE can work together to co-develop the new co-curricular assessment track for the 2025 AALHE Conference. These organizations could pool their collective knowledge and expertise to design sessions that emphasize best practices, emerging trends, and innovative approaches to co-curricular assessment. By doing so, they would enhance both the scope and depth of content offered to attendees, ensuring that professionals working in both curricular and co-curricular areas gain valuable insights.

Conference Presentations

At the 2024 Assessment Institute in Indianapolis, one of the oldest assessment conferences, a joint panel keynote panel, "*The Student Success Landscape: A Conversation and Call to Action Exploring Landscape Trends and Support for Data-Informed Student Success*" featured ACPA CAE, NASPA AER KC, and SAAL representatives. This session addressed the increasing scrutiny on the value of higher education and the challenge institutions face in telling data informed stories of student outcomes and success. Panelists discussed landscape trends and barriers related to student success. Each organization shared how they are helping student affairs professionals use assessment to shape data stories around student success.

Supportive Spaces

In response to the ongoing challenges faced by colleagues in states where Diversity, Equity, and Inclusion (DEI) efforts are under attack, SAAL has reaffirmed its commitment to support and stand in solidarity with those affected. Last fall, SAAL created a safe virtual space for student affairs assessment professionals in DEI oppressive states to express their concerns and share their experiences. These discussions have provided valuable connections with the unique difficulties faced by our colleagues, allowing their voices to be heard and acknowledged. The courage and honesty of participants have been admirable, and SAAL continues to try to support these colleagues in collaboration with the other student affairs assessment organizations. With the help of CAS and the National Association of Colleges and Employers (NACE), SAAL has facilitated meaningful conversations and provided much needed support. The collective priority is student affairs assessment professionals' wellbeing and professional development, and providing the necessary resources and support to help them thrive in this politically tough environment. SAAL has taken this model to the other student affairs associations and organizations to garner their support and assistance. SAAL remains committed to its mission to uphold equity and support within the student affairs assessment community. Future conversations will be hosted with other colleagues in the field.

Research Internship

Research internships are also being explored as an additional collaborative initiative. The goals of the internship would be to provide experiential learning opportunities for student affairs assessment professionals to evaluate and assess the impact of communities of practice in student affairs assessment. Interns would gain hands on experience in data

analysis and assessment methodologies, focusing on three key activities: (a) data analysis, where interns would explore and analyze data collected by ACPA CAE, AALHE, CAS, NASPA AER KC, and SAAL to identify trends relevant to student affairs professionals; (b) impact assessment, where interns would evaluate the effectiveness of these communities in advancing professional development and performance; and (c) trend analysis, where interns would examine data from various organizations to explore patterns that can inform future practices, policies, and strategies in student affairs organizations.

Cross-Organization Workshops, Webinars, and Blogs

Launching a collaborative webinar and blog series on key topics in student affairs assessment is another idea in its SAAL infancy. This series would leverage the expertise of various associations to provide thoughts and discussions, enhancing professional development and community engagement. This holds significant potential for advancing the field and providing valuable learning experiences for student affairs assessment professionals. By organizing joint workshops and panels, these organizations can offer diverse perspectives on assessment methodologies, tools, and standards. For instance, CAS could lead discussions on the integration of their established standards with co-curricular assessment practices, while others could share research insights on how assessment impacts student outcomes. Bringing these different voices together would encourage interdisciplinary learning and foster a culture of shared expertise among conference participants.

Supporting The Future of Student Affairs Assessment

Higher education is constantly undergoing transformation, driven by factors such as technological advancements, shifting demographics, and changing societal expectations (Popal & Negussie, 2024). These changes bring about several challenges for student affairs assessment professionals in the future. Outlined below are the contemporary challenges and anticipated trends which are critical to address in order to be well positioned for the future.

