

Overcoming Challenges in Learning Assessment: Strategies for Equitable and Effective Educational Outcomes

Note from The Editor-in-Chief

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As the Editor-in-Chief for Intersection: A Journal at the Intersection of Assessment and Learning, I am pleased to announce the release of our most recent issue to the assessment community. Our unwavering commitment to fostering continuous improvement in teaching and learning is aligned with AALHE's Strategic Goals of leading and advocating for assessment. As stewards of knowledge and good practices dissemination, we, the Intersection Committee, remain dedicated to providing a platform for profound insights, innovative ideas, and rigorous research.

The contributors to this issue continue to explore meaningful approaches that enhance student learning, as well as strategies that embrace equity-minded assessment practices. In this issue, Jaafar et al. (2024) carefully reviewed traditional means of analyzing outcomes data at a Community College by utilizing an equity-driven index for two cohorts of students across major race and ethnic populations. Austin et al. (2024) identified common challenges faced by implementing assessment practices and highlighted the importance of continuous professional development for faculty. Aga (2024) also addressed the problems associated with assessment design, data interpretation as well as implementation challenges. Riley (2024) emphasized open conversations and reflection that foster mutual respect, humility, and commitment to liberation.

Over the past few years, Intersection has been actively contributing to the academic discourse on assessment in higher education. I am delighted to witness the increasing number of submissions to our journal. We will continue our endeavor to provide quality feedback and ensure prompt communication with authors. I extend my gratitude to the AALHE Intersection Committee for their invaluable contributions to our ongoing efforts to enhance writing and publishing experiences.

I appreciate the authors' commitment to excellence and their willingness to share their research with our community. Thank you for your support and for helping assessment professionals and educators shape the future of assessment in higher education.

I would also like to invite you to contribute to our journal and become part of this vibrant academic community. We offer a rigorous peer-review process and a supportive editorial team to ensure a seamless publishing experience. Make your mark in the assessment field, as we are confident that your practices and reflections will inspire the assessment community to strive for better practices.

We hope that educators and assessment professionals from different types of institutions and programs will enjoy this edition, and we invite you to join us on this intellectual journey and look forward to the conversations or insights that emerge from this edition.

Lastly, I express my gratitude to the reviewers and editors for their efforts and constructive comments, aimed at improving our manuscripts. Please stay engaged as we continue to publish relevant topics on assessment issues and practices in higher education, and consider submitting your work to us.