

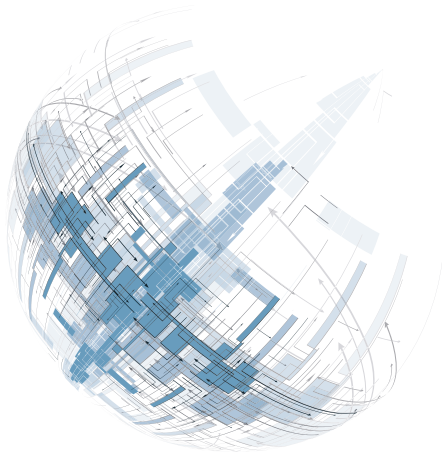
Assessment as a Question

"The way a question is asked limits and disposes the ways in which any answer to it-right or wrong-may be given." - Susanne Katherina Langer

“**A**t its heart, assessment is indeed just a series of targeted questions with which we endeavor to not only find answers, but also the next questions. This issue of RPA provides readers with a variety of both! We hope that this issue of Research & Practice in Assessment finds you well and looking forward to the next questions of your assessment work.

Volume 16, Issue 2 of RPA includes four articles that cover a variety of topics. First, Cook-Sather and Woodworth provide a compelling piece exploring the intersection of the impacts of COVID and on-going inequities in US higher education. Horst, et.al., then discuss the varying credibility of program effectiveness studies focusing specifically on student affairs journals. Stanny and Bryan provide another excellent example of the effectiveness of meta-assessment. Finally, Finney, Gilmore, and Alahmadi provide a guide to finding existing measures to assist in the outcomes assessment process.

We hope that the questions, answers, and subsequently new questions posed in this issue provide many discussion points for you and your colleagues.



Best Wishes,

Nicholas Curtis

Editor-in-Chief,
Research & Practice in Assessment