Contemporary Challenges in Student Affairs Assessment

Navigating higher education in a rapidly changing world requires institutions to continuously adapt to new educational paradigms and technologies, necessitating updated assessment practices and frameworks, a situation which does not differ drastically from prior years (Banta & Palomba, 2015). There is still an increasing demand for accountability and transparency, forcing higher education institutions to demonstrate their effectiveness and impact through clear and robust assessment practices (EDUCAUSE, 2024; Henning & Roberts, 2016). This trend emphasizes the need to continue to develop updated assessment frameworks that can respond to these evolving demands.

The scope of student affairs assessment has also grown to encompass more advanced methodological tools and diverse applications to institutional goals (Henning & Roberts, 2016). While methods such as surveys and focus groups have long been standard tools of student affairs assessment, practitioners are increasingly incorporating big data, advanced statistical analysis, and longitudinal designs (Ro et al., 2017). While these tools may

generate information that was previously unattainable, they require additional expertise, such as management of large datasets (Picciano, 2012). Simultaneously, accreditors have increasingly incorporated co-curricular learning into standards, often requiring student affairs professionals to use new technology, partner with academic affairs, and engage in more systematic data collection (Levy et al., 2018). Both factors contribute to increasing complexity for student affairs professionals engaging with assessment, including in an “other duties as assigned” capacity (Levy & Jankowski, 2024), necessitating further training and development.

The ongoing political and policy shifts, particularly those affecting DEI initiatives, pose significant challenges for higher education. Recent legislative changes and court rulings have placed constraints on traditional DEI efforts, necessitating innovative and restorative approaches to maintain and advance these critical support services often affecting student affairs programs disproportionately (Reddick, 2024). What we know from previous research is that the lack of DEI efforts can undermine the stability and support for higher education institutions, affecting their ability to maintain effective assessment programs (Davis & Brown, 2019). These challenges require institutions to reframe their strategies to ensure DEI efforts remain aligned with institutional missions despite political and external pressures. Demographic changes will continue to impact diversity, which will require higher education institutions to adopt more inclusive educational strategies and shape campus environments to effectively address students’ needs while navigating the complexities of maintaining DEI programs under challenging political climates (Johnson & Williams, 2021; Wolbring & Nguyen, 2023). Thus, an authentic approach is required to foster inclusive environments in educational and professional settings, emphasizing the need for DEI policies to address historical and systemic inequities, improve support systems for marginalized groups, and move beyond tokenistic practices (Montoya, 2024).

Professional associations such as ACPA CAE, AALHE, CAS, NASPA AER KC, and SAAL play a critical role in helping student affairs assessment professionals navigate contemporary challenges, including equity and mental health, by offering resources, professional development, and collaborative spaces (Davis & Brown, 2019; Jankowski & Bheda, 2022). These organizations promote data-driven decision-making and support the integration of wellbeing and equity into assessment frameworks (Harvard Graduate School of Education, 2024). Through initiatives like SAAL’s webinars and open course, ACPA CAE’s Student Affairs Assessment Institute, NASPA AER KC’s Assessment, Planning, and Data Analytics Conference, and AALHE’s Annual Conference, they provide essential skill building and networking opportunities for both new and experienced professionals in the field.

Anticipated Trends in Student Affairs Assessment

The landscape of student affairs assessment will increasingly continue to be shaped by advancements in data analytics and technology. Institutions are prioritizing the development of data governance frameworks and the integration of advanced analytics tools, including machine learning and AI-powered analysis, to gain more holistic knowledge into student experiences and outcomes. This trend is driven by the need for more precise measurements of student development and institutional effectiveness, which can support informed decision-making and strategic planning across campuses

(EDUCAUSE, 2024). Data governance frameworks in this context are critical as they ensure the quality, privacy, integrity, security, and ethical use of reliable data while promoting consistency and well-supported conclusions across institutions.

