

Innovative Approaches in Balancing Accountability, Improvement, and AI Integration

Note from The Editor-in-Chief

By Sarah (Yi-Chin) Wu, Ph.D.



Welcome to the fourth issue of the 2024 *Intersection: A Journal at the Intersection of Assessment and Learning*! In this collection of articles you will find various approaches to assessment and learning improvement in higher education. Each article contributes unique insights into how educational practices can be enhanced to foster better learning outcomes and more meaningful engagement among students and instructors.

In this collection, Rogers-Cooper et al. (2024) delve into the complex interplay between accountability and improvement. They present the intriguing concept of the "resource paradox" and explore ways to reconceptualize the program review process to make institutional investments in action plans more transparent and practically feasible. Lambert & Good (2024) underscore the importance of intentional planning and resource allocation in achieving meaningful learning improvements, and share the Readiness for Learning Improvement Tool, designed to help practitioners and faculty evaluate a program's readiness for engaging in learning improvement projects. We must also acknowledge the complexities of engaging faculty in assessment activities, particularly given the widespread perception that such endeavors are primarily driven by accreditation requirements rather than genuine educational enhancement. Gallagher et al. (2024) shared how they use mini grants to engage instructors effectively in the assessment process. Tucker et al. (2024) provide a scoping review of various learning outcomes frameworks and highlight the need for frameworks focusing on learners' impact and social justice. The Evidence of Learning and Impact Framework proposed by the authors would address gaps found in their study and emphasize the importance of aligning assessment practices with broader educational goals. At the course level of assessment, Griffes et al. (2024) discussed the ungrading in the classroom that can provide deeper learning and increased student engagement. Finally, you will not want to miss the captivating articles on AI in assessment, specifically on assessment professional roles discussion in Miller (2024). An Assessment Framework for Generative AI, written by Page et al. (2024), and a topic about AI Literacy, written by Willkomm (2024).

About *Intersection*

Intersection: A Journal at the Intersection of Assessment and Learning is the official journal of the Association for the Assessment of Learning in Higher Education (AALHE). The goal of *Intersection* is to provide scholarship and professional development in assessment for learning. All articles are education-related and serve a broad higher-education community. The peer-reviewed journal follows a double-anonymous review process. Approximately 80 percent of submissions are accepted for publication. The Intersection Committee coordinates and publishes peer-reviewed articles focused on student learning assessment in higher education for professional development and the advancement of knowledge through scholarship. Committee members are expected to review or edit manuscripts.

I am truly grateful for the authors' eagerness to share their valuable research with our vibrant scholarly community. Their insightful contributions are key in enhancing our collective knowledge and refining assessment practices in higher education. Together, we continue to push the boundaries of learning and innovation!

I sincerely appreciate the tremendous dedication of our Intersection Committee Members, who tirelessly review and refine the articles submitted to our journal. Their commitment to maintaining the good quality of scholarship is invaluable to AALHE's mission of developing and supporting a community of educators and informing assessment practices in higher education to foster and improve student learning and institutional quality.

Contributing to this issue, here is the list of 2023-2024 Intersection Committee Members (No committee member participates in the review process of their own submission with Intersection)

Rebecca Gibbons	Karen White-Goyzueta
Sarah Wu	Keya Simon
Fiorella Penaloza	Kimberely Nettleton
Caroline Young	Kirstin Moreno
Chad O'Lynn	Latoya Hart
Chadia Abras	Matthew Ruane
Coral Bender	Mehtap Eklund
Curtis Jefferson	Nishala Silva
Cynthia Sanders	Pamelyn Shefman
Jennifer Morrow	Sean Bedard-Parker
Karen Singer-Freeman	Taylor Boyd

Finally, I would like to express my sincere thanks to the editors for their efforts and insightful comments that enhanced the quality of our manuscripts.

Intersection Vol 5, Issue 4 Editors

Caroline Young, Baylor College of Medicine

Fiorella Penaloza, University of Hawai'i-West O'ahu

Kimberely Nettleton, Morehead State University

Rebecca Gibbons, University of South Florida

Sarah Wu, Georgia Institute of Technology