The future of student affairs will increasingly rely on the development of enhanced data sharing and the seamless sharing of data across campuses (e.g., data lakes, etc.). Data lakes, which store vast amounts of raw data in its native format, enable institutions to integrate and analyze diverse data sources more effectively. This capability will enhance the ability to gain more holistic information into student experiences and outcomes, ultimately driving more informed decision-making and strategic planning across campuses (Parnell et al., 2018). As new methodologies and technologies emerge, student affairs assessment practices will continue to evolve. The success of student affairs assessment heavily relies on the continuous growth and development of assessment professionals and student affairs in general. These advancements are expected to lead to more sophisticated and effective assessment techniques, allowing institutions to better assess student learning and development outcomes in a dynamic educational environment (NASPA, 2022). Establishing clear data governance will ensure that institutions remain aligned with these technological advancements while maintaining ethical standards.

The need for professional preparation and development is highlighted by the evolving demands of the field, requiring student affairs professionals to acquire both specialist and generalist knowledge to navigate their expanding roles. This includes enhancing their skills in leveraging technology and data analytics, as well as addressing issues related to equity and inclusion within their work (NASPA, 2022). In this context, ongoing professional development and career advancement opportunities will become increasingly important for assessment professionals (Henning & Roberts, 2016; Levy & Jankowski, 2024).

There will also be a growing emphasis on the wellbeing of student affairs professionals, recognizing their role in supporting student success (Jankowski & Bheda, 2022). This shift reflects a broader cultural change within higher education, where mental health is now viewed as equally important as physical health, and is essential for a supportive and productive work environment (EDUCAUSE, 2024; NASPA, 2022).

Equity in student affairs assessment is also a growing priority, with institutions using data-driven strategies to reduce disparities and support student success (EDUCAUSE, 2024). As DEI initiatives face challenges in certain states, institutions must continue to uphold inclusive practices while navigating restrictive policies (Reddick, 2024), ensuring equity remains central to their mission. By embracing these strategies and adapting to the evolving landscape, institutions can ensure that wellbeing and equity remain central to their mission, supporting a more just educational environment for all.

The Role of Student Affairs Assessment Organizations in the Future

To address the future opportunities in student affairs assessment, several strategic recommendations are proposed. These strategies will enable assessment professionals to navigate the complexities of their work and capitalize on emerging trends, all while

enhancing the support and leadership provided by leading student affairs assessment professional associations and organizations.

Strategic Student Affairs Assessment Organization Synergy

Enhancing collaboration among professional associations and organizations is a key strategy to foster more cohesive and impactful assessment practices. By working together, these organizations can share resources and best practices, creating a unified approach to student affairs assessment. This collaborative effort can lead to the development of more effective assessment frameworks, networking and support, ultimately benefiting students and institutions alike (Levy & Jankowski, 2024). Establishing the Consortium of Organizations for Student Affairs Assessment (COSAA) composed of ACPA CAE, AALHE, CAS, NASPA AER KC, and SAAL can further improve accountability and strategic alignment within the field. This consortium will support working intentionally and strategically to advance the practice of student affairs assessment. The mission of the consortium is to align the efforts of student affairs assessment associations and organizations to advance the practice of assessment and enhance support, learning, development, and community. Through the alignment of efforts, the Consortium aims to develop a unified strategy for student affairs assessment, ensuring that our combined initiatives effectively address the evolving needs of both student affairs assessment professionals and the institutions they serve. By holding each other accountable and aligning their missions, these organizations can collectively drive progress and innovation.

Advancing Professional Expertise

Developing professional development programs is essential for assessment professionals to remain current with effective assessment practices and emerging trends. It can also support student affairs assessment professionals in navigating challenges and finding solutions. Offering extensive training opportunities can help these professionals stay ahead of changes. Developing resources that are inclusive can support a diverse range of assessment professionals and institutions and support an environment of continuous learning and improvement (NASPA, 2024).

ACPA CAE can provide professional development opportunities, resources, and a platform for sharing resources. It can help professionals stay current with emerging trends with their focus on equity and can guide practitioners in how to integrate equitable assessment practices to impact the support of students. ACPA CAE's emphasis on career development can also help assessment professionals advance in their careers and enhance their assessment and leadership skills.

AALHE can provide valuable resources and networking opportunities for professionals to collaborate and share assessment strategies at their annual conference. By emphasizing the importance of data driven decision making, AALHE can help colleagues and institutions leverage data on student development and institutional effectiveness.

CAS sets important benchmarks for quality in higher education through their professional standards. By establishing and promoting standards for assessment practices, CAS can help institutions maintain high levels of effectiveness and accountability. By adhering to

these standards, institutions can create assessment frameworks that foster continuous improvement and student success.

The NASPA AER KC can support forums for professionals to discuss and explore assessment frameworks, tools, and community connection. Its focus on enhancing the wellbeing of student affairs professionals aligns with the growing recognition of the importance of supporting those who support students. The NASPA AER KC can help practitioners stay connected and work within the community to address changes that arise. As part of NASPA, the AER KC is also positioned to advance assessment competencies of student affairs professionals across functional areas and levels, such as improving strategic planning skills for those in leadership roles.

Finally, SAAL can support the future of student affairs assessment by supporting a community of practice that values collaboration and continuous learning. SAAL's community model emphasizes the collective effort needed to achieve success in assessment practices. By facilitating connections among professionals, SAAL can help build support networks that help build capacity for institutions to implement effective assessment strategies. SAAL's commitment to its open course and focus on creating a repository of assessment practices can provide valuable resources for institutions and individuals looking to improve their assessment practices.

Call to Action

Student affairs assessment is positioned for significant advancement through strategic collaborations, innovative assessment methodologies, and a commitment to equity and inclusion. The collective efforts of organizations such as ACPA CAE, AALHE, CAS, NASPA AER KC, and SAAL are key in driving these advancements as well as navigating the future of higher education. By enhancing professional development, leveraging collective expertise, advocating for necessary resources, and creating strong connections with higher education institutions, these organizations are leading with effective and impactful assessment practices.

Student affairs assessment professionals help shape the educational experiences and outcomes of students. The work they do is not only about measuring success but also about driving continuous improvement and fostering an inclusive and supportive environment for all students. We urge the higher education community to embrace this collaborative spirit and actively participate in the ongoing efforts to advance student affairs assessment. Whether you are an assessment professional, an educator, a senior administrator, a policymaker, or a supporter of higher education, your involvement and support are critical to our future.

Together, we can create a community that empowers student affairs professionals, enhances institutional effectiveness, and ultimately, leads to better outcomes for students. Let us commit to continuous learning, sharing of resources, expertise, talent, and advocating for the support needed to sustain and grow the field of student affairs assessment. Organizations such as ACPA CAE, AALHE, CAS, NASPA AER KC, and SAAL will support the advancement of student affairs assessment practices. By providing

professional development opportunities, resources, and platforms for collaboration, these organizations can help practitioners stay current with trends. Through their collective efforts, these organizations can help shape the future of student affairs assessment, promoting a culture of continuous improvement and excellence in higher education.

References

- ACPA-College Student Educators International. (2006). *ASK standards: Assessment skills and knowledge content standards for student affairs practitioners and scholars*. <https://myacpa.org/wp-content/uploads/2023/10/ACPA-ASK-standards.pdf>
- ACPA- College Student Educators International. (2019). *A bold vision forward: A framework for the strategic imperative for racial justice and decolonization*. https://myacpa.org/wp-content/uploads/2021/09/SIRJD_GuidingDoc2.pdf
- ACPA-College Student Educators International, & NASPA-Student Affairs Administrators in Higher Education. (2010). *ACPA/NASPA professional competency areas for student affairs practitioners*.
- ACPA-College Student Educators International, & NASPA-Student Affairs Administrators in Higher Education. (2015). *ACPA/NASPA professional competency areas for student affairs practitioners*. https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Compencies_FINAL.pdf
- ACPA Commission for Assessment and Evaluation, NASPA Assessment Evaluation and Research Knowledge Community, & Student Affairs Assessment Leaders. (March 2024). *What's next in student affairs assessment? Insights from current graduate education practices*. https://myacpa.org/wp-content/uploads/2024/03/Next_for_SA_Assessment_2024_tagged.pdf
- Banta, T. W., & Palomba, C. A. (2015). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. Jossey-Bass.
- Benton, D. C., Thomas, K., Damgaard, G., Masek, S. M., & Brekken, S. A. (2017). Exploring the differences between regulatory bodies, professional associations, and trade unions: An integrated review. *Journal of Nursing Regulation*, 8(3), 1–8. [https://doi.org/10.1016/S2155-8256\(17\)30154-0](https://doi.org/10.1016/S2155-8256(17)30154-0)
- Biblarz, D., Capron, M., Kennedy, L. M., Ross, J., & Weinerth, D. (1975). Professional associations and unions: Future impact of today's decisions. *College & Research Libraries*, 36(2), 121–131. https://doi.org/10.5860/crl_36_02_121
- Biddix, J. P., Collom, E., & Roberts, J. (2010). Scholarship, professional development, and community of practice in student affairs assessment. *College Student Affairs Journal*, 38(2), 157–171. <https://doi.org/10.1353/csaj.2020.0011>.
- Bloland, H. G. (1997). The role of associations in the professionalizing process. *New Directions for Philanthropic Fundraising*, 1997(15), 97–110. <http://dx.doi.org/10.1002/pf.41219971509>
- Chernow, E. K., Cooper, D. L., & Winston, Jr., R. B. (2003). Professional association involvement of student affairs professionals. *NASPA Journal*, 40(2), 43–58. <http://dx.doi.org/10.2202/0027-6014.1220>
- Clucas Leaderman, E., & Polychronopoulos, G. B. (2019). Humanizing the assessment process: How the RARE Model informs best practice in educational assessment. *Research & Practice in Assessment*, 14(1), 30-40. <https://www.rpajournal.com/dev/wp-content/uploads/2019/07/A2.pdf>

- Council for the Advancement of Standards (2024). *CAS professional standards for higher education* (11th ed.). Author.
- Council for the Advancement of Standards. (n.d.). *History*. <https://www.cas.edu/history.html>
- Drechsler Sharp, M. B. (2017). Overview of the CAS professional standards. In N. Y. Gulley, S. R. Dean, & L. A. Dean (Eds.), *Using the CAS professional standards: Diverse examples of practice* (pp. 1–17). National Association of Student Personnel Administrators.
- EDUCAUSE. (2024). *2024 Higher education trend watch*. EDUCAUSE. <https://www.educause.edu>
- Escoffery, C., Kenzig, M., & Hyden, C. (2015). Getting the most out of professional associations. *Health Promotion Practice, 16*(3), 309–312. <https://doi.org/10.1177/1524839914566654>
- Evans, N. J., & Ranero-Ramirez, J. J. (2016). The role of professional associations. In G. S. McClellan & J. Stringer (Eds.), *The handbook of student affairs administration* (4th ed., pp. 245–263). John Wiley & Sons.
- Farndale, E., & Brewster, C. (2005). In search of legitimacy: Personnel management associations worldwide. *Human Resources Management Journal, 15*(3), 33–48. <https://doi.org/10.1111/j.1748-8583.2005.tb00152.x>
- Gordon, S. A. (2016). Applying professional standards. In G. S. McClellan & J. Stringer (Eds.), *The handbook of student affairs administration* (pp. 225–243). Stylus Publishing.
- Greenwood, E. (1957). Attributes of a profession. *Social Work, 2*(3), 45–55. <https://www.jstor.org/stable/23707630>
- Harvard Graduate School of Education. (2024). *The future of DEI in higher education*. Harvard Graduate School of Education. <https://www.gse.harvard.edu>
- Hayes, S., & Gabhart, D. R. L. (1991, April 1). Professional business associations: They may affect your professional life. *The Bottom Line, 4*(4), 31–33. <https://doi.org/10.1108/eb025308>
- Henczel, S., & Macauley, P. (2013, October 20-23). Professionalism: Exploring the role and responsibility of our professional associations [Conference presentation]. LIANZA Conference, Hamilton, New Zealand.
- Henning, G. W., & Bentrim, E. (2022). The emergence and maturation of student affairs assessment. *New Directions for Student Services 2022*(178-179), 15–28. <https://doi.org/10.1002/ss.20425>
- Henning, G. W., & Roberts, D. (2016). *Student affairs assessment: Theory to practice*. Stylus Publishing.
- Jankowski, N. A., & Bheda, D. (2022, March 22). *Pandemic insights to shape a better future: Assessment for teaching, learning, equity, and student success*. ExamSoft.
- Janosik, S. M., Carpenter, S., & Creamer, D. G. (2006). Beyond professional preparation programs: The role of professional associations in ensuring a high quality workforce. *College Student Affairs Journal, 25*(2), 228–237.
- Kim, J. (2018, June 18). What do higher ed professional associations do? And who is studying them? *Inside Higher Ed*. <https://www.insidehighered.com/blogs/technology-and-learning/what-do-higher-ed-professional-associations-do>
- Lee, C. (2018). The literature of a profession. *The American Archivist, 81*(1), 3–8. <https://doi.org/10.17723/0360-9081-81.1.3>

- Levy, J. D., Hess, R. M., & Thomas, A. S. (2018). Student affairs assessment & accreditation: History, expectations, and implications. *The Journal of Student Affairs Inquiry*, 4(1). <https://doi.org/10.18060/27888>
- Levy, J. D., & Jankowski, N. A. (2024). Adapting assessment to an evolving and changing higher education landscape. In G. W. Henning, E. M. Bentrin, & K. Yousey-Elsener (Eds.), *Coordinating divisional and departmental student affairs assessment* (2nd ed., pp. 214–230). Routledge.
- Merton, R. K. (1958). The functions of the professional association. *The American Journal of Nursing*, 58(1), 50–54. <https://doi.org/10.2307/3461366>
- Mitchell, A. A., & Dixon, K. M. (2022). Editors' notes. *New Directions for Student Services*, 2022(178–179), 7–14. <https://doi.org/10.1002/ss.20424>
- Montoya, L. S. (2024). Equity, diversity and inclusion: What's in a name? *Seattle Journal for Social Justice*, 22(3). <https://digitalcommons.law.seattleu.edu/sjsj/vol22/iss3/9>
- NASPA. (2022). *The compass report: Charting the future of student affairs*. <https://www.naspa.org>
- NASPA. (2024). *Assessment, evaluation, and research*. <https://www.naspa.org>
- Open AI. (2024a, April 17). Draft a summary of literature regarding roles and functions of professional associations. ChatGPT Plus (GPT-4) [Large language model]. Generated output: <https://chatgpt.com/share/675aea9e-61e0-800d-a8db-af8f491ce4f8>
- Open AI. (2024b, August). Prompts related to writing the history and purpose of the Council for the Advancement of Standards. ChatGPT-40 mini. Generated output: <https://chatgpt.com/share/dc0be3b0-c6c1-4442-96d1-83226c020486>
- Open AI. (2024c, March). Prompts related to summarizing the key points of documents. ChatGPT (GPT-3.5) [Large language model]. Generated output: <https://chatgpt.com/share/675aead9-377c-800d-b61d-435de6dd0c07>
- Otto, C. N. (2018). Professions, professionalism, and professional identity. *Clinical Laboratory Science*, 31(3), 142–147. <https://clsjournal.ascls.org/content/ascls/31/3/142.full.pdf>
- Parnell, A., Jones, D., Wesaw, A., & Brooks, D. C. (2018). *Institutions' use of data and analytics for student success: Results from a national landscape analysis*. NASPA–Student Affairs Administrators in Higher Education, the Association for Institutional Research, and EDUCAUSE. <https://www.naspa.org/report/institutions-use-of-data-and-analytics-for-student-success-results-from-a-landscape-analysis>
- Pemberton, J. M. (1994). The professional association: Some basics. *ARMA Records Management Quarterly*, 28(1), 50–52.
- Picciano, A. G. (2012). The evolution of big data and learning analytics in American higher education. *Journal of Asynchronous Learning Networks*, 16(3), 9–20. <https://www.learntechlib.org/p/89292>
- Popal, A. S., & Negussie, Y. (2024). *The impact of technology on higher education in the 21st century: A systematic literature review*. https://www.academia.edu/115950621/THE_IMPACT_OF_TECHNOLOGY_ON_HIGHER_EDUCATION_IN_THE_21_st_CENTURY_A_SYSTEMATIC_LITERATURE_REVIEW
- Reddick, R. (2024). The future of DEI in higher education. *Harvard Graduate School of Education*. <https://www.gse.harvard.edu>
- Rego, R., & Varanda, M. (2010). Professional associations. In H. Anheier & S. Toepler (Eds.), *International encyclopedia of civil society* (Vol. 3, pp. 1250–1256). Springer.

- Rehr, T. I., Holliday-Millard, P., Gill, T., Jankowski, N., Boren, S., Levy, J. D., S., & Lovette, S. (2024). Assessment in higher education and student affairs graduate education: Professionalization and its implications. *Journal of Student Affairs Inquiry, Improvement, and Impact*, 7(1), 82–100. <https://doi.org/10.18060/28006>
- Ro, H. K., Menard, T., Kniess, D., & Nickelsen, A. (2017). New(er) methods and tools in student affairs assessment. *New Directions for Institutional Research*, 2017(175), 49–63. <https://doi.org/10.1002/ir.20235>
- Saks, M. (2012). Defining a profession: The role of expertise. *Professions & Professionalism*, 2(1), 1–10. <https://doi.org/10.7577/pp.v2i1.151>
- Schrank, M., & Young, R. B. (1987). The role of professional associations. , *New Directions for Student Services*, 1987(37), 61–68. <https://doi.org/10.1002/ss.37119873708>
- Thomas, I., Hegarty, K., Whitman, S., & Macgregor, V. (2012). Professional associations: Their role in promoting sustainable development in Australia. *Journal of Education for Sustainable Development*, 6(1), 121–136. <http://dx.doi.org/10.1177/097340821100600119>
- Wells, J. (2017). Using the CAS standards with a whole division: A student affairs assessment officer's view. In N. Y. Gulley, S. R. Dean, & L. A. Dean (Eds.), *Using the CAS professional standards: Diverse examples of practice* (pp. 49–61). National Association of Student Personnel Administrators.
- Wolbring, G., & Nguyen, A. (2023). Equity/equality, diversity and inclusion, and other EDI phrases and EDI policy frameworks: A scoping review. *Trends in Higher Education*, 2(1), 168–237. <https://doi.org/10.3390/higheredu2010011>
- Zoloth, S. (2023, November 30). 5 reasons why it's important for educators to join professional associations. *National Society of High School Scholars*. <https://www.nshss.org/resources/blog/blog-posts/5-reasons-why-it-s-important-for-educators-to-join-professional-organizations/>
-

How to cite this article: Delgado-Riley, R., Levy, J. D., Rehr, T. I., Holliday-Millard, P., Boren, S., Kruchen-Spaulling, K. A., Henning, G. W., Brooks Nelson, E., Bureau, D. A., & Milligan, S. (2024). Contributions of leading student affairs assessment associations and organizations. *Journal of Student Affairs Inquiry, Improvement, and Impact*, 7(1), 57–81. <https://doi.org/10.18060/28